

#13, 2019

International Journal
of

**MULTILINGUAL
EDUCATION**

INTERNATIONAL JOURNAL OF MULTILINGUAL EDUCATION

E ISSN 1512-3146 (ONLINE VERSION)

ISSN 1987-9601 (PRINT VERSION)

www.multilingualeducation.org

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The journal is published in the framework of the project „Development and Introduction of Multilingual Teacher Education programs at Universities of Georgia and Ukraine" funded by the European Commission TEMPUS program.

DIMTEGU

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



Project coordinator – Ivane Javakhishvili Tbilisi
State University



Publisher - “Center for Civil Integration and Inter-Ethnic
Relations” (Address: Georgia, Tbilisi, Tatishvili Str. 19/54)



Editor - Kakha Gabunia

CONTENT

B. Krsteska-Papic, <i>Intercultural dimension of the upbringing and educational contents through extracurricular activities</i>	1
M. Kobeshavidze, S. Peikrishvili, K. Khuskivadze, <i>The methods and norms of transferring Spanish and Georgian proper names into Georgian language</i>	7
A. Anisimova, <i>Lexicology and Multilingualism</i>	16
Kh. Beridze, M. Tandaschvili, M. Giorgadze, R. Khalvashi, <i>Translation of the Batumi Linguocultural Digital Archive: The methodology of Glossing and Tagging Social, Political and Cultural Information in Translation of DRSP</i>	25
N. Safonova, <i>Linguistic Consciousness and Foreign Language Learning</i>	39
K. Margiani-Subari, <i>Interference Occurrences in the Speech of the Kodorian Gorge's Svans</i>	52
A. Gvelesiani, K. Khuskivadze, <i>Modern Approaches to Spanish Language Teaching, Blended Learning</i>	57

Biljana Krsteska-Papic

Nansen Dialogue Centre, North Macedonia

Intercultural dimension of the upbringing and educational contents through extracurricular activities

Abstract

Republic of North Macedonia (RNM) is a multiethnic and multicultural society. The ethnic heterogeneous structure of the population is an indicator that the educational priority should be to support constructive initiatives to promote the idea of intercultural education, as a basic link for cooperation and communication between different ethnic communities. The educational system of the RNM is facing a great challenge in developing prerequisites for intercultural education as a planned and long-term upbringing and educational approach.

Starting from the need for advancing the multiethnic and multicultural reality in the country, the Nansen Dialogue Centre Skopje prepared the Conception for Intercultural Education of the RNM. As an official state development document, it provides an opportunity for fostering of upbringing and educational process in direction of improvement of communication, cooperation and understanding between members of different ethnic communities in upbringing and educational institutions. As a philosophy and approach, the intercultural education should be a key tool in the process of initiation and support for building interactive and harmonious relationships in the community.

Implementation and coordination of a large number of extracurricular activities may further enrich the quality of intercultural school life. The Nansen model for intercultural education is an educational model in RNM that enables successful integration of students, parents and teachers of different ethnic communities through a modern upbringing and educational process, based on a variety of intercultural extracurricular and project activities.

Keywords: *Intercultural Education, extracurricular activities, Nansen Model for Intercultural Education*

1. Introduction

As a philosophy and approach, the intercultural education should be a key tool in the process of initiation and support for building interactive

and harmonious relationships in the community.

Due to a frequent identification, it is necessary to distinguish between the concepts of

multicultural and intercultural society / education. Multiculturalism and interculturalism are two types of social concepts. Major qualitative difference between these two concepts is in the extent of interaction between different cultural groups within a single social community.

Multiculturalism refers to the existence of several different cultures in a single geographical area, which are not in a compulsory, every day and permanent natural touch and interaction. Interculturalism, in turn, implies open interaction relations and connections between different cultural and national groups that believe in and promote values such as tolerance, mutual respect, equality and open communication.

Intercultural education should be organized in order to realize the multifaceted task, i.e. education for empathy, solidarity, intercultural respect and a non-nationalistic way of thinking. It is education for unity, solidarity, respect, mutual tolerance, assistance, trust and other universal human values. (Conception for Intercultural Education, 2016).

That is why intercultural education should be observed as a need of our society, because it should recognize the possibility of dealing with the challenge in finding the optimal relation between cultural diversity and social cohesion. The concept of intercultural education provides clear guidelines and solutions for possible transformation and upgrade of the upbringing

and educational system in the Republic of North Macedonia (RNM) with intercultural orientation and values.

It should be emphasized that - through the set global goals and tasks - intercultural education, both as an educational policy and upbringing and educational approach, should have a comprehensive and positive effect and transform all the aspects of upbringing and educational activities, such as: working contents,

- forms, methods and techniques of teaching and learning, textbooks,
- materials and other teaching aids,
- extracurricular activities,
- competencies of upbringing and educational entities,
- ambient in upbringing and educational institutions, and
- connection of upbringing and educational institutions with the wider community.

2. Intercultural education from the aspect of the extracurricular activities

Implementation and coordination of a large number of extracurricular activities may further enrich the quality of intercultural school life. Various extracurricular activities and project school activities should be, above all, a reflection of universal human values in a direction of supporting intercultural dialogue,

cooperation and coexistence; as well as the students' interests, their affinities and potentials, but primarily promoting the educational function, socialization and training for successful group of pair cooperation, as well as independent research and discovery. Schools should support the process of direct functioning of the numerous extracurricular activities, based on various student sections and clubs.

Their contents may derive from a variety of areas such as fine arts, film, photography, music, theater, graphic design, environment, education for peace, sports, urban culture, civic education, science and technology, etc. When designing the program frameworks of extracurricular content, emphasis should be placed on activities of: - intercultural, - bilingual character, - maintaining the continuity, regular dynamics and succession in their organization as an important and upgraded chain of the regular upbringing and educational process.

This chain will help in improving the quality of a regular teaching process, but also in maintaining the students' active, positive and motivated attitude towards the learning process. Above all, the project and extracurricular activities should contribute to a positive promotion of ethnic, cultural, religious, linguistic, gender, socio-economic and developmental differences.

The global goals of extracurricular and project activities of intercultural character are directed towards:

- deepening of constructive collaborative relations between upbringing and educational entities of different ethnic origin,
- sensitization for respect of differences,
- building strategies for overcoming stereotypes and prejudices in school environments,
- encouraging a tolerant attitude towards the differences of social, ethnic and cultural character,
- enabling constructive cooperation, assistance and mutual support,
- developing a positive emotional climate within the heterogeneous groups,
- supporting the interest and curiosity about the language of the "other",
- strengthening the interaction, cooperation and trust between the school and families,
- developing students' talents and abilities depending on their individual potentials,
- supporting curiosity, originality and creative potentials,
- developing logical, flexible, divergent and critical thinking (Conception for Intercultural Education, 2016).

Extracurricular activities with an intercultural preference can be successfully organized in both monoethnic and multiethnic schools, thanks to a different approach. The monoethnic schools should support the realization of

contents that refer to the promotion of universal, human values and learning about different cultures, traditions, customs, languages, etc. The focus in multiethnic, multilingual schools should be placed on improving the bilingual, tandem planning, organizing and performing extracurricular and project school activities, with equal inclusion of students from different ethnic and linguistic backgrounds. Project school activities, in particular, offer opportunities for networking of student and teaching teams at local and regional level during the implementation of long-term research project activities, upgraded with a multilingual approach, remote learning, interaction and cooperation.

3. Good practices and experiences – the Nansen model for intercultural education

The Nansen model for intercultural education (NMIE) is an educational model in RNM that enables successful integration of students, parents and teachers of different ethnic communities through a modern upbringing and educational process, based on a variety of intercultural extracurricular and project activities. NMIE is a model of education that nurtures, encourages and integrates multi-ethnic values and bilingualism, while promoting and supporting the cooperation between students, teachers and parents based on respect for differences, thus building a cohesive community.

The model was developed and implemented in 2007 after two years of work on projects for dialogue and reconciliation in post-conflict and divided societies in Macedonia. Since then, the model has been successfully implemented in several selected primary and secondary schools across municipalities in Macedonia and the region, showing excellent results. It is based on extracurricular activities, i.e. on several types of student school clubs, implemented bilingually, by teacher tandem, with groups of students of mixed ethnic composition. Extracurricular activities are a bridge that enables the children, students from different ethnic communities to have an opportunity and space for mutual, everyday meetings, spontaneous and free communication, cooperation, assistance, mutual learning and socializing.

When preparing extracurricular activities, it is necessary to keep in mind the following questions: What kind of activities would students want to perform every day? How to organize activities in order to maintain the students' attention and motivation? Which areas arouse students' interest and curiosity? Knowing that the regular teaching process always lacks a space for game and research activities and projects, and in order to overcome this situation in the classrooms, extracurricular activities immediately proved as an excellent choice and form for organizing rich, motivating and creative game activities to

gain students' interest and to nourish their motivation. Therefore, various game situations are the basis for smooth and direct cooperation, bringing together and connecting students of different ethnic and linguistic backgrounds. The teacher tandems determine the schedule of extracurricular activities, although it is important to note that it is flexible and that it is always necessary to meet the current school developments or more important events at the local or municipal level.

Extracurricular activities should be in a function of the development of the student talents, skills, abilities, as well as in the direction of strengthening of their self-esteem, a positive self-image and a positive attitude towards the school.

4. The role of students / teachers / parents

Students and parents are the most important partners and supporters of the NMIE. Particular attention is paid to the relation to the students as an equal factor in shaping and creating both the regular teaching process and the extracurricular contents. When drafting extracurricular content, it is necessary to respect the previously acquired knowledge, wishes, interests, and abilities of the students. Therefore, the extracurricular contents should continuously promote the individualized approach, where the complexity of the tasks will correspond to the student's developmental

abilities, but at the same time they will also have a small "dose" of contents that will be in the function of encouraging development, i.e. will be in the sphere of a future development. Direct realization of the intercultural extracurricular contents clearly leads to the conclusion that the daily planned contents (within all the school clubs) are designed and presented at different levels of complexity, in order to allow all students to independently accomplish the desired final product, a result.

The responsibility of the teachers is to recognize the speed and tempo of each of the students to accomplish the set goal, while not being discouraged or demotivated due to the complexity of the current activities.

5. Conclusion

Outcomes of the extracurricular activities in the NMIE:

- improved and enriched didactic component in all groups, knowledge upgrade, acquiring skills required for successful approach to other cultures, prevalence of interactive activities and group work, individualized approach to each student and individual progress; improved and mastered techniques for active and independent learning of students;
- very high index of group cohesion, compactness in all student groups, confirmed by the absence of any possible risk of interethnic tensions and conflicts within the ethnically mixed groups;

- continuous advancement of the inclusive component, i.e. permanent inclusion and enabling of the students with special needs for active participation in extracurricular activities, through which they are accepted as equal members of the group. Their progress takes place at two levels - the plan of socialization and the plan of learning;
- overcoming barriers for learning of the language of “other”, successfully achieved cultural dialogue between students from different ethnic communities, eliminated educational exclusion of students due to the language barriers;
- multiethnic character of the groups, visually presented through effective intercultural design of the classroom space, designed by the students;
- improved outcomes in the regular teaching process, due to the intercultural extracurricular activities;
- developed students’ skills for constructive conflict resolution, critical thinking, flexible approach to problem situations, competence for constructive approach to research situations both within the extracurricular activities and the regular teaching process;
- achieved dynamic and multidirectional communication without language barriers, enriched with skills for non-verbal communication and understanding;
- developed personal and social competence of students required for life in a real multi-ethnic context (school, local community) (www.nmie.org).

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www.nmie.org

Marine Kobeshavidze, Sofio Peikrishvili, Ketevan Khuskivadze

Ivane Javakhishili Tbilisi State University, Georgia

The methods and norms of transferring Spanish and Georgian proper names into Georgian language¹

ABSTRACT

Nowadays Georgia is faced with the economic, political and social problems, by which the integration process with the European Union is accompanied. The Association Agreement has given rise to the new challenges that finally aims at providing the collaboration among the member states of EU, including Spain on the issues such as economy, education, tourism, emigration policy, legal cooperation and safety.

The language along this line is the essential tool for the development of international relations. In this respect, the accurate translation of toponyms, anthroponyms and legal terms into the foreign language is of utmost importance. The paper deals with the research conducted on these topics, in particular, by the example of Spanish and Georgian - the two languages belonging to extremely distant language families, which differ from each other from the syntactic, morphological and structural aspects and have distinct alphabets and phonetic systems.

The paper mainly focuses on informing the findings of the still ongoing research, which will be beneficial to the linguists as well as the translators in the fields of diplomacy, law and politics. It is the first time the research has been conducted from the above - mentioned aspects, which, in its turn, develops certain complications. In addition, based on the historical background, the involvement of the third- Russian language in the ongoing processes makes some difficulties, as well.

Keywords: geopolitical situation of Georgia, linguistic problems of Spanish-Georgian translation, transcription and transliteration, alphabetical and phonetic differences between the Spanish and Georgian languages, toponyms and anthroponyms.

The topicality of the subject

Having gained the independence Georgia has established the diplomatic-economic relations with a number of countries of the

world including the Kingdom of Spain as well as the countries of Caribbean Gulf, Central and South America. Over three continents of the

¹ The paper has been implemented within the framework of the scientific project: The specification of Spanish toponyms, anthroponyms and professional terms (in the areas of linguistic-literary, legal and public administration) and the development of norms for their application in the Georgian language (FR17_85); financed by Shota Rustaveli National Science Foundation of Georgia (*SRNSFG*).

world there exist 20 Spanish-speaking countries, with a greater part of which Georgia has developed the relations of many years and intends to establish the bilateral connection with the rest of them in the future. According to the current state of affairs, Georgia is faced with the economic, political and social challenges having been posed by the Visa Liberalization of 2017 and the Association Agreement of 2016 signed between EU and Georgia, that triggered the development and enhancement of relations with the countries of European Union, among them Spain, in the fields such as economy, education, tourism, emigration policy, crime and safety

Under the conditions of deepening the international relations, hardly can be found a person who does not use the names and titles borrowed from foreign languages. The proper nouns take the important place in making translations and studying foreign languages. Hence, it is deemed necessary to arrange the proper nouns transferred from Spanish into Georgian in the textbooks, government documents, dictionaries, literary translations.

A certain tradition of transferring the foreign proper and geographical names already exists and their orthography is mainly firmly rooted, but it does not mean that there is nothing to be specified. The parallel forms of certain names can be frequently encountered as well. This is accounted for by the fact that the form of one and the same geographical or proper

name is directly borrowed from the language it belongs to or via another (often Russian, English and French) languages. The translators mainly have difficulty translating or transferring the words denoting the proper nouns. In the case of their transfer, it is important to know what to prioritize: the spelling or pronunciation of words.

The problem related to the unification of rules for transferring the foreign proper nouns was posed to the scientists working on the Georgian Soviet Encyclopedia. In this process, they referred to the first, already issued collection of the “Standards of Modern Georgian Literary Language” (1979-1986) and the “Orthographic Dictionary of Georgian” (1968) compiled by V. Topuria and Iv. Gigineishvili. They also accepted the recommendations from the specialists of certain foreign languages. As regards the languages such as Italian, Spanish and Portuguese, due to the absence of specialists, the selection of the correct forms was based on the Russian, English and French versions, accordingly, the Spanish toponyms and anthroponyms were being established in the Georgian language via the third, intermediate language, in particular, Russian and French, which caused the interference in some cases. The interesting example illustrating the effect of the Russian language is the adaptation of names of the major character and his horse of the famous Spanish literary work- - Don

Quijote and Rocinante, დონ კიხოტე and როსინანტე in the Georgian language - /don kixote/ and /rosinante/². The wrong literary names such as “Don Kikhoti and Rosinanti” - დონ კიხოტი and როსინანტი have been established in the Georgian language for a long time, that indicates that these names were translated from the Russian language and upon the influence of the Georgian language the ending of the nominative case – “i” – (ი) was added to the Russian forms *Дон Кихот* (Don Quijot) and *Росинант* (Rocinant).

It is widely-known that the Spanish and Georgian languages represent two completely different language families. Their alphabet, syntax, morphology and phonetics differ from each other qualitatively. Accordingly, the prerequisite for transferring the names from Spanish into Georgian is the study of alphabetical peculiarities and phonological systems of the both languages and their matching. The major ways of transferring these names such as transliteration and transcription should be also taken into consideration. It is also worth noting, that these ways do not exclude each other and are most frequently applied throughout the world. There are cases when transliteration does not suffice and the perfect transfer of proper nouns is made by applying the transcription method.

The transcription and transliteration of Spanish consonant phonemes.

All the consonants existing in the Spanish alphabet can have the corresponding grapheme or “phoneme” in the modern Georgian alphabet, or to put it differently, each Spanish consonant has its Georgian equivalent. At first, we will deal with the consonants whose unitary transliteration can be used. Later, the consideration will be given to the cases of consonants and digraphs, the exact (direct) match for which cannot be found.

The graphemes matching each other:

D – დ

F- ფ

J- ბ

K- კ

L- ლ

M- მ

N- ნ

P- პ

R- რ

S- ს

T- ტ

● Spanish / θ/ and /s/ phonemes

For the Georgian language it is too difficult to tell the difference between Spanish phonemes / θ / and / s / and both of them sound

² Chkhvimiani Sofi. (2006) “Proper names in the translation of “Don Quixote”, Tbilisi,

Linguistic Papers, XXI. Publishing house “Kartuli Ena”. (in Georgian)

in the same way. These phonemes are visually represented by the letters - c (before the vowels i and e), s, z in the Spanish alphabet. The special attention should be focused on the grapheme – z. It necessitates studying and disseminating the norms of its correct pronunciation in Georgian. As a result of the influence of the English, Russian, or Italian languages, the wrong forms, such as / ზ/-[z] or / ც/-[ts] are often encountered in the texts translated from Spanish. In order to pronounce Spanish proper names correctly in the Georgian language and approximate them to the original at the most, it is deemed expedient to study the forms from the phonetic-morphological aspect and further to match and adjust them to Georgian orthography. Based on the above-mentioned, in the Georgian language the Spanish consonants c (before the vowels i and e), s, z and their corresponding phonemes / θ / and / s / match only to a single phoneme - /s/, which, in its turn, corresponds to the letter and sound „ს“ (s). This version is supported by the linguistic factor, according to which the phoneme / θ/ is pronounced only in the Spanish - speaking world of the Iberian Peninsula, whereas the consonants c (before the vowels i and e), s, z are represented by the phoneme - s (s) in all the countries of Latin America.

If we focus our attention on the following examples: Zara – ზარა /zara/, El Pozo – ელ პოზო /el pozo/, González – გონზალესი /gonzalez/, Zarzuela - ცარცუელა /tsartsuela/, we will see, that one and the same consonant – z, which corresponds to the phoneme –/ θ/, is always repeated in the words written in the Spanish language, while in the Georgian translations the three various consonants such as ზ, ც, ს are encountered. As explained above, the Spanish phoneme /z/ corresponds only to the phoneme /ს/ (s) in the Georgian speech. Accordingly, it is reasonable to assume that Georgian forms of the previously mentioned proper names are wrong, their correct forms are as follows:

Zara – სარა /sara/,

El Pozo – ელ პოსო /el poso/,

González– გონსალესი/ gonsalesi/,

Zarzuela - სარსუელა /sarsuela/.

- Letter and sound H

In the Spanish alphabet the graphic representation “h” is the only grapheme which does not match to any phoneme. It mainly represents the graphic sign having no phonetic correlate; hence, it is called “Silent h”³. However, the grapheme “h” has its equivalent in the Georgian language - a

³ *Ortografía de la lengua española de Real Academia Española* (2010) Madrid, Espasa, p. 6.3.1.

pharyngeal/laryngeal aspirated fricative consonant, whose graphic symbol is - ჰ [h] and which is a weak vowel. According to the general recommendation of Georgian linguistics relating to the Spanish language, the Spanish toponyms and anthroponyms transferred to Georgian alphabet should not preserve their graphic signs. In this case, their Georgian pronunciation would be correct and simplify the identification of a person as well as geographical location or a piece of art. The same approach and method applies to the identification of French proper names, but not in the case of English, because English “h” is the consonant of the strong aspiration and is distinctly pronounced. The correct forms are as follows:

Calahorra – კალაორა /kalaora/,

Huesca – უესკა /ueska/,

Hugo – უგო /ugo/,

Hilda - ილდა /ilda/.

- Letter – sound Ñ

The letter – sound Ñ is the fifteenth letter and the twelfth consonant of the Spanish alphabet. It is a nasal –palatal sonorant consonant called eñe“ (enje). It is worth noting, that lately the trend towards the identical transfer of the Spanish phonemes - /n/ and /ɲ/

is apparent, that, in its turn, is reflected in the errors made in the printed, online, public and law texts while transferring the proper names. For example, *señor(a)*, *doña*, *señorita* - their correct Georgian versions encountered in the fiction are as follows: *senjora*, *senjorita*, *donja*⁴. Whereas the toponyms - *La Coruña*, *Logroño* are transferred as *la Koruna*, *Logrono* into a lot of informational documents or directories, the great importance is attached to the correct transfer of the phoneme - /ɲ/ in Georgian, so as to preserve the Spanish original phoneme.

The graphic symbol ñ corresponds to the palatal phoneme /ɲ/. According to the definition of the “Orthographic Dictionary of Foreign Person Names” of 1989, the compound sounds - ña, ño, ñu should be transferred into the Georgian language as – *nia*, *nio*, *niu*.⁵ It implies that the vowel “I” is added to the coronal dent - alveolar nasal occlusive consonant “n” and its accompanying vowels (a, o, u) resulting in creating the compound sound /ni/, the equal phoneme of which can be conditionally represented as - /ɲi/. Based on the above-mentioned, the proper names containing the vowel “ñ“ are written in Georgian in the following way: *La Coruña* – *la korunia*, *Logroño* – *logranio*, *Marañon* – *maranioni*, *Muñoz* – *muniosi*, *Begoña* – *begonia*.

⁴ Don Quixote of La Mancha, by M. Cervantes. Translated by B. Bregvadze. 1994

⁵ Orthographic Dictionary of the Foreign Names (edit. Al. Kobakhidze, M. Chabashvili), 1989. Tbilisi. (in Georgian).

• Digraph /ll/

The digraph /ll/ is called “double l” (doble ele) in the Spanish alphabet and corresponds to the palatal semi-vowel phoneme /ʎ/ in the International Phonetic Alphabet. The equivalent phoneme to the digraph /ll/ does not exist in the Georgian language. Accordingly, the phonetic transcription should be made and their proper pronunciation should be further introduced in the Georgian language. We should once again refer to the “Orthographic Dictionary of Georgian Language” of 1989, where in order to transfer the digraph /ll/, the linguists repeat the method for the transcription of the phoneme /ɲ/ and create the compound sound /li/ and the phoneme /ʎi/.⁶ In the proper names transferred from Spanish into the Georgian language one more vowel –“i” is inserted between the consonant “l” and its accompanying vowel. It should be noted that the Georgian linguists engaged in the Spanish language have not reached a consensus on the pronunciation of the phoneme /ʎ/, because, presumably, the maintenance or change of the indicator can be made according to its various position in a word. For example, the phoneme /ʎ/ before a vowel “a” is accepted to be directly matching to the Georgian vowel “I”, but at the end of a word it corresponds to the consonant “l”, such as: Valladolid - ვალადოლიდო

/valiadolidi/, Sevilla - სევილია /sevilia/, Trujillo - ტრუხილიო /truxilio/, Ripoll - რიპოლი /ripoli/, Sabadell - საბადელი /sabadeli/.

• The digraphs /gu/ and /qu/

The digraphs /gu/ and /qu/ represent the peculiarities of the Spanish literary pronunciation. They are used before I (i) and e (e) vowels. The component vowel u (u) of the digraph is the graphic sign lacking the sonority and independent phonetic value.⁷ While their transfer into the Georgian language each of them matches to a specific consonant with its corresponding phoneme /gu/-/g/ -/g/ y /qu/-/k/ - /k/. The correct forms are as follows: Enrique - ენრიკე /enrike/, Quintana - კინტანა - /kintana/, Quito - კიტო /kito /, Guernica - გერნიკა /gernika/, Miguel - მიგელი /migeli/.

b, v, w - consonants

The graphic representation of the phneme /b/

The phoneme /b/ may be represented in the Spanish language by three consonants. They are as follows: b, v, w. Among them the first two consonants (b, v) have their roots in Latin, whereas the consonant –w is encountered only in the words of foreign origin, because it

⁶ Orthographic dictionary of Georgian (1968) compiled by V. Topuria and Iv. Gigineishvili, Tbilisi, (in Georgian)

⁷ Ortografía de la lengua española de Real Academia Española (2010) p. 6.2.2.2.1. /6.2.2.4. Madrid. Espasa

is the unfamiliar consonant for the Latin alphabet⁸.

The consonants “b” and “d” of the modern Spanish represent the phoneme /b/ in the Spanish of the Iberian Peninsula. In the Spanish speaking area of South America both of them have their own phonemes /b/ -/b/ and /v/-/v/. This considerable difference is expanded by the fact that the Georgian corresponding phonemes are distinguished from their Spanish analogues by the pronunciation of occlusive bilabial sonorant /b/ and labiodental fricative sonorant /v/.

Accordingly, our recommendation coincides with the transliteration forms derived as a result of the Anglo-Saxon impact, where the consonant /b/ is transferred as a phoneme /ბ/ (b) and the consonant /v/- as /ვ/ (v). For example, Burgos - ბურგოსი /burgosi/, Badajoz - ბადახოსი /badaxosi/, Valencia - ვალენსია /valensia/, La Orotava - ლა ოროტავა /la orotava/.

Consonant X

The letter-sound X represents the compound of mainly two phonemes /ks/. In general lexis its phonetic specifications are changed according to the position in the word it is encountered in. At the end of a word or a

syllable followed by the consonant as well as in the intervocalic position it is pronounced as /ks/- /ქს/(ks), but at the starting position of a word it represents the consonant /s/ -/ს/(s).⁹

Despite the fact, that the phoneme /X/ does not exist in the Georgian language, in the process of transliteration the phonemes /ქ/, /ქ/, /გ/, /ხ/, /ს/ - /k/, /q/, /g/, /z/, /s/ existing in the Georgian language make it possible to retain the sound value for the Spanish version in such a way, that the created sounds were not unfamiliar for the Georgian language

The English, French and German languages are profoundly studied by the Georgian scientists. Accordingly, the Georgian analogues of the sounds characteristic to these languages have been searched for and determined. Hence, in the case of absence of the direct analogues of any phoneme in the Georgian language, the priority is given to already established relations with the English, French or German languages and they automatically apply to the cases of the Spanish language, as well. That is exactly why; the consonant X is transliterated in the Georgian language as /qs/ and not as /ks/. While translating the Spanish toponyms and anthroponyms it is expedient to employ the above-mentioned norms of the Spanish language established by the Spanish Royal

⁸ Ortografía de la lengua española de Real Academia Española (2010). P. 6.2.2.1. Madrid. Espasa

⁹ Ortografía de la lengua española de Real Academia Española. (2010). p. 6.2.2.8.1./6.3.2.1. Madrid. Espasa.

Academy in respect of the Spanish language. However, we are well aware of the fact, that the phoneme /x/ still will be transferred as /qs/ in the Georgian language due to already established and deep – rooted tradition. For instance, the autonomous unit Extremadura – Extremadura and Municipality of Andalusia Guadix – guadiqsi will be transferred as -qs compound sound.

The transcription and transliteration of the Georgian and Spanish alphabet has not been represented yet and accordingly, their clearly built standard system does not exist. In the paper presented by us, we made an attempt to gain some insight into the interrelation between the graphical and phonemic systems. In the process of work, we relied on the norms of

Romanization of the Georgian language of 2009 (BGN/PCGN).¹⁰

The examples discussed above clearly reveal the differences between the Spanish and Georgian alphabet systems. The collation of these distinctions requires the knowledge of linguistic norms of both languages. Such knowledge allows us to transfer the linguistically accurate and acceptable versions from the Spanish into Georgian language in the debatable occasions. The transcription and transliteration created as a result of the linguistic approaches are of normalized nature and accordingly, for our part, are recommended to all the persons concerned with this subject: translators, interpreters, language learners, diplomats, lawyers and the persons employed in the business sector.

¹⁰ BGN/PCGN romanization of Georgian (2009 agreement)

https://en.wikipedia.org/wiki/Romanization_of_Georgia
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Alla Anisimova

Oles Honchar Dnipro National University, Ukraine

Lexicology and Multilingualism

ABSTRACT

The article deals with the issues where multilingualism as a linguistic phenomenon is successfully revealed in the Lexicological studies, namely, in the five lexicological problematic questions of the course, and the whole topic is dedicated to the Multilingual aspect in Lexicology.

It covers the description of CLIL (Content Language Integrated Learning) and some aspects of its influence on the process of development of students' multilingual competence. It is emphasized that multilingualism has become a widespread phenomenon in modern society. A considerable number of people speak more than two languages in their everyday life due to historical, social, or economic reasons. This is one of the causes why multilingual competence has been defined as one of the key competences that a modern competitive specialist should possess according to the European System of Higher Education. CLIL is usually thought to play an increasingly important part in language education, both as a feature of foreign teaching and learning, and as an element of bi- and multilingualism, that was evidently presented in the course of English Lexicology. The ability to apply multilingual competence is one of the key objectives of the curriculum. Multilingual competence presupposes that speakers use different languages for different contexts and purposes, but their influence on the languages may differ. The article gives a detailed description of the features typical of CLIL. So, subject learning combined with language learning leads to the formation of multilingual knowledge, which contributes to the development of multilingual competence.

Keywords: *CLIL, multilingualism, bilingual education, multilingual education, multilingual competence, lexicology.*

Introduction

Nowadays, it is hardly possible to imagine our life without communication in its broadest sense. This interaction occurs both on national and international levels. To make the process of communication successful, one must be aware of some linguistic, cultural and political issues.

The idea of multilingualism and multilingual education has been attracting researchers' attention for a long time.

Multilingualism as a societal phenomenon contains a great number of aspects and notions in its multifacet structure. What should be pointed out within the framework of the present

research is the two key principles stored in the notion *multilingualism*.

On the one hand, multilingualism is an ability of a particular community or group of people to speak more than one language and to use this ability in their everyday lives. Besides, multilingualism is one of the competences that a modern specialist should possess in order to be successful in his career. This idea has been a central one in the European policy since the very beginning of the European Union existence. However, the first official guidelines on multilingualism were highlighted by the European Union Commission only in 2005 (Knight, 1999).

On the other hand, the term “multilingualism” is applied when describing a simultaneous and peaceful coexistence of different linguistic communities on one specific geographical or geopolitical territory (Knight, 1999). Moreover, multilingualism is guaranteed in the official documents of the EU and adopted by decision-making authorities and translated into and issued in eleven languages.

Multilingualism has become a common phenomenon in the modern world and can be analyzed from different perspectives. Other scientists introduce another term *plurilingualism* making a distinction between plurilingualism as a speaker’s competence (ability to use more than one language) and multilingualism as the presence of various languages in a given geographical area. The EU

uses multilingualism for both (sometimes specifying ‘multilingualism of the individual’) (Warren & Benbow, 2008).

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

This fact makes it possible to state that a way towards multilingualism is a set of actions aimed at supporting educational programs; it presupposes learning at least two foreign languages and performing activities aimed at preserving language diversity, increasing the time for learning foreign languages. Moreover, multilingualism is one of the competences that a modern specialist should possess in order to be successful in his career. This idea has been a central one in the European policy since the very beginning of the European Union existence.

Theoretical background

However, the level of awareness of multilingualism varies considerably. It is guaranteed at the highest level of political representation. In meetings held at the highest level of the European Council, simultaneous interpretation is provided and all the documents are translated into eleven languages (Truchot,

2004). This is also the case in plenary sessions of the European Parliament.

The idea of multilingualism and multilingual education has been attracting researchers' attention for quite a long time. The European Union is striving to implement a multilingual component as a part of its general policy into all the spheres of social life (Mehisto, 2008).

It should be noted that the key aspects of multilingual education have been studied by researchers from all over the world. In fact, bi- and multilingual education are “umbrella terms that have been used for decades in the literature as evidenced by numerous book-length publications to refer to the regular use of two or more languages for teaching and learning in instructional settings when bi-/multilingualism and biliteracy are two of the explicit long-term goals” (Abello-Contesse& Chandler, 2013).

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

- the use of two languages as *media of instruction* in designated areas or school subjects that are usually the part of the standard curriculum at the grade levels involves;

- the progressive development of these languages within a school setting;
- the implementation of some form of the educational approach known as content-based instruction;
- the students' overall academic achievements as well as their cognitive development are given consideration, regardless of the language used in classroom (Abello-Contesse& Chandler, 2013).

In addition to that, multilingualism is understood in multilingual education as a multilingual competence that means to have high proficiency in two languages but be relatively monocultural (Baker, 2011).

Identifying the extent to which individuals should be proficient in each of their languages is essential for understanding which goals are attainable in multilingual education and in the process of acquiring a multilingual competence.

Moreover, acquisition of multilingual competence has become one of the key demands of the higher education; this is a competence that a competitive specialist should possess. However, there comes a question how a person can acquire a multilingual competence.

Methods

One of the answers to this question is to do that through **CLIL** type approach that is

Content and Language Integrated Learning.

CLIL is usually thought to play an increasingly important part in language education, both as a feature of foreign language teaching and learning, and as an element of bi- and multilingualism. As students develop their language competences, they are able to deal with more complex topics, so teaching material needs to offer learners an interesting and challenging subject matter (Dalton-Puffer, 2011; Lasagabaster, 2009).

It is worth mentioning that CLIL is generally thought to be a “dual-focused approach” that gives equal attention to language and content; it is an educational approach where curricular content is taught through the medium of a foreign language.

CLIL has been identified as very important by the European Commission because it can provide effective opportunities for students to use their new language skills. At present, it is common knowledge, CLIL type approach has become frequently adopted in European HEIs in the field of economics, humanities, law etc.

The courses in the curricular should be developed in such a way that they should correspond to the requirements of formal education to make the students' competences on the global arena. In this way, subject learning is combined with language learning without overcrowding the timetable.

Thus, such an approach presupposes language instructions in English as *lingua*

franca, moreover, the professors and instructors are not native speakers of English that meets the requirements of CLIL type approach.

It should be mentioned that CLIL lessons are usually timetabled as content lessons that is our students master all the majors mentioned above in English, while the target language (English) continues as a subject in its own right in the shape of foreign language lessons.

In an attempt to identify the linguistic capacity of multilinguals, the researchers (Cenoz; Gorter, 2011; Knight, 1999) agree that multilingual competence involves using several languages appropriately and effectively for communication in oral and written language.

There are a number of reasons why CLIL is important in language education and development of students' multilingual competence:

1. Enriching the content of language learning and teaching makes it more interesting and more challenging. Language teaching which concentrates only on linguistic development does not provide the same opportunities for developing pragmatic and sociolinguistic competences; the intellectual challenges offered by good CLIL teaching have the potential to enhance cognitive growth;

2. Combining language classes with subject learning is a way of using time more efficiently;
3. All subjects have their own kind of literacy; the ‘languages’ of literature and history, for example, have specific linguistic and discourse features. Language teaching at universities needs to help learners to acquire these subject literacies, and the development of study skills is an important part of making progress in language competences (Kemp, 2009).

It should be mentioned that multilingual approach involves learning subjects such as history, literature or others, through a foreign language. It can be very successful in enhancing the learning of languages and other subjects, and helping students develop their multilingual competence.

Having completed such a course with CLIL type approach the students are supposed to acquire multilingual competence in the field-specific and professional domain, understanding of national and international dimensions of their profession, knowledge and understanding of how multilingual and multicultural individuals and communities operate in such contexts where linguistic and intercultural skills are required.

The aim of the article is to define the peculiarities of CLIL and to figure out the part

it plays in acquiring Lexicology as a fundamental discipline in a multilingual aspect.

The results of the research conducted in the framework of the Tempus Project DIMTEGU “Development and Introduction of Multilingual Teacher Education Programs at Universities of Georgia and Ukraine” (530360-TEMPUS-1-2012-1-GE-TEMPUS-JPCR) have been accumulated in separate chapters of the textbook of Lexicology of Modern English: theory and practice (Anisimova, 2017).

Results and discussions

Inspired by the ideas of multilingualism some units of the course of Modern Lexicology are presented in the multilingual aspect (Anisimova, 2017).

As far as lexicological studies are concerned, a multilingual aspect is revealed in phraseological units, borrowings, in links with other branches etc., that is among the fourteen specific problems the course of Lexicology contains, the multilingual research is done in five units.

The material of the course addresses fundamental issues of Modern English Lexicology, namely, the general description of Lexicology as a branch of Linguistics and its specific problems. The material proposed serves as an effective tool for understanding the lexical and semantic peculiarities of Modern English Lexicology and leads to students’

awareness in doing their own linguistic research.

There are different linguistic aspects. Any language is the unity of different aspects: *grammar, vocabulary, and sound system*. As Lexicology deals with the vocabulary system, it is definitely connected with all the rest of the aspects. The word is studied in several branches of linguistics and not only in Lexicology, and the latter, in its turn, is closely connected with *General Linguistics, the History of the Language, Phonetics, Stylistics, Grammar* and such new branches of language studies as *Sociolinguistics, Cognitive Linguistics, Multilingual Studies* and some others.

Lexicology is bound with *Sociolinguistics* as well as with other Studies in a multilingual aspect.

Sociolinguistics, which deals with relations between the way the language works and develops and the facts of social life, language, is the reality of thought, and the thought is developing with the development of society. Every phenomenon of human society finds its reflection in the vocabulary.

Sociolinguists see multilingualism as a socially constructed phenomenon and a bilingual or multilingual person as a social actor. It is also important to mention that for a multilingual speaker, language choice is not only an effective means of communication but also an act of national identity.

Li Wei states that “every time we say something in one language when we might just as easily have said it in another, we are reconnecting with people, situations, and power configurations from our history of past interactions and imprinting on that history our attitudes towards the people and languages concerned; through language choice, we maintain and change ethnic group boundaries and personal relationships, and construct and define “self” and “other” within a broader political economy and historical context” (Wei, 2008).

Lexicological studies in a multilingual aspect give us assurance to state that *phraseological units* are the heritage of the language showing national verbalized peculiarities of mentality, cognition, and special acquisition of the worldview. The issue of links between language and culture is of crucial importance in Modern linguistics. As a result, the most significant are the linguistic aspects that depict the national originality and national peculiarity of a definite notion.

Phraseology represents both physical worldview and social, psychological state of a human being, as well as his emotions, feelings and inner world. All these allow us to state that phraseological semantics of value is anthropocentric, because the very person is the reflection and the learner ideals of definite statements as well as systems of knowledge.

From our point of view in the phraseological units (idioms) with flora component there coded the information on archaic belief and understanding of environmental space by the representatives of a definite ethnos (Ex. ‘*fresh as a daisy, pure as a lily*’, ‘*come up to rose*’; *an apple oddiscourse*, ‘*to hand smb a lemon*’, etc).

Borrowings as one of the results of language replenishment vividly show the multilingual character of the language.

The English vocabulary has a mixed character. The leading role in the history of its development belongs to the word formation and semantic changes patterned according to the specific features of the English language system. This system absorbed the vast majority of loan words according to its own standards. So, it is sometimes difficult to distinguish old borrowings from a native word. For example, the word *cheese, street, wall, wine* belong to the earliest layer of Latin borrowings (Anisimova, 2017).

However, there are a lot of loan words which can be clearly defined as borrowed because of their peculiarity in pronunciation, spelling, and morphology. The initial position of the sounds [v], [dʒ] and [ʒ] is a sign that the word is not of native word-stock: vacuum (Latin), valley (French), vanilla (Spanish). The initial [ʒ] occurs in comparatively late borrowings: gendarme.

Another indicators of borrowings are initial letters *j, x, z* and such combinations as *ph, kh* in the root indicate the foreign origin of the word; *philology* (Greek), *khaki* (Indian).

Some letters are pronounced differently depending on the origin of the word. That is why, letter *x* is pronounced as [ks] or [gz] in words of native and Latin origin respectively, or as [z] in *xylophone* (Greek). Such a combination of letters as *ch* is pronounced as [tʃ] in words of native origin (*chair, child*), as [ʃ] in words of late French origin (*machine, parachute*), and [k] in words of Greek origin (*epoch, Chemistry*) (Anisimova, 2017).

From the standpoint of multilingualism the linguistic phenomenon for *barbarism* attracts special attention. Barbarisms are words taken from other languages used by the English people in conversation or in writing but not assimilated and which have corresponding English equivalents; *addio, cia-goodbye*.

It should be mentioned that the criteria of barbarism revelation are: strange pronunciation and strange spelling. Barbarism enters languages in 2 ways: through oral or written speeches.

Another manifestation of multilingual character of the language in a lexicological aspect is the phenomenon of the English language varieties.

Considering the varieties of the English language to which we study such national varieties as American English, British English,

Canadian English, Australian English, New Zealand English. We should specify *European English* as a territorial variant.

Speaking about Europe, we may state that English functions here as a *lingua franca* (*ELF-English as Lingua Franca*) – a language used by people whose first (native) languages are different. This thought has also been supported by such linguists as Allan James (2000), Petra Jesenska (2007), Antje Wilton (2011) and others. This statement may also be proved by the fact that English takes the leading position in the list of the official languages of the European Union (EU). All the business letters and documents are written in this very language. According to Eurostat (the European Statistical System), English is the most widespread language in the EU countries.

Moreover, the variety of English functioning in Europe is considered by many linguists (James, 2000; Jesenska, 2007; Wilton, 2011) to be an independent one, so there have been more and more articles researching another variety of English called *European English* or *Euro-English*.

Conclusions

So, multilingualism is an interdisciplinary issue of concern. As for the *linguistic perspective*, the research carried out within its framework concentrates on the questions connected with *language acquisition, knowledge and use*. The key objective here is to define the nature of multilingual knowledge.

While working on multilingualism we are interested in essentially the same three key issues – *multilingual knowledge, multilingual acquisition* and *multilingual use*. However, the research methodologies differ from the ones applied within the framework of linguistic perspective (Anisimova, 2017).

Thus, the research perspective described allows the researchers to analyze the multifacet phenomenon of multilingualism from different perspectives: multilingualism as an ability; multilingualism as a coexistence of linguistic communities on one territory; multilingualism as a linguistic phenomenon; multilingualism as an educational issue, where the courses in the curriculum are supposed to provide students with multilingual, multicultural competences. The use of CLIL type approach as well as a linguistic phenomenon of multilingualism includes many aspects, that is why it still requires further investigation.

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Khatuna Beridze

Batumi State University

M. Tandaschvili,

Frankfurt Goethe University

M. Giorgadze, R. Khalvashi

Batumi State University

Translation of the Batumi Linguocultural Digital Archive: The methodology of Glossing and Tagging Social, Political and Cultural Information in Translation of DRSP

ABSTRACT

The Georgian dialects' translation methodology (GDTM) for the digitized recorded speech patterns DRSP in the BalDAR was adopted for translation of the stratified language, which in this specific case is the Georgian dialect containing residues of Turkish, Persian, and Arabic, and Pontic Greek borrowings. However, GDTM can be extended as a general approach to the translation of other Georgian dialects into Standard English (SE) for the language documentation and archiving purposes. The justification for the Georgian Dialect Translation Methodology (GDTM) is that Batumi Linguocultural Digital Archive is a source of the cross-cultural validation of the Georgian and its dialects. The digitized, documented speech patterns contain many facts which are, at present, and will be in the future too, worth researching in various fields of study: Glossing and Tagging in translation can enhance the potential of the DigiArchive for the global research by the international scholars.

Keywords: translation methodology, glossing, tagging, Batumi Linguocultural Digital Archive

Introduction:

The paper dwells on the methodology of adding glosses as annotations in the process of translating Adjarian dialect¹ of the Georgian language into English. The texts are digitized

recorded speech patterns (DRSP) of the elderly population living in the borderline territories of Adjara. The preceding research paper Batumi Linguocultural Digital Archive (Contemporary Technological Achievements for the Database

¹. See more about the areas in Adjara where the respondents were recorded at

http://www.multilinguaeducation.org/storage/uploads/articles_contents/6-tandashvili.pdf

Arrangement of the Folklore Resources)² mentions that the respondents used Russian and Turkish barbarisms.

The Georgian dialects' translation methodology (GDTM) for the DRSP was adopted for translation of the stratified language, which in this specific case is the Georgian dialect containing residues of Turkish, Persian, and Arabic. However, GDTM can be extended as a general approach to the translation of other Georgian dialects into Standard English (SE) for the documenting and archiving purposes. We followed the international experience of using SE for translation purposes, recommended for translating dialects especially for the language documenting. Meanwhile, the pieces of socio-cultural and political information encoded in the informal register patterns have been explained, clarified, defined (glossed) and tagged.

The goal of the research is to justify the introduction of simple glosses in the DRSP translation, to outline the design part of speech (POS) tags and specify the custom-tailored Tagset.

Brief Overview of Dialects in Adjara

Adjarian is one of the oldest and most important dialects of the Georgian language. It reflects the historical past of Georgia. Since the

VIII century, BC Adjara is part of Colchis, then of the Egrisi Kingdom. Since the VIII century AD, Adjara is a part of the strongest principality of Tao-Klarjeti till the second half of the XIII century, when it became part of the Samtskhe-Saatabago Principality, from the second half of the XIV century of Guria Principality, returning half a century later (1512) together with Chaneti to the Atabags and was declared part of the Meskhetian Principality. Since the mid-XVI century, Adjara was under the control of Turks for over three centuries, which resulted in the hardest consequences not only for the people but also for the spiritual and material culture, language and religion.

The previous studies claim that the peculiarities of Adjarian dialects stem from of Kolkhuri, then Meskhuri-Klarjuri and Guruli Dialects, and finally by the Turkish influence.

The paper points out that the Russian language influence is visible along with above mentioned in the DRSP of the Adjarian dialects.

However, if taken into consideration the paper by M. Giorgadze and T. Abuladze, "Diaspora and Migration Studies: Pontic Greeks in the Post Soviet Period" (Giorgadze, Abuladze, 241:2018), it is also worth examining in the further studies, whether the Adjarian dialects borrow from the speech of the Greeks located at the Black Sea area. The

² The research is carried out in the framework of the project "Batumi Linguocultural Digital Archive (DigiArchive)",

funded by the Shota Rustaveli National Science Foundation of Georgia.

Greeks were the immediate socio-cultural setting in this region. As the researchers point out, they analyzed the borrowings in the Pontic Greek from Turkish, Russian, Georgian, and Laz. Besides, they argue that Georgian speech by the Pontian Greeks contains many Turkisms. The process of cultural blending is a long process which is reflected in the language as well (Giorgadze, 2017: 10-12; 312-315). Hence, further study will investigate whether residues of the Pontic Greek are reflected in the DRSP containing Adjarian dialects.

A brief overview of the Project BaLDAR

The joint scientific project Batumi Linguocultural Digital Archive (BaLDAR) implemented jointly by Batumi Shota Rustaveli State University and Goethe Frankfurt University is sponsored by the Shota Rustaveli National Science Foundation. The project is a result of international cooperation and it aims to introduce new forms of scientific communication, which will support multidisciplinary research development. Our team of scholars used the advanced software: International Standard for Language Engineering (ISLE)¹, Text Encoding Initiative (TEI)², The ISLE Meta Data Initiative (IMDI)³, ELAN⁴. The project team mainly use TLA (<https://corpus1.mpi.nl/ds/asv/>) and DOBES (<http://dobes.mpi.nl/dobesprogramme/>).

The BaLDAR consists of 4 types of resources: A type resources: archived audio and video resources (MP3 and AVI format) B type resources: archived audio and video resources with transcribed text (in ELAN); C type resources: digitally documented and archived video resources with multimedia annotation – transcribed, glossed and structured interlinearly (in FLEX); D type resources: digitally documented and archived video resources with multimedia annotation and English translation. The translated digitized texts comprise 5 hours of the recordings.

Primary Georgian Dialect Translation

Methodology (GDTM)

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

The Batumi Linguocultural Digital Archive contains Adjarian dialects and colloquial units of language translated into standard English. Adjarian dialects are sets of the spoken varieties of the Georgian language. They are influenced by the Turkish, due to the geopolitical influences over the five centuries. We noticed that the Adjarian speech patterns pivot on the Georgian syntactic structures. We observed that they tend to apply various dialectal borrowings from the Ottoman Turkish, which, in its own right, contains

Iranian (Persian), and Arabic. However, the urgency of building the digital archive was due to the great risk of aging and passing away of the vernaculars.

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

In the previous research we established the following guidelines and methods for translation:

- a) The BaLDAR resources are part of the global language space, and the collections shall be accessible for non-speakers of 1. Georgian; 2. Georgian dialects;
- b) The translated patterns shall retain the cultural and historical flavour of the dialect wherever possible, i.e. if the modern Georgian can linguistically allow;
- c) A dialect borrowing shall not occur in translation from the colloquial speech into the standard Georgian and then into the standard English;
- d) The translation for the BaLDAR, and in general for the archived electronic texts, shall support the building of the unified translation system;
- e) The texts may use glosses/isoglosses, which will be added at for the later stage of work. Currently, the translations are proper

reflections of the characteristic speech patterns stored in the BaLDAR.

We expressed hopes, that the translation could help international researchers in their synchronic and diachronic analysis of the Adjarian speech patterns preserved now in the e-archives.

Therefore, our task was to develop an approach to the digitized recorded speech patterns (DRSP). We opted for the method that a) the syntax of the Modern Standard English (MSE) would be used on one hand, and 2) the other hand, the dialects, as well as all the cases of linguistic variation would be made available for international research purposes.

We had to figure out the criteria for translation of the social and situational variation of language. The search for the translation methodology for the DRSP did not yield relevant results.

The Linguistic Research Potential of the Archived Digitized Records through the Translation Methodology GDTM

The digitized recorded speech patterns are historical documents in the DigiArchives. In this particular case of BaLDAR, if these patterns retain authentic markedness in translation, they can be of great potential for the international scholars of linguistics. Translated DRSP (digitized recorded speech patterns) have significance their uniqueness in the native language makes them especially valuable for

the analysis. The digitized, documented speech patterns contain many facts which are, at present, and will be worth researching in various fields of study:

- Anthropology (social and cultural)
- History
- Culture
- Language use
- Politics

Hence, for the digitized recorded speech patterns in the databases of the DigiArchives, which a. originate from the languages of lesser diffusion and b. are intended for the wider international research opportunities, are to be

1) aligned; 2) translated; 3) glossed; 4) tagged

Justification of glossing, tagging and thus retaining such forms in the DRSP translation is that the speakers narrate about the Great Purge of 37ies, sharing their private dramas and the injustice suffered by their families. However, the speech patterns are not composed of negative judgments and do not contain negatively charged lexical units. The narratives are rather descriptive, the horrors of the Soviet rule, exile, regime, and oppression are revealed in the emotional prosody. The speakers repeat the same words, and the repetition both emphasizes the semantic meaning and point out how the speakers focus on their thoughts and how unconsciously they immerse in the memories while sharing their stories. Hence,

the **GDTM** is given priority to the traditional normalization/standardization methods.

The Georgian Dialect Translation

Methodology GDTM

Translation strategies, Tags and Glosses

Manually applied tags serve to mark the dialect used in the digitized recorded speech patterns in the BaLDAR database. Through them, we can discern the authentic linguistic patterns in the document. The non-lexicalized linguistic units have been glossed.

Throughout the process of translation, we distinguished two functions of [ak'hla] and

1. [ak'hla] as a discourse marker translated as [well] and tagged.
2. [ak'hla] as an interjection, translated as [well] and tagged.

The case below illustrates use of [Ak'hla] as a discourse marker, which indicates change of topic and move to a new exchange:

Georgian text:

<dm> ახლა</dm> მე ყორაოს გეტყვი. მე ახლა ვაკეთებ. ბეთმეზი რომ არ მაქ შაქრით ვაკეთებ, რომ <soc_idlct> ახლა </soc_idlct> რომ არ მაქ. თურქეთიდან <soc_dia>გამოაქ</soc_dia> ჩემს რძალს ბეთმეზი, იქ ყიდულობს და <soc_dia>გადმოაქ</soc_dia>. რომ არ <soc_dia>მაქ</soc_dia> იმ ყორაოს, <dm> რატომ იცი</dm>, ფერისათვის ვამღევ,

თეთრი არ იყოს, რომ მისი ფერი
<soc_dia>ქონდეს</soc_dia>, ბეთმეზის
ფერი.

Literal translation:

Now, I will tell you K'orao. Now I cook it.
When I don't have betmez, I cook it with
sugar, because now I don't have it. My
daughter-in-law takes betmez from Turkey.
She buys it there and brings it over when I
don't have it. That K'orao, you know why, I
add for color, not to be white, to turn the
white color into the color of betmez.

Normalization and primary glossing:

The pragmatic meaning of [now] in the
original equals to the SE [well]; In the process
of normalization, we used a gambit [well] in
English translation, as a widely used gap-filler,
to follow the translational strategy of lexical
change.

Final translation, tagging and glossing:

<trglos><tr_lexchng><dm></trglos>Wel
l</dm></tr_lexchng></trglos>, I will tell you
<trglos><tr_addnt>[about]
</tr_addnt></trglos> <trmglos>K'orao[sour
plum juice boiled until thick]</trmglos>.
<trglos><tr_lexchng><intj>Well<tr_lexchng>
</intj></trglos>, I cook it...when I don't have
<trmglos> betmez[boiled thick fruit
jouce]</trmglos>, I cook it, <trglos>

<tr_addnt>sometimes</tr_addnt></trglos><tr
glos><tr_lexchng><intj>well</intj></tr_lexch
ng> </trglos> with sugar, because if I don't
have it... My daughter-in-law brings betmez
from Turkey when I'm short of it. You know, I
add K'orao just for color, to turn the white color
into the color of betmez.

In this particular pattern of speech, the
output extralinguistic information covers: a)
region-specific linguistic variation; 2) political
and economic relations of Georgia and Turkey;

The pragmatic function of [ak'hla] now at
the initial position of the sentence, and its
semantic meaning differ drastically from the
[ak'la] in the middle and in the end positions of
the sentence; In the first case, it is a discourse
marker, indicating change of topic, whereby the
semantic meaning of now in the succeeding
positions has a pragmatic function of
interjection. In the second case, it also marks
the linguistic variation and idiolect of the
speaker, which we gloss and tag in translation.

Such cultural realia as Betmezi and
K'orao – have been transcribed in translation,
we have used square brackets for explications,
they are glossed and tagged.

We distinguished all translational
changes with the tag: <trglos></trglos>; The
tag differs from the gloss tag which identifies
explanations, inserted lexical units,
clarifications, definitions, i.e. of the terms.

Examples of lexical additions to the DRSP in the BalDAR

Georgian sentence:

მაგ.: მასთან ცოტა ვჭამე, <soc_dia> მარა</soc_dia>, რომ <soc_dia> წევდა</soc_dia>, გადავაქციე. ვერ ვჭამე.

However, in English we added the lexical unit in the square brackets [the rest] as English syntax demands the object, e.g. I poured + [it] or I poured +[the rest]; and tagged it: with the custom-tailored tag, identifying lexical addition as a strategy of translation:

<tr_lex.add>.... </tr_lex.add>;

We also avoided ambiguity in translation, as far as a speaker may produce an elliptical sentence, which is clearly understandable for a listener, but it would be challenging to understand for a reader. e.g.

The implied word in the Georgian sentence is [the rest], omission of which does not make the meaning in the Georgian sentence ambiguous:

Final translation:

<trglos> <dm> <tr_lex.add>Well </tr_lex.add></dm></trglos>, I ate a little together with her, but when she went, I poured <trglos> <tr_lex.add>[the rest]</tr_lex.add></trglos> away. I could not eat <trglos> <tr_lex.add>[it] </tr_lex.add></trglos>.

Along with the addition, we also tagged another object [it] added in the English sentence, and [well] as a discourse marker. As

the process of tagging is manual, we continued to build a custom system of Tagset, and introduced a pair of tags: <dm> </dm> for the Discourse Marker.

The custom-tailored tags are added to identify code-switching local Adjarian version to the non-Georgian language:

დედამთილს ვუთხარი რომ რატომ მეთქი და, <soc_CSturk>„ლაზლარ იაფიორ თერმონი, მუსლიმან იემეზინი“ </soc_CSturk>, რატომ ქვია-მეთქი და ველამო არ იცოდანო, ეს ანდაზა რაც რომ <soc_dia> გუუსახლებიან</soc_dia> თუ წასულან თუ <soc_dia> საცხა</soc_dia> ძველი სიტყვა ვითომ ხალხი, <soc_dia> ეიდა</soc_dia> იარეს, იარეს, იარეს <soc_dia> დაელიენ </soc_dia> პროდუქტი...

The tags and glosses are added in translation into Standard English when:

- a) a sentence in Turkish occurs in the exchange;
- b) non-standard parts of speech are used.
- c) translational shifts occur.

I <trglos><tr_lexchn>asked</tr_lexchn><trglos>my mother-in-law <trglos>[the reason]</trglos> why it was called

<soc_CSturk>“Lazlar iapior termon, musliman iemezini” </soc_CSturk>, and [she said] not everyone knew that proverb. When the people were exiled [or they fled themselves, as old word [legend] goes, they walked a long distance and were out of food.

The translation of the DRSP shall reflect syntactic variation of language. Therefore, specific tags have been added to the Tagsat and used throughout the manual tagging process. In particular, we tagged dialectal lexical units used repeatedly:

DRSP SL: იმხელა კაცი იყო მაღალი და იმ აკვანის ქვეშ <soc_dia> მეიკუნთა </soc_dia> ბურთივით შეძვრა და <soc_dia> დეიმაღაო </soc_dia>, აკვანის ქვეშო, რომ <soc_dia>შამოვდენ</soc_dia> არ ნახონო. მამაჩემი გადარჩა და ბიძაჩემი <soc_dia>წეიყვანეს</soc_dia>. <soc_dia>წეიყვანა</soc_dia>.

DRSP TL: He was such a tall man, and he folded himself and rolled under the cradle like a ball, to hide away, to stay invisible under the cradle if they <trglos> <tr_addnt> Checkists </tr_addnt> </trglos> <trmglos> [Russian: Чекист, an officer of the the All-Russian Emergency Commission for Combating Counter-Revolution and Sabotage] </trmglos> would enter. My dad escaped and my uncle was

taken. He took him <trglos> <tr_addnt> arrested</tr_addnt> </trglos>.

We suppose that lexical repetition shall be retained in translation. The translated DRSP shall reflect the emphatic pattern of the original, which conveys the speakers' message and the emotion simultaneously. The retained lexical repetition in translation also signals that the speaker is aware that her speech pattern differs from literary Georgian. Hence she tries to make her Speech Act as clear as possible for the recording.

The translational addition is the lexical unit <trglos> <tr_addnt> **arrested** </tr_addnt></trglos>, it is not in the square brackets since it does not define anything, however, it is an extra word inserted for the clarity of the meaning of the Speech Act.

The tag <trglos> identifies the strategy of translation. e.g. addition. It differs from the <trmglos> which identifies terms as untranslatable concepts.

The Soviet terms, as realia, shall be glossed, and translational shifts made, in particular, lexical additions.

Using this approach, we retain the colloquial speech pattern by means of the tags and glosses for the Corpus linguistic analysis, despite the translational shifts which transposes the sense into the SE.

Example of an antonymous translation:

In the Speech Act below, the context makes clear that the dialectal lexical unit ‘კურთხვა’ [k’urtk’hva] has a meaning of cursing in this particular context. In the MSG the primary dictionary meaning of this word is ‘consecration’, but is used in its antonymous sense. The contextual meaning of this lexical unit overlaps the semantic meaning of the preceding lexical unit: ‘ლოცვა’ [lot’sva]; The latter lexical unit normally translates as ‘blessing’, but not in its ironic, and/or euphemistic use, which it acquires through the influence of the succeeding lexical unit and the overall context:

We applied the antonymic translation strategy in the speech pattern which revealed the irony of the speaker, or the pragmatic meaning of the Speech Act was antonymous to the semantic meaning.

DRSP SL: ამათი ლოცვა და ამათი კურთხვა ვთქვით.

DRSP TL: <trglos><tr_antnm>I sent them my curses</tr_antnm></trglos>.

As mentioned in the part **Brief Overview of Dialects in Adjara** of the paper, the respondents use Russian barbarisms, hence the influence of the Russian language is confirmed through the DRSP. The further manual linguistic processing of the DRSP in the BalDAR decodes significant socio-political and cultural information which otherwise would not be available for research purposes.

The following examples below showcase how the selected linguistic units are glossed and tagged manually in parallel structures which are part of the training corpus.

Examples of the Russian barbarisms, glossed and tagged:

1.

DRSP SL: ...და <soc_brbrus> ვსიო</soc_brbrus> დამთავრდა.

DRSP TL: ...and <trmglos><soc_brbrus>[vcë, vsio all, that’s it, end, stoppage] </soc_brbrus></trmglos> that’s it.

2.

DRSP SL: პასპორტში თურქ <soc_brbrus>პოდონი</soc_brbrus><soc_dia> ვინცხას </soc_dia> ეწერა. იცი, იყო ასეთი პასპორტები გაცემული.

DRSP TL: Whoever were Turkish subjects <trmglos>[подданный, *podoni contaminated form*, citizen, subject] </trmglos> by their passports, were deported.

This case has been one of the interesting from the sociolinguistic point of view. The respondent uses подданный – a word borrowed from Russian by her, for which she cannot find an equivalent in her native tongue, and used the borrowing its phonetically contaminated form. For the diachronic research purposes of the languages of lesser diffusion, of their history and culture from the global perspective, it is significant to document the

evidential information that can be elicited through communication. The speaker's lexical repertoire, in this case, evidences that both her native and the second state language are equally of the lower register. Hence we use square brackets and tags to document in translation the same information as is available in the source text.

Other findings of Russian barbarisms include [adiali] *a blanket*, [sarochnka] *a shirt*, [maika] *a T-shirt*, [chorni peritsa] *black pepper*, [dukhovka] *an oven*, [banka] *a jar*, a Turkish barbarism [qener] *an edge* etc.

Example reflecting on the communist regime in the DRSP, glossed and tagged:

DRSP SL:

შვილები პარტიულები ყავდა,

DRSP TL:

His children were

<trglos><tr_addnt>[communist]</tr_addnt><trglos> party members.

We added in translation into the SE the lexical unit [communist] to avoid ambiguity, and specified the party, tagging and glossing it.

Example of lacunae, glossed and tagged:

DRSP SL:

<soc_rel>ხოჯა</soc_rel> აქ

არაფერი აღარ იყო.

DRSP TL:

<trmglos><soc_rel>Khoja [used synonymously with Mullah]</soc_rel></trmglos> was no one here anymore.

Example of an ethnonym, tagged and glossed:

DRSP SL:

დანიშნული ვიყავ, მარა
გასახლება მოხდა, ხალხის
გასახლება <soc_ethn>ქურთი
ხემში</soc_ethn> რომ გაასახლეს,
<soc_ethn>თურქებიც</soc_ethn>
გასახლეს.

DRSP TL:

I had been engaged. But as people were deported, as it happened, <trmglos><soc_ethn>Kurds [Hemshils]</soc_ethn></trmglos> were deported, <soc_ethn>Turks</soc_ethn> were also deported.

Example of a toponym, tagged and glossed:

DRSP SL:

დედამთილი რომ
<soc_tpn>ხოჯაიდან</soc_tpn> იყო,

DRSP TL:

Mother-in-law was from
<trmglos><soc_tpn>Hopa[a city in

Turkey adjacent to the border with
 Georgia] </soc_tpn> </trmglos>

Figure 1. Tagset (non-inclusive)

Tags	Linguistically stratified speech pattern	Sample	Translation
<soc_brbrus> </soc_brbrus>	Barbarism from Russian	Prosta	just merely
<soc_brbturk> </soc_brbturk>	Barbarism from Turkish	Lazlar iafar termini and Musliman iemez onu.	Transliterated Glossed isoglossed
<soc_dltheadex> </soc_dltheadex>	Marks change of topic, or functions as a head exchange in a dialect	[ax'la], [k'hoda], [da], [h'oda]	Glossed and tagged
<soc_idlct> </soc_idlct>	Marks idiolect in speech variation; is a pragmatic connective in the Speech Act sequences;	[ak'hla]	Glossed and tagged
<soc_phnmbrb> </soc_phnmbrb>	Phonemic barbarism	[Ag'ranom]	Tagged and glossed

<soc_spchvar> </soc_spchvar>	Speech variation	[bavs'hvi] [bag'hana]	Tags with the Literary English mark for the researcher that a non- literary form was used; Isogloss glosses; footnotes or isoglosses maybe used alternatively
<stl_diavar> </stl_diavar>	Dialect variation	[bovs'hi] [bag'hana]	Tags with the Literary English mark for the researcher that a non- literary form was used;
<trmglos> </trmglos>	Term	[kulak]	Transliterated Glossed Glossing of a term
<soc_spchrhyme> </soc_spchrhyme>	Rhymed pairs of lexical units	[p'ek'hi] [M'ek'hi]	Tagged, glossed
<tr_addnt> </tr_addtn>	Translational shifts, addition		Tagged, glossed

Conclusion

The Georgian Dialect Translation Methodology GDTM and the translation strategies have been applied to the BalDAR DigiArchive, based on the task-specific custom-tailored tagset elaborated individually;

We applied the tags and glosses in translation into Standard English for transposition of Russian, Turkish, etc. barbarisms occurring in the speech patterns, non-standard parts of speech are used, and for marking the implemented translational shifts.

The applied translation, tagging and glossing methodology of the DRSP observe the linguistic variation, through which much of the extralinguistic SL information remains intact.

We analyzed translation, glossing and tagging approaches to the DRSP in the BaLDAR, lexical The examples include lexical additions, antonymous translation, transposition of Russian barbarisms, terms

originating from the communist regime, examples of lacunae, an ethnonym, and a toponym.

The paper confirms the influence of the Russian language in the Adjarian dialects. Further research will be carried out to discern the traces of the Pontic Greek language in the Adjarian dialects archived in the DRSP.

List of abbreviations:

DRSP digitized recorded speech patterns

BaLDAR Batumi Linguocultural Digital Archive

GDTM Georgian Dialect Translation Methodology

POS tagging part of speech tagging

SE – Standard English

MSG Modern standard Georgian

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Nataliia Safonova

Oles Honchar Dnipro National University, Ukraine

Linguistic Consciousness and Foreign Language Learning

ABSTRACT

The article deals with the issues where linguistic consciousness as a sociolinguistic phenomenon is successfully revealed in FLT, namely, in problematic questions of language learning. It covers the description of linguistic consciousness and some aspects of its influence on the process of development of students' communicative competence. It is emphasized that the philosophy of lifelong learning has become a widespread phenomenon in modern society. Learning a foreign language can be considered an important means of forming linguistic consciousness and the ability to conduct intercultural dialogues. The correlation of two languages and cultures (Ukrainian and foreign ones) helps to outline their national specific features, which contribute to a deeper understanding of both the foreign and the native language and culture. Any education system is open and fairly stable. As for the methods and learning tools, they can vary depending on the applicable learning concept. The article gives a detailed description of the development of linguistic consciousness of Ukrainian students from different social groups while learning English. So linguistic consciousness is a reflection of the actual language sphere contributes to the development of both communicative and multilingual competences. The main objective of the use of modern educational technologies is to increase the level of the communicative competence and linguistic consciousness in students, their educational achievements and to improve the quality of language education.

Keywords: *linguistic consciousness, foreign language teaching (FLT), multilingualism, social group, communicative competence.*

Introduction

Any education system is an open and fairly stable system. Therefore, its components, such as the goals and content of the teaching, must remain unchanged in any form of education within the same state, in accordance with the programs and standards of education adopted in this country. As far as methods, organizational forms and learning tools are concerned, they can vary depending on the applicable learning concept. That is why, we consider it urgent to

ensure the development of linguistic consciousness of Ukrainian students from different social groups when learning English with websites. In the course of studying this problem, the aim is to analyze the theoretical material and attempt to generalize innovative methods of teaching a foreign language and educating the students' linguistic consciousness with the use of websites. The aim requires several objectives: analysis of available literature on a specific topic, identifying

features of web resources and their impact on the educational process in general, determining the role of the Internet as a means of teaching/learning foreign languages in high school.

The need for a modern personality to adapt to the conditions of the multicultural and multi-linguistic world greatly enhances interest in language education. Today, studying a foreign language can be considered an important means of forming our consciousness and the ability to conduct intercultural dialogue. As it is well known, the philosophy of a modern European in terms of lifelong learning is becoming more and more popular among Ukrainians, as it promotes awareness that the knowledge of a foreign language is not just an advantage but also a key to a successful future. The Ministry of Education and Science of Ukraine developed and approved the Concept of the implementation of the state policy in the sphere of reforming the comprehensive secondary education "New Ukrainian School", one of the basic tasks of which is the formation of the basic students' competencies. Among the ten competencies, communication in foreign languages is the key, which includes the ability to understand the language expressed properly, to express and interpret in writing and interpretation concepts, thoughts, feelings, facts and views (through hearing, speaking, reading and writing) in a wide range of social and cultural contexts (Гриневич, 2017).

In this aspect, the English language has certain advantages over other subjects from the school curriculum. Today modern youth does not exist without communication in social networks. Young people plan to acquire modern education and the profession in the future, which in turn requires mastery of the foreign language. The rapid development of information technology has been an impetus for the transformation of educational system, reflecting new demands on members of society and changing the educational paradigm. One can confidently state that there is a tendency to merge education and information technology. The wide spread of Internet technologies in society and in the educational environment predetermined the relevance of forming a new view on the content of education, finding new methods, forms and means of learning. The rapid process of the practical use of social networks in education should also be mentioned. According to the new program for secondary schools, the teaching of foreign languages implies the practical mastery of speech skills by pupils at a level sufficient for foreign language communication. The main principles of the program are communicative orientation, personal orientation, student autonomy and integrated teaching of types of speech activity. Today, are the opportunities for obtaining distant education with the help of modern information technologies are becoming more and more important. The

global Internet network opens up access to information in the scientific centers of the world, which creates real conditions for self-education, expansion of the horizons, and advanced training. It is possible to organize joint projects and exchange experiences of teachers, students, scholars.

The main condition of the educational process in the institution of general secondary education is its personal orientation, aimed at ensuring that each student becomes a full, self-sufficient, creative subject of activity, knowledge and communication. Pedagogical science is looking for new models of organization of educational process, to create qualitatively new relationships between subjects of study, aimed at humanizing the educational process. One of the ways of modernizing foreign language education is the creative use of innovative educational technologies and web resources. An analysis of innovative activity in the teaching of foreign languages shows that in practice technologies are mainly implemented, among which one can distinguish: personally oriented education and education, civic education, profile education, technology of group learning activity, the theory of level differentiation of training, information and communication technologies, project methodology, interactive technologies, technology of formation of a creative person, technology of humanization of pedagogical activity, development of critical and creative

thinking, the theory of gaming technologies. The use of information and communication technology increases the intensity of learning, develops the creative abilities of students. So, the use of web resources involves modeling life situations, role-playing games, joint problem solving based on the analysis of circumstances and the situation. Educational technology of using web resources in the process of learning a child is a collection of various pedagogical techniques that encourage students to research creative activity, create conditions for their awareness of the material, generalization of the received knowledge. This technology prepares new generation children who can communicate, listen and hear others, to think. It is based on the idea of creative collaboration between teachers and students. When introducing this technology, knowledge is assimilated better, since interactive techniques are designed not to memorize, but to a thoughtful, creative process of knowing the world, to set the problem and find ways to solve it.

Theoretical background

Today, an active approach to the use of information and communication technologies in schools is not limited to electronic textbooks or manuals. Network technologies, and first of all the Internet, are now one of the means of providing equal access to quality education, an integral part of the educational sector. The Internet today is the most important socio-

economic communication of our civilization. Network users not only "consume" information, but also constantly replenish it with various information resources. The Internet as a technical means of personal development significantly contributes to its self-realization and expands social opportunities. In the teaching a special emphasis is put on the child's own activities in the search, understanding and processing of new knowledge. The teacher acts as the organizer of the learning process. Today we can say that the Internet technologies are part of the general informational culture of teachers and students. The issue of integrating the Internet into education and, in particular, its use in teaching foreign languages, is very relevant. This is due to the fact that when using the Internet as a means of teaching a foreign language, the goals and objectives of education and education are realized.

Electronic resources are electronic data (in the form of symbols, graphic, audio, video, or combinations thereof) that can be placed on any electronic medium, and also published on a local or global network. Thus, educational electronic resources are information resources that can be presented as text, graphic, audio, video data or combinations thereof that reflect a particular subject area of education and are intended to provide a learning process for the personality, the formation of its knowledge, skills and abilities. The electronic resources

must have a high level of performance, a beautiful design, a fullness of material, provide quality methodological tools and quality of technical execution, comply with didactic principle (Tsehelska, 2014).

Thus, educational web resources provide information-presentation, advisory, informational, methodological, educational, educational support for the interaction of actors, open new opportunities for interaction with the public. Using the classification, it is possible to purposefully search the necessary resource in the web space of the Internet, not spending too much time on unsustainable searches.

The main aim of teaching a foreign language is the formation of communicative competence, and all other goals (educational, educational, developing) are realized in the process of accomplishing this main aim. Communicative competence in its contemporary understanding implies the formation of the ability to intercultural interaction (Richards, 2006). Proper use of web resources can greatly facilitate the teaching/learning of students to situations of real communication. At the lesson it is almost impossible to form one language skill. For example, when working with audio texts, podcasts or video recordings, we simultaneously work out lexical, grammatical, and phonetic skills. Audiotexts provide information and background for discussion,

which, in turn, involves further development of speaking skills (O'Malley, Chamot, 1990). In addition, a variety of engaging platforms can become a real helper in mastering key aspects of English. For example, Grammarly and Ginger are a useful resource for improving writing skills, because the above services are able to correct errors with their detailed explanations. The LearningEnglish BBS course offers interactive visualized exercises that improve listening, reading, learning new vocabulary and correct pronunciation. An engaging LyricsTraining site in game form offers to work on spelling and listening at the same time, listening to songs or watching popular video clips.

The world-famous YouTube is perhaps the most affordable video hosting service that can be used to improve listening skills. Moreover, students can be involved in the creation of their own content, thereby working out the talk. At the moment, YouTube has great potential for the use in the educational process, as video clips can enrich the lesson, diversify it, and inspire teachers to create their own video curriculum, video tutorial, or interactive video with tasks and additional comments. Among the resources with a wide choice of courses, Coursera is leading a large-scale project that publishes free English-language online courses in various fields of knowledge in the format of video collections from leading universities of the world, and the test takes place in testing

mode. EdX is a library of interactive courses, founded by the Massachusetts Institute of Technology and Harvard University. Lectures on the platform are held in several languages, but English remains the main language. Significant additional opportunities arise when using information resources and the Internet services in the process of project activity of schoolchildren. Only through the Internet can you create a real linguistic environment and put the task of forming the need for learning a foreign language based on intensive communication with native speakers, working with authentic literature of the most diverse genre, listening to original texts written by native speakers.

The easiest project is e-mail correspondence. The benefits of this type of correspondence are obvious: students have a real opportunity to use foreign language as a means of communication, to master the basic skills of work on a computer, to get interesting information from them from the authentic source in the shortest possible time. The role of a foreign language teacher is to encourage students to provide them with linguistic assistance in order to use the information received in a classroom in the form of individual tasks. Very interesting interdisciplinary projects are organized around a specific problem. These can be international creative projects. In any case, a foreign language performs its primary function of

communication. Students not only solve a certain problem, but also get acquainted with the national and cultural characteristics of partner countries. Consequently, language learning naturally takes place on a socio-cultural background.

The application of information communicative technologie has not only advantages. Bijeikienė et.al. (writes that “the application of ICT extends the learners’ scope of interaction from the learner-teacher and learner-learner interaction to the computer-based interactive activities and extends the ways of communication from the face-to-face interaction to the communication via electronic means” (p. 122). At the same time, “the application of ICT to learning processes creates the learning environment which is similar to the everyday activities of the contemporary learners, as, for instance, using computers for work or entertainment” (Bijeikienė, 2011).

Methods

The aim and objectives of the article determined the choice of research methods: the method of critical analysis of literary sources, which is required for the study of theoretical material on this topic, and the method of modeling.

One of the priority directions of reforming education is the need to achieve a qualitatively new level in the study of foreign languages. Unlike other subjects, a foreign language

comprises a whole branch of knowledge, since it reveals a treasury of foreign-language culture before a person. Integration of Ukraine into the world community requires the perfect command of foreign languages through the use of educational technologies, in particular web resources. The specifics of the foreign language as a subject of study is that communication is not only the ultimate goal of learning, but also a means of achieving it. Since language remains the only universal basis of thinking, knowledge of a foreign language should be considered in terms of improving intellectual abilities (memory, imagination, critical, logical, creative thinking). Creativity is the highest manifestation of the development of the human mind. Creative ability is the ability to be surprised and to know, the ability to find solutions in non-standard situations, is the focus on discovering a new one and the ability to grasp your experience. Thanks to creative activity, the child develops the ability to independently realize their capabilities, and self-realization leads to personal growth. Implementation of this idea is impossible without the development and implementation of appropriate learning technologies and the interactive educational environment, as a way of interacting with students from different social groups.

Results and discussions

The correlation of two languages and cultures (Ukrainian and foreign) helps to outline their national specific features, which contribute to a deeper understanding of both foreign and native language and culture. This correlation makes it possible to understand the uniqueness of these cultures, their character, which finds its embodiment in the linguistic space, and most importantly allows us to penetrate into the linguistic "picture of the world" of the two peoples. In social linguistics, the term "linguistic consciousness" is actively used, since without it it is difficult to explain the facts of linguistic behavior and find out the external causes of many linguistic changes. Linguistic consciousness as one of the forms of human consciousness is a socio-psychological category. The most comprehensive contemporary Ukrainian edition of sociolinguistics, in which the structure of the concept of "linguistic consciousness" is proposed and outlined, belongs to researcher Pylyp Selighey. In the book "Language consciousness: structure, typology, education" the author presented the development of the typology of levels of speech consciousness, considered the principles, methods and basic content of linguistic education of Ukrainian citizens (Селігей, 2012). Consciousness is a subjective reflection of a person of the surrounding world. Thus, linguistic consciousness is a reflection of the

actual language domain. Hence the definition: linguistic consciousness - it is not indifferent to the language. Such a definition clearly distinguishes the linguistic consciousness from its understanding as a linguistic picture of the world. If there is an awareness of the language of the extra-word world, then here - the awareness of the language itself (Селігей, 2012).

Philip Selighey writes: "There is neither a holistic theory, nor a single understanding of the linguistic consciousness, because different researchers invested in this concept is another meaning" (Селігей, 2009). In his article, the author suggests definitions and outlines the structure of the notion of "linguistic consciousness" "linguistic consciousness is a form of consciousness that embraces views, feelings, assessments, and guidelines on language and linguistic reality. The structure of the linguistic consciousness contains four main blocks of elements - language knowledge, feelings, assessments and guidelines" (Селігей, 2009). Such an interpretation of the linguistic consciousness coincides with the definition of Polish linguist G. Sokolovsky, who treats the MS as "views, attitudes, thoughts, representations, beliefs about the value and functioning of language in the process of communication" (Sokołowska, 2004). In the article "Place of Linguistic Consciousness in Intercultural Communication" O. Saprykin notes that "the study of the problem of the

interaction of linguistic consciousness in intercultural communication is an important factor in the teaching of a foreign language. Kriaučiūnienė and Šiugždiniienė (2010) consider the intercultural competence to be “an integral part of foreign language learning” because its development @helps to enrich the learners as intercultural personalities who are able to build and maintain intercultural relationships more effectively@ (Kriaučiūnienė, Šiugždiniienė, 2010).

The interrelated study of several languages, the switching of speech codes contributes to the formation of the ability to analyze and synthesis, the linguistic and linguistic competence, as well as the elevation of the general cultural level, the expansion of the cognitive picture of the world of personality (Саприкін, 2016). The linguistic consciousness itself, according to K. Geben, is a component of communicative competence (Geben, 2003). In the opinion of L. Hnatyuk, the review of the works of modern linguists has shown that the problem of linguistic consciousness is extremely relevant and promising. Its further study in various aspects on the material of one or more languages will help to identify the deeper connection between language and consciousness, to clarify the nature of many linguistic processes and phenomena of the present and the past, and the ground-based mastery of native and foreign languages (ГНАТЮК, 2012).

Modern teacher is important should know the latest methods of teaching a foreign language, special techniques and techniques to optimally choose one or another method of teaching in accordance with the level of knowledge, needs and interests of students. To achieve high-quality linguistic competence - communication skills, formed on the basis of language knowledge, skills and abilities, it is possible to use methods of teaching that combine communicative and cognitive goals. Innovative methods of teaching foreign languages, which are based on an innovative approach, aimed at the development and self-improvement of the individual, to reveal its reserve capacities and creative potential. Modern communicative methods offers a widespread introduction to the learning process of active non-standard methods and forms of work for a better conscious assimilation of material (Richards, 2006). One of the technologies that provides person-oriented learning is the method of projects as a way of developing creativity, cognitive activity, and autonomy (Oxford, 1990). Projects can be classified as monoproject, collective, verbal, linguistic, written, and Internet projects. Work on a project is a multi-level approach to language learning, covering reading, listening, speaking and grammar. The project method promotes the development of active independent thinking of students and focuses them on joint research work. It is evident that

project training is relevant to teaching children co-operation and shaping their creative abilities. An important means of innovation training is also the use of the multimedia complex in the interactive whiteboard, personal computer and multimedia projector. Such a complex combines all the advantages of modern computer technology and dedicates the process of training to a qualitatively new level. Due to its visibility and interactivity, multimedia complex allows the whole class to be actively engaged. Using the interactive whiteboard at the lesson significantly increases the efficiency of teaching students in school.

Consequently, multimedia complex provides unique opportunities for work and creativity for a great deal of ease of management. One must take into account the important psychological point: modern schoolchildren, who have computers with numerous games and programs at home, are accustomed to perceiving it as something ordinary. The possibilities of multimedia complex allow pupils to switch to the understanding that video and game programs are successfully used for learning, contribute to the development of creative activity, the capture of the subject, the creation of the best conditions for the acquisition of language skills, which ultimately ensures the effectiveness of mastering the material in foreign language lessons. The use of multimedia complex at the English lessons

allows students to actively engage in the learning process, increases the motivation of learning, stimulates creative activity and promotes the development of the child's personality, expands the ability to submit educational information, it is the most efficient and time-consuming, helps students prepare for passing tests, exams, external testing. MK is a powerful tool that can be adapted for use in learning a foreign language with a wide range of topics.

Therefore, learning foreign languages will be effective precisely because of the complex application of the means of the latest innovative technologies and depends on the ability of the teacher to apply a humanistic approach to learning and from understanding the need to abandon the authoritarian teaching method. Methods of teaching foreign languages, based on the humanistic approach, help to uncover the creative potential of students and promote their development and improvement during the educational and communicative process. The process of learning a foreign language is not an automatic process of putting teaching material into the student's mind. He needs intense mental work of the child. This can only be achieved through active learning through innovative educational technologies. The development of communicative competence depends on the socio-cultural and sociolinguistic knowledge, skills and skills that ensure the entry of the individual into another

society and contribute to its socialization in a new society. The main aim of foreign language education is the development of the student's personality. Therefore, it is important to teach Ukrainian students to use a foreign language as an instrument in the dialogue of cultures of the modern world, to formulate readiness for social interaction, prepare for communication in real life situations, to learn to acquire knowledge independently in order to improve in the field of the chosen future profession. It is in the lessons of a foreign language that the teacher must form students' abilities and skills in foreign language communication, to foresee achievement of such a level of communicative competence that would be sufficient for communicating in certain communicative spheres and orient students in socio-cultural aspects of the country of the language they study.

In the lessons of a foreign language, it is expedient to introduce information and communication technologies, to create a positive emotional atmosphere of spiritual enrichment, giving each child the opportunity to experience himself/herself in different forms of creativity. Exactly this, together with active forms of work, is facilitated by technologies of interactive learning, the essence of which is that the educational process takes place under the constant interaction of all students. Conduct a modern foreign language lesson with the use of design techniques, information and

telecommunication technologies, computer programs in foreign languages, multimedia projects, using Internet resources, learning foreign language in a computer environment (forums, blogs, e-mail), means to create such comfortable learning conditions in which every student will feel successful, intellectual ability, learn to think critically and communicate with other people.

Conclusions

There is no doubt that learning using web resources is the most common means of learning foreign languages in the 21st century. In this connection, there is a need to study the main aspects of the methodology of teaching a foreign language in institutions of comprehensive secondary education. The study of this problem is extremely relevant, since it represents a wide range of possibilities, which involves a critical analysis of the web resources system and independent development of exercises based on the findings. The results of this study can be practically used for a deeper study of a foreign language. Recently, the methodology of teaching foreign languages has undergone some changes regarding the organization of the learning process, teaching methods, its structure and content. Today, the most widespread and effective method of teaching and learning foreign languages is undoubtedly communicative-oriented, which is as close as possible to the real conditions of the

foreign language environment. The main thing is to allow students to feel confident in your strength, to create natural life situations where the child can use his knowledge and talk about what interests her. The study of foreign languages in secondary schools has a practical aim - teaching students of speech activity in a foreign language. In practice, the teaching of foreign languages in high school at the present stage is increasingly felt the need to find the best means of study. In the modern method, under the influence of a number of factors, both linguistic and socio-cultural, the concept of "language teaching" is gradually replaced by a new concept - "learning language and culture", including the culture of interpersonal communication of subjects belonging to different cultures, but interesting one. One from the point of view of general erudition and life experience.

The ideas of intercultural communication can be no more than trendy directions in modern methods, if not provide students with the basics of native culture, the bases of regional studies. For example, the texts on cultural monuments of London or New York should be submitted for study, along with texts on cultural monuments of Kiev, that is, to study the culture of another country with a living relationship of the culture of the native country, in which case the results of assimilation will be more productive. Mastering the values of the native land and culture by students makes their

perception of another culture more precise, deep and comprehensive. Thus, as a result of the introduction of the linguistic law approach in the lessons of a foreign language, there is an update of some components of the content of training. Teacher selects relevant authentic texts for listening and reading in a foreign language lesson. These texts have a great cognitive and linguistic literary value. The teacher uses illustrated material to reveal the content of the proposed texts (leaflets, maps, slides). Such texts and their illustrations contribute to the implementation of important lessons in the teaching of a foreign language (communicative, visibility, novelty and functionality). Consequently, we can conclude that the purposeful work on the implementation of the linguistic-linguistic aspect in the lessons of a foreign language promotes, on the one hand, the increase of interest in the subject, and on the other - creates a positive motivation in the acquisition of linguistic means and acquires cultural and ethnographic information through and on the basis of these tools. This leads to the development and improvement of students linguistic liberal motivation. Purposeful and ongoing work on the implementation of the linguistic law approach in foreign language classes allows to systematize the types of exercises by means of which the teacher teaches students to acquire the necessary information from different sources.

Thus, the use of web resources provides a sustainable result in the field of practical skills and abilities in a foreign language: on the one hand, a solid system of skills and abilities for the practical use of the foreign language as a means of interpersonal and intercultural communication is created; on the other hand, students acquire useful knowledge that they will need in the future. It should also be noted that the teaching of students of a foreign language involves mastering them with

a communicative competence, which is formed on the basis of interrelated speech, socio-cultural and linguistic development of students, which requires the introduction of educational process of innovative technologies. The result of the use of modern educational technologies is to increase the level of formation of the main types of communicative competence in students, their educational achievements on the subject and the improvement of the quality of education.

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Ketevan Margiani-Subari

Ivane Javakhishvili Tbilisi State University, Georgia

Interference Occurrences in the Speech of the Kodorian Gorge's Svans¹

ABSTRACT

The representatives of the Upper Bal and Lower Bal dialects who migrated in the Kodori (resp. Dali) Gorge to Upper Svaneti a century and a half ago, before the occupation of their territory they were mixed with each other according to the villages, that caused the resemblance of one dialect to another in their speech. Interference gained a form of adstrat that "*arises due to the equal knowledge of two languages or dialects during their free mutual influence; It is a live process of interference of languages (dialects), and interference always appears in the direct contacts of languages (dialects)*" (B. Jorbenadze). This phenomenon has been observed in the speech of the Kodori's (resp. Dali's) Upper Svan population in the 70s of the last century by M. Kaldani;

Despite the issue, its investigation wasn't proceeded in the last century by the kartvelologists. Only in the early 21st century it was renewed, when Iza Chantladze delivered a speech on the topic "*Peculiarities of the Defective Verbs in the Kodori Gorge's Svan*" at the scientific session of the Arnold Chikobava Institute of Linguistics. This initiative was the basis for further thorough study of Svan speech of the Kodori Gorge's population under the supervision of I. Chantladze at Arnold Chikobava Institute of Linguistics. The work was significantly complicated due to the well-known military actions: At certain times, the trip to the Kodori Gorge was associated with great risk. However, a group of scientists interested in the issue to some extent still managed it.

As the result of this devotion (literally!) a large empirical material was obtained and 835-page publication "*Kodorian Chronicles*" was published, where the specifics and properties of the Kodorian speech are discussed. The logical question was raised: Whether Kodorian speech is dialect or not? Proceeding with the investigation to solve the problem failed at that stage, as this area became inaccessible not only for Georgian scientists but it has been completely emptied from Georgians and the local population has been dispersed throughout the regions of Georgia as refugees: Svaneti, Kvemo Kartli, Kakheti, Imereti... Research has become even more significant, since the non-compact life of the population speaking an analytical

¹The work was implemented within # 217848 grant project "*Place of Kodorian Speech in Svan Language System*".

speech threatened changes in their speech code. In 2016, the Rustaveli Foundation funded the fundamental research project: "*Place of Kodorian Speech in Svan Language System*" (Principal investigator I. Chantladze), which opened the way for the long-term observation on the speech of Kodorian population dispersed throughout Georgia and for new results. Working on the project is not over yet, but preliminary observations demonstrate a noteworthy picture that includes phonetics, grammar and vocabulary. Since analytical topic is very extensive, I will bring only some of the most common and noteworthy interference occurrences in the work.

Key words: *Svan language; Dialect; Interference*

The Kodori (resp. Dali) Gorge is that historic area which was always in the interest of scientists and which was called "*Mivssianeti (Mivssianot) in the ancient as well as Middle ages*" [1, 83]. Today, this part of Georgia is occupied and is emptied from Georgian (Svan) inhabitants.

The representatives of the Upper Bal and Lower Bal dialects who migrated in the Kodori (resp. Dali) Gorge to Upper Svaneti a century and a half ago, before the occupation of their territory they were mixed with each other according to the villages, that caused the resemblance of one dialect to another in their speech. Interference gained a form of adstrat that "*arises due to the equal knowledge of two languages or dialects during their free mutual influence; It is a live process of interference of languages (dialects), and interference always appears in the direct contacts of languages (dialects)*" [2, 68]. This phenomenon has been observed in the speech of the Kodori's (resp. Dali's) Upper Svan population in the 70s of the last century by M. Kaldani: "*The present Svans residing in the*

Kodori Gorge are upper Svans. Their speech is in formation process into one of new, more complex and noteworthy dialects of Svan". The scholar considers that the basis of the "*peculiar, rapidly development*" process in the language is due to the mixing of phonetic and grammatical occurrences of two Svan dialects - Upper Bal and Lower Bal in the speech of the Gorge's Svans [1,83].

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As the result of this devotion (literally!) a large empirical material was obtained and 835-page publication "*Kodorian Chronicles*" was published, where the specifics and properties of the Kodorian speech are discussed. The logical question was raised: Whether Kodorian speech is dialect or not? Proceeding with the investigation to solve the problem failed at that stage, as this area became inaccessible not only for Georgian scientists but it has been completely emptied from Georgians and the local population has been dispersed throughout the regions of Georgia as refugees: Svaneti, Kvemo Kartli, Kakheti, Imereti... Research has become even more significant, since the non-compact life of the population speaking an analytical speech threatened changes in their speech code. In 2016, the Rustaveli Foundation funded the fundamental research project: "*Place of Kodorian Speech in Svan Language System*" (Principal investigator I. Chantladze), which opened the way for the long-term observation on the speech of Kodorian population dispersed throughout Georgia and for new results. Working on the project is not over yet, but preliminary observations demonstrate a noteworthy picture that includes phonetics, grammar and vocabulary. Since analytical topic is very extensive, I will bring only some of the most common and

noteworthy interference occurrences in the work:

Phonetics

As it is known, in Svanthe dialectal demarcating criteria are phonetic features: length of the vowels, umlaut and reduction. Of traditionally distinguished four dialects (Upper Bal, Lower Bal, Lashkhian, Lentekhian) all these three features in Svanare characteristic only of Upper Bal, Of the second Upper Svan dialect - Lower Bal the length of the vowel isn't characteristic. In the speech of Kodorian Upper Bal population, the fluctuation of the use of long vowels (which is completely excluded in the speech of Enguri Gorge's Svans) is observable, and, on the contrary, rarely but occasionally there occur the cases when the Lower Bal population pronounces long vowels (which is even more excluded in the speech of the Mestia region's Lower Bal population!). Only a few examples from the large material are represented:

ზექ ი ჰემ ჯუედიახან ხარხ ლეღღე *zek i ċem ĵwediaxän xarx leqde* [4, 362] – “Sb has to bring firewood and hay from afar”. In this sentence two phonetic processes characteristic of Upper Bal are violated three times: a lexeme *ჯუედია ჯwedia* “afar” is the result of an umlaut of a root **o-** and is basically characteristic of Lower Bal, in Upper Bal an initial *ō* is preserved – in Upper Bal a correct form is *ჯოდიახან ჯōdiaxän*; also, in *ხარხ*

xarx lexeme **a** vowel should be long: *ხარხ* *xār̄x* "They have".

The ending of the Svan surnames (**-iani/-ani**) in Upper Bal is usually with a long vowel, and a root vowel (**a, e, i**) is umlauted due to the influence of a suffixal **i**-vowel: მარგიან *mārgiān*, ბარლიან *bārliān*... Principles are not kept in the samples of Kodorian Upper Bal speech: იშგენ დარ იზგე ამჩუ *maṛgiān* – "No one other Margiani is living here" [4, 363]; მი ხუი ჯაური *ჭაჭულიან*, ორმოცდაცხრა ლგზა *mi xwi zauri ḡačvlian, ormocdaxra ləzäj* – "I am Zauri Jachvliani, forty-nine years-old" [4, 326].

I note that the length of the vowel has a distinct (word-distinguishing) function in Upper Bal Svan; for example, მარე *māre* "man", cf. *mare* "but". However, because of the interference with Lower Bal, there is neither such obstacle for originally Upper Bal Kodorian population, and in similar cases they often use only short vowels, that result homonymia: ბექა ლგმარ ლგნთირ მარე *maṛe* – "Beka was a well-known mediator *man*" [4, 363]; ლოხსგი, შომა ნამბაუს შომა იმბუა *maṛe!* *loxsgi, šomā nambaws imbwāl mare!* – "Look! When sb narrates the narration of what time!" [4, 301]; ორაშირ-სემაშირ *maṛe eši sgaxonqerda* – "Sb was accompanied by two-

three hundred *men*" [4, 307]. (In this example as the result of elision at the vowel-boundary it was expected one more long vowel მარ'ემი, but a narrator didn't keep either this rule), cf. ლმარალს ესერ ჩუხუაძირიდად, *maṛe mam eser čuxwājrdad, mare mam eser azidax nišgwej läjräls* – "We wrote letters *but* they did not send our letters" ... [4, 308];

Morphology

Upper Bal Perfect forms are historically often used by the representatives of Lower Bal Svaneti in analyzing speech and vice versa. It should also be explained to be the result of interference: **-ēn/-en** element which occurs in the superessive version of Past Perfect forms and which is usually neglected in the Upper Bal Plusquamperfect [5]: ხალტენს "If they had had", ხახლენს "If they had known"... In the speech of Kodorian Upper Bal population it is often confirmed: დარულ ხეკუეს ბზათ ხალტენ-ენ-ხ *jaräy xekwes bzat xaywēn-ēn-x* – "They should have had ready the weapon" [4, 318]; ამის ესერ მმა ფას ხაზ, ეჯესერ ხეკუეს ჩუ ხახლ-ენ-ენ-ხ *amis eser māj päš xāz, ež'ēser xekwes ču xaxl-ēn-ēn-x* – "You should have had to know its price" [4, 382].

A preverbal **a-** which usually occurs in the Lower Bal as **o-**, often occurs in the speech

of the representatives of Kodorian Upper Bal dialect and instead of Upper Bal **ამჭკეჟელი** **ämçkeželi** “ They have been destroyed/wiped out”, **ჩუალშიხელი** **čwalšixeli** “It has been burned” verbs there occur Perfect Lower Bal forms with long vowels: **ომჭკეჟელი** **omçkeželi**, **ჩუოლშიხელი** **čwolšixeli**...

A declension system isn't exception in terms of interference. Lower Bal population use two-stemmed declension forms characteristic of Upper Bal one: **მარემიშ** **maremiš**, **ჟელმიშ** **žeymiš** ("man's", "of a dog") ... instead of **marem**, **žaywem** forms and so forth.

Thus, mixing of speech codes of the representatives of two dialects in the speech of Kodorian Svans is absolutely clear, but besides the mentioned one more tendency was outlined as well, that cannot be explained by the mixing of subdialects. It is known that in Svan there is a morphological category of inclusive and exclusive, which is reflected not only in a verb, but also in a pronoun, as well.

Morphological expression of this category is different in modern Svan dialects: in Lower Svan the opposition according to inclusiveness-exclusivity occurs only in subjective personal forms, in the Upper Svan

dialects – both in the subjective and objective personal forms.

In the Kodori Gorge there wasn't expected the interference changes in terms of the use of inclusive and exclusive forms of a verb because it was inhabited only by the representatives of those subdialects who survived this category alive. It appeared that unlike the Enguri Gorge Svan (where the inclusive and exclusive forms are still strictly demarcated), an analytical category is instable in the speech of Kodorian Svans - they frequently mix the inclusive and exclusive forms of a verb with each other, which I consider to be a weakening of the position of the category (and not idiolect)².

Mixing of the inclusive and exclusive forms in the speech of Kodorian Svans looks like an innovation and resembles the unification process of forms a contributing factor of which is likely the analogy with Georgian (till the 2008 events the Gorge's population had daily and business relations with Apkhazia's Georgian population, but now they compactly reside in different places). This assertion is supported by the material similarity of Georgian **gv-** Oi and Svan **gw-** Oi prefixes: In the case of anomaly, just the inclusive form of object with

²This case was attested in the samples of by-us recorded speech of the Kodorian Svans resided in their own dwelling places till 2008 and who at present are

refuges. So far the tendency is related only to a verb and exclusive of objective structure.

gw- prefix occupies the place of exclusive form with **n-** prefix.

In my opinion, I can say that we are witnesses to the ongoing process in the speech of Kodorian Svans that began in ancient Georgian.

I believe that the research finalization and systematization of material will finally resolve

the issue of occurring of another dialect in Svan. However, in my view, before coming to final conclusion it is necessary to carry out the statistic analysis of interference forms on the one hand and on the other hand to determine systemic nature of interference events.

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Ana Gvelesiani

Ketevan Khuskivadze

Ivane Javakhishvili Tbilisi State University, Georgia

Modern Approaches to Spanish Language Teaching, Blended Learning

ABSTRACT

Every language is a living organism and cannot be taught through the application of only theoretical or practical tools. Therefore, the integration of modern approaches in foreign language instruction takes on a particular importance.

Along with the development of online technologies, modern foreign language classes are gradually undergoing changes and modifications. Introduction of online learning is one of such significant changes. There are various forms of online learning, including blended (online) learning, which represents a synthesis of classroom and online education.

The present work sets forth the priorities of blended learning, which distinguish the blended approach from other methods of foreign language instruction. The work also includes the results of the student survey conducted to find out whether the Spanish language students actively use online means, in addition to classroom learning and how they view the idea of putting the blended learning model in place.

Key words: Modern approaches to Spanish language teaching, blended learning model, research

The new objectives of foreign language instruction as determined by the Common European Framework of Reference for Languages have given rise to a series of fundamental changes in foreign language teaching methods. While the European Framework of Reference does not give priority to any teaching method, communicative approach appears to become a key method for achieving the Document-stipulated language competences for a large majority of specialists.

Some scientists refer to the current period of foreign language instruction as the post-method era. However, it can definitely be argued, that the foreign language teaching landscape is now increasingly focused on communicative approaches, of which specialists single out the following:

Communicative language teaching, which modified the language teaching paradigm of the 20th century. Its results still continue to have a

marked effect as it has left its impact on various approaches to language teaching.

Natural approach to language teaching, which is based on language learning theory developed by Stephen Krashen.

Cooperative language learning, which, though not designed immediately for language learning, is largely based on communicative goals of language instruction.

Content-based language teaching, and lastly, task-based language teaching, which serves communicative aims and can be regarded as the most up-to-date model of communicative approach (Richards & Rodgers, 2001).

According to Jacobs and Farrel, Communicative language teaching (CLT) brought about eight major changes in the language teaching process. These changes plus communicative approaches identified by other authors may make up the following list:

- Open and flexible learning concept;
- Development of thinking skills. Language should be used for developing enquiring, critical and creative thinking skills;
- Focus on themes and content, contextualization of communication (linguistic pragmatics);
- Use of authentic language;
- Special attention is paid to the development of speaking skills;

- Integration of daily conversations (dialogues) in the teaching process; increasingly greater attention has recently been paid to the development of written speech and communicative competence in reading;
- Grammar as a means of achieving the goal;
- Use of literary texts;
- Achieving understanding progression that is aimed at active use of language;
- Language learner activation (learner-centred language teaching), creative use of language;
- Importance of providing parallel information, in particular, information on the situation in another country;
- Different social forms of teaching aimed at promoting interaction;
- Diversity of types of exercises;
- Introduction of new forms of evaluation different from the available traditional approaches;
- The teacher is regarded as a facilitator who tries to find various alternate ways of teaching;
- Individual approaches to teaching the language come to the forefront. The learner's needs and skills must be considered in the teaching process.

The change of these approaches has not led to the creation of any single model of communicative approaches to teaching the

language. Rather, it has contributed to the development of various teaching approaches that meet the aforesaid characteristics. While there is no single and commonly recognized model of syllabus, foreign language instruction documents outline the development of communicative competences in the following areas: language skills, training materials, grammar, vocabulary and linguistic functions.

Various forms of online teaching fill a prominent place on the list of modern approaches to foreign language instruction.

It has already been a few years that the use of advanced technologies is no longer a novelty in the developed countries. Students can make the learning process more effective and deepen their knowledge and insights in various areas. Modern curriculums allow them to tailor the learning process to their individual needs and skills that, for their part, expand teacher workload and responsibility. The curriculums must fully integrate activities that will be adapted to each learner's interests and abilities and will prompt students to take a fresh look at the information received and to adopt a creative outlook on the learning process. The way to identify future researchers and scientists, to activate passive students and to awaken a thirst for learning in them lies only through this approach. And it is hardly conceivable to achieve this goal without integrating advanced technologies into the course of lectures.

Many years of teaching experience has allowed us to formulate our viewpoints on various teaching methods and strategies, some of which are given below:

- A student having only an in-classroom experience of learning the language, can more or less practice his/her knowledge with a teacher who is equipped with modern methods; enjoys a writing competency but has a difficulty communicating with native Spanish speakers. The content of a textbook however modern differs from the authentic material provided by the Internet because the language is subject to constant change and development;
- A student learning a foreign language online does not have mastery of the rules of grammar, makes mistakes when speaking or writing but feels at ease when communicating with native Spanish speakers;
- A student who, through the use of online course specifically designed for him/her, effectively combines classroom learning with communication and information technologies, can better understand authentic material (materials that are read, heard and viewed), can easily handle writing tasks and communication in real situations, is free from fear of expressing his/her opinion

publicly or from the anxiety of making mistakes when speaking. The teacher control, in the meantime, ensures him/her against ambiguity and the possibility of learning something the wrong way.

The latter method has gained wide currency in various countries and is referred to as blended learning.

What is blended learning?

With the development of online technologies, modern foreign language lesson is gradually undergoing changes. One of such important changes is the emergence of online learning. There are currently various forms of online learning, blended learning also among them.

Blended learning is a synthesis of classroom-based practice and online learning experience, where the choice of training materials and control falls within the scope of the teacher's competence.

Two classrooms

Blended learning gives the teachers and students two tools for conducting a learning process – physical environment (traditional place-based classroom) and virtual space (online course)

Traditional classroom characteristics:

Lesson takes place in real time, a teacher can immediately answer students' questions, put right their mistakes and keep their attention focused. Students can have face-to-face contact, discussions and interactions. Teacher acts as a facilitator for students' involvement and interpersonal skills, observing the learning activities and collaboration process. However, learning activities in classroom environment may become chaotic and create problems even for the most diligent student as the lack of time often prevents a teacher from working closely with small groups or individual students.

Virtual Classroom Characteristics

Virtual classroom allows students to choose the most convenient time to fulfil their tasks: read theory, do various tests and exercises, listen to audio texts, watch videos, etc. Despite many advantages, however, online setting, is marked by the lack of face-to-face physical interaction, and very few opportunities for the development of interpersonal skills. Knowledge acquired in such environment is not always complete.

Blended learning is therefore ideal for learning any discipline - and in this case - the Spanish language, as it represents a synthesis of modern learning theories.

Advantages of blended learning:

- **Credible materials**
- **Access to authentic materials**
- **Better time management**
- **Online reading of theory**
- **Enhancement of student creativity**
- **Development of 21st century skills**
- **Paper use reduction**
- **All training resources in a single location**
- **Student self-assessment**
- **Development of reading competence**
- **Less tiring grammar exercises**

There are various models of blended learning, which should be used in line with teacher and student interests and training goals.

Flipped classroom is one of such models.

Flipped Classroom

Flipped classroom is one of the forms of blended learning. Using this method, students read theory at home. When they come to class meetings, all classroom discussions, practical exercises and detailed explanation of content are centered on the teacher, who controls the flow of the lesson.

In the traditional model of instruction, students are introduced to theory in the classroom while the time at home is used for

practical exercises. A flipped classroom reverses the traditional learning environment. As a result, flipped classroom students are more well-prepared for practical exercises, which leads to a more effective use of class time. Using this model, the teacher needs to lecture less and focus more on individual needs of each student.

The superiority of the method is that the teacher participates himself/herself in the learning process and offers students a variety of learning methods and strategies. As a result, lectures become lively, inspiring, interesting and creative, and they can give deeper insights not only to students but also to teachers as any viewpoint or suggestion put forward by students may act as a trigger for new discoveries. Besides, flipped classroom gives boost to critical thinking. Watching a video for learning purposes is a lower cognitive process that does not require any critical thinking whereas using in practice the learned material is a higher cognitive process that calls for problem solution skills and is implemented in the classroom with the participation of the teacher who directs the instruction process and gives students the roadmap to follow.

This instruction method is very effective. However, most teachers do not use it as a unique method. Rather, they employ it in combination with other models, based on the complexity of training material, learning level, training period and student interests.

Assessment

Correctly implemented assessment is a kind of bridge between teaching and learning and serves two goals: reflecting student progress and improving teaching quality.

How can the time-constrained teacher having to deal with large numbers of students give regular and quality assessment to each of them?

This problem can be solved by electronic training course, which can be used not only for assessing students, but also for tracking student progress at any time.

Setting clear learning purposes from the very outset of the learning process is an essential prerequisite for ensuring full and objective assessment. It is equally important for both: students and teachers.

By regularly assessing students, the teacher can easily determine which parts of the learning content are difficult for students to understand and need to be repeated or further clarified with the use of other methods. On completion of the semester, the teacher can analyze his/her own observations and the student performance and decide which teaching methods were successful and which – were not. This will help the teacher start planning for the next semester with greater accent on the aspects, which students found difficult to deal with during the previous semester.

Multiple and regular assessment, in the meantime, allows students to take stock of the

progress, rectify the problems and earn the best final assessment.

Using the traditional assessment method, the teacher corrects and assesses students' written works and then hands them back to students with necessary notes. This explains why at the end of the academic year teachers have only a general, and not rarely, biased picture of students' academic progress. Online assessment, in the meantime, is archived in each student's portfolio and gives the teacher maximum information on each student's performance.

Another advantage of online assessment is objectiveness. Classroom environment discourages some learners' self-expression affecting those who have the difficulty of expressing their ideas publicly or simply need more time for analysis and for arriving at definite conclusions. Such students may excel themselves in fulfilling online tasks.

Survey

The survey was conducted with the participation of Tbilisi State University students learning Spanish as a faculty discipline.

The survey involved three groups consisting of 10-15 students with A1 Spanish level. Pre-testing was conducted to ensure that all the three groups are made up of learners with comparable skills and language proficiency.

Survey duration – 1 semester.

Survey hypothesis – The most effective method of Spanish language instruction is the teacher-guided use of communication and information technologies.

Survey Objective – Identifying pros and cons of various methods of Spanish language instruction.

Four methods of academic survey were employed – **experiment, observation, progress test and interview.**

Experiment consisted in teaching the same material to each group through the use of various methods. It consisted of three stages:

First stage:

- The teacher used nearly all modern in-class methods with the first group.
- Students of the second group, in addition to classroom practice, were offered an intensive e-learning course largely controlled by the teacher.
- Learners of the third group took a web-based training course and other online sources.

Second stage:

- Observing the experiment and making written notes.

- Formulating conclusions based on the information received.

Third Stage:

- Progress test (using the post-testing, all the three focus groups were given the same assignment);
- Comparing the post-testing results of the focus groups,
- Interviewing group members to assess the Spanish language teaching tools used and the learning environment.

The survey findings have proved the assumption that the most effective method of Spanish language instruction is blended learning - the use of teacher-controlled e-learning course in combination with classroom practice.

A survey was conducted at the Ivane Javakhishvili Tbilisi State University to find out how students approach blended learning and the use of e-learning course in addition to classroom learning.

Survey method: Qualitative research and analysis of secondary data were used as methods for drawing up a questionnaire.

Oral interview has revealed that a large majority of students positively appraise blended learning. The main problem facing the students is a curriculum overload. Despite their

zeal for learning Spanish, they often have to skip lectures. E-learning course can help them catch up with the missed classes.

Conclusion

The results of the survey and the experience of other countries provide evidence that the blended learning of Spanish (and also of other foreign languages) has a superiority over the well-known learning methods already in use in Georgia. Blended learning is fitted to meet the needs of teachers and students of the 21st century and brings together all existing learning methods. This method makes the lecture much more interactive and interesting and is oriented towards solution of real problems. In a blended learning environment, students are half-prepared for the lecture and expect concrete answers to concrete questions. Having thought out well the problems of each student, the teacher can also provide a better planning for the lesson. It should also be noted that many teachers fear modern technologies thinking that they can never master required skills. Their fear is quite natural as it is not easy

for everyone to keep abreast of advanced technologies. In contrast, students and young people, in general, are more enthusiastic about any novelty, which they can easily put to their benefit. The goal of teaching, in the final analysis, is nothing but the teaching method tailored to the skills and interests of learners. If the teacher takes into account students' desires, the result will be just unbelievable in terms of student performance and learning interest.

Besides, to spark teachers' interest in blended learning methods, it is necessary that all educational institutions provide teachers with specific training courses, acquaint them with the ways of using e-training courses, give them insights into the advantages of similar teaching tools already in wide use in other countries and help interested teachers successfully integrate such tools in classroom teaching. The teacher's intention to change and diversify teaching methods will impact on the mood of learners and kindle their interest and enthusiasm for learning – a natural urge for a human being.

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Ramaz Kurdadze, Maia Lomia, Ketevan Margiani

Ivane Javakhishvili Tbilisi State University

Conditional-Resultative Hypotactic Constructions from the Viewpoint of Evidentiality on the Empirical Material of the Kartvelian Languages¹

ABSTRACT

Evidentiality is a universal category, the study of which should be carried out on the grammatical (morphological and syntactic) and lexical levels. The paper analyzes conditional-resultative hypotactic constructions from the viewpoint of evidentiality.

Conditional-resultative hypotactic constructions consist of two components – main and subordinate clauses; The condition is given in the subordinate clause, the predicate of which represents the action which serves as a precondition for the fulfillment of the second action. The condition is followed by the result, which is given in the main clause and takes place if the corresponding condition is fulfilled.

Such hypotactic construction is based on background knowledge, as the action described in the conditional-resultative sentence implies logical inter-relation between the clauses. The following questions should be answered in this regard: What are the characteristic features of these constructions from the viewpoint of evidentiality? Does the logical relation between the main and subordinate clauses represent a source of information which serves as a basis for evidentiality?

Based on the analysis of the empirical material, it can be concluded that hypotactic constructions are evidential if conclusions or assumptions are drawn on the basis of logical conditional-resultative relations (and not perceptive facts), as well as the background knowledge/experience of the speaker.

Hypotactic constructions are not evidential unless the logical relation between conditional-resultative clauses implies the above-mentioned nuances, and if only a certain fact, result or appeal is represented.

The paper also focuses on the data of other Kartvelian languages and reveals the typology of the Kartvelian languages with regard to the issue under analysis.

Key words: Evidentiality, hypotactic constructions, Kartvelian languages.

¹The paper has been implemented within the framework of the scientific project: „The Category of Evidentiality in the Kartvelian Languages“(#217_300); financed by Shota Rustaveli National Scientific Foundation (Georgia).

It is well known that evidentiality is a universal category which is studied on the grammatical (morphological and syntactic) and lexical levels. The given paper analyzes conditional-resultative hypotactic constructions from the viewpoint of evidentiality.

Fulfillment or non-fulfillment of the condition given in the conditional subordinate clause defines the result expressed by the main clause. Therefore, the condition refers not to one of the members, but to the entire main clause. The conceptual relation between the conditional-resultative components is as follows: if a certain condition is fulfilled, the result will be achieved (Shanidze 1980, 208-209, 222; Kvachadze 1988 390-395).

In the Kartvelian languages², evidentiality is expressed morphologically and semantically. Diverse types of evidentiality are revealed differently on various language levels. For instance, in Georgian, evidentiality is revealed by means of the future tense, conditional, perfect verb forms, lexical means, indirect speech markers, evidential particles etc. (Topadze 2011).

As it was mentioned above, the aim of the given paper is to discuss complex sentences from the viewpoint of

evidentiality. Our interest towards the issue is caused by the necessity to find out whether the logical relationship between the components of such constructions is perceived as a source of information that forms grounds for evidentiality.

In order to answer the above question, initially we carry out a more or less detailed analysis of the semantic groups of conditional-resultative hypotactic constructions based on the empirical data of the literary Georgian language.

Despite the abundance of the semantic groups, two contrastive theses can be distinguished, in one case, based on the *background knowledge and experience of the speaker* (I), and, in the other case, based on *real facts* (II). Thesis I embraces two semantic groups: *a) evidential, b) of epistemic modality*, as, on the basis of logical relation between conditional-resultative moods, the assumption is made based on the background knowledge/experience of the speaker (but not on perceptive facts). Thesis II embraces all the rest: *order, offer/urge, declaration/promise, rhetorical question, exclamation/threat or statement of a certain fact* (other similar groups can also be distinguished). In this case, the logical relation between conditional-resultative moods is based not on the background knowledge but on real facts.

² The Kartvelian (resp. South Caucasian) group embraces four languages, out of which Georgian is a written literary language, whereas Megrelian, Svan and Laz are non-literary, non-written languages.

As expected, such division proves the close links between evidentiality and epistemic modality. It should be mentioned that the subordinate clause of every conditional-resultative complex sentence (resp. condition) is of epistemic modality, whereas the main clauses (resp. result) are diverse. The final semantics of the construction is defined by the resultative clause. Hence, the question: how can the unity of such closely-linked components (as condition and result) yield such semantic diversity? In order to answer this question, the components should be analyzed separately and the rules of their relationships should be identified:

I.

a) *Evidential*

The subordinate clause (resp. condition) is epistemic; the main clause (resp. result) is evidential.

The above relationship is conditioned by the following fact: when the fulfillment of a certain condition is sufficient for the absolute result, the subordinate clause restricts the action denoted by the verb-predicate of the main clause, and the action is performed according to the condition given in the subordinate clause. Therefore, there is no room for assumption or doubt. Hence, the main clause is not epistemic. The

semantics of the entire construction is not epistemic either. It is evidential:

(1) თუ კაცსა ცოდნა არა აქვს, გასტანჯავს წუთისოფელი (გურ.).
tu kacsá codna ara akvs, gashanjavs çutisopeli.

"if a man has no knowledge, he will suffer in this world" (Guramishvili) (Kvachadze 1988, 392).

(2) მერცხალი შემოდგომაზედაც ჩვენთან დარჩებოდა, რომ მარცვლეულობის და ხილეულობის ჭამა შეეძლოს (გოგ., 119).

mercxali šemodgomazedac čventan darčeboda, rom marcveulobis da xileulobis čama šeezlos.

"The swallow would stay with us even in autumn, if it could get grain and fruit" (Gogebashvili, 119) (Kvachadze 1988, 393).

(3) კოლოც კი წააქცევს ცხენს, თუ დიდი მგელი უშველის (ანდ.).
koγoc ki çaaκcevs cxens, tu didi mgeli ušvelis.

"Even a mosquito can beat a horse, if it is assisted by a large wolf" (proverb) (Kvachadze 1988, 390).

b) *Epistemic modality*

The subordinate clause (resp. condition) is epistemic; the main clause (resp. result) is also epistemic.

The above relationship is conditioned by the following fact: if the fulfillment of a certain condition is insufficient for achieving the absolute result, and additional condition/environment is required, the subordinate clause allows the epistemic nature of the main clause. Therefore, the main clause contains organic evidential-epistemic verb forms or particles that make the main clause epistemic. Hence, the semantics of the entire construction is epistemic:

- (4) ზაფხული რომ ყოფილიყო, იქნება
ყმაწვილების ჭყვილზე მგლები
გაქცეულიყვნენ (შ. არაგვ.)
*zaxuli rom qopiliqo, ikneba
qmaçvilebis çqivilze mglebi
gakceuliqvnen.*
*"if it had been summer, the wolves
would have run away on hearing the
boys' shouting" (Shio Aragvispireli)
(Kiziria 1974, 259).*

II. *Neither evidential, nor epistemic*

The subordinate clause (resp. condition) is epistemic, whereas the main clause (resp. result) is neither evidential nor epistemic.

Such relationship is conditioned by the following fact:

when, according to the logical relation between conditional-resultative moods, the conclusion is drawn based on real facts, the

resultative sentence is neither evidential nor epistemic. It is of totally different semantics, and may express order, urge/offer, declaration/promise, rhetorical question, exclamation/threat or a certain fact. The epistemic content of the subordinate clause simply serves to form a conditional-resultative sentence.

Order:

- (5) თუ ვაჟი იტყვის სიტყვას, ქალი
იქნეს მოკლული, თუ ქალს
წამოსცდება სიტყვა, ვაჟს
მოეკვეთოს თავი! (ლორთქ., 2, 328)
*tu važi itqvis siṭqvas, kali iknes mokluli,
tu kals çamoscdeba siṭqva, vaṣs
moeḳvetos tavi!*
*"if the boy utters a word, the girl will
be killed; and if the girl utters a
word, the boy will be beheaded"
(Lortkipanidze, 2, 328) (Kvachadze
1988, 392).*

- (6) მოსპე, თორემ მოგსპობს! (ბარნ., 3,
58).
mospe, torem mogspobs.
*"If you don't eliminate him, he will
eliminate you" (Barnovi, 3, 58)
(Kvachadze 1988, 394).*

Urge/offer:

- (7) თუ მტყუანი გამოვდგე, თავი
გამავდებინეთ! (აკაკი)

*tu mṭquai gamovdge, tavi
gamagdebinet!*

*"If I am lying, cut my head off!"
(Akaki Tsereteli) (Kiziria 1974, 259).*

(8) *თუ განათლებულეებში სდებ თავს,
განათლებულადაც იცხოვრე!
(ბარნ., 1, 321)*

*tu ganatlebulebši sdeb tavs,
ganatlebuladac icxovre!*

*"If you keep proving that you are
educated, live like an educated
person!" (Barnov, 1, 321) (Kvachadze
1988, 392).*

(9) *თუ ღამის გათევა გინდა მუქთად,
ჯერ რამე უნდა დააშაო! (გვეტ.,
365)*

*tu ḡamis gateva ginda muktad, ḡer
rame unda daašao!*

*"If you want a free shelter, you
should commit a crime!" (Gvetadze,
365) (Kvachadze 1988, 392).*

Declaration/promise:

(10) *გამიქვავდეს მე ეს ენა, თუ
რომ ვისმე მოვეფერო! (წერ.).*

*gamikvavdes me es ena, tu rom
visme movepero!*

*"Let my tongue turn into stone if I
flatter anyone!" (Tsereteli)
(Kvachadze 1988, 393).*

(11) *მოკვდეს ბიჭი ფიცხელა,
თუ ჩემი აღსასრული
მოახლოებულიყოს! (ჭავ.)*

*moḡvdes biči picxela, tu čemi
aysasruli moaxloebuliḡos.*

*"May I die, if my end is near"
(Chavchavadze) (Kvachadze 1988,
392).*

(12) *თუ ძალიან მოგწონს,
გაჩუქებ! (ჯავ.)*

tu ḡalian mogḡons, gačukeb!

*"If you like it so much, I will give it
to you as a present" (Javakhishvili, 2,
577) (Kvachadze 1998, 392).*

Rhetorical question:

(13) *კაცი, რომ სულელების
კბილთა ღრჭენას აჰყვეს, სად
წავა?! (ჭავ., 447)*

*ḡaci rom sulelebis ḡbilta ḡrčenas
ahḡves, sad čava?!*

*"If a man follows the advice of fools,
what will be his future?!"
(Chavchavadze, 447) (Kvachadze
1988, 393).*

(14) *თუკი სახლი
დაცარიელდება, ცარიელმა
კედლებმა და კამარ-ხანჯალმა რა
მიშველოთ?! (ვაჟა)*

*tuḡi saxli dacarieldeba, carielma
ḡedlebma da kamar-xanḡalma ra
mišvelot?!*

*"If the house gets empty, what is the
use of empty walls or the weapons?!"
(Vazha-Pshavela) (Kvachadze 1988,
392).*

Exclamation/threat:

(15) თუ მოყვარე ხარ, მაშ
გამარჯობა! (ჭავ., 149)

tu moqvare xar, maš gamaržoba!

*"If you have come as a friend, you are
welcome!" (Chavchavadze, 149)*

(Kvachadze 1988, 395).

(16) თუ ეს ამბავი შეუტყვია
ვისმე, ვაი თქვენი ბრალი! (ჭავ.,
365)

*tu es ambavi šeuṭqvia visme, vai
tkveni brali!*

*"If you tell this to anyone, blame
yourself for what happens to you!"*

*(Chavchavadze, 365) (Kvachadze
1988, 395).*

(17) ვაი, თუ მაგის გარეგანი
სიწყნარე შავი დღის
მომასწავებელი იყოს ჩვენთვის!
(ბარნ., 3, 70)

*vai, tu magis garegani siçqnare šavi
dγis momašçavebeli iqos čventvis!*

*"What if his seeming peacefulness is a
sign of something terrible" (Barnovi,
3, 70) (Kvachadze 1988, 395).*

(18) თუ ხელი გაგინძრევიათ,
აქვე გაგათავებთ! (ჯავ., 3, 288)

tu xeli gagingzreviat, akve gagatavebt!

*"If you move, I will kill you at once!"
(Javakhishvili, 3, 288) (Kvachadze
1988, 391).*

Statement of a certain fact:

(19) მე რომ დღიური მეწერნა,
მაგაზე უკეთეს ვერ დავწერდი
(ჯავ., 3, 395)

*me rom dγiuri meçerna, magaze
uḳetess ver davçerdi.*

*"If I had written a diary, I could not
have done better" (Javakhishvili, 3,
395) (Kvachadze 1988, 393);*

(20) ეს კეთილი და გონიერი
ფინია რომ არ შესწრებოდა,
რასაკვირველია, საწყალი ბავშვი
დაიბრჩობოდა (გოგ., 169).

*es ḳetili da gonieri pinia rom ar
šesçreboda, rasaḳvirvelia, saçqali
bavši daixrçoboda.*

*"If that kind and clever dog hadn't
been nearby, the poor child would
have been drawned" (Gogebashvili,
169) (Kvachadze 1988, 393).*

In order to draw a complete picture of the **typology of the Kartvelin languages**, the data of other Kartvelian languages should be analyzed. With this aim, the empirical data of Megrelian, Laz and Svan languages has been obtained from the field work materials. It should be noted that Kartvelian languages reveal typological similarity from the viewpoint of semantic grouping of conditional-resultative constructions. This similarity is especially obvious with regard

to the groups expressing evidentiality and epistemic modality. Other semantic groups distinguished in Georgian are less productive in non-written Kartvelian languages.

1. Evidential:

Megrelian:

(21) ჩხანას იმულებუდუკონი,
თექიანობას განათენდუ.

Čxanas išuldebudukoni, tekinobas ganatendu.

Laz:

(22) მჷუა ნა ეშახტატუ, ოთანეპტუ.
mžua na ešaxtaṭu, otaneṭu.

Svan:

(23) მიჷ Ⴛჷნ ჳდენიჷ, დეცეგიმს

ქანარჷა.

miž ž'ānqdeniw, decegims kanarha.

„If the sun rose, it would light the area“.

2. Epistemic modality:

Megrelian:

(24) თიმუ დღას, ონჯუა ბორჯის
ქიმეურთუმუდუკონი, ეგება
ქიმეჩუკო პირობა.

timu dγas, onžua boržis kimeurtumuduḡoni, egeba kimečuko piroba.

Laz:

(25) ემ დღას ლიმჯის
მობტეეტუკონ, ბექიმ ნენა მეჩატუ.

em dγas xolo limžis moxteēṭuḡon, bekim nena mečaṭu.

"If he/she had come on the same evening, he/she might have given a promise".

Svan: (26) ხოჩილღ ლაჷეგერასგვ,
დემის ადღაგრივ.

xočild lājžəgrasgw, demis əddagriw.

"If he/she had got better medical treatment, he/she might not have died".

The situation regarding the relationships between the components of the main and subordinate clauses is the same in all the Kartvelian languages.

However, several facts should be mentioned, even though they do not change the entire picture of the typology of Kartvelian languages:

1. In Megrelian, there are modalized (epistemic) verb forms of organic formation, although they do not take part in the formation of conditional-resultative constructions.

2. Modalized (epistemic) verb forms are also found in the Svan language. Unlike Megrelian, in the Svan language, conditional-resultative constructions are expressed by such verb forms. Moreover, the expressive power of such verb forms is so strong that no conjunctions are needed to join the conditional-resultative components in the hypotactic constructions (see examples (23), (26)).

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