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Towards the studying of Kodorian Svan speech¹

ABSTRACT

In terms of general linguistics, the dialectal differentiation problem is particularly important on the late populated areas, especially if localization is in the mountainous region (Serebrenikov 1973: 135-139 (in Rus.)). In this respect, first of all, Kodorian and Cholurian dialects of Svan call the attention of linguists as well as ethnolinguists. The first is Svan of the Svans of Upper and Lower Bal population who moved from the Kodori Gorge (from Svaneti) and settled in the Enguri Gorge (in Apkhazia) a century ago, the second is the combination of Lower Svan dialects (Lashkhian-Lentekhian). I can only say this because the process of fundamental research of both speech is being carried out at the Arnold Chikobava Institution of Linguistics for several years under the financial support of the Rustaveli Foundation at the Ministry of Education and Science of Georgia. Prior to that, there were only separate theoretical expressions or the results of synchronous description of the empirical material in the professional literature fragmentary (Besarion Jorbenadze, Akaki Shanidze, Varlam Topuria, Maxime Kaldani, Mery Gujejiani, Mikheil Kurdiani, Tariel Putkaradze, Lamara Babluani...).

The problem is quite serious and requires not only the linguistic approach but also the use of linguistic geography cartographic methods. After our scientific expeditions in the Kodori Gorge the military-political battles (2008) complicated the situation - we have been taken away from the research object, so we have to work with the refugees who have been rooted out from their housing and who are scattered in the whole territory of Georgia. While we do not have deeply investigated ethnolinguistic research results of dialectal interferences, our request is to avoid the oral and written statements on the properties of the Kodorian Svan speech in separate articles. This study is an attempt to demonstrate the inter-merging of morphonological and lexicological occurrences of the Upper Svan dialects in the Kodorian dialect and its results.

Key words: *Kartvelian languages, inter-merging of morphonological and lexicological occurrences.*

At the Humanitarian Faculties of Universities of Georgia (and some of the foreign countries) there are delivered the lecture courses in phonetic and morpho-syntactic analysis of unwritten Kartvelian languages. **Svan language** is also among them, but for almost a century the lecturers

have been grounding only on the traditionally studied four-dialectal materials. As for Kodorian and Cholurian dialects, **almost nothing is taught** about them. In this regard, the Friedrich Schiller Jena University, where the MA and PhD students were taught via Prof. Heinz

¹The work has been fulfilled in the framework of fundamental research # 217848 grant project ("Place of Kodorian speech in Svan language system").

Fährnich and my book ("*Tscholur-swanisch-Deutsches Verbenverzeichnis*") published in 2003 was exception. But now nothing is being done there, too, because at this university the Center for Caucasian Studies was closed.

To make more visible and academic the level of Svan language studying and teaching, we decided to be taken into consideration our work on the Svan language courses where the language is taught. In addition, Kodorian dialect is the focus of the researchers in bilingual, multilingual and diglossia terms due to its geographical location.

Most of local and foreign kartvelologists divide the Svan language into four dialects (Upper Bal, Lower Bal, Lashkian, Lentekhian). In both Upper and Lower Svan, the Kodorian and Cholurian dialects are distinguished by their properties which leave the impression of the transitional dialects – but only the impression, since none of them have fundamentally been investigated by anyone. Naturally, our great teachers – Akaki Shanidze, Varlam Topuria, Maxime Kaldani (and others: Al. Oniani, M. Kurdiani, T. Putkaradze, M. Gujejiani, Sh. Chartolani, K. Margiani) have discussed both dialects in certain articles, but fragmentally.

In this regard the Arnold Chikobava Institute of Linguistics should be mentioned where since 2002 two groups of svanologists have been functioning. The first group investigates the ethnolinguistic problems of Kodorian dialect, and the second one – of Cholurian one (see the thesis of Iza Chantladze's report "*Peculiarities of Defective Verbs in the Kodori Gorge's Svan*" read at the 61st Scientific Session of the Institute).

Both groups work in a very difficult condition – in both cases the territories are mostly deserted from the indigenous population, but the difficulty of our work is always alleviated by the Rustaveli Foundation Grant funding, which the groups investigating the Kodorian and Cholurian dialects have won several times.

Over the five years a fundamental study "*Kodorian Chronicles*" (Svan texts with Georgian translations and etymology of some roots) has been created; dissertation on the dialect of the Cholurian eco-migrants settled in Kvemo Kartli has been defended; the member-svanologists of both groups have published several noteworthy articles, which were based on the grant topic as well as the reports discussed at all kinds of (institute, university, republic, international)

conferences. Additionally, together with the colleague from Frankfurt, basing on morphology and morphosyntactic problems we have conducted glossal-annotated analysis of the relevant texts (including Kodorian-Cholurian) of all the dissemination territorial data of Svan. The work result is the book *"Tscholurswanisch-Deutsches Verbenverzeichnis"* (2003), published in Jena co-authored by a great kartvelologist Professor Heinz Fähnrich. At present MrH. Fähnrich is a member of our grant group and is responsible for implementing a significant project ("*Place of the Kodorian Dialect in the Svan Language System*") in 2016-2019.

Therefore, unless the key aspects of the Kodorian and Cholurian dialects are not investigated fundamentally, it would be good if we avoid ungrounded statements which occurred in professional literature even before. But this time I'll discuss the book that has been published in recent times. It is M. Sagliani's "*Issues of Svan Language Structure*" publication of which is naturally an important fact, but it is unclear (at least so far!) why the author introduces some new terms. Since the analysis of relevant data is not monographically processed, perhaps it will be very uncomfortable to establish the following terms in scientific circulation:

Kodorian dialects, Cholurian subdialect

(It has been already determined that the dialects of the villages in Cholurian community form an independent Lower Svan dialects ?!), **Lakhamulian dialect**, etc.

Both the Kodorian and Cholurian dialects are interferenced ones, two dialects are merged in both: in the first – Upper Svan (Upper Bal, Lower Bal) dialects, and in the other – Lower Svan (Lashkhan-Lentekhan) ones. That is why we cannot call them either **Kodorian**, or **Tskhenistsqurian** (probably, better **Tsenistsqurian**, cf. the toponym **Tsena**, from where this beautiful river is sourced) and **Engurian**, etc. (everything what can be remembered !!!) dialects. To illustrate this, I'll bring two facts:

In 1917, the ancestors of 54-year-old narrator Marika Devdariani-Akirtava moved from Lower Bal village Pari (Lamkheri) to the village Omarishali of the Kodori Gorge, where their neighbors were historically Upper Bal Svans (Jachvliani, Dadvani, Margiani, Gasviani, Gulbani, Kaldani). Notwithstanding that Mrs. M. Devdariani-Akirtava's father and mother (Dziba Argvliani) are originally Lower Bal, her grandmother Mati Khojelani was from Mestia. Due to the birth and upbringing in

the abovementioned surrounding, it is absolutely natural that she often used Upper Bal lexemes and grammatical forms in parental language. What should we do?! What can we call her Svan (according to M.Sagliani)? – Kodorian Lower Bal or Kodorian Upper Bal?! In the Kodori Gorge, among the refugee population there occur many similar facts that do not fall into the idiolect frame, but in some cases the latter cannot be excluded. For example: daughter-in-law of (historically!) Lower Bal Gujejianis, Lashkhian Irma Kochbiani uses the unlauded form (**wäj** – “Woe!”)² only once (see “*Kodorian Chronicles*”, 2007-2010:30) in a half hourly dialogue. It is, naturally, an idiolect occurrence. But if she uses a plural formant either **-əl** or **-ol**, this fact must have been conditioned by some other process. If we ground on M.Sagliani’s logic, then we can say, that Irma Kochbiani’s speech turns out to be “Kodorian-Lashkhian”?!

It is obvious that, when historically Lower Bal Shalva Argvliani, MarikaDevdariani and Zhana Tsalani use

²Later (2016: 695) on M. Sagliani mentioned this fact, but somehow she forgot to cite our article!

³ It should have been **mērm’lšāl** but the text recorder

native dialect to say the toponym populated by Upper Bal population (e.g., instead of **omarišāl**‘ they say **omarišār**‘ in every case form – see, “*Kodorian Chronicles*”, 491-493, 521-525 , 547) it means that in this sense in their speech the interference has not yet taken place, and when a family member of the migrants who moved from the village Mulakhi, born and grown up in the Kodori Gorge Ketevan Margiani-Dadvani in the dialogue with one of them talks about the derivation of a compound numeral, a Lower Bal individual born and grown up among Upper Bal population provides the following information (ibid: 521):

– *lušnud imži ṭuli „atas cxraas ormoc-dacameṭs?“*

– *atūs i čxarašir i woxušdešdisemi. woxušdešdiwoštxw ləzäj xwi.*

– „*jurinerwešdiešdioštxws*“ *mām ṭulia mermälšāl?*³

– *amži xošil üdwil mar, ali xošil lu-žabru li, üdwild lekwišg li.*

–How can you say in Svan "1953"?

is a representative of middle generation and pronounces long vowels relatively rare. Perhaps this fact is due to the conversation with a Lower Bal narrator.

(textrecorder).

– thousand and nine hundred and five tens and three. I am five-tens and four years old (narrator).

– Do you say „fifty-four (\"two-tens-two times and ten and four\") like other? (text recorder)

– It is easier for me. It is easy to say it Upper Bal way (narrator).

Of course, vigesimal system of the derivation of compound numerals, which is dominated in the Lower Bal (and Lentekhian) dialect, is much more difficult than the Upper Bal and Lashkhan decimal system, but a narrator does not use it only because it, but because a narrator lives in the village of historical Upper Bal population.

It is noteworthy that the majority of our narrators belong to the category **utwra lutwer** (\"uneducated educated\"), and rightly assess the ongoing and expected political as well as general-linguistic facts in the Kodori Gorge. Here's what one of them narrated us:

– *mišgomu xošil supta ləčabrus gārgālda, mare mišgu amži lənčəde (ləčəbru–ləžabru)gargle sopliš gawləna bedšw li. Eši libopš xom amču mar lətare i*

*klass i amču⁴ xwizelaldəs. Mi twiton deš xwaterdas, mare esyurdəs, magalidə, nanagārte, ečka ejär maṭulidax: „wu, imži məžabrer eser ragdi! – “My father spoke more pure Lower Bal but my **mixed (Lower-Upper)** speech is due to the influence of the village (i.e. populated with Upper Bal population. I.Ch.). I have spent my childhood here and I went to school here. I did not notice it myself, but when I went to my mother's native village, they told me: \"Wow! You speak in an Upper Bal way\" (ibid. 521-526).*

However, some narrators consider an interference process of dialects exaggeratedly. The descendant of the migrants migrated from Lower Bal village Pari to the Kodori Gorge (in Ptishi), a grandchild of Upper Bal Navrianis from mother's side, 67-year-old Chepkhan Tsalani notes:

– „*mišgwadi mänkū ləžabrud ragdiw, mare ečkanywe demeg, gadaačwies... šoma laṭlärcaxän xwäri, ləṭalud rwagdi; čwabärcaxän lax xwäri, ləčabrud rwagdi; šoma žabärcaxän miwews lirde, ləžabrud*

⁴In the same (fused) sentence one and the same narrator uses either a non-reduced (**ameču**) or

reduced form (**amču**) of the same word.

rwagdi... atxe am sopeliswa pišir gwär äri – žabär i čwabär mäg žilupurține lix. Klüssi amži li, mare ečži xočamd xwarid mäg ušxwärensga, ere imži ešxu gwär... mečjür „suptad“ ragdix: mälüli lälalud ragdi i mučabir– ləčabrud; ejärs xošil ləgiy xarx eji nin i wesür, xedwäj žibe šwäns xuGwandax, mare atxe xoxrilärs, aljür ukwe ašxudgar raxan ärix, ləžaburu i ləčwaburu ragäd čulupurține xarx, imži čxaṭwra li” - “Firstly my mother spoke Upper Bal but afterwards she was given up to ... When I am with Latalians, I speak Latal⁵; If I’m with Lower Bals I speak Lower Bal, When I’m with Upper Bals I speak Upper Bal, ... Now there are many surnames in this village – the **Upper Bals and Lower Bals and all are mixed with each other**. Even in school ("class") we are all very well together, as one family... Elder people speak "pure" language: Latalians speak Latal and Lower Bals – Lower Bal. They have maintained the language and the rules that existed in Upper Svaneti, but now the children as they are together, speak both Lower Bal and Upper

Bal. They mixed Upper Bal and Lower Bal speech each other like *chkhatvra* (*kneaded each other maize-bread and cheese – I.Ch.*) (ibid., p.376-395).

Omarishaian Kolya and Gocha Gerlianis are originally Lower Bal, but in their speech there is larger vocabulary reflecting the morphonological processes of Upper-Bal dialect, than of Lower Bal because both mothers (Metia Kaldani and Mariam Gigani) are from the village Mulakhi of Mestia region. So, the influence of mothers’ Svan on the speech of a father and son is absolutely indisputable without special research.⁶

According to Prof. M. Kaldani’s observations conducted in 1959, in the Bechoian, Etserian and Tskhumarian (partially!) subdialects **o** vowel is not umlauted (**mindor** “field”, **kibdon** "ark", **lamton** "Teach me", **lampotin** "Load me on your back", ...).⁷ It is noteworthy that in the speech of Bechoian and Etserian narrators migrated in the Kodori Gorge, M. Sagliani confirmed an umlauting of **o** rarely (Sagliani 2016: 681): **mindwers** ("field"), **warmošwebit**⁸ ("by origin"). The latter form

⁵Latal is a transitional subdialect of Upper Svan.

⁶Cf. M. Sagliani, 2016:680.

⁷See Kaldani 1959:219.

⁸Obviously, the complex **we** does not have any connection with the loss of the nominative case morpheme, as M. Sagliani considers (see, ibid, pp 681).

is noteworthy from other aspect: in this case we are dealing with mutual interference – lexicological (Georgian word with Georgian formation!) and phonological (**o>we**); **mindwers** as well as **warmošwebit** forms are conditioned by residing of Etsarian and Bechoian narrators in the surrounding of the emigrants migrated from Upper Svan.

It is also noteworthy that some Kodorian narrators use the lexic characteristic of either Upper Bal or Lower Bal dialects for one of the same lexeme and sometimes its interferenced variant:

ṭob|| ṭōmb|| ṭombare the characteristic forms of BavchiGurchiani⁹ who originally is from Etsera and resided in Sakeni before the **military battles in 2008**. It means that his speech reveals the specificity of the transitional dialect.

M. Sagliani specially investigated the speech of the resident of the village Gvandra of the Kodori Gorge, a daughter-in-law of historically Lower Bal family, originally Lashkhian narrator Irma Kochbiani (40 year-old) and discussed it in her monograph "*Issues of Svan Language Structure*", which is welcomed, but, I think, her assess of Svan to be Lashkhian-Lower Bal interference

dialectal data is exaggerated. If a representative of unumlauted dialect once used umlauted form (**wäj** "Woe!") and Lower-Bal **tam-tamašd** "in playing" instead of Lashkhian **neb-nebašd** "slowly" composite, obviously, this is an **idiolectic (and not interference!) occurrence**. She has been living in the family of Lower Bal Gujejianis over ten years and has been well mastered the speech of her husband, her mother/father- in-law and sister-in-law, and perhaps because she uses the lexemes characteristic of their Svan and the forms reflecting certain morphonological processes to please them. As for the fact that Mrs. I. Kochbiani prefers the **xaṭulidax** ("were calling ") form than **xaṭuliwx** one it is the result that the imperfect with **-w** morpheme occurs only in Lower-Bal dialect, with **-da** – it is originated from Common Kartvelian stem and occurs in all Kartvelian languages (including the Lashkhian dialect, as well!).

The loss of a consonant element of the relative case morpheme **-iš** in the speech of Lower Bal population is unexpected. But in the speech of the descendants of those who migrated in the upper part of the Kodori Gorge and who now live in the surrounding

⁹Sagliani 2016:683.

of the Upper Bals (family member, neighbors), this is quite normal:

Mišgu dadašers xažxax peṭwi (<peṭwi-iš) qwabär (p. 521).

– My mother’s (“grandma’s”) native village is called “millet balls”.

This fact does not reflect only the current situation, it has its own history: in 1923 Akaki Shanidze recorded from Etserian (Hebudelian) Vladimer Subeliani (50-year-old) the text illustrating the life in the Dali Gorge, which could be used as a historical document or ethnographic material:

xwarü qarq mermaxenču li xoša šwän... xwarü qarqxen li läzelal lintwisgäš mengzäriš, däleš i šwäneš mengzäriš. adüid li merme sanzäw Jeriläš qarq, amzawäš läzelal mengzäriš däleš i šwäneš (Svan Chrest. 1978: 187). – “On the other side of the Khvarash Mountain Pass (Old Geo. **qorq-**) there is Great Svaneti... From the Khvarash Mountain Pass there is a winter road to Dali and Svaneti. There is another mountain pass Jerilash for summer walkers in Dali and Svaneti. ”

The interference process of Upper Svan dialects is still evident from the Lower Bal text recorded in 1923. In it the name of the mountain pass **xwaräš** (located between

Chuberi and Sakeni) is given severally, but in a Upper Bal way – without a consonant element (-š) of a relative case morpheme. Similar form (**xwarä qarq**) occurs in the text four times and the Lower Bal dialectal character – only once (**xwaräš qarq**).

In the analyzing material the term “Dali Gorge” opposes Great Svaneti i.e. the Enguri Gorge. Kodorians have been calling themselves neither Svans nor Apkhazians since the period they settled there (1879) to date – they are **Dalians** according to the name of beautiful Goddess of hunting Dali, but there are oral narratings about ancient settlement of Svan on these places.

Here's what 68-year-old woman Arna Kaldani told us: *mi xwi lætne məžäls, šwäns. Ečxän ode kluxorte, ečej mičda ešdjwōštṭw zäjs. Ečxän k'ōxwwilän dälte (dalre telyəra xwi); ečkanyo apxzēts wōštṭwēšdjwōštṭw zäjs xwizgäs, wočamčirē räjons, kočaras. 1994 zäunyo ḷolwilärd xwärid bolniss, saberznette lälzigäld kamečde berznale korisga* – “I was born in Muzhali, **Svaneti**. From there I went to Klukhori, where I spent fourteen years. From there I got married in **Dali** (I am a daughter-in-law of **Dalians**); Then I lived

in Apkhazia, in the village Kochara, Ochamchire region for forty-five years. **Since 1994 we have been refugees in Bolnisi**, in the house of Greeks who had moved to Greece“ ("Kodorian Chronicles" 2007-2010: 18).

Gradually interference is getting a footing in Kodorian Svan so that sometimes even archaic lexemes (toponyms, anthroponyms, ...) obey them. Thus, for example, a narrator from Lower Bal likely not to say the toponym **omarišäl** (*lit.* "of **Omari**'s family") (i.e. according to the morphonological structure of the Upper Bal dialect), but in accordance with Lower Bal system of formation of the names denoting family branch (*root of a name + plural morpheme*):

“gənwišunywe li **umarär**¹⁰, – *“Towards **umarär**, after Gentsvishi there is Umarebi* (the narrator should say **omarišäl**, official terminology - I.Ch.), *after Umareshi – Sakeni”* (ibid. 80-81).

I especially focused on the use of the same toponym in the speech of the descendants who had migrated from various villages of historically Lower Bal territory in

the Kodori Gorge: Zhana Tsalani (Becho>Ptishi), Marika Devdariani (Pari>Ajara) and Shalva Argvliani (Tskhumari>Khutia) pronounce plural **-är** suffix in a Lower Bal way (in all positions, i.e. in their speech a dissimilated allomorph **-äl** of a **-är** morpheme does not occur . Due to this **omarišär** is ordinary for them), Etserian (Hebudian) Vladimir Subeliani does not discuss only phonetic difference between Lower Bal and Upper Bal dialects, and goes further – he knows that the name of one of the villages of the Kodori Gorge is originated from an ethnonym – the local population is a descendant of someone Omari and he uses a filiation formation , but in a Lower Bal way, since he is historically Etserian. The result gave different data – it is **umarär** (and not **omarišäl**, i.e., official name of the village on the map of Georgia).

As it is known, mother's speech greatly influences on child's speech. Here is the dialogue with a historically Etserian (LB.) 73-year-old Tamar Gerliani-Tsipiani who resides in Gentsvishi:

– *Si mučwaburi xi, mare čašwem
ləžaburu hedurd demeg ajreka dej*

¹⁰In the Kodori Gorge's Upper Bal an anlaut vowel of the anthroponym **Omari** remains unchanged, but in

the same dialect of Lower Bal in the postposition of a labial **m** phoneme **o** > **u** takes place.

largüdiisga, dej..

– *Mi madej, mišgu gezlirs däs
xoxalx.*

“ – You are from Lower Bal but you have not your husband’s any Upper Bal feature either in your speech or...

– I do not, but my children do“
("Kodorian Chronicles": 362-369).

We specifically observed the speech of SilevanTsipliani and Tamar Gerliani's eight children, and it really proves that their speech is basically of Lower Bal (according to the mother's speech).

The study of the interference of the language is involving character, so each morphonological or morphosyntactic occurrence should be studied comprehensively **on the basis of the speech of many narrators**, mainly in the form of live dialogues.

It's welcome that during our linguistic expedition in the Kodori Gorge in the speech of Lower Bal migrants settled in the village Gvandra and Sakeni M. Sagliani noticed Upper Bal dialect-like -j ending in singular nominative case of a certain group of nominals in parallel with the auslauts with elided -äj, which she explains to be interference of Upper Svan dialects (Sagliani 2016: 686). Of course, this assumption is

totally permissible, but it is necessary to verify this occurrence – if the elderly Lower Bal narrators used to say the forms similar to **zä-j** "a year", **čälä-j** "river", **məšä-j** "worker"... then it is expected that a nominative diphthongized ending -äj has been inherited from their original habitat – i.e. from the Enguri Gorge (entirely possible from the village Becho which is under the influence of Upper Bal dialect), as for young people’s speech in this case we deal with the interference of speech of Upper Bal population residing in the Kodori Gorge. In 2007-2008 we worked there with 104-year-old Upper Bal narrator Mina Kochkiani and 106-year-old Lower Bal Areta (Dianoz) Parjveliani. The speech of none of them had any trace of interference.

So I repeat again: **we should take special care to interference speech study in Kodori and Tskhenistsqali gorges!**

The problem is quite serious and requires not only the linguistic approach but also the use of a cartographic method of linguistic geography. There are lot of things that complicate the situation – after our scientific expeditions in the Kodori Gorge the military-political battles (August, 2008) actually distanced us from the research object. So we have to work with the refugees

residing in different parts of Georgia. While we do not have deeply thoughtful ethnolinguistic research outcomes of dialectal interference occurrences, I request to avoid the oral and ungrounded statements on the specifics of the Kodorian Svan speech

in articles. The present study is an attempt to demonstrate mutual-merging of morphological and lexicological occurrences of Upper Svan dialects in the Kodorian speech and its consequences.

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Negation and Conditional-Resultative Hypotactic Constructions in the Kartvelian Languages¹

ABSTRACT

The negative and affirmative forms create an opposition in which the negative form is marked by various language means, namely, affixes denoting absence, negative particles etc. Based on the empirical material of the Kartvelian languages, the paper analyzes issues of negation with regard to conditional-resultative hypotactic constructions. It is well-known that **condition** is given in the subordinate clause, whereas the **result** is given in the main clause. In the Kartvelian languages conditional-resultative constructions may be affirmative and negative (containing the negative particle); the negative constructions embrace diverse types of context, depending on the function of the negative particle in the construction.

Key words: *Negation, Conditional-Resultative, Hypotactic, Kartvelian Languages.*

Conditional-resultative hypotactic constructions are characterized by numerous peculiarities. One of them is close semantic interrelation between the components, as a result of which the entire sentence is viewed as one conceptual unit. The meaning of the

construction is defined by the resultative clause which is conditioned by the conditional clause. Despite such close link between the components, their semantics should be analyzed separately, taking into

¹The paper has been implemented within the framework of the scientific project: “The Category of Negation in the Kartvelian Languages” (#FR17_388); financed by Shota Rustaveli National Science Foundation (Georgia).

account the fact that each of them may be either affirmative or negative.

Conditional-resultative sentence, like other constructions, is based on the predicates of the main and subordinate clauses. Definition of the mood and tense of these predicates is vital for identifying the final semantics. There are three main moods in the Kartvelian languages: indicative, subjunctive and imperative. In Georgian linguistic literature there are diverse opinions regarding the category of mood and its types (detailed analysis of the issue is given in Shanidze, 1930; Shanidze, 1980; Chikobava, 1950; Chikobava, 1952; Chikobava, 1979; Kvachadze, 1981; Kotinovi, 1959; Papidze, 1979; Papidze, 1984). In some cases, distinguishing of mood as a separate category is dubitable even if the language has organic verb forms expressing condition. Such forms are viewed as a modal forms of the subjunctive mood (for the analysis of the given issue regarding Megrelian material, see Kobalava, 2001; Dadiani, 2005). This opinion is also based on the fact that the subjunctive and the conditional have common semantics of unreality.

Akaki Shanidze was the first scholar who focused on the presence-absence of the predicate with negative particle in the subordinate clause of the conditional-resultative hypotactic construction in Modern Georgian. He also made mention of the semantic differences caused by the presence and absence of the negative particle in the above constructions and distinguished 2 types of contexts in the subordinate clause:

a) Positive:

მე რომ არ მივშველებოდი, სულ ლუკმა-ლუკმად დაგლეჯდა.

me rom **ar mivšvelebodi**, sul luḡma-luḡmad dagleḡda.

"If I **hadn'tassisted** him/her, it would have been torn him/her to pieces".

„If the action representing the condition is performed, it should be expressed by the negative verb form“ (Shanidze, 1980, 209).

b) Negative:

მე რომ მივშველებოდი, ლუკმა-ლუკმად არ დაგლეჯდა.

me rom **mivšvelebodi**, luḡma-luḡmad ar dagleḡda.

"If I **had assisted** him/her, it would not have been torn him/her to pieces".

„If the action is not performed, the verb is given in the affirmative form” (Shanidze, 1980, 209).

The issue discussed by Akaki Shanidze should be further analyzed, new conclusions should be drawn based on the existing ones. Further research should embrace the following issues:

1. The semantic interrelation between the subordinate clause with negative predicate (resp. condition) and the main clause containing the affirmative predicate (resp. result);
2. Definition of the entire semantics of the conditional-resultative construction;
3. Identification of the factors leading to the functional change of the negative particle;
4. Discussion of the linguistic situation regarding the typology of the Kartvelian languages.

Based on the analysis of the empirical material of the Kartvelian languages, 2 additional types of context have been identified in Modern Georgian. All the four types of context, organic for Modern Georgian, have also been found in other

Kartvelian languages – Megrelian, Laz and Svan. Research outcomes are reflected in the tables and examples, namely:

The negative particle is used in the **affirmative function** in:

- a) *The subordinate clause*: the condition is semantically affirmative, whereas the result is negative (see Examples (1), (2), (3), (4), Table I);
- b) *The main clause*: the condition is semantically negative, whereas the result is affirmative (Examples (5), (6), (7), (8), Table II);
- c) *Both the main and the subordinate clauses*: semantically, both the condition and the result are affirmative (Examples (9), (10), (11), (12), Table III);

Apart from the above cases, there are situations in which the predicates of both the main and the subordinate clauses are given in the **affirmative form**: the negative particle is absent in such constructions. However, both the condition and the result are of negative semantics (Examples (13), (14), (15), (16), Table IV).

Naturally, conditional-resultative interrelation is given in the verb forms which embrace the categories of tense, aspect and mood (TAM); Out of these categories, **mood** is of special importance for the solution of the given problem. The predicates given in the subjunctive mood represent the action in unreal time. As one of the functions of the subjunctive mood is to denote contrary-to-

fact actions, it is possible to use the negative particle in the affirmative semantics and, vice versa, express negation by means of the affirmative form. This language universal is a common Kartvelian phenomenon, found in the literary Georgian as well as other Kartvelian languages – Megrelian, Laz and Svan.

Examples and Tables:

- (1) Geo მამაჩემს რომ სახელი არ აეშენებინა, მე ავაშენებდი.
mamačems rom saxli **ar aešenebina**, me avašenebdi.
- (2) Megr. მუაჩქიმს ცუდე ვე უგაფუდუკონი, მა გევოგანდი.
muačkims ‘ude **ve ugapuduḳoni**, ma gevogandi.
- (3) Laz ბაბაჩქიმიქ ოხოი ვა კიდატუნა, მა პკიდუპტი.
babačkimik oxoi **va ḳidaṭuna**, ma pḳidupṭi.
- (4) Svan მიშგუმუ ლახ მამ ადგამნა კორს, მი ხუგამდჷს².
mišgumu lax **mām adgāmma** kors, mi xugamdās.
"If my father had not built the house, I would have built it".

Table I

The condition formally	The condition semantically	The result formally	The result semantically
არ აეშენებინა ar aešenebina /- "had not built"	ააშენა aašena /+ "he built the house"	ავაშენებდი avašenebdi /+ I would have built	არ ავაშენე ar avašene /- I did not build it
მამაჩემმა ააშენა, მე არ ავაშენე = mamačemma aašena, me ar avašene. "father built the house, I did not build it".			

²Authors express their gratefulness to associate professor Ketevan Margiani for Svan examples that are given in the article

- (5) Geo მამაჩემს რომ სახლი აეშენებინა, მე არ ავაშენებდი.
mamačems rom saxli aešenebina, me **ar avašenebdi**.
- (6) Megr. მუაჩქიმს ცუდე გეუგაფუდუკონი, მა ვე ვოგანდი.
muačkims ‘ude geugapuduḳoni, ma **ve vogandi**.
- (7) Laz ბაბაჩქიმიქ ოხოი კიდატუნა, მა ვა პკიდუპტი.
babačkimik oxoi ḳidaṭuna, ma **va pḳidupti**.
- (8) Svan მიშგუმუ ლახ ჩუადგამნა ქორს, მი მამ ხუგამდას.
mišgumu lax čwadgäma kors, mi **mām xugamdäs**.
"If father had built the house, I would not have built it"

Table II

The condition formally	Condition semantically	Result formally	Result semantically
აეშენებინა aešenebina /+ father had built it	არ ააშენა ar aašena /- he did not build it	არ ავაშენებდი ar avašenebdi /- I would not have built it	ავაშენე avašene /+ I built it
<p>მამაჩემმა არ ააშენა, მე ავაშენე = mamačemma ar aašena, me avašene. "father did not build the house, I built it".</p>			

- (9) Geo მამაჩემს რომ სახლი არ აეშენებინა, მეც არ ავაშენებდი.
mamačems rom saxli **ar aešenebina**, mec **ar avašenebdi**.
- (10) Megr. მუაჩქიმს ცუდე ვე უგაფუდუკონი, მა ხოლო ვე ვოგანდი.
muačkims ‘ude **ve ugapuduḳoni**, ma xolo **ve vogandi**.
- (11) Laz ბაბაჩქიმიქ ოხოი ვა კიდატუნა, მანთი ვა პკიდუპტი.
babačkimik oxoi **va ḳidaṭuna**, manti **va pḳidupti**.
- (12) Svan მიშგუმუ ლახ მამ ადგამნა ქორს, მიც მამ ხუგამდას.
mišgumu lax **mām adgämma** kors, mij **mām xugamdäs**.
"If father had not built the house, I would not have built it either".

Table III

Condition formally	Condition semantically	Result formally	Result semantically
არ აეშენებინა ar aešenebina/- had not built	ააშენა aašena/+ he built it	არ ავაშენებდი ar avaşenebdi /- I would not have built it	ავაშენე avašene /+ I built it
მამაჩემმა ააშენა, მეც ავაშენე = mamačemma aašena, mec avaşene. "father built it, and I built it too".			

(13) Geo მამაჩემს რომ სახლი აეშენებინა, მეც ავაშენებდი.

mamačems rom saxli **aešenebina**, mec **avašenebdi**.

(14) Megr. მუაჩქიმს ცუდე გეუგაფუდუკონი, მა ხოლო გევოგანდი.

muačkims 'ude **geugapuduḡoni**, ma xolo **gevogandi**.

(15) Laz ბაბაჩქიმიქ ოხოი კიდატუნა, მანთი პკიდუპტი.

babačkimik oxoi **ḡidaṭuna**, manti **pḡidupṭi**.

(16) Svan მიშგუმუ ლახ ჩუადგამნა ქორს, მიი ჩუხუგამდას.

mišgumu lax **čwadḡama** kors, mij **čuxugamdäs**.

"If my father had built a house, I would have built it too".

Table IV

Condition formally	Condition semantically	Result formally	Result semantically
აეშენებინა aešenebina /+ had built	არ ააშენა ar aašena /- he did not build it	ავაშენებდი avašenebdi /+ I would have built	არ ავაშენე ar avaşene /- I did not build it
მამაჩემმა არ ააშენა, მეც არ ავაშენე = mamačemma ar aašena, mec ar avaşene. "father did not build the house, I did not build it either".			

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On the Relation between Inference and Epistemics in the Verb Paradigm of the Kartvelian Languages¹

ABSTRACT

The verb paradigm of the Kartvelian languages enables us to draw interesting conclusions regarding the interrelationship between inference and epistemic modality. The paper analyzes the evidential perfect tenses common for all Kartvelian languages. The paper also focuses on certain organic imperfect evidential verb forms peculiar to the Megrelian and Svan languages. The issue of relation between inferential evidentiality and epistemics in the Kartvelian languages may be formulated as follows: a) Not every verb expressing inferential evidentiality is capable of expressing epistemic modality, b) All the verbs expressing epistemic modality are necessarily evidential.

Key words: Inference, Evidential, Epistemic modality, Kartvelian languages

One of the grammatical categories of the verb is evidentiality, which implies the speaker's reference to the source of information and is closely linked to epistemics, which, in its turn, marks the degree of reliability of information. In the Kartvelian languages (Georgian, Megrelian, Laz and Svan) evidentiality is developed as a morpho-syntactic category, expressed by means of special tenses and even specific morphemes

In Svan and Megrelian), whereas epistemics only refers to modality in all the four languages.

In the literary Georgian, out of eleven tenses distributed among three series, two are evidential and common to all the Kartvelian languages. These are evidential perfect I and evidential perfect II (or, according to most widespread terms - resultative I and resultative II).

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Note 1: we mention the evidential tenses based on the terms, logically and subsequently formulated within our project (in detail see: R. Kurdadze, M. Lomia, K. Margiani 2017).

Evidential Perfect I

Georgian: უწერია uçeria; Megrelian: უჭარუ(ნ) uçaru(n); Laz: უჭა(რ)უნ uça(r)un; Svan: ხოჯრა xojra – *‘it has turned out that he/she has written it’*.

Evidential Perfect II

Georgian: ეწერა eçera; Megrelian: უჭარუდუ uçarudu; Laz: უჭა(რ)უტუ uça(r)uṭu; Svan: ხოჯრჷნ xojrǎn – *‘it turned out that he/she had written it’*.

It is well-known that, unlike the literary language, the non-written Kartvelian languages frequently express the semantic nuances by morphological means. **The same can be said regarding evidentiality: the non-written Kartvelian languages have developed additional tenses that express the given category.** In general, it should be mentioned that the development of the evidential semantics in

perfect tenses is a widespread phenomenon, whereas imperfect evidential tenses are rare. However, in non-written Kartvelian languages both perfect and imperfect evidential forms are found:

Evidential perfect in Svan and Laz

Evidential perfect III

Svan: ხეჯრი xejri – *‘he/she has probably written it’*.

Laz: In Vitsean-Arkabian and Atinian-Artashenian dialects: ჭარუ-დორენ çaru-doren, in Khofian-Chkhalian dialect: ჭარ-ელ-ერე-ნ çar-el-ere-n – *‘that is to write, he/she has written it’*.

Evidential perfect IV

Svan: ხეჯროლ xejröl – *‘he/she had probably written it’*.

Laz: In Vitsean-Arkabian and Atinian-Artashenian dialects: ჭარუ-დორტუნ çaru-dorutun, in Khofian-Chkalian dialect: ჭარ-ელ-ერე-ტ-უ çar-el-ere-ṭ-u – *‘that was to write, he/she had written it’*.

Evidential imperfect I

Svan: ხაჯრუნა xäjruna – ‘it turned out that he/she was writing above something /it turned out that he/she was writing it for him/her’.

Megrelian: ნოჭარუე(ნ) nočarue(n) – ‘it has turned out that he/she is writing’.

Note 2: In the Arkabian texts recorded by J. Dumézil, M. Chukhua found resultative forms with prefix **no-** (ნო-ძიც-უ-დორენ no-zič-u-doren – ‘it turned out that he/she had been joking’, ნო-წურ-უ-ე-ნ no-čur-u-e-n – ‘it turned out that he/she had been teaching’....). Based on this, M. Chukhua argued that Megrelian and Laz show similar features also by using forms with prefix **no-** (Chukhua 2009:273). In our opinion, the given issue requires additional research and collection of the empirical material.

Evidential imperfect II

Svan: ლემიჯრ-უნ-[ლი] ləmijr-ün-[li];
Megrelian: ნოჭარუედუ nočaruedu; Laz:
in Vitsean-Arkabian and Atinian-Artashenian dialects: ჭარუპტუ-დორენ čaruṗtu-doren, in Khofian-Chkalian

dialect: ჭარუპტ-ერენ čaruṗt-eren – ‘it turned out that he/she had been writing hem/fer’.

The evidential perfect forms common to all the Kartvelian languages, without any context or additional means, point to the external source of information. The same semantics is expressed by Laz evidential perfect III and evidential perfect IV, as well as the imperfect tenses found in Megrelian, Laz and Svan. For the above-mentioned verb forms, depending on the context, the source of information may be either verballity or inference.

Unlike the literary Georgian, the Svan language has evidential perfect forms *III* and *IV*, in which the source of information is only on the speaker’s inference that is based on the background knowledge and experience of the latter and not on the direct trace of the action.

Therefore, it is far from “ideal knowledge” and is related to unlikelihood. These tenses are grammatically evidential, yet, epistemic in modality; Like the *I* and *II* perfect (resp. resultative), they are reinterpreted forms of the original static

verbs (inferential present/resp. imperfect future, imperfect conditional). Semantically, they are opposed to evidential perfect I and II by the component of unlikelihood-probability:

Evidential perfect III: ხეგრო xejri- *'he/she has probably been writing or he/she has probably written'*, cf. evidential perfect I (resp. past perfect, resultative I): ხჷგრჷნა xäjřna – *'it has turned out that he/she has written/has been writing'*.

Evidential perfect IV: ხეგროლ xejröl – *'he/she had probably written or he/she had been writing'*, cf. evidential perfect II (resp. Past perfect, resultative II): ხოგრჷნ xojřän- *'it turned out that he/she had written or had been writing'*; In our opinion, **the existence of this specific epistemic perfect form in Svan proves the internal requirement of the language** – to develop perfect (resultative) forms corresponding to each major tense, and, since compared to the literary Georgian, Svan has more tenses even in the I series, it is natural that in the III series additional perfect forms with appropriate semantics have also been developed.

The following imperfect tenses are also of epistemic modality: inferential present (resp. imperfect future), conditional imperfect and conditional perfect in Svan and Megrelian.

Svan

It is due to epistemics that the inferential present is opposed to the ordinary (neutral) present, imperfect conditional is opposed to the imperfect and perfect conditional is opposed to permansive:

Inferential present: ჰგრუნო äjruni – *'he/she is probably writing'*, cf. neutral present: ჰგრო äjri – *'he/she is writing'*.

Imperfect conditional: ჰგრუნოლ äjrunöl – *'he/she was probably writing'*, *'if he/she had been writing'*, cf. imperfect: ჰგრდა äjrda – *'he/she was writing'*.

Perfect conditional: ადოგრნა adjrna – *'he/she would probably write'*, cf. permansive: ჩჷგრდა čwäjřda – *'he/she would write'*.

Megrelian

In the present and future groups of the I series, apart from tenses of organic formation, there are tenses of descriptive formation. Traditionally, they are termed as follows:

(1) Future imperfect - ჭარუნდას ოცი/ოცუაფუ *čarundas i'i/i'upu* – *'he/she must be writing' or 'probably he/she is writing'*.

Why these forms are termed as future tense, is an issue of separate discussion; **In fact, these tense forms describe the action in the present tense, with the semantics of probability-possibility.**

(2) Conditional imperfect - ჭარუნდუკო ოციდუ/ოცუაფუდუ *čarunduko i'idu/i'upudu* – *'he/she may have been writing' or 'probably he/she was writing'* – ‘this tense denotes the possibility-probability of the action in the past. The assumption of the speaker is based on his/her experience, generalized for the concrete case.

In Megrelian, future imperfect and conditional imperfect have their opposite forms with preverbs; Naturally, the

preverb cannot replace the concept of modality which is common for all these forms; The forms with and without preverb are opposed to each other in aspect and tense.

In the imperfect evidential verbs of organic formation evidentiality is combined with epistemics, whereas their exact translation in to Georgian (or any other language) requires additional lexical means. This proves the opinion expressed in special literature: ‘if the use of modal words is required in the process of translation, this means that in the source language (mostly in speech) the verb form expresses both inference and the modality of the incomplete truth (reliability) of the utterance’ (Khrakovskiy 2007: 616-618).

Thus, in the Kartvelian verbs, evidentiality is a grammatical category, whereas epistemics is modality. Without additional modal means this modality is expressed only in the Svan and Megrelian languages.

As it was mentioned above, epistemics in the given forms is due to the fact that the source of information for the speaker is inference, which is based not on

the trace of the action, but on the background knowledge of the speaker about the action (event). Thus, the inferential information expressed by the evidential perfect tenses common to all Kartvelian languages is nearly as reliable as perceptive, as the speaker's reasoning is based on the direct trace. However, the inference expressed by imperfect verbs (with the exception of resultative tenses of the I series) bears the semantics of probability and doubt, because the conclusion based on the background knowledge is farther from the analyzed information than the conclusion based on the direct trace. In other words: the conclusion which is based on the direct trace is much more realistic than the one which is based on experience, background knowledge and generalization of external events.

Finally, the issue of relation between inferential evidentiality and epistemics in the Kartvelian languages may be formulated as follows:

a) **Not every verb expressing inferential evidentiality is capable of expressing epistemic modality.**

b) **All the verbs expressing epistemic modality are necessarily evidential.**

In the first case we mean evidential perfect *I and II* and evidential imperfect *III and IV* (in non-written languages), where, despite inferentiality, the degree of reliability of information is not evaluated and only the unseen actions are described. However, in modalized verb forms (inferential present, imperfect and perfect conditional, evidential perfect *III and IV*) the source of information is solely based on inference and the speaker's attitude to the information he provides contains the semantic component of suspicion.

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Teaching Georgian as a second language: Modality and Tense (modal unda) ¹

ABSTRACT

In the Georgian language, the verb paradigm is distributed among the forms of screeves (Shanidze). A screeve is a complex grammatical category which embraces the characteristics of tense, person, aspect, mood, permansive, resultative, perfect, evidentiality. The agglutinative nature of the language implies the existence of several grammatical meanings in one and the same verb form. The category of modality is expressed by means of adding modal elements to the verb form. The modal element expresses modal semantics, whereas the verb form bears the semantics of other grammatical categories. Thus, in Georgian, a modal construction embraces a combination of several grammatical peculiarities and semantics. The modal element is not usually found with all screeve forms. In order to express a modal content, different modal elements choose different screeves.

The categories of tense and aspect are important features of the modal construction. The modal element *unda* is used with three screeves in Georgian: Present Subjunctive, Second Subjunctive and Second Resultative. Out of these, two are subjunctive mood forms, whereas the third one is the form of the indicative mood. However, as a result of weakening of the functions of the third subjunctive, the screeve of the second subjunctive has acquired numerous functions. One of such functions is to express modality in the past. Acquisition of modal constructions is an important part of language teaching. Modal constructions express the speaker's attitude. In this regard, at a certain stage of language teaching these constructions are frequently addressed. It is very important for the learner to grasp the rules of formation of these constructions.

Key words: *Modality, mood, tense, second language teaching*

Verb conjugations in Georgian

Verb conjugations in the Georgian language contain three paradigms based on the morpho-syntactic principle. The first

serie contains two circles and six screeves.

The second serie contains two screeves. The third serie contains three screeves. A screeve is a complex category that corresponds to

¹ This work was supported by Shota Rustaveli National Science Foundation (SRNSF), 218 000 "The Category of Modality in the Georgian Language".

person, number, tense, mood and aspect. The first serie contains two screeves in the subjunctive mood (present subjunctive and future subjunctive); the second serie contains one screeve in the subjunctive mood (second subjunctive / optative); the third serie contains one screeve in the subjunctive mood (third subjunctive) (Shanidze 1980). The third subjunctive is used in limited contexts, however its functions have been taken over by the second resultative which is often used with modal forms and expresses modal semantics.

Expression of Mood in Georgian

Mood is the relation between reality and the action denoted by the verb. In Georgian, mood is the category of conjugation and one of the characteristic features of the screeve form. The name of the screeve itself points to the mood. The subjunctive mood is included in all three series. In the first series, there are two subjunctive screeves, one in the present circle (Present Subjunctive), and the other in the future circle (Future Subjunctive). The Second and Third Subjunctive are, respectively, distributed among the second

and third series. The suffixes forming the subjunctive screeves are: *a*, *e* and *o*. In Georgian, subjunctive screeve forms are not used independently, they are found either in hypotactic constructions with other verbs, or with some modal elements, expressing diverse modal semantics. In contemporary Georgian there are widespread biverbal constructions, the first component of which is a modal verb (*minda* *I want*, *msurs* *I wish*, *šemizlia* *I can*, *vcdilob* *I try*), and the second component is a subjunctive mood form (Kotinov 1986).

Expression of the category of modality in Georgian

Expression of the category of modality is achieved by means of adding modal elements to the verb form. Modal elements are mostly added to subjunctive forms. However, alongside with the modal element, indicative mood forms are also used in order to express modal semantics. Modal semantics is of complex nature in Georgian: the modal element expresses modal semantics, whereas the semantic features of other categories are revealed in the verb form. Thus, in Georgian,

a modal construction embraces a combination of several grammatical characteristics and semantic features. The modal element is not usually found with all screeve forms. In order to denote modal content, different modal elements select different screeve forms.

Expression of Tense in Georgian

The category of tense denotes the relation between the action expressed by the verb and the moment of speaking. In

Georgian scholarly literature there is a widespread opinion that the definition of tense is based on a triple system, which embraces the past, the present and the future. The screeve form also has the features of other categories. This often influences the expression of tense and adds semantic features which may influence the understanding of the tense². In general, certain screeve forms denote certain tenses. The semantic category of tense is expressed in Georgian in the following way:

<p>Past tense</p>	<ol style="list-style-type: none"> 1. Imperfect – past tense, continuous process, incomplete, continuous action taking place at a certain time in the past (<i>vçerdi I was writing, vašenebdi I was building</i>); 2. Permansive/Conditional – past tense, multiple, repeated action (<i>davçerdi I would write, avaşenebdi I would build</i>); 3. Aorist – past tense, concrete action which happened at a stated time in the past, complete or incomplete action (<i>vçere / davçere, I wrote, vašene / avaşene I built</i>); 4. Resultative I/ Present perfect – the result of the action which happened in the past, unseen action (<i>damiçeria it turned out that I have written, amšenebia it turned out that I have built</i>); 5. Resultative 2 / Past Perfect – action which had happened before a certain time in the past, preceding action (<i>dameçera I had written, amešenebina I had built</i>)
<p>Present tense</p>	<ol style="list-style-type: none"> 1. Present indefinite – present tense, general, indefinite time (<i>vçer I write, vašeneb I build</i>);

² This refers to the forms where the verb form denotes other tense instead of the main one: for instance: the form of Resultative I expresses either result or evidentiality. However, it can also have the

semantics of the present tense in certain expressions: *momilocavs (=gilocav)...*(congratulations=I congratulate you)

	2. Present Subjunctive – general present, indefinite form, multiple, habitual (<i>vçerde I wish I wrote, vašenebde I wish I built</i>).
Future tense	1. Future – future time (<i>davçer I will write, avaşeneb I will build</i>). 2. Future Subjunctive – future time, desirable action (<i>netav davçerde if only I wrote, netav avaşenebde if only I built</i>). 3. Second Subjunctive – future time, desirable or obligatory action (<i>unda davçero I must write, unda avaşeno I must build</i>). 4. Third Subjunctive – future time, necessity or strong wish (<i>netav demeçeros I wish I may write, netav amešenebinos I wish I may build</i>).

Modal form unda in Georgian

The modal form *unda* has been developed as a result of grammaticalization of the verb *ndoma* (want). It is found only in three screeves. The data of KaWac Corpus³ have clearly proved this fact. The above-mentioned three screeves are: Present Subjunctive, Second Subjunctive and Second

Resultative. These constructions are mostly distributed throughout the tenses as follows: Present Subjunctive denotes general actions, present tense and incomplete aspect, the Second Subjunctive denotes future tense, whereas Second Resultative refers to the past tense.

The screeve form	Context	Position	Tense / Aspect	Semantics
Present Subjunctive	<i>unda vaķetebde (I must be doing)</i>	<i>unda +V</i>	indefinite / present tense / incomplete aspect	Logical necessity, obligation, wish ...
Second Subjunctive	<i>unda gavaķeto (I must do it once)</i> <i>unda vaķeto (I must do it continuously)</i>	<i>unda +V</i>	Future tense, perfective aspect (with preverb), incomplete aspect (without preverb)	Logical necessity, obligation, wish ...
Second Resultative	<i>unda gameķetebina (I must have done it)</i>	<i>unda +V</i>	Past tense, complete aspect (with preverb), incomplete aspect (without preverb)	Logical necessity, obligation, wish ...

³ <http://corpus.leeds.ac.uk/internet.html>

	<i>unda meketebina (I must have been doing it)</i>			
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As the screeve is a complex category in Georgian, we should identify what semantic features the modal construction has taken from the semantics of the screeve.

Present Subjunctive

The main semantics of the Present Subjunctive is to denote general, indefinite tense. The subjunctive mood attaches this screeve the semantics of unreality, whereas the tense is present, general and indefinite. Besides, the semantics of Present Subjunctive denotes continuation, duration, multiple actions. To be more precise, „this is multiplicity, the repetition and continuation of which is desirable or likely“ (Papidze 1984, 91). This screeve may also have the semantics of habitual action. A habitual action may also be related to wish or desire.

Thus, the combination of Present Subjunctive screeve and the modal form უნდა unda has the semantics of specific modality (mostly deontic) expressed by

means of უნდა unda modal form and the semantics of general, indefinite present tense, based on the semantics of the screeve itself. Therefore, **unda + Present Subjunctive** is often used in legal language in order to express deontic modality, usually in the passive voice form: *unda šeesabamebodes (it must correspond), unda inaxebodes (it must be kept), unda escrebodes (he/she must attend)...* (Sharashenidze 2017).

Second Subjunctive

Second Subjunctive is a most widespread screeve of all subjunctive mood forms. It is a screeve of the second series. It originated in ancient times and in Old Georgian it performed the following functions: a) it denoted the future tense of the indicative mood; b) it denoted the semantics of the subjunctive mood and c) it denoted the imperative mood. This functional diversity conditioned its frequent use. However, denoting of the future tense of the indicative

mood is no longer its main function, as, due to the changes in the tense system, a new screeve has been developed which denotes the future tense by adding a preverb to the present tense forms in the majority of verbs. Second Subjunctive still actively denotes the future tense, albeit within the system of the category of modality. **Modal form + Second Subjunctive** construction denotes an action marked with modal semantics and meant to be performed in the future.

Thus, the ancient function of Second Subjunctive – the expression of future tense – continues to exist in contemporary Georgian. It has become more interlinked with the subjunctive mood and has become the most productive expression of the system of modality. This refers not only to the modal form *unda* but to other modal forms as well.

Thus, the function of the second subjunctive in contemporary Georgian may be defined as follows: this screeve is the main form expressing the category of modality in the future tense. Apart from the future tense, its semantics include different modal

semantics of the action to be performed in the future.

Second Resultative

The key function of Second Resultative was and still is the expression of Past Perfect. In Middle Georgian, apart from denoting a result in the past, Second Resultative acquired a new meaning – expression of actions, unseen by the speaker and judged by the latter on the basis of the result (Babunashvili 1995). Thus, the main function of Resultative is to denote the result, and the secondary function is to denote unseen actions.

In general, the forms of the third series were rarely used in Old Georgian, as they were developed comparatively late. Resultative I was used quite often; Resultative II was also used more or less frequently. All scholars agree with the fact that Second resultative screeve took over the functions of Third Subjunctive. The explanation of the above-mentioned phenomenon, however, is related to the

development of the new system of modality. In Old Georgian, the category of modality was expressed by several special verbs (*zal-uc* (can), *egebis* (may), *ǰer-ars* (should), *Qams* (ought to)...). Beginning from the 14th century, as a result of grammaticalization, a new system of expressing modality began to develop – modal elements were formed from verbs, they were added to the main verb form, enriching the latter with modal semantics. As for the expression of tense, there was a strong need for certain language means that would denote all the three tenses. Subjunctive I started to express the semantics of present and future (this was transferred also to the semantics of Present Subjunctive), Subjunctive II expressed the future tense, this was its main characteristic feature. As for Resultative II, it easily found its place in the system due to the following factors: the vividly expressed semantics **of the past tense and result** and **formal** similarity with the subjunctive mood - *gak etebuliqo* - *had been done* (Resultative II) - *gak etebuliqos* - *may it*

be done (Subjunctive III). As a result, the tense system of expressing modality became perfect, and the functions and frequency of use of Resultative II increased radically.

Georgian Language Teaching – Modality and Tense

Acquisition of modal constructions is an important part of language teaching. Modal constructions express the speaker's attitude to the idea expressed by the sentence. In this regard, at a certain stage of language teaching these constructions are frequently addressed. It is very important for the learner to grasp the rules of formation of these constructions. In this respect, several principles should be taken into account: 1. The relation between modal constructions and tenses. 2. In-advance explanation of the screeve forms included in these constructions, and 3. Compiling of special exercises aimed at the acquisition of modal constructions (insertion, filling the gaps, transformation of sentences into other tenses).

Tense, Aspect, Mood and Modality in Georgian - unda

	Present, general /indefinite tense	Future tense	Past tense
Aspect	Incomplete aspect <i>unda ketdebodes</i> (must be done)	Incomplete aspect <i>unda aketos</i> (must do every day) Complete aspect <i>unda gaaketos</i> (must do once)	Incomplete aspect <i>unda eketebina</i> (must have been doing) Complete aspect <i>unda gaaketebina</i> (must have done)
Screeve	Present Subjunctive	Second Subjunctive	Second Resultative
Formation of the screeve	stem + d /od-e	stem + e, o, a	Monopersonal verbs: Participle + auxiliary verb in the past (<i>viqavi / iqavi / iqo</i> / was were) Bipersonal intransitive verbs: <i>-od-i</i> Bipersonal transitive verbs: <i>-ebin / -in</i>
Modal form	<ul style="list-style-type: none"> <i>unda</i> (must/wants), <i>undoda</i> (wanted), <i>šeizleba</i> (may), <i>šeizleboda</i> (it was possible), <i>ikneb</i> (maybe), <i>egeb</i> (might), <i>lamis</i> (almost), <i>vinzlo</i> (probably), <i>titkos</i> (as if), <i>titkmis</i> (nearly), <i>vitom</i> (as though), <i>netav</i> (I wish), <i>barem</i> (also), <i>oğond</i> (on condition that/if only), <i>tunda</i> (even if).. <i>surda</i> (wished), <i>cdilobda</i> (tried), <i>ğirda</i> (it was worth), <i>saçiro iqo</i> (it was necessary), 		
Examples	<i>unda ketdebodes</i> (must be done every day) <i>unda tbebodes</i> (must get warm every day) <i>unda çerdes</i> (must write every day)	<i>unda gaaketos</i> (must do) <i>unda gatbes</i> (must get warm) <i>unda daçeros</i> (must write)	<i>unda gaaketebuliqo</i> (must have been done) <i>unda gamtbariqo</i> (must have got warm) <i>unda daeçera</i> (must have written)

	<i>unda esalmebides</i> (must greet every day)	<i>unda miesalmos</i> (must greet)	<i>unda misalmeboda</i> (must have greeted)
	<i>unda ašenebdes</i> (must build every day)	<i>unda aašenos</i> (must build)	<i>unda aešenebina</i> (must have built)

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TEACHER TRAINING: EDUCATIONAL ACTIVITIES FOR PRE-SERVICE TEACHERS

ABSTRACT

Teacher training has always been a challenge as teachers are prepared for work in the future, with a focus on developing the competencies required for a future person. Therefore, it is expedient to identify the competencies that he or she needs to develop. It is likely that those will be new directions of competence: creating new value, reconciling tensions and dilemmas, taking responsibility. In order to implement these or other competencies and literacies, it is necessary to model the study programmes of teacher training and educational activities used by teacher educators in pursuit of these goals. It is the suitability of educational activities used for the training of educators, working with the new generation, that is analysed in this article. In 2018, an empirical research was carried out on the suitability of the types of educational activities, as distinguished by D. Leclercq and M. Pournay (2005), used by the teacher educator in the preparation of pre-service teachers, with respect to the opinion of educational science researchers – experts. The research included nine researchers selected according to particular criteria, who were from three countries, namely Georgia, Latvia and Lithuania. There were three researchers from three different countries who assessed the suitability of educational activities by answering in writing to the questions submitted in the questionnaire. According to the experts, all types of educational activities may actually be suitable as long as they are targeted and properly designed to achieve the intended learning goals.

Key words: *teacher training, types of educational activities, empirical research.*

Introduction

Teacher training in the 21st century is a great challenge. Lithuanian documents such as *Lithuania's Progress Strategy "Lithuania 2030"* (2012) and *The National Education Strategy for 2013–2022* (2013) raise the main goal, which is to enable Lithuanian education

to become a sustainable basis for the welfare of the state. *The Good School Concept* (2015) and *The Guidelines for the Change of General Education Schools* (2017) shape the change of school so as it would become the school of discoveries, success, and meaning based on humanistic values and agreements between the

members of the school community. What is more, the new generation, being distinctive, requires a new approach towards their teaching and learning (Targamadžė V. et al, 2015, Targamadžė V., Bulajeva T., 2018 et al.). In addition, in many cases, an emphasis is put on transformative competencies which will be necessary in the future.

“The Future of Education and Skills: Education 2030” programme by OECD refers to “transformative competencies” and development of new directions of competence:

- Creating new value
- Reconciling tensions and dilemmas
- Taking responsibility.

Thus, in order to implement the objectives of teacher training, it is not only expedient to identify them, to reconsider their suitability and to identify appropriate directions in the study programmes, but also to choose the right educational activity for the new generation, focusing on teacher training and future competencies that they require. Educational activities used by teachers of higher education institutions have been researched from various points of view. The topic has been analysed by such researchers as D. Leclercq, M. Poumay (2005), A. Targamadžė, R. Petrauskienė (2008), A. Targamadžė, R. Petrauskienė, D. Rubliauskas (2010), V. Targamadžė (2014, 2017) and others. However, the suitability of educational activities used by the teacher for working with

the new generation has not been investigated so far.

Thus, this article aims at emphasising the types of educational activities, distinguished by D. Leclercq and M. Poumay (2005), which are suitable for work with pre-service teachers in the opinion of researchers – experts.

The object of the research is a type of educational activity distinguished by D. Leclercq and M. Poumay (2005) with regard to the opinion of researchers – experts on its suitability to be used for teacher training when working with the new generation.

Research methods: analysis of scientific literature and documents, empirical qualitative research, i.e. expert survey by means of a questionnaire.

Methodological provision of the article is based on social constructivism according to A. Kukla (2010), i.e. people construct their personal understanding and it is not a mirror reflection of the knowledge or skills transferred to them, but rather their personal reflection.

The article is important from a theoretical point of view, since the educational activities assessed by the experts open up the opportunities for greater in-depth research of such activities, their application, understanding and other aspects. It is also important from a practical point of view, since a proper choice of educational activities may help teachers improve their educational activities.

Characteristics of the types of educational activities used by an educator as distinguished by D. Leclercq and M. Poumay (2005). The new generation is immersed in the virtual world, and it is inevitable for the teachers to consider it in their educational activities. What is more, studies are based on a student-centred paradigm, so the educational activity used by the educator must correspond to the requirements of this paradigm. Therefore, depending on learning goals and conditions, it is necessary to choose the most effective way to implement these activities in real and/or virtual space. It is noteworthy to take into consideration the insights of A. Targamadzė, R. Petrauskienė (2008), A. Targamadzė, R. Petrauskienė, D. Rubliauskas (2010), V. Targamadzė (2014, 2017) and others who claim that the teacher should plan his/her educational activities in a way that is oriented towards the student and enables to construct educational interaction in real and virtual space. The types of educational activities proposed by D. Leclercq and M. Poumay (2005) may be used for this purpose, because they are oriented towards a student-based paradigm, and create possibilities to act both in a virtual and real environment. D. Leclercq and M. Poumay (2005) distinguished eight types of educational activities, a brief overview of which is provided below:

1. Receiving and transmission.

This is a general activity included in all other educational activities and used to find information necessary for the tasks at hand and to analyse, assess as well as select and systemise the information. Commonly, the teacher gives the students information or indicates where it can be found and students receive information from a variety of sources (verbal information from the teacher, books, study materials, dictionaries, articles, web, etc.).

2. Research and documentation.

The student learns by researching, searches for information and answers to questions posed, independently analyses, observes, registers and documents. The teacher gives the task, data and/or sources, observes, consults and provides access.

3. Imitation and modelling.

The teacher chooses situations in which processes or objects are modelled. The student learns by observing, afterwards – by imitating processes in the same situations and later on in the new ones by understanding and mastering consistent patterns.

4. Creation and supplementation.

The student learns during the creative process by creating or constructing something new for him/her: texts, objects, devices, plots, events and films, thereby realising own or

group ideas and including new or already known things. The teacher presents the assignment and supports, advises and supplements.

5. Practice and guidance.

The student's skills are formed by performing the actions which might be routine and repetitive but in this way the student accumulates practice. The teacher formulates assignments, presents work tools, explains, corrects and supports.

6. Experimentation and reaction.

The student experiments and learns to handle objects and processes by changing their characteristics, conditions of functioning and the environment, explores their essence, possibilities and ways to handle them when pursuing the foreseeable results. The teacher presents the assignment and the environment of experimental activities, relevant models or laboratories, helps and advises.

7. Meta-reflection and co-reflection.

The student reflects, generalises the cognitive process and knowledge, activities, the situations of learning 'before', 'during' and 'after' and uses self-analysis, conversations and tests. The teacher advises, interprets the situation, suggests actions and supplements the student's meta-reflection with co-reflection.

8. Discussion and discussion guidance.

The student learns through social interaction between him and the teacher or other students: discusses, explores, probes, reasons, suggests, tries to find compromises and sort things out. The teacher initiates discussions, observes, leads or supports them and summarises the results of discussions.

Each type of educational activity is undoubtedly student-centred and may be used by the lecturer to improve his / her educational activities.

The empirical research on the suitability of the types of educational activities used by the teacher as distinguished by D. Leclercq and M. Pournay. In March – February 2018, an empirical research was carried out with the aim to find out whether the types of educational activities, as distinguished by D. Leclercq and M. Pournay (2005), used for teacher training by teacher educators are suitable with respect to the opinion of researchers – experts.

The selected research object was the types of educational activities used by the educator in terms of their suitability for teacher training.

The research included nine researchers from three countries, namely Georgia, Latvia and Lithuania. There were three researchers from each country. The selection criteria of researchers were as follows: teachers with scientific degrees, including at least one teacher with a scientific degree in educational science;

teachers working in teacher training programmes; at least one teacher working for no more than three years; teachers who have participated in or have conducted training of educational activities. Questionnaires were submitted to the experts and they answered to the questions in writing. The questionnaire was designed with regard to eight educational activities distinguished by D. Leclercq and M. Poumay (2005):

1. Receiving and transmission
2. Research and documentation
3. Imitation and modelling
4. Creation and supplementation
5. Practice and guidance
6. Experimentation and reaction
7. Meta-reflection and co-reflection
8. Discussion and discussion guidance

All these activities have already been discussed. The experts were asked to reasonably evaluate the suitability of each of the presented educational activities for teacher training at university. Besides these eight items, there were additional three items in the questionnaire:

Scientific and academic title, name and surname;

The date and programme in the preparation of which you participated;

Programme(s) that you work in.

Thus, the questionnaire consisted of an introductory part and eleven items.

The article presents only more prominent ideas on the types of educational activities.

Each type of educational activity is equated to a category, the latter being divided into subcategories according to expert answers.

The first category is *receiving and transmission*. Two subcategories can be distinguished after the analysis of expert answers:

Suitability for teacher training and suitability for integration with other activities. Suitability of the activity was indicated according to the selected particular type of educational activity. In the opinion of Expert 8, it is suitable if it “corresponds to the aim of the educational activity”; in the opinion of Expert 1: “We live in an information society where media competences are necessary, so finding, sharing and dealing with information is very important.”

The other subcategory is integration of receiving and transmission with other activities:

“There may be particular elements, but I would rather consider this activity as integrated with others. At the Bachelor and Master level, mere information transmission is not meaningful, it is too simple, does not encourage creativity and additional interest. Afterwards, such a practice comes to schools when the teacher is unable to work without a textbook.” (Expert 7); “Receiving and transmission is linked to the classical (passing) paradigm of teaching, but for students with low learning experience, who do not have their competence of learning how to learn developed yet, it is still

relevant when the teacher transmits information to students or indicates where to find such information. However, students get quality preparation for pedagogical studies only by testing various teaching/learning strategies that allow a relatively passive position of the student to be changed into an active one, when it is necessary to discover, create, explore, test, reflect, etc.” (Expert 9)

Research and documentation consists of two subcategories: *meaningfulness of the activity* (first subcategory) and student involvement (second subcategory).

The following expert answers may be provided to support the first category: “It is a very meaningful activity. Research encourages curiosity, inquisitiveness and brings the joy of discovery. When it comes to my work, all my students were happy the most about doing the research activity, especially at the end, because not everyone can easily overcome such tasks. Research develops the ability to observe, evaluate situations and phenomena critically, search for alternative solutions, and it is the engine of constant change and renewal. Research is a precondition for innovation” (Expert 7); “Research and documentation when the student learns by researching, searches for information and answers to questions posed, independently analyses, observes, registers and documents, fosters students’ research capacity”(Expert 2); “The activity is meaningful because the research is carried out

expediently, it is based on arguments and thus becomes meaningful.” (Expert 5) According to Expert 1, this activity is very meaningful because “this already has a higher level of competence than just finding, exchanging and dealing with information.”

The second subcategory emphasises student involvement: “It is important to take into consideration the specificity of a subject: if it is a foreign language, when a teacher focuses on developing speaking or listening skills, then it is not necessarily recommended to give students these kinds of tasks, but when a subject intends to develop researching, analysing and etc. skills, then a teacher will usually give such tasks. E.g. when I was teaching sociolinguistics to Master students, my students would do a lot of research.” (Expert 4) In the opinion of Expert 6: “The student learns by researching, searches for information and answers to questions posed, independently analyses, observes, registers and documents”, and this is how they are involved into the activity.

The third category *imitation and modelling* may be divided into two subcategories in terms of suitability of the educational activity for teacher training: suitability according to the selected goal and being not suitable or being not suitable enough.

“The activity is suitable until the practice begins. On the other hand, it can be useful in modelling conflict/emergency situations that may not happen in practice. For example,

inadequate reaction of the father/mother, relationship with a colleague, bullying, mobbing, etc.” (Expert 7); “This is a useful activity when it comes to developing speaking skills among students, who study a foreign language (in my case – Georgian), they memorise the phrases and the situations where those phrases or collocations can be used” (Expert 4); “Imitation and modelling, as an educational activity, is successfully being used in contemporary Lithuania for teacher training, what is more, the students are very fond of it, so it must stay. By applying theoretical modelling, observing and analysing the lessons delivered by others, and then imitating the pedagogical fragment, students become more aware of the theoretical aspects, gain confidence, and are better prepared for practical activities.” The experts argued about imitation and modelling not being suitable as follows: “It is an imitational activity, which in most cases is detached from the real context and does not help to objectively imitate and model situations” (Expert 3). According to Expert 1, it is “one of the partial search methods, when part is determined by a teacher, and some even by a student”, therefore, it cannot be suitable enough since it is not always efficient and there is a lack of objectivity. Two more experts identified it as not being suitable, but they did not provide any comments.

It is not expedient to distinguish subcategories of the fourth category *creation and supplementation*, because the experts

argued that it is a very important educational activity and it is linked to the development of the creativity of future teachers, e.g. “During teacher training, the conditions are created for development of creative activities of students, and this should be maintained, because the teacher works in a changing environment, and one of the properties of his/her quality work is creativity, so it should also be developed while studying.” (Expert 9). Expert 2 considers also it to be important: “I find **creation** as a useful strategy since students learn during the creative process by creating or constructing something new for him/her: texts, objects, plots, events, thereby realising own or group ideas and including new or already known things,”. Expert 4 considers the suitability of this educational activity in a clear and concise manner claiming that “*this is one of the most useful activities with fruitful results!*”

Practice and guidance is the fifth type of educational activity. This category may be divided into two subcategories:

The first subcategory considers the focus on acquisition of useful practical skills during studies and the second subcategory is concerned with low applicability because the work of a teacher is merely related to routine.

The first subcategory is particularly reflected in the explanation of Expert 1: “repetition and reproduction within specific algorithms during independent professionals’ activities. Execution of instructions.” A similar approach is maintained by Expert 9:

“Practical activities of a future teacher are an integral part of teacher training as students learn to apply theoretical knowledge in practice, solve emerging problems, they reflect on and analyse their activities. However, it is important how the practice is organised, how long it takes, how feedback is provided, what kind of help is provided to the student and by whom.” Although justification of the second subcategory is not very categorical, it signals about low adaptability of this educational activity due to the specificity of the work of a teacher: “I, personally, use it less frequently because there is not much routine in the work of a teacher (educator). The activity is suitable for mastering everyday, procedural processes such as lesson planning, programme preparation steps, etc. Practical work corresponds with the development of new ideas, imitation. In my lectures, I use an activity, which is called presentation of the idea to different audiences. The process is the same, however, students learn to react quickly and adapt to different situations.”(Expert 7) Expert 3 expressed a similar point of view: “The work of a teacher is creative, it has little routine, so this educational activity is used only in rare cases.”

Attention should be drawn to the observation of Expert 8: “I would probably define this activity as experiential learning. The student accumulates experience, the teacher guides this process.” And while this statement

has neither confirmed nor denied the suitability of this type of progressive activity for the training of future teachers, it sent a message that experiential learning is important, and the authors of the article believe that it should be quite significant because certain future stereotypes of activity can be developed for the future teacher.

Experimentation and reaction (sixth category) is divided into two subcategories: significant activity because it systematises knowledge and develops creativity (first subcategory) and acquisition of research experience (second subcategory). The first subcategory is quite clearly identified by Expert 1: “Experimentation is an important part of the research activity, which requires systematised knowledge, experimental skills, incl. skills to document as well as assess creativity.” “The student learns to manage not only objects and processes, but also subjects. During practical and laboratory classes, such situations of the educational process are developed so that mentality, cognitive, social, etc. abilities, and behaviour change.” (Expert 8)

For students, the acquisition of research experience (second subcategory) is emphasised as a rather important result of the type of educational activity: “This type of educational activity provides opportunities to experiment, reflect on the activity and acquire research experience that is very important in their future pedagogical activity.” (Expert 3) In the opinion

of Expert 7, it is also related to research experience: “To my mind, the activity is very important, but I must admit that I have to think quite much on how to organise such activities in the study programmes I teach. Sometimes we do this by imitating, through role-playing, creative tasks, projects. I have a general observation that it is one of the most student-engaging activities, because something new, unusual is being tried out. The tolerance for risk and uncertainty is being developed, students realise that failure is also a result. This encourages them to try and experiment in the future without the fear of failing.”

Attention should also be drawn to the observation of Expert 9: “The presented fragment is not clear. The suitability of experimentation and reaction for teacher training can only be supported by having a clear vision of its implementation, and in this case it is not presented. The science knows many examples and consequences of bad experiments. Given that the educational process is based on two-way interaction (between the educator and the learner), the studies should be organised in a responsible and thoughtful manner. Management has developed various types of simulation software when students learn by experimenting.”

The seventh category *meta-reflection and co-reflection* may be divided into three subcategories: the first subcategory focuses on the student’s learning to reflect, the second subcategory focuses on the development of a

pedagogical activity and the third one on linking reflection and creation.

The experts argue about the suitability of this educational activity for self-development of student reflection as follows: “*The students often lack the experience of self-assessment and reflection on the activity. In the study process, the teacher provides opportunities for students to develop reflection skills.*” (Expert 8); “*Students lack the ability to reflect, and this educational activity teaches to reflect on and self-assess their activity.*” (Expert 3)

The second subcategory is related to improvement of the activity. Such subcategory is distinguished on the basis of the following expert observations:

“*Reflective learning is successfully applied and is particularly relevant for future educators as it allows the student to systematically monitor, analyse, evaluate and improve one’s own activities. This is due to the subject of reflective teaching, which is one’s own experience of learning, i.e. when one thinks about how he/she feels, how he/she is doing, what his/her weaker areas are, and the result of this process leads to the improvement of learning. However, reflective learning is not easy, since the student must be honest and objective, and an open, responsible and sincere approach is necessary.*” (Expert 9); “*I have used feedback and self-analysing questionnaires among students, have given them advice on how to improve their knowledge, more effective methods of studying,*

etc. though I think co-reflection is that which I have less referred. I used this activity with my colleagues especially who also teach Georgian as a foreign language.”(Expert 4)

The third category which links meta-reflection and co-reflection with creativity is quite important, since the development and self-development of creativity and creative activity are an integral part of reflection. The observation of Expert 2 is important in this regard:

“In teaching I also **prefer meta-reflection and co-reflection when** student reflects, generalises the cognitive process and knowledge, activities, the situations of learning ‘before’, ‘during’ and ‘after’ and uses self-analysis. I find **creation** as a useful strategy since students learn during the creative process by creating or constructing something new for him/her: texts, objects, plots, events, thereby realising own or group ideas and including new or already known things.” Expert 5 draws attention to performance and results of performance: “It is an expert-level activity, when the student confirms the reflection and self-reflection competence, is able to analyse and evaluate, including their strengths and weaknesses, their performance and results of performance.” It is also linked to creativity.

When discussing this type of educational activity, attention should be drawn to the observation of Expert 7: “It is an integrated activity involving research, modelling,

experimentation, etc. However, I have noticed that students in later years of Bachelor studies are tired of this activity, and they understand it quite narrowly – only as a writing of reflection and so on. So the challenge for the teacher is to be able to integrate this activity with other activities.” It is like a warning that this educational activity needs to be thoughtfully and purposefully used in an attractive form for students and should not be “overdone”.

The eighth activity is *discussion and discussion guidance*. This category is divided into two subcategories: the role of teacher/student upon application of this type of educational activity (first subcategory) and the significance of the activity for students (second subcategory). The first subcategory was distinguished on the basis of the association of experts with the role of a teacher: “*I think discussion is one of the useful activities with great results, in this case a teacher’s role is only that of a facilitator. I use it a lot!*” (Expert 4). Expert 1 claims: “*Participation in discussions is the ability to express and argue in defence of one’s opinion. However, it is a higher level of competence if the student himself is able to assist the discussion guidance (teacher’s assistant) or through even independently managing a discussion.*” The second subcategory emerges from the answers of other experts:

“The activity is usually used in integration with other activities. It promotes critical

thinking, the formation of a culture of dialogue, and the construction of general cognition (metacognition). I have noticed that, unfortunately, not all students find it easy to discuss, join, and for them it is often easier to agree with another's opinion. The role of the teacher is very important, it includes openness to the students, support, encouragement, showing that another's opinion is important. Activities are preferred by senior BA students and MA students." (Expert 7); "Discussion and discussion guidance since it is a useful strategy in developing students' ability to discuss their opinion, when they learn through social interaction between other students and the teacher: discuss, explore, probe, reason, suggest." (Expert 2); "The student learns through social interaction between him and the teacher or other students. And it is very important." (Expert 6)

It should be noted that this position was particularly emphasised by the experts as being very suitable. However, in this respect attention should be drawn to the observation of Expert 9: "Discussions are often inadequate, time-consuming and should be used to a very moderate extent, however, when discussing students learn to think critically, collaborate, listen, argue, and compromise. Discussion is also related to reflective learning." It is argued again that the effectiveness of the educational activity depends on the ability to design it in the study process. Particular attention should also be drawn to the approach of Expert 1 and Expert 3, who associate the types of educational activities with Bloom's taxonomy,

emphasising their relevance to study purposes. This manifestation of their relevance encourages seeking connection of the educational activity with study goals.

To sum up, the following can be stated:

All eight student-centred types of educational activity based on the categorisation of D. Leclercq and M. Poumay (2005), namely, receiving and transmission, research and documentation, imitation and modelling, creation and supplementation, practice and guidance, experimentation and reaction, meta-reflection and co-reflection, discussion and discussion guidance, were identified as suitable for in-service teacher training. Some types of educational activities were distinguished as not being very suitable, namely, receiving and transmission, imitation and modelling, etc. In any case, in the opinion of experts, educational activities should be targeted and properly designed to achieve the intended goals. Otherwise, the education activity may become not suitable and even unbalance the process of studying in pursuit of the intended goal.

According to some of the experts, the types of educational activity may be associated with Bloom's taxonomy levels: knowledge, comprehension, application, analysis, synthesis, evaluation. This association is important because it is possible to relate study goals with educational activities on the basis of the said levels – modelling of each educational activity should be oriented to the purposeful harmonious activity of the student and the teacher in order to achieve its effectiveness.

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The Role of Tutor's Feedback in Writing E-Course

ABSTRACT

Paper aims to discuss the type, role and features of feedback of online writing course within the Georgian higher educational environment. Regulations of E-Learning Education is not set yet in the country. Therefore tutors are not experienced to run e-courses in general and the role/ importance of e-feedback is almost unfamiliar to them. The paper is preliminary research which aims to reveal the tutors' attitudes/ readiness to apply e-feedback in their further activities.

The research was conducted by following methods:

Interviews: teachers were asked what do they think about importance of e-feedback and to which extent are they experienced in this regard.

Questioners: teachers were given information about the main writing activities (Content, Structure, Analyse, Sources, Citation...) and main type of Feedback (Negative, Positive, Group, Corrective, Preventive, Peer, Evaluative) for each activity. Questioners contain the list of different feedback tools (e-mail, Forum, Private message, Audio/video-feedback...) as well. Teachers were given the opportunity to choose the most appropriate combination of feedback tools and types of each writing activities.

Data analyse and results: The research reveals that instructors would prefer FtoF communication and traditional evaluation. As for the above mentioned combinations given in questionnaires, they were choosing simplest and not specific variations. Thus, they are less aware of the type of feedbacks and did not realize the possibilities and effectiveness. The paper studies the main reasons of it and based on both theoretical approaches and analysed data gives the recommendations to tutors. The results are generalized and prepared as a guidelines for the course designers and authors.

Keywords: *E-learning, Feedback types, Writing Course, Learning, Writing Tutors, Education.*

JEL classification: *Health, Education, and Welfare*

Introduction

The technology and methods tutors apply upon e-courses differ from the methods of face-to-face training. Despite the fact that the outlined goals are identical

in contextual terms, approaches and activity format constantly requires implementation of significant changes and updates from the tutors subsequently

following development of the technologies and academic platforms.

Various scientific works provide the indications to the challenges the electronic course tutors encounter, including one of the grave challenges – instant response to the students and correct formulation of feedback (William, 2002).

Feedback is one of the commonly applied types of intervention by the tutors, the objective of which in widely spread terms, is: feedback gives students clear, purposful, specific instructions how to improve and develop their writing skills

Feedback, in e-course, along with its initial function, assumes the additional task – to fill the gap of relations on personal level between the student and tutor. As we can conclude on the basis of practice, e-courses are characterized with sundry shortcomings, which are less revealed in direct training process, for instance, scarcity of the personal contact, asynchronicity, minimal opportunity of instant question and answer mode; restriction of instant response opportunity etc.

We might state that the feedback allows filing the significant part of these gaps, as with feedback, the tutor is capable, through various channels and technology, to improve the shortcomings entailed with

lack of direct communication and to provide the student with due directives.

Besides, Teachers ‘transmit’ feedback messages to students about what is right or wrong in their academic work, about its strengths and weaknesses, and students use this information to make subsequent improvements (Murtagh, Baker, 2009). However, development of feedback was always accompanied with the risk of demotivation of the student as the students are often dissatisfied with the feedback they receive, in terms of lack of specificity with regard to how to improve; it being difficult to understand; and, it may have potentially negative effects on students’ self-confidence and motivation (Murtagh, Baker, 2009). This risk even further increases when the teacher is oriented to application of the direct and negative feedback solely.

It is also noteworthy that there are universal standards on the one hand upon creation of feedback, application of which is possible for any academic e-course, and on the other hand, deriving from the content area, we have to take various specifications into account.

Constant guidance of the teacher in the teaching/learning process of the e-course for writing is vital for the student for:

- Acknowledgment of strengths and weaknesses;

- Acknowledgement of solution ways for weaknesses;
- Mastering the strategies which will facilitate him/her to create the writing on the one hand and improve the created writing on the other hand, as he/she has no direct communication with the teacher.

Feedback is one of the most effective means for the student to become the self-regulated learner. It allows maximal reflection and covering the needs of the student and facilitating to improvement of his/her weaknesses.

Objective of the Study

The study aims at estimation of the role of feedback for the e-course on writing in native language on the basis of the examples available in the Georgian higher educational sphere. The work is of the preliminary study nature and aims at reflection of the obtained outcomes to the e-course currently under processing and activity of the tutor's training.

Currently, e-training is not provided with the legislative support on state level in Georgia and hence, the number of such courses is quite restricted. As to the ongoing courses, most of them are attributed to blended learning instead of the pure e-learning. Due to the hereof circumstances, study of commitment and motivation of the teachers of the writing

course has become the subject of our survey. E-courses in the higher educational sphere of Georgia are established at relatively passive extent. Upon formation of hereof courses, it was paramount for us to study commitment, attitude, mood and capacities of the teachers they would apply in conduct of the hereof course. Hence, as a result of cooperation with the teachers of sundry Universities, we have conducted the preliminary survey aiming at collection of information to serve the basis for development of the guidelines – teaching instructions on the one hand and for reflection thereof in the context, form and strategies of the e-courses. We have questioned 41 teachers altogether.

The limitations of the study:

Since the low of distance learning is not adopted yet distance and online learning is not widely practiced in Georgia thus lack of variety of sources is vivid and restricted experience of instructors is mentionable. Moreover lack of tutors' readiness to cooperate plays a hindering role in this regard as well.

Analysis of the survey outcomes

The first part of the questionnaire was of the general nature and was purposed to verify the level of knowledge and awareness of the teachers about e-teaching in general and more precisely, necessity and role of the feedback.

Feedback-related questions

	Less important	Averagely important	Important
How can you estimate importance of the feedback of e-course and why?			

How frequently the teacher shall apply feedback?	<input type="checkbox"/> frequently, upon accomplishment of every new topic, rarely, never, your option.
What is the difference between estimation and e-feedback?	
What is the difference between correction and e-feedback?	
What shall be taken into account upon conclusion of the e-feedback of the written work?	
What are the impediments for the teacher in conclusion of the comprehensive e-feedback?	
Which type of feedback is recognized as effective upon estimation of the written works and why?	Positive, negative, direct, indirect, group, individual, preliminary, preventive, your option.
Are you ready to apply the comprehensive feedback upon conduct of the e-course for writing?	

The survey revealed that the situation is dissimilar and the answers depend on the University and the students, as well as the

age of the teachers, motivation and even on personal qualities. However, we still have the general picture. Namely, the attitude of

the teachers towards the e-feedback in general is neutral. Just a few teachers expressed negative attitude to necessity of conclusion of the comprehensive explanatory feedback. As to commitment, the part of the teachers according to self-assessment, is not ready either in technical or in contextual terms (20%), while the part of the teachers is ready to meet the hereof challenge after certain retraining works (53%) and the remaining part expresses commitment to be involved in similar activity (27%).

Question: How can you estimate importance of the feedback of e-course and why? The teachers presume that importance of feedback is not conclusive and they provide own practice, practice of their colleagues as an argument, when they succeed in fulfillment of the direct teaching task without feedback. Most of the teachers consider that the role of feedback is averagely important (25), less important (10) and very important (6).

How frequently the teachers shall apply feedback? In this event, the answers were dissimilar again, which makes formation of clear picture and regularity impossible. The optional answer – your option – actually failed. The teachers mainly relied on the offered answers. It is noteworthy that none of them marked the answer – never, though it does not ensure

making certain conclusions as the teachers considered it as a negative answer and that is why the likely abstained from marking it.

Question: What is the difference between estimation and e-feedback? Nine teachers left this cell unmarked and the answers of the others can be grouped as follows: most of them see no difference (18). Some of them state that these two systems partially coincide, though the their answers are not substantiated or extended (10), and all the remaining (3) state that estimation of a particular task is a complete process and feedback is the extended work which shall not be limited with single activity and serves as a significant facilitation to progress of a pupil.

Question: What is the difference between correction and e-feedback? This question appeared to be clearer for the respondents. Correction is a more commonly applied technology in their pedagogical practice, so they managed to be precise in defining that correction implies detection of mistakes and indication thereto, while feedback is a far more comprehensive and multidimensional technology, though we obtained the less number of specified answers regarding feedback.

What shall be taken into account upon conclusion of the e-feedback of the written work? It is noteworthy that the teachers

relied on their previous pedagogical practice and emphasized the product created by the pupil and mostly spoke about what shall be estimated. There were only two teachers emphasizing the structure and characteristics of feedback.

The answers of the teachers can be classified into sundry groups: lingual mistakes and style (5 teachers), context of the work (8 teachers), substantiated and consecutive discussion (10 teachers), citing and paraphrase (4 teachers), feedback organization and structure (2 teachers). Eight teachers gave combined answers, for instance: according to them, emphasis shall be made as on the lingual aspect, so the context of the work or substantiated and consecutive discussion.

What are the impediments for the teacher in conclusion of the comprehensive e-feedback? Answering this question appeared easiest for the teachers. Following were the most significant impediments for implementation of this activity: 1. Technical impediments (4); 2. Lack of experience (9); 3. Time deficit (12); 4. Lack of enthusiasm of the pupils and passive attitude thereby (7); 5. Lack of motivation – not reflected in the curriculum and cannot be recognized as necessary (9).

Which type of feedback is recognized as effective upon estimation of the written works and why? The answers to this

question were diverse inasmuch as the closed-type question comprised sundry different options offered. It is noteworthy that only three lecturers substantiated their answers, while others merely marked the desired option. They left the cell –your option – unmarked as the teachers abstained from filling it. The answers were as follows: positive (6), negative (14), group (3), individual (9), preliminary preventive (5), your option. Some of the teachers marked several answers simultaneously.

The fourth component of the survey comprised the in-depth interview with the teachers. Fourteen teachers have been questioned. The interview consisted of several questions, namely: 1. How often feedback is applied upon conduct of the e-course, 2. Do you prefer direct or indirect for of feedback, 3. What are the challenges the teachers might encounter upon feedback.

1. Most of the teachers gave the answer to the first question that application of feedback upon any academic activity is not necessary, and they prefer correction and estimation;
2. As to the direct and indirect forms of feedback, most of the teachers prefer direct feedback as they consider that the information

provided through the direct message will be more productive and rapid.

3. As to the third question, outcomes of the interview even further enhanced the answers of the questionnaires. Besides, we found out that the teachers prefer the direct format of communication with the students and in some cases, they consider some platforms (for instance, blogs, facebook, forums) as unjustified for e-feedback as these are the formats less serious, less result-oriented, entertaining and non-educational. Besides, the teachers presume that time to be spent on feedback, shall be preferably consumed on obtainment of new information, planning of the course and establishment of new strategies.

The third component of the survey implies the approach of the teachers to preliminary definition of possible

combinations of due means and types of feedback for writing components.

We individually offered them the list of the feedback means: Written text via e-mail:Pdf documents, Word documents; Information on Forum Private message, Audio/video-feedback, Comments , Online discussion, Blogs, Video conference and discussion, Sharing best practices on different platforms or media, Prepared databases

Feedback types: Negative feedback, Positive feedback, Group feedback, Corrective feedback, Preventive feedback, Peer feedback, Evaluative feedback

And types of the writing components: Content, Structure, Argument, Analyze, Coherence, Sources, Citation, Language and grammar, Genres, Tone, punctuation.

The teachers were free to choose and define respective type and mean of feedback for each writing component.

Hereby, we provide the model of the table to be filled in:

Writing component	Feedback means	Feedback types
Content	<ul style="list-style-type: none"> • Written text via e-mail:Pdf documents, Word documents; • Information on Forum • Private message • Audio/video-feedback • Comments • Online discussion • Blogs 	Negative feedback, Positive feedback, Group feedback, Corrective feedback, Preventive feedback, Peer feedback, Evaluative feedback

	<ul style="list-style-type: none">• Video conference and discussion• Sharing best practices• Prepared databases• Social Media	
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Due to similarity of the outcomes and taking the specification of the preliminary study, we considered it expedient to outline the main trends and to evade analysis through the statistical method. Namely, the overwhelming majority of the teachers – 98% prefers the following feedback means for all options offered for writing elements: Written text via e-mail: pdf documents; Word documents; Private messages; Comments; and the following were mostly applied as feedback types: Negative feedback, Corrective feedback, Evaluative feedback.

It is noteworthy that the teachers consider some of the feedback types as acceptable, for instance: group feedback, positive feedback. However, it was outlined that none of the teachers apply peer feedback. As to the e-feedback means, the teachers expressed the negative attitude to some of them, for instance to the instruments such are: Audio/video-feedback, Social Media, Online discussion, Blogs, Video conference and discussion, Sharing best practices and Prepared databases is completely neglected. It allows

us stating that the teacher rely on the preliminary skills and transfer the direct teaching experience to the direct e-format, which contradicts with the e-course nature and main principles and makes the resulting process less effective.

Conclusion:

The survey revealed that:

1. The preliminary survey revealed that the teachers need to obtain some guidelines and instructions to first of all realize application of the writing tasks and e-feedback types and means;
2. Technical maintenance shall be provided to obtain the desired outcome;
3. Institutional support shall be enhanced and the respective requirements shall be reflected to the curriculum;
4. It will have impact on increase of motivation of the teachers;
5. Due to lack of institutional support in Georgian educational sphere, commitment of the teachers and the

- professional level fail to meet the established standards and requirements;
6. Despite the fact that development of the questionnaires revealed relatively similar combinations of inter-relation of the writing components and feedback, we still can state that the teachers acknowledge necessity and importance of feedback at some extent;
 7. Feedback and importance thereof, the role of which is particularly important in teaching writing, shall be well acknowledged by the teachers as feedback other than

providing various estimation forms, also provides the pupil with the prepared forms, lingual means, structure sand models applicable in the writing process and to facilitate to development of the writing skills of the pupil. Hence, we can mention so-called “double function” of feedback.

Further prospectives:

Paper is a preliminary research which aims to prepare the guidance for instructors in order to support applying electronic feedbacks within the practical teaching activities.

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