Fifth International Conference

# Second Language Teaching/Acquisition in the Context of Multilingual Education

11-13 September

Book of Abstracts

**Editors:**
Kakha Gabunia
Manana Rusieshvili
Rusudan Dolidze
Giuli Shabashvili
Tea Tateshvili

TSU Publishing House
2023

**Achaidze Mzekala**
*Ivane Javakhishvili Tbilisi State University, Georgia*

## A Foreign Language Lesson as an Opportunity for Intercultural Education

In the modern globalized world, the intercultural method of foreign language teaching has been promoted against the background of growing economic, political, cultural and personal contacts.

Interculturality refers to a theoretical concept that is based on the dynamic interaction between cultures in the background of recognition of their mutual differences, which is a prerequisite for successful communication between representatives of different cultures. The cultural values of the nation are reflected in the language. Language systems are complex expressions of cultural characteristics. Language, as the main component of intercultural communication, can facilitate rapprochement, or, on the contrary, it can become an excuse for misunderstanding and conflict. Mastering a language, in fact, means communion with the corresponding culture, and understanding this culture.

Intercultural competence is a complex phenomenon, which involves a combination of components, on the basis of which successful communication and cooperation can be built. These are a conscious and critical approach to the mental stereotypes of the nation of the language being studied, recognition of foreign culture, understanding of foreign phenomenon, tolerance towards it, etc.

In the intercultural teaching of a foreign language, the main goal is to understand intercultural and multicultural contexts through the perception and understanding of the foreign/new and to acquire intercultural competence. Learning a foreign language does not imply the acquisition of intercultural competence immediately, it should be gradually developed for the language learner. In this process, a great role is assigned to the teacher, who should make it possible to awaken the interest in foreign languages and cultures and the desire to study them, to motivate the language learner.

The concept of intercultural competence is closely related to sociology, linguistics and anthropology. In relation to teaching a foreign language, it, in addition to country knowledge and language competence, also implies actual knowledge of the unwritten rules of behavior and communication that this or that target language culture has. Intercultural learning seeks to transform unconscious intercultural competence into conscious intercultural competence.

When teaching is based on the intercultural method, not only the knowledge about the foreign culture is provided, but also its worldview-conceptual explanation and transfer, and the ability of intercultural communication is also developed. This process implies the elimination of clichés, and the acquisition of the ability to perceive the unknown, foreign from different perspectives on the basis of drawing rational parallels between one's own and another culture. Intercultural teaching builds intercultural skills for the language learner along with language competence. Intercultural learning is a learning process focused on active behavior, during which the interaction takes place between the teacher and the student, and the acquired knowledge is put into practice during the lesson.

A well-planned and prepared foreign language lesson can be safely considered as an opportunity to acquire and nurture an individual's intercultural competence, where theoretical knowledge and lexical and grammatical structures are accompanied by an intercultural component, which eliminates stereotypes and brings the language learner closer to the new language and culture.

**Aleksidze Marine, Guruli Laura**
*Ivane Javakhishvili Tbilisi State University, Georgia*

## Debuting sentences in RFL methodology

The anthropological principle of language learning is currently the leading one in the methodology and practice of teaching a second/foreign language. In accordance with this principle, it is necessary to know the linguistic picture of the world of a particular ethnic group. In this process, an important role is played by the study of syntax and syntactic relations, because "syntax is not so much about what constituent elements of the picture of the world are known by a person, but about how they are interconnected". It is in the syntactic structures that the relations and connections between the realities of extra-linguistic reality reflected in the consciousness

of a linguistic personality are realized. Consequently, the study of the language, and hence the ways of national thinking, is impossible without comprehending the features of syntactic relations in the sentence and its implementation at the level of the utterance. "We must capture not special national objects because there are few of them and they do not clarify much, but we must capture the special correlations of objects and concepts that are common to all people and all cultures." Thus, in order to learn to speak and write in a non-native language, it is very important not only to know but also to feel its syntactic structure. Mastering the intricacies of the syntactic semantics of the language being studied is important not only for the formation of productive skills in oral and written speech, but also for understanding the communicative intention in the speech of other people, those special emotive and voluntative nuances that are not always expressed explicitly, but can be hidden in the very grammatical structure of the sentence. Among the syntactic structures, the study of which causes difficulties for Georgian students who master the Russian language, are the so-called debuting sentences - constructions with an independent infinitive, since there are no language equivalents to such sentences in the native language of students, which means that it is not possible to convey their content using direct translation. For a foreigner, debuting sentences can cause both semantic and grammatical difficulties, since they do not have the subject in the nominative case, and the predicate expressed by the infinitive is independent. Meanwhile, debuting sentences are very characteristic of the Russian language due to their special emotionality and the variety of modal assessments expressed by them. Native speakers intuitively understand and use debuting sentences in speech. Stylistically similar constructions are typical for artistic texts and colloquial speech. In textbooks, infinitive sentences are used in quantitative and qualitative terms with the level of foreigners' language proficiency.

The purpose of this paper is to analyze the debit sentences that are found in the textbooks on Russian as a foreign language created by the authors, from the point of view of semantics and pragmatics. The analysis will make it possible to understand which infinitive sentences are used, in what situations, and in the future, it will help to build methodological recommendations for teaching infinitive constructions at Russian as a foreign language lessons using these materials.

To solve the tasks set in this work, a set of methods was used: the analytic-synthetic method, the continuous sampling method, the contextual analysis method, and the comparative method.

The collected material includes a variety of types of debit sentences according to the type of modal meanings they express. Debit sentences are found in dialogues that require a question-answer condensed form of information transfer. In this aspect, tasks for students to use such constructions in their own dialogues are useful. We stopped at the characteristics of some models. Considered, in particular, debitive sentences (negative and affirmative), explicating the meaning of possibility/impossibility; infinitive sentences realizing the meaning of necessity; debit sentences with the meaning of desirability. For the explication of modal meanings, these structures use a variety of means, including morphological categories of aspect and mood, word order and intonation, lexical meanings of infinitives, and particles. To explain the meaning of the constructions under consideration, speech samples and synonymous replacements with one-part and two-part sentences are used. To achieve this goal, a table is used that presents the structure of debit constructions, its meaning and the equivalent of this construction in the form of personal, definitely personal, impersonal sentences, synonymous with debit sentences. On the philological profile of education, we can use lexical material from the works of Russian classical literature. This will help to form students' cultural competence, that is, to expand their knowledge about the culture of the country of the language being studied.

**Ali Mudasir, Rind, Ali**
**Mohammad** *Khazar University,*
*Azerbaijan* **Aliyev Pirali**
*Baku Slavic University, Azerbaijan*

**Analyzing Motivation and Effectiveness Towards Artificial Intelligence Learning Applications from University Learners**

Artificial intelligence is an essential creation in the fast development of technology. On the other hand, technology has reconstructed the traditional education system into an innovative system of learning. ( Lufeng, 2018). Day by day, technology is being developed and new technological applications are added to technology innovation. Artificial intelligence has also helped education: in different fields, new technological learning management systems and AI applications have been adopted for teaching. How effective are these AI applications and how motivated are the students regarding AI applications? That is why this study aims to measure the effectiveness and motivation of university students.

In this research study, quantitative research methods are used. The questionnaire tool is used to collect the primary data. Secondary data are collected from research articles, reports, books and newspapers.

The main purpose of this research is to provide ideas about AI applications in the education sector and this study will highlight the main findings that will help the education sector to open doors for learners in sections of education. By developing different concepts and philosophies regarding the AI applications the learners will develop new knowledge.

The study findings can be summarized as follows:

1. According to the analyzed results, the motivation of learners towards applications of artificial intelligence is positive and significant

2. According to the analysis of the results, most learners from higher institutions have positive responses concerning the effectiveness of the applications of artificial intelligence.

3. Most of the learners from the universities have shown significant importance with applications of artificial intelligence towards the learning aspects.

4. Findings of the study also revealed that learners from universities mostly agree with the applications of artificial intelligence regarding learning satisfaction with applications.

5. The results of this study summarized that most learners have an optimistic attitude towards the applications of artificial intelligence in learning applications.

**Aliyeva Sona**
*The Academy of Public Administration under the President of the Republic of Azerbaijan*

**Achievements and Challenges of Multiculturalism**

Multiculturalism as a policy is also very close to tolerance by its essence. Particularly it is one of the most important features of a tolerant society, which proposes parallel existence of different cultures. As a feature of a tolerant society, multiculturalism promotes the mutual enrichment of cultures, it leads to the penetration of one culture into another, to further formation of culture uniting people.

Different people have different views on things, like or dislike, agree or disagree. Some people think that multiculturalism is negative, whereas others believe that multiculturalism is positive. In my opinion, I agree with the first view, that multiculturalism is positive.

The experience of living in a less insular, more vibrant and more cosmopolitan society is obviously very positive. It's a case for cultural diversity, mass immigration, open borders and open minds. As a political process, however, multiculturalism means something very different. It describes a set of policies, the aim of which is to manage and institutionalize diversity through the public recognition and affirmation of cultural differences.

Multicultural ideologies and policies vary widely, ranging from the advocacy of equal respect for the various cultures in society to a policy of promoting the maintenance of cultural diversity and to policies in which people of various ethnic and religious groups are addressed by the authorities as defined by the group to which they belong.

This conflation of diversity as a lived experience and multiculturalism as a political process has proved highly invidious. On the one hand, it has allowed many on the right – and not just those on the right – to present the problems of social cohesion as the product of mass immigration and turned minorities into the problem. On the other hand, it has forced many traditional liberals and radicals to abandon classical notions of freedom and liberty in the name of defending diversity. It is critical to defend diversity as a lived experience – and all that goes with it, such as mass immigration and cultural diversity; this is particularly important at a time when many raise arguments against immigration, especially Muslim immigration, in the name of defending 'secularism' or 'freedom'. It is equally important, however, to oppose multiculturalism as a political process and to also oppose the demand that we must recognise, affirm and institutionalise cultural differences in the public sphere.

**Andrejczuk Pawel**
*University of Valencia, Spain*

## Telecollaboration: A 21st-century language teaching approach?

Problem statement: Recent unprecedented global events, including emergency remote teaching, have led to an exponential growth of interest in telecollaboration (TC) among practitioners and researchers, evidenced, among others, by the growing number of publications devoted to this topic (Barbosa & Ferreira-Lopes, 2021). Attention has been drawn to the number of promises associated with TC projects, such as cultural, linguistic, and social gains (Dolly, 2017; Lewis & O'Dowd, 2016). However, such complex and dynamic exchanges also have several limitations. Consequently, a significant number of parties might struggle to make sense of the vast body of knowledge available on the topic and might encounter difficulty in implementing such projects.

Purpose and research methods: To address this issue, this study adopts a meta-analytical approach (Norris & Ortega, 2006) and provides a synthesis of the recently published research on TC. The reviewed sample comprises 38 journal articles devoted to English as a lingua franca TC projects, published between 2016 and 2021. The results of these articles are presented in a consolidated and easily understandable manner that permits all interested parties to efficiently examine the newest findings of the literature and apply them accordingly in real-life conditions. This, in turn, facilitates the implementation of good practices and the organization of future TC exchanges.

Main results: The findings of this study cover multiple variables of TC projects, in particular, the learner- and project-related ones. The advantages and disadvantages of TC exchanges are summarized. Consequently, this paper significantly contributes to the ongoing debate on the future of foreign language education that will shape the generations.

**Antadze Fatman**
*Ivane Javakhishvili Tbilisi State University, Georgia*

## On the Teaching of Iranian-Kartvelian Language Contacts

The field of teaching Iranian-Kartvelian language contacts, due to age-long close contacts between Iranian and Kartvelian languages, has turned into a separate research direction. These contacts have left a vivid trace on the Kartvelian, and, above all, Georgian vocabulary. This field has turned into a cornerstone of Iranian studies in Georgia. Academician Mzia Andronikashvili formed grounds for the study of Iranian-Kartvelian language contacts. For decades, these contacts have been a compulsory educational discipline for the students of Iranian philology. The basis for the course is formed by the Iranian-Georgian phonetical correspondences identified by

M. Andronikashvili. Based on these correspondences, the Iranian loans (Old, Middle and New Iranian loans) in Georgian are etymologized and chronologized. Based on the above-mentioned solid grounds, the research and, correspondingly, teaching directions in the given field should be enhanced. The research perspective should consist of a thorough analysis of Middle and New Iranian loanwords because there are no solid grounds for dialectal differentiation and dating of Persian loanwords in Georgian by Old Iranian period (7th -6th centuries BC – 3rd -4th centuries AD). The reason for the above-mentioned is that the first Georgian written monument is dated by the 5th century AD i.e. this coincides with the Middle Iranian period (3rd -4th centuries AD). Due to this fact, it is impossible to define whether certain Midian, Avestan or Old Persian loans were borrowed by the Georgian language in the Old or Middle Iranian language period. At the same time, due to the historical- political background of Iranian and Kartvelian relations, it is quite logical to assume that Kartvelian languages began to borrow Iranian words as early as the Old Iranian period. Students should be encouraged to take part in the research of Iranian loanwords in Georgian. This will enhance their awareness of Iranian-Kartvelian language contacts and help develop their research skills. This practice is already widespread in the program of Iranian Philology, where students have presented several BA and MA theses focusing on Iranian-Kartvelian language contacts. The implemented and planned research and integration of its outcomes in the teaching curriculum embrace the following directions: a) Detailed chronologization of Middle Iranian loans (Middle Persian and Parthian loanwords), in particular, their differentiation based on the early and late sub-periods of Middle Persian and Parthian, if this is possible, based on the phonetical structure of the etymon (we mean the transfer of postvocalic and intervocalic Middle Persian and Parthian p, t, k into Georgian ṗ, ṭ, ḳ at the early stage, and the transfer of voiced variants of the above-mentioned three consonants - b, d, g into Georgian b, d, g at a later stage); b) Sub-periodization of the Iranian loanwords of the New period (10th century AD until now) into classical and post-classical periods; c) Contrastive analysis of the loans and etymons based on morphosemantic and stylistic peculiarities; d) Analysis of Iranian loans based on their derivational and phraseological capacity;
e) Identification and analysis of phraseological loans; f) Semantic classification of loanwords; g) Fundamental research of the processes of direct and indirect borrowing during Iranian-Kartvelian language contacts.

**Aptarashvili Ia, Tsereteli Mzia**
*Ivane Javakhishvili Tbilisi State University, Georgia*

### The Role and Importance of the Conceptual Framework of Teaching Georgian as a Second Language

The process of digitalization has fundamentally changed the education system. The active usage of technologies leads to the great need to develop innovative teaching methods, as well as, it is changing the traditional paradigm of learning in general. Over the past years, the challenges associated with the Covid-19 pandemic (the transition to online learning) have shown the increased importance of learner's autonomy and self-regulated skills towards effective learning and teaching. For a 21st-century learner, it is essential to be able to take responsibility, develop effective learning goals, possess problem-solving skills and be able to control one's own behaviours, thoughts and emotions in order to achieve goals. The effective usage of technologies in the process of gaining educational experience depends on one's self-regulation skills. During the last two decades, the conceptual framework of self-regulated learning has been a particularly interesting construct for researchers working in the field of educational psychology. On the one hand, the great interest of the self-regulated construct is related to its multi- component nature and on the other hand, the construct holistically considers motivational, cognitive, metacognitive, affective and contextual components affecting one's learning.
According to Zimmerman, the pioneer author, self-regulated learning is a dynamic and cyclical process, where learners actively analyse the task-related characteristics, develop learning goals, choose learning strategies and, in the end, reflect on their progress (Zimmerman, 1995). Zimmerman's ideas about self-regulated learning had a great impact on developing various theoretical models of self-regulated learning. Scholars consider the process of self-regulated learning from two different perspectives. From the information processing perspective, researchers are interested in the cognitive and metacognitive components of self-regulated learning (Panadero, 2017). On the other hand, representatives of socio-cognitive theory consider an integrated model of self- regulated learning, where one's learning is equally influenced by individual factors

(such as motivational orientations, use of cognitive strategies, beliefs about own self-efficacy, etc.) as well as contextual factors (such as characteristics of the lecturer, learning environment, learning curriculum and etc.) (Panadero, 2017).

Analyzing the theoretical models related to self-regulated learning provides important insights to plan and develop learning instruction in such a manner that the use of technology can facilitate learner's autonomy and problem-solving skills.

**Arabuli Nana**
*LEPL National Center for Teacher Professional Development, Georgia*

**For Teaching Some Models of Georgian Verbs to Non-Georgian Speaking Students**

The verb plays a specific and very important role in oral or written communication. Therefore, teaching the verb and verb-related grammatical constructions is one of the necessary and difficult issues in the process of language learning. In Georgian, several grammatical persons may be combined with one verb, several categories may be employed at the same time, and this produces different forms, and grammatical constructions built in different ways. The teaching process is also complicated by the fact that there is no single model that will include the majority of verbs in terms of form production. If, at the first level of learning, the learner is able to mechanically memorize a certain number of verb-forms and grammatical constructions, at the higher levels of the language mastery, this becomes impossible due to the abundance and diversity of forms.

The problems emerging in the process of learning and teaching of the verb created the need to gradually offer certain models to the students from the A2 level of language proficiency, which would help them build the verb forms and grammatical constructions correctly, in particular, when employing the conjugation of verbs with thematic markers -eb and -ob in the screeves of the third series (Perfective I). In addition to the specific form changes of the verb (in the third series, the verb uses the theme of the first or second series), there is also an inversion of person markers in verbs of active and medial voices, which is very important to build grammatical construction correctly.

It is known that verbs with -ob subject marker, specifically the verbs, with the stem starting in a consonant and also the verbs with the markers of version, are charaterised by an inversion of person markers, and both groups use the subject of the second series to produce Perfective I. The same model is followed by verbs with the stems which start with a consonant and end in -ulob. For example, varjishob-ivarjishe-givarjishia (you are exercising

- you exercised – you have exercised); atbob-gaatbe-gagitbia ( you are heating it up - you heated it up you have heated it up); kidulob-ikide-gikidia (you are buying it- you bought it- you have bought it).

Mtof the Active voice verbs with the theme marker -eb use the theme of the first series in Perfective I. It is worth mentioning that Active voice verbs are charaterised by the inversion of the person's markers: ( I have done it/he has done it; I have built it/ he has built it). Most verbs of the Passive voice with the theme marker - eb employ the theme of the second series ( the exception being the passive verb forms without markers, which employ the auxiliary verb in the Perfective series to form the first and second subject forms whereas in the third subject person, they use the form of Perfective I based on the theme of the first series: misalmeba-mivsalmebivar/misalmebikhar/misalmebia (to greet-I have greeted/you have greeted/he has greeted); momsalmebikhar/mogsalmebivar/mogsalmebia ( you have greeted me/I have greeted you/he has greeted you). A different way of formation is revealed by the Passive verb forms with the marker -d dughdeba/adughebula (it is being boiled/it has been boilt). In the paper, attention will be focused on the formation of active voice verbs with theme makers -eb and -ob by means of the models of Perfective I and the related verb constructions. The verbs presented in the paper are taken from the textbooks of A1, A2, B1 and B2 levels "Agmarti."

The goal of the paper is to provide a simple model of production of verb paradigms with -ob and -eb theme markers for teachers and students of Georgian as a second language. It should be noted that students are introduced to the formation of the forms of Perfective I forms at the B1/B1+ level of language proficiency. Until then, they can conjugate verbs (wordformation) and build grammatical constructions in the first and second series.

The issue of the formation of the Perfective I forms with the theme markers -eb of Passive and Active voice forms will also be classified separately and discussed as a subject of further observation. The issue of the formation of Perfective II is also discussed.

**Awal Abdul**
*University of Lodz, Poland.*

### Wage Disparity Between English and Bengali Language Teachers in Bangladesh

This study presents a comprehensive analysis of the prevailing wage disparity between English and Bengali language teachers in Bangladesh. Although both roles are integral to the educational system, there are considerable differences in income between the two. It has been found that the wages of English language teachers are higher than those of their Bengali counterparts despite having similar qualifications and experience. This disparity has led to a decrease in the quality of education in the country. As a result, the morale of Bengali language teachers has been adversely affected.

Through a mixed-methods approach, this study aims to investigate the factors contributing to this wage discrepancy, including language proficiency levels, market demand, and socio-cultural perceptions. Furthermore, the study examines the impact of salary inequality on educators themselves, education quality, and larger societal implications. The findings from the study provide a baseline for policy reforms and offer insight into how sustainable, equitable wage structures can enhance education quality, promote teacher motivation, and ultimately lead to improved student outcomes.

The results of this study highlight the need for a joint initiative that involves lawmakers, teachers, and the broader community in order to reconsider and adjust the importance placed on educational positions within diverse language environments. Therefore, policy reforms are necessary in order to ensure equitable wages for all teachers in Bangladesh. This research contributes to the quest for an equal pay in language teaching.

**Bagration-Davitashvili Nino**
*Ivane Javakhishvili Tbilisi State University, Georgia*

### Semantical Nuances of Using Some Postpositions for Non-Georgians

A profound understanding of the official language for students of ethnic minorities is crucial to fully engage in the academic processes. Understanding it on the communicative basic level is insufficient because the students must attend lectures, complete relevant homework, prepare presentations, pass exams, etc. Besides subjects in humanities, they must learn multiple specialities (among others, Business, Economics and Medicine), understand complex vocabulary and comprehend linguistic constructions.

Considering the above-mentioned, learning postpositions is especially important for mastering the Georgian language. Considering their function and semantics, postpositions are similar to the prepositions in Indo-European languages. A postposition is a complex of unchanging sounds with independent meaning that adds to various cases and establishes a stronger relationship between a noun and a noun or a noun and a verb. For non-Georgians, either comprehension or use of postpositions is challenging because some of the postpositions in the Georgian language have various semantic-stylistic meanings besides their basic definitions. The primary examples of these postpositions are "-ზე" (on) and "-ში" (in) postpositions. The nouns accompanied by "-ზე" (on), semantically usually represent the place of an action (on the table, on the shelf, on the car), the time (at 2 o'clock, at the quarter of …), and qualitative relation (older than me, better than you, etc.). The postposition "ში" (in) denotes being inside a space (at the house, in the closet) and time (in June, in 2 hours). Sometimes it is also used in the meaning of "between" (there is nothing left to talk about between you and me). In addition, these postpositions may have different semantic nuances. Our mission is to explain to the students how to use these postpositions (we will discuss relevant examples). Furthermore, we will present examples of using the same postpositions, with meanings different from their main definitions, and we will also display their semantic

synonyms to make the employment of these postpositions understandable for non-Georgians. For example: narrating about the child, thinking about bravery, listening to the ideas about the love of humanity, kindness, love, and so on. In these examples, "on" can be understood as synonymous with the word "about", which will be easier for the studenmts to understand.

**Alexandra Backhouse**
*British International School of Tbilisi, Georgia*

### Teaching Primary aged children from diverse backgrounds

Teaching younger children from different cultures can be both challenging and rewarding. This unique educational experience offers a range of difficulties and benefits that teachers must navigate to create an inclusive and effective learning environment. Difficulties: Language Barriers: One of the most significant challenges is language barriers. Young children may not have a strong grasp of the language of instruction, which can hinder communication and comprehension. Teachers need to employ various strategies, such as visual aids and simplified language, to bridge this gap. Cultural Norms: Different cultures have varying norms and expectations regarding behavior, communication, and classroom etiquette. Teachers must be sensitive to these differences and create a classroom environment that respects and accommodates diverse cultural perspectives. Parental Involvement: In some cultures, parental involvement in education is highly valued and expected, while in others, it may not be as prevalent. Teachers may encounter difficulties in engaging parents and caregivers from different cultural backgrounds in their child's education. Curriculum Adaptation: Adapting the curriculum to be inclusive of diverse cultural perspectives can be challenging. Teachers must ensure that the content they teach is culturally sensitive and relevant to all students. Stereotyping and Bias: Stereotyping and bias can sometimes affect the teacher's perception of students from different cultures. It's crucial to be aware of these biases and treat all students equally, providing them with equal opportunities for learning and growth. Benefits: Cultural Enrichment: Teaching children from different cultures enriches the learning experience for everyone involved. It exposes students to a broader range of ideas, traditions, and perspectives, fostering a more inclusive and open-minded society. Enhanced Problem-Solving Skills: Interacting with peers from diverse backgrounds encourages children to think critically and problem-solve creatively. Alexandra Backhouse They learn to navigate various viewpoints and develop a deeper understanding of complex issues. Increased Empathy and Tolerance: Exposure to different cultures promotes empathy and tolerance. Young children can learn to appreciate the value of diversity and become more accepting of individuals from different backgrounds. Cultural Exchange: Teachers can create opportunities for cultural exchange within the classroom. This can involve sharing traditional stories, foods, music, and celebrations, which not only educate students but also promote a sense of unity and camaraderie. Global Awareness: Teaching children from different cultures fosters global awareness. It helps students understand the interconnectedness of the world and prepares them to be more culturally competent and globally conscious citizens. Language Acquisition: Immersion in a multicultural environment can accelerate language acquisition. Children often learn languages more effectively when they are exposed to native speakers and immersed in real-life communication. Personal Growth: Teaching diverse groups of children can be personally rewarding for educators. It challenges them to expand their teaching methods, adapt to different learning styles, and grow as professionals. In conclusion, teaching younger children from different cultures presents a unique set of difficulties, including language barriers, cultural norms, and curriculum adaptation. However, the benefits, such as cultural enrichment, enhanced problem-solving skills, and increased empathy, make it a valuable and rewarding experience for both students and educators. Embracing diversity in the classroom can contribute to a more inclusive and tolerant society while preparing students to thrive in an interconnected global community. Teachers who successfully navigate these challenges and leverage the benefits can create an educational environment that celebrates diversity and promotes learning and personal growth for all.

**Bakhtadze Leila**
*Ivane Javakhishvili Tbilisi State University, Georgia*

**Importance of Mstering Field and Thematic Terminology in Foreign Language Teaching**
**(Covid-19-Related Terminology in Modern Hebrew)**

When learning a foreign language, the development of communication competence means not only the acquisition and use of the basic vocabulary of the language being studied but also the study of field and thematic terminology.

Within the framework of the university practical course in the Hebrew language, we have to provide the students with numerous thematic vocabulary to master medicine, law, politics, etc.

Regarding the language teaching, it is necessary to focus on professional communication skills, which implies the teaching of appropriate terminology.

In 2020, the announcement of the new coronavirus (COVID-19) pandemic by the World Health Organization caused fundamental changes in all areas, including the education system. In the distance learning format of the Hebrew language university practical course, we had to discuss issues related to the pandemic and learn and compare new terms connected to the disease.

At the end of 2020, the Hebrew Language Academy Plenum approved a list of terms proposed by the Israel Public Health Committee, with a detailed definition of each term.

The purpose of this paper is to substantiate the importance of teaching properly the field terminology of the foreign language to develop communication competence.

The following materials are used for the paper- texts from the Israel mass media, information booklets published by the Ministry of HealthIsrael, and terminological dictionaries published by the Hebrew Language Academy.

**Belda Jose**
*University of Alicante, Spain*

**Promoting Intercultural Awareness among Pre-service Teachers in the EFL Classroom**

The increasing prevalence of screens and digital devices in the lives of young children has led to a rise in the use of digital stories (DST) over traditional printed stories (TPS) in early childhood education. DST offers interactive and immersive experiences through multimedia elements, captivating children's attention and sparking their imagination. It also allows for the integration of diverse cultural perspectives, fostering intercultural awareness. However, it is important to maintain a balance by combining both digital and traditional storytelling approaches to provide a comprehensive learning experience.

This research, based on a mixed-methods approach, aimed to analyze the critical and creative skills of teacher candidates while enhancing their intercultural awareness through the adoption of a Task-Based Language Teaching (TBLT) methodology over a three-month period. Seventy-eight EFL pre-service teachers were assigned to two groups and exposed to different folktales in a digital format (DST). The control group (GC) was exposed to European traditional tales in a DST format narrated with British and American English accents, while the experimental group (EG) was exposed to African and Asian traditional stories in a DST format using Nigerian and Philippine English accents. The teacher candidates then utilized various authoring tools (Storyjumper, Storytell, Powtoon) to collaboratively create their own DSTs with the aim of teaching English to children from an international and intercultural perspective. Data were collected through quantitative and qualitative instruments, including a pre-post-survey adapted from validated scales on multicultural competence (Hachfeld et al., 2011) and English as a Lingua Franca (ELF) awareness (Curran & Cherne, 2017). Additionally, an in-depth assessment of the 21 DSTs created by participants was conducted, accompanied by class observation and semi-structured discussions. The results, analyzed using the Wilcoxon signed-ranked test, revealed statistically significant differences before and after the intervention. The scores indicated higher awareness of intercultural competence among the teacher candidates, who exhibited positive attitudes towards ELF awareness while advocating for improved intercultural education in the language classroom.

**Bepievi Naira**
*Ivane Javakhishvili Tbilisi State University, Georgia*

### Issues of Second Language Learning and Teaching in Georgian-Language Schools

For years, the Ossetian language was taught in Georgia only in Russian-language schools (this rule applied to schools in the Russian Federation where the Ossetian language was taught). Ossetian grammar and literature textbooks were bilingual - Ossetian-Russian. It should be noted here that Georgian language was not taught in such schools. Since 2004, as a result of school optimization, schools in which the Ossetian language was taught became Georgian- language schools, and accordingly, it was necessary to convey grammatical categories and concepts in Georgian. Unfortunately, the Ministry of Education and Science of Georgia, in parallel with this process, could not ensure the creation of the Ossetian language standard and the publication of Ossetian- Georgian textbooks based on it.

The auxiliary textbook published on our initiative Practical grammar of the Ossetian language (Ирон æвзаджи практикон граммитика) partially filled the gap that existed before in the learning and teaching of the Ossetian language as a second language. The auxiliary nomenclature contains the main difficulties and means of their solution, explanations which are necessary during the perception and learning/teaching of phonetics, morphology and syntax of the Ossetian language in Georgian-language schools.

In this paper, we will talk about the peculiarities of learning and teaching the Ossetian language in Georgian-language schools, we will focus on the issues of transferring grammatical categories from the Ossetian language to the Georgian language according to the practical grammar of the Ossetian language.

**Bibileishvili Gulnara**
*Akaki Tsereteli Kutaisi State University*

### Early Bilingual Education: the Basis of Social Integration of the Community Representing National Minorities

As a result of a number of studies, it is confirmed that bilingual education, as a facilitator of bilingual literacy, should be considered as an important tool in responding to the challenges of language policy.

An analysis of state-supported reforms and measures has revealed that the most important period for human development - early education and development - has been neglected for years. Researchers unanimously recognize the importance of this period (https://www.researchgate.net/profile/Marianne-Bloch/publication/234726044)

The main law of the state with the highest legal force - the Constitution of Georgia, in Article 27, pays special attention to preschool education.

Since 2013, Georgia has been reforming preschool education, however, it was only in 2021 that it became possible to start a pilot project of early bilingual education.

All three sectoral priorities of the unified national strategy of education and science in 2022 - 2030 take into account the component of early education strengthening the effectiveness and sustainability of the early and preschool education system

Together with the mentioned 2022-2030 strategy, the 2022-2024 sectoral action plan has been developed, where the issue of educator-teacher training is highlighted. The role of the academic sector is also important to solve this problem.

Thus, for the democratic development of the state, which is based on the association agreement with Europe and one of the indicators for the civil integration of national minorities, the active involvement of expert circles is important for the implementation of the strategy and action plan.

**Bzhalava Elisabed**
*Ivane Javakhishvili Tbilisi State University, Georgia*

## Strategy of Teaching of -mAdAn/-mEksIzIn Absolutives

Up to the present, in Turkish scientific literature, the methods and techniques of teaching the grammar of the Turkish language to foreigners are subject to debate. In this respect, the selection of the suitable level of teaching of absolute case and its proper place in the grammatical system is of great significance. In the linguistic literature, while dealing with the mentioned issue the attention is mostly focused on the formal characteristics of the absolutives and their functional characteristics and peculiarities are discussed rarely, if mentioned at all. In this paper, we have applied the functional-semantic method, according to which, meaning and function in the language system are foregrounded. On the basis of analysis of explored materials, there were identified a number of issues related to the absolute case, that cause difficulties in the process of learning/teaching from the outset; e.g.

- Terminological diversity of naming of absolutive is apparent (Gerundium, bağ-eylem, bağ-fiil, zarf-fiil)
- In the scientific literature, in the sphere of Turkish studies there is no common view about formal and functional characteristics and classification of absolutives, etc.

This paper provides a discussion of peculiarities of learning/teaching of -mAdAn/-mEksIzIn absolute case and gap existing in the educational literature. In particular, in the linguistic literature and textbooks for foreigners, both absolute cases are characterized as one and the same tense absolute case with a negative connotation and relevant examples are provided, though, there are numerous cases where the absolute case cannot be interchangeable and this is not an exception.

No focus is made on the mentioned characteristics either in the educational or scientific literature that we have studied. Moreover, in the textbooks, the mentioned characteristics are not even mentioned. In this paper, we have made an attempt to find the regularity that would help us to select the proper strategy for learning/teaching these two absolutives.

**Bo Yuan**
*Beijing Foreign Language University, China*

## Development of Materials of Georgian as a Second Language in a Blended Learning Format

Given the unity of the South Caucasus region and the vision of establishing the central status of Georgia in this region, the learning and use of Georgian in wider contexts is very important, and teaching of Georgian as a second language thus plays a significant role. In the traditional approach, language learning is carried out in the classroom, where teachers play the main role of guiding the learning process of the learners - checking and controlling the process of learners' acquiring a second language. But the development of modern technologies (telecommunications, computer programs, Internet networks, etc.) has allowed this process to be further refined and improved.

The development of technology has given rise to new opportunities for teaching and learning and new formats including remote and so-called hybrid, i.e. blended have also come into being. Traditional, blended and distance learning are three different formats and are used according to a specific purpose and context. Language learning involves both form-oriented and meaning-oriented tasks and exercises. The teaching process is influenced by various factors:

individual differences between learners, the management and balance of interactions, the limitations in time or place, etc. Therefore, blended learning, in which both the new and the traditional conditions are taken into account, seems to be a more reasonable format for this new stage of language learning and teaching.

The main components of the language learning process are: teacher, learner and material. In the existing scientific-methodological literature, the first two are well discussed and studied from different perspectives, but the third is virtually neglected, even though it also plays a key role in this process. The importance of this

component is especially increasing in the new format, as it helps us gain access to more types of materials, allowing teaching and learning to be carried out more purposefully and efficiently.

In 2014, "eLearning Course of Georgian" was created by the Arnold Chikobava Institute of Linguistics of Tbilisi State University. This teaching material of the Georgian language, compiled with technological innovations, is presented electronically according to the Common European Framework of Reference for Languages (CEFR) by the Council of Europe and caters to the speakers of Armenian and Azerbaijani, which contributes to Georgian learning by the speakers of these two languages, which, in turn, responds to the increasing role of Georgian in the South Caucasus region. Since the course is created and presented electronically, its application in distance learning has also become possible; however, taking into account the reality in Georgia and the entire South Caucasus, traditional teaching still takes the main place.

Thus, the format of blended learning, which, on the one hand, ensures the necessary interaction in teaching and learning, and, on the other hand, improves the resource availability in terms of quantity and quality, and strengthens the initiative and autonomy of learners. However, the creation and presentation of suitable materials in a blended learning format already requires specific processing to allow the potential of blended learning to be fully and effectively fulfilled.

In the present paper, on the basis of the " eLearning Course of Georgian ", the pros and cons of the material of Georgian as a Second Language created for Armenian and Azerbaijani speakers in the blended learning format are discussed and some methodological recommendations are proposed.


**Buskivadze Khatuna, Baratashvili Zurab**
*Ivane Javakhishvili Tbilisi State University, Georgia*

**Translanguaging as a Tool for Correcting EFL Learners' Errors in Writing**

This paper explores Georgian students' errors influenced by their L1 and their perceptions on integrating translanguaging into error correction in the writing task. Translanguaging is using language as a unitary meaning-making system of the speakers (García et al 2017). In Pedagogy, translanguaging is used as an approach to make the context better understandable with the help of using bilingual speakers' (students') repertoire. Besides, there are two views regarding teaching languages in the classroom. The conventional view represents the process when two languages are generally taught as two isolated systems. But most people, who live in bilingual and multilingual parts of the world tend to uphold the contemporary view of teaching a foreign language. Implementing translanguaging (simultaneous use of Georgian and English languages as a unitary meaning-making system) as a tool of correcting Georgian students' errors in writing seems to be the novelty of our research.

Ellis (1997) points out that an error is an outcome of lacking knowledge. The researchers conceptualise L1 interference in L2 production in several ways that are mostly caused by learners' lack of grammatical knowledge (Al- Khresheh, 2010; Subandowo, 2017). The errors that emerge as a result of interference are caused by two linguistic backgrounds (Nunan, 2001).

The aim of our research was to show the need of implementing translanguaging as a transformative assessment facet for teachers to genuinely and meaningfully correct EFL learners' errors in writing.

Thus, we came to the following research questions: 1. What are the types of errors the Georgian students have in EFL writing; 2. What are the common L1 errors the Georgian students have in EFL writing. 3. What are the perceptions Georgian students have on integrating translanguaging into error correction of the writing task.

The given case study deals with 21 Georgian students, aged 16-17, learning English as a foreign language. The students' 80 essays were analysed. Both, qualitative (online questionnaire for students) and quantitative methods were used.

Students' general errors were classified accordingly as grammar (e.g., tense and aspect, agreement, number, infinitive and gerund, article); vocabulary (missing word, extra word, wrong word); spelling; punctuation, out of which errors stipulated by L1 were didentified. One of the examples is given as follows.
*"Our food, wich we are using to do different meals, have incredible quality."*

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1. wich (spelling)
2. we are using (use) (grammar – tense/L1) (present simple and present continuous tenses are not separately presented in the Georgian language)
3. to do (cook/make) different meals (vocabulary – WW/L1) (word by word translation of the collocation used in the Georgian language)

The survey found that the most students supported replacing the monolingually-focused way of giving feedback on writing tasks. Thus, the teacher was positively encouraged to implement translanguaging in the error correction stage. However, some students were skeptical of the translanguaging approach and found it unexpected and unnecessary. The study suggests that implementing translanguaging as a tool of correcting students' errors, i.e., emphasizing the role of L1 can enhance learners' understanding of grammar and vocabulary in both languages.

**Chabukiani Pikria**
*Akaki Tsereteli Kutaisi State University, Georgia*

### Aspects of Teaching and Integration of the State Language -
### Tolerance and Diversity
### (Integrated Course of Language and Subject Content Teaching))

In the process of teaching the state language, it is important to use integration issues so that national minorities can feel themselves as full-fledged citizens in the unified state space. Integration implies assimilation and recognition of universal human values, valuing all cultures equally, and providing equal support to the majority and the minority.

The methods used in the teaching process should be aimed at the integration process of the students. From the basic level of language teaching, elements of integration should be visible in all educational processes, which should expand with the growth of language teaching levels.

The 1+4 program does not only serve to teach the state language; The one-year educational program of training in the Georgian language allows students to integrate into the university, city, and state space.

The training course Tolerance and Diversity (an integrated course of language and subject content teaching) provides a wide opportunity to use the elements of integration. In higher education institutions, the mentioned training course is mainly taught in the second, spring semester. This educational course involves developing intercultural and sociocultural competencies. An intercultural relationship is a relationship between cultures, a relationship that unites different ethnic, religious, linguistic, or other cultures living in one society.

The methods used in teaching the themes of tolerance and diversity curriculum using intercultural aspects should be focused not only on the process of teaching the state language but also on the process of integration. It is very important to use authentic material in teaching. If the authentic material contains elements of integration, then the result is much better. For example, when discussing the topic of "women's rights", simultaneously getting familiar with the case of strong women, certain time should be allocated to the stories of women from ethnic minorities, for example, the story of Phari-Khanum Sofiyeva...

Cultural pluralism and traditions are multifaceted. Using intercultural aspects, we can consider common civil, religious and public holidays with traditional customs as a sub-topic by emphasizing common and distinctive features, which is the best example of multiculturalism and intercultural unity.

This paper will discuss the latest methodological approaches in teaching, educational resources, projects and activities which make it possible to integrate ethnic minorities into the unified state space alongside with teaching the state language.

**Champuridze Neli**
*Gori State Teaching University, Georgia*

**Promotional Tools in Acquisition of the Second Language in Early Education**

The issues of forming a harmoniously developed personality, physical, mental, moral, aesthetic, educated citizens attracts the attention of the society and maintains the relevance at all stages of development. The literacy rate in Georgia has worsened - these are the official results of the international student assessment program PISA 2018. We think that among the main reasons of the low literacy rates of students in the country, we should discuss the challenges in the preschool education system. The scarcity of necessary resources for speech development in ethnically diverse groups presents even more challenges to the educator. Speech does not develop from the child's nature, it is formed in the process of his existence in the social environment. Its development is caused by the needs of communication and the child's life. Contradictions that emerge in communication and development of the child's language abilities cause mastery of new means of communication, forms of speech. Based on the methodological principles of multilingual education, the correct selection and use of speech development is a powerful lever for promoting the acquisition of the second language. The level of service in the current system of preschool education is unequal. The main emphasis is on the nurturing and caring component while the education component is neglected.

As a result of our research in early education institutions was highlighted a lack of necessary tools and resources. In the research process, we used both qualitative and quantitative research methods and appropriate tools. Through an in-depth interview around the research issue, we studied the views of the preschool administration, educators and parents.

The sectoral characteristic of preschool education, the national qualification level VI framework of the first level of higher education is the future undergraduate educational program of preschool education, the educator-teacher should be able to promote language acquisition from the perspective of multilingual education - recognition of the native language of the child's family and promotion of acquisition of the second language. With the support of the United Nations Children's Fund (UNICEF), the preschool and General Education Development Department, the improvement of the professional development system of preschool education personnel in Georgia is being actively implemented, and the development and implementation of bachelor's programs in preschool education is underway. The sharing of international experience and the development of bilingual programs in the new bachelor's programs will contribute to the inclusiveness of the Georgian educational system, the promotion of literacy, and the provision of accessibility, quality and equality.

**Cheishvili Tatiana**
*Ivane Javakhishvili Tbilisi State University, Georgia*

**The Genre of the Short Story in Teaching a Foreign Language Outside the Language Environment**

The change in the socio-political situation in the world, as well as the political events that took place in Georgia in 2008 and then in 2018, led to a change in the role of the Russian language in the country. The preservation of interest in the Russian language in the new political and economic context of Georgia is primarily due to economic reasons (including the process of commodification), and in the contexst of humanitarian, the traditional interest in Russian culture, in particular, Russian literature.

The ability to read and analyze a literary work competently is one of the key competencies for advanced

humanities students who speak the language at the B1-B2 levels. The task of the teacher in this case is to develop the skills and abilities of students to work with a literary text, namely, to familiarize them with the technique of linguistic analysis of a literary text.

In the conditions of teaching Russian as a foreign language outside the language environment, the text often plays a paramount role, since all subsequent work is directly based on it. In the methodological literature, the text is understood as "a product of speech activity, a verbal work that achieves the set goal" [Akishina 2002,

34].

Most often, the genre of the short story is used in teaching which is absolutely justified methodically. Shortness, the transparency of the plot, the limited number of characters, often the solution of one specific problem makes the analysis more dynamic.

According to the scheme of linguistic analysis of the text, at the first stage, a logical-semantic analysis is carried out, during which the topics covered in the work and sub-themes / micro-topics are determined. This is usually followed by an analysis of the title, because it is it that allows determination of the theme and idea of the story. Using A. Green's story "The Snake" as an example, we will carry out a linguistic analysis.

The text is narrative and can be divided into four micro-themes: 1) the story of Joy and Colbert's relationship; 2) the walk in the woods and the emotional state of the characters - Joy's manipulative and provocative actions; 3) the appearance of the snake, the behavior of Joy and Colbert; 4) the bite and subsequent actions of Colbert - fighting Joy for the sake of her own salvation; death of "poisoned by love" Colbert.

The next stage of the analysis is to determine the key words of the text such as "**любовь и смерть**" - love and death (presented in the text with the verb "**умереть**" - to die and the adjective "**мертвый**" - dead ), "**яд**" - poison **(ядовитый)** - (poisonous), "**змея**" - snake. These words largely determine the integrity o At the next stage, it is advisable to introduce linguistic commentaries, which can be complete and selective. In this case, we preferred a selective explanation, drawing attention to one of the most important features inherent in Green's language: the combination within one phrase of such words that together form a new semantics of the entire statement.

Thus, the analysis of a literary text can become an important and stimulating stage in teaching Russian as a foreign language in groups of humanities students with an advanced level in the Russian language. The central task, in this case, is the development of skills and abilities to interpret and understand a literary text.

**Chikovani Iamze**
*LEPL National Center for Teacher Professional Development, Georgia*

**The Searching of Effective Methods and their Implementation for Vocabulary Enriching (
using example of the the 3$^{rd}$ grade)**

The modern educational reform faces the significant problems in the regions inhabited by the non-Georgian speaking population. The lack od knowledge of the state language in that population negatively impacts their effective integration in Georgian society. Despite various activities designed and held in the region to improve learning the state language for at least three decades, this problem still persists.

Our research target group the 3$^{rd}$ – E class represents the special category. Educational process runs in the Russian sector, in non-Georgian speaking environment. The Russian language is not the mother language for the students either. Therefore, they are obliged to study three separate languages simultaneously – Russian, Georgian as a second language and English. The group is not monoethnic, there are Azerbaijani and Armenians sitting next to each other in the classroom. The students` vocabulary is poor. Meanwhile, the learning materials offered by the national education plan are huge and complex.

After the problem identification, we have chosen the research topic which can be presented in three postulates:

- To explore in details those difficulties and barriers which negatively impact the student in the process of vocabulary acquisition.

- To develop and practically implement innovative ways, methods and recommendations based on the research analyses which will solve the existing problems.

- To evaluate the results achieved through the interventional methods and share successful practices with colleagues.

In accordance with the diagnostic testing results, new and familiar words became active in a certain period of time at almost every lesson. All the resources and activities at my disposal which were allowed by the class-time were used. Based on the analyses of my research, existing experience and feedback /recommendations from my colleagues, the following hypothesis can be formulated:

- The vocabulary enrichment is a permanent process and a person should be involved in this process as

soon as he learns to speak.

- Students should be provided with new vocabulary items in a fan way and various activities.
- Vocabulary enrichment should be seen as a daily requirement for students. Provide them with visual, easy memorable means (colorful books and posters, simple texts, easily understandable animated films. Create different resources / texts associative maps and crosswords and etc.).

**Chochishvili David**
*Gori State University, Georgia*

**The Significance of Cultural Diversity Resources for Civil Education Lessons**

Cultural diversity is a principle that proves and legitimizes cultural differences among the different human groups. It also legitimizes the existence, coexistence, and interaction among the different cultural spheres in the same geographic area.

Cultural diversity might evaluate different cultural traditions distinguishable for a certain people, countries and regions which have also been changed being influenced by the different factors or has an impact on cultural aspects of other territories.

The education regarding the cultural diversity is necessary. This knowledge enriches and diversifies the world, expands the possibilities and ranges of choices, and supports the foundation of a human`s ability and values. Hence, the cultural diversity is a driving force for the development of societies, people, and nations.

The goal of civil education as a discipline is to support the development of a competent, active, and responsible citizen during each step of general education. Additionally, the teaching of the above-mentioned discipline plays a decisive role in the development of a student's civic competence and establishment of civil culture in society, Learning of cultural diversity is difficult without knowing the appropriate and effective resources. Perception of common norms / rules, agreement among peers and expression of tolerance towards different cultures, nations, and people with dissimilar abilities, implementation of competence of the democratic and cultural life is unimaginable without the presentation of the real examples, visual and practical cases.

In this paper, I will demonstrate the analysis of several educational resources which are significantly effective in learning the cultural diversity.

**Craig Gamble**
*Kwansei Gakuin University, Japan*

**The implications of Digital Technologies in Second Language Higher Education Contexts: Learner Perceptions of Video Feedback**

A substantial body of research advocates that feedback is an integral part of teaching and learning in higher education. However, despite being a vital component of the assessment process, feedback also remains one of the least popular educational experiences for students. Specifically, student dissatisfaction with written feedback, one of the most widely used methods for providing feedback, includes the vague nature of comments, it does not support enough student-teacher interactions, or is written in language that is difficult to understand, which can lead to student misinterpretation of the intended feedback. In response, research on academic assessment has continued to look for alternative methods of feedback to enhance the student experience with it,

including emerging technologies that aid the assessment process and better support effective and efficient feedback practices. Specifically, technology-enhanced modes of feedback such as video offer several advantages over written feedback. Thus, the aim of this exploratory study is to investigate learner perceptions of video feedback within Japanese L2 higher education contexts in order to further contribute to the body of empirical research on feedback assessment. Initial findings from this study found that, notwithstanding some concerns like ease of use, learners perceive video feedback positively overall, reporting that this mode of feedback made it easier to understand content compared to written feedback, felt more personal, and created a sense of connectedness with the teacher. The implications from the results of this initial study on the utilization of digital technologies in second language teaching and learning contexts are discussed in the presentation.

*De Togni Letizia*
*Universidad de Málaga, Spain*

## Morphological Awareness and Vocabulary Acquisition
## The Contribution of Explicit Morphological Instruction in the Acquisition of L2 Vocabulary

The aim of this paper is to examine how explicit morphological instruction can benefit the learning of morphologically complex words in L2 Italian.
In the work, a mental lexicon of learners is presented as a network of words based on morphological links. From this premises it discusses the benefits of explicit morphological instruction on vocabulary acquisition for L2 learners, such as improving reading comprehension, increasing motivation to investigate words, and developing vocabulary knowledge in depth and size.
Furthermore, this paper proposes teaching activities for L2 Italian learners to tap into morphological structure awareness and analysis, focusing on the suffix *-ino*, which adds a range of connotative and pragmatic meanings. The author suggests that explicit morphological instruction should engage students in problem-solving and inquiry-based activities to produce novel complex words. By teaching students how to recognise and analyse the structure of morphologically complex words, students can increase their vocabulary knowledge and autonomy, resulting in the ability to independently learn new words and reflect on their structure.
Overall, the paper highlights the effectiveness of explicit morphological instruction in L2 Italian learning for improving vocabulary acquisition and morphological awareness.

**Funada Saoko**
*Fukuoka University, Japan*

## The Effective Methods of Enhancing Students' English Oral Skills through Online Intercultural Communication

This paper chiefly puts a focus on the way that Japanese university students learn to both speak and listen to English as a foreign language effectively through online cross-cultural communication with people from different countries. Back in 2015, my distant correspondence language teaching course started as a method of deepening the mutual understanding and friendship between two different countries (i.e. Japan and the other country), where an English lecturer in a Serbian university and several students in a Japanese university partook in an intercultural exchange by using English together via Skype. Since then, my online real-time distant communication course has been ongoing for several years up until today in order to achieve the following goals and purposes: to enhance my students' English communication skills, to give them great confidence in speaking English in front of others, to widen their views on different cultures, to evoke a feeling of respect for guest speakers' different values, and to give them opportunities to see their own cultures in objective ways.
Accordingly, it is a noteworthy point in my paper to examine and discuss how effectively and significantly

cross-cultural interactions via a video call software such as *Webex* meetings play a role in achieving the goals and purposes above, as well as improving Japanese university students' English oral skills through their real-time interactions with people from different counties with different cultural backgrounds.

Moreover, my paper also attempts to analyze problems related to English language education in Japan and the characteristics of Japanese English learners, before as the next step, going on to find some ways to address solutions to the issues by presenting my actual experiences of conducting online real-time cross-cultural interactive sessions throughout a year (i.e. from April 2021 through March 2022) in my university.

By applying this virtual means of correspondence to in-class language education, I will also make observations of any changes or improvements in my students' language communicative abilities and attitudes toward people from other countries, mainly with reference to their questionnaire responses and post-session reports. In so doing, this paper will further explore the future prospects and feasibilities of my online distant teaching of English language through cross-cultural communication in a digital age.

**Gelashvili Khatuna**
*Ivane Javakhishvili Tbilisi State University, Georgia*

## TEFL Classroom Workout and Activities

Are physical activities necessary and appropriate for adult students or trainees? Usually, they have to sit for a long time attending lessons, seminars or training sessions, being involved in mental activities. In order to exercise a holistic approach to teaching adult students (i.e. developing all their skills: intellectual, emotional, social, physical), to maintain their concentration and energy, to keep the balance of study and rest, we need to offer them some physical and dynamic activities and classroom workout. At any age, students will find it difficult to study, if they have a back pain or bad blood circulation caused by sitting for a long time. Action songs, rhymes and activities most of the time are designed only for children. That is why I have written a couple of workout rhymes and created some dynamic activities specifically for teenagers and adults to use in academic or even business environments. They can quickly relieve tension and improve mood, motivation, concentration and quality of learning. I have also found sevral similar activities to share with you.
The participants of this workshop will be able to practically workout, do these activities at the session, share similar ones from their experience with their colleagues and take their favorite new ones to their classrooms.

**Giguashvili Tsisana, Sanaia Dali**
*Ivane Javakhishvili Tbilisi State University, Georgia*

## Supplementary Materials and Multilingual Classroom

Nowadays, the process of globalization resulting in the advancements of international relations and close cooperation in every field among individual states, as well as the increase in the migration of people to various countries worldwide have conditioned the creation of multilingual societies. In this respect, the education system is not an exception and multilingual classrooms have become common at educational institutions including HEIs. At Tbilisi State University, multilingual classrooms mostly consist of students of Georgian, Armenian, Azeri, Ukrainian and Russian nationalities who differ from each other according to their cultural, traditional backgrounds and religious affiliation. Their main problem regarding interaction represents the language barrier that is even more acutely revealed in the learning process. The necessity of successful implementation of this process poses new challenges to teaching English as a second language and sets new objectives for English teachers in multilingual classrooms where the differences in students' learning needs and knowledge levels are added the distinctions existing between their backgrounds.
 Having a good command of any foreign language means being perfectly capable of communicating, reading, writing and listening effectively. Hence, the acquisition of a target language requires  the development of all the

necessary language skills. English teachers constantly seek for the new methods and approaches facilitating the process of learning the language. The goal of this paper is to highlight the importance of using supplementary materials as an effective tool providing the enhancement of strategies and techniques of teaching the second language – English in the multilingual environment.

Despite the fact that modern English text books are complex and comprehensive encompassing the materials which are targeted at all the components of language learning, they still do not suffice to teach English in multilingual classrooms.

This paper deals with the utilization of additional educational sources for developing learners' productive skills, namely, speaking as well as the strategy of selecting the supplementary materials and their integration with the course book for the purpose of fostering students' learning process and outcomes in multilingual environment. The paper also reviews the research which was conducted in the multilingual classroom with 12 students involved (5 -Georgian, 4 –Azeri, 3- Armenian students). The research method applied was a survey through the questionnaire to provide the formative assessment and the final exam (testing fluency and accuracy) through the interview and oral presentations for the summative assessment of students. The research findings confirmed the positive effect of using supplementary materials on students' learning outcomes, particularly, on developing the speaking skill in the multilingual classroom.

**Giorgadze Meri, Megrelishvili Lia**
*Ivane Javakhishvili Tbilisi State University, Georgia*

## The Benefits of Bilingualism and Multilingualism in Foreign Language Acquisition

Learning a foreign language is an invaluable skill in our interconnected world. We, as human beings, all have the granted privilege of being exposed to our native language from the moment we are born, and we accept the challenge without any objections, for we are not capable of choosing the place and time of our existence. Consequently, we obtain our belonging to certain nationalities and languages effortlessly. However, geographical and social specifications define our needs and requirements whenever we strive to become part of the successful world around us. Therefore, we all, particularly those whose native language is not international, face the urgency of acquiring a second language to some extent, leading us to the necessity of learning it, mainly the English language, due to its importance.

Bilingualism and multilingualism have become increasingly prevalent in today's globalized world. On top of the call for globalization, the needs of bilingualism differ according to countries and their socio-economic standards. The transition of acquiring a second language from something desirable into something compulsory during the last decades, especially in our country, Georgia, may have caused a great number of inconveniences among different age groups. Therefore, we, as teachers and facilitators of the target language, should do our best to ease that transition.

The issue becomes more complicated when we discuss our post-soviet environment, where the Russian language is still included in the school curriculum. This really leads to the requirement of trilingualism along with the native language and the English language, which is really a challenge for learners. With diverse communities and the interconnectedness of cultures, the presence of multiple languages in educational settings has both advantages and disadvantages. It is worth mentioning how and to what extent native languages should be incorporated into a second language teaching process and how teachers should supervise and monitor their use.

The purpose of the presented thesis is to contrast the mainstream approach of delivering a foreign language solely in the target language with the more or less newly recognized approach of using the native language to the required extent, which brings us to the issue of bilingualism or multilingualism and its benefits during the language learning and teaching process. The study also investigates how different strategies and techniques for using bilingualism and multilingualism during the educational process are explored in order to enhance foreign language acquisition.

An experimental study was conducted based on the analysis of the results of the survey of up to 100 students and teachers. The majority of interviewed students believe that in order to master the target language better, it is necessary (in the case of need) to use the native language in a "controlled way" in the learning or teaching

process. We have a different image according to the analysis of the findings of the teachers' survey. Their responses are mutually contradictory. The number of teachers and instructors who oppose the use of the native language (even in a controlled setting) in a second language teaching contradicts itself in the same survey. The majority prefers a "stereotypical" approach and wishes to minimise the use of the mother tongue, taking into account the above-mentioned "privileged method", which gives us a reason to say that teachers with this stereotypical approach are not result-oriented. This doubt is supported by the fact that during the inquiry, most of them indicated that they do not have feedback from students.

Thus, the mentioned issue needs thorough study and raising the awareness of teachers in this direction.

**Gochitashvili Ketevan**
*University Geomedi, Ivane Javakhishvili Tbilisi State University, Georgia*

### Creating a Safe and Stress-free Environment when Using Extracurricular Activities (ECA) in Second Language Teaching

Using different methods and strategies in the process of a second language learning is considered as the most effective way to achieve maximum results.

There is a wide variety of information about extracurricular activities, ways and methods of their implementation in academic sources. They mainly discuss their types, implementation methods and impact on students' outcomes and success.

The presented paper is focused on exploring, on the one hand, the students' attitudes towards extracurricular activities and the ways it is possible to create a safe environment in the process of their use while integrating them into the formal environment of second language learning.

The theoretical framework of the research is based on the approaches and classifications presented in the academic sources. As part of the research, our oown approaches have also been developed.

The research is based on classroom observation, questionnaire analysis and analysis of academic sources. The paper identifies and classifies the elements and characteristics that create a safe and stress-free learning environment for learners when using extracurricular activities. To achieve this goal, it was necessary to classify ECA activities to identify student preferences. The questionnaire is presented in the form of a Google form. Learners have learned a second language at different stages of their lives and in different institutions. Their current level of language proficiency is also different.

To achieve the research goal, the paper will answer the following research questions:

1.  What types (intensity, form, and content) of extracurricular activities do students find less stressful?
2.  What is the role of teachers in employing extracurricular activities to create a stress-free environment?
3.  How can students contribute to creating a stress-free environment by using extracurricular activities?
4.  When is participation in extracurricular activities less stressful?

As a result of the conducted research, it was revealed that students feel safe and stress-free when:

•   Participation in extracurricular activities is not compulsory, but they have a choice whether to participate in them or not.

•   When the extracurricular activity is not reflected in the evaluation and both the teacher and the students understand that it is an aid in the way of language progress.

•   When they have clear instructions about the activity.

•   When the activity is not organized only for strong (or rarely weak) students.

•   When the teacher considers the students' initiatives and adjusts them to her/his pedagogical goals.

•   When the cultural and social experience of learners is taken into consideration when organizing activities.

•   The paper presents practical recommendations that will help teachers in planning and conducting activities.

**Gogaladze Ekaterine, Aslanova Elvira**
*Ivane Javakhishvili Tbilisi State University, Georgia*

**About Some Issues Related to Second Language Acquisition (using the example of teaching Georgian and Azerbaijani languages)**

Defining the problem: In order to be able to separate and sort out the problems in second language acquisition, it is necessary to know and take into account the first language (L1) and cultural-social background of the target language learning audience. Also, it is important to define the difference between the terms second language and foreign language.

A "second language" is a language that a person learns after the native language or at the same time in an informal, social environment while learning a "foreign language" takes place in a formal (lesson) environment, and the learners of this language do not have the opportunity to use the knowledge gained in the lesson, beyond the classroom process in live situations. Every foreign language is potentially a second language.

We would like to introduce the discussion about the process of teaching two unrelated but closely connected languages, Georgian and Azerbaijani. We will talk about the learning process of the Georgian Language, as a Second Language (L2) in one case, and in the other case, the process of learning Azerbaijani - as a foreign language.

The Georgian language learning group consists of ethnic Azerbaijani, Azerbaijani-speaking students living in Georgia, having Georgian citizenship. The Azerbaijani language learning group consists of Georgian-speaking students.

The object of this research is to separate the problems identified in working with the audience in the process of teaching Georgian as a second language and Azerbaijani as a foreign language, to determine the causes of these obstacles, and to comparet them.

Despite Georgian being a second language for Azerbaijani-speaking students, as they live in Georgia, and Azerbaijani is a foreign language for Georgian-speaking students, the linguistic competence of both groups is equal. Phonetics-phonology and certain grammar issues are the main problems for both groups during language learning. Our goal is to describe grammatical and phonetic problems in the teaching process and to find out their genesis.

Research methods: The research was conducted on the basis of the Faculty of Humanities of Tbilisi State University.

One group of Azeri-speaking students who studied Georgian as a second language at the preparatory department of Georgian language was selected for the research. And on the other hand - one group of Georgian-speaking students, who studied Azerbaijani as a foreign language at the BA level.

The age of the students participating in the research is 18-22 years.

Empirical material accumulated during the training period was processed and key issues were elaborated on the basis of descriptive, comparative, and typological analysis.

Research results: The research showed us an interesting picture. In the paper, we will talk about specific issues related to second language teaching. An attempt is made to describe and analyze the causes of problems observed in second language teaching. The results showed us that mistakes made in learning a foreign language, whether grammatical or phonetic, are directly related and caused by the grammatical and phonetic features of the first language (L1).

We think that the results and conclusions obtained as a result of the research will help both learners and teachers of the Georgian and Azerbaijani languages to increase the effectiveness of the language teaching-learning process.

**Golubeva Anna**
*Narva College of University of Tartu, Estonia*

**Estonian as a Second Language in the Education System of Estonia**

The Republic of Estonia is a small country on the coast of the Baltic Sea. The population of Estonia was estimated at 1,331,796 people as of 2022 (Statistics Estonia, 2022). According to the statistical data of 2022 (ibid), the two largest national groups are Estonians (69.1% of the total population) and Russians (23.7% of the total estimated population). Estonia has one state language, which is the Estonian language. The first Language Act of Estonia was adopted in 1989. Although that document defined Estonian as the only official language in the country, it also stipulated proficiency in the Russian language in the case of certain professions (Rannut, 2006). The next Language Act, dated 1995, which entered into force after Estonia regained its independence in 1991, no longer included provisions for the use of Russian. According to the current Language Act, Estonian language is "the main language for communication in all spheres of public life" (Language Act of Estonia, 2020). The document also regulates the level of the Estonian language proficiency, ranging from A2 to C1 and depending on the specific area of work, which is required to find permanent employment in Estonia.

For years after Estonia regained its independence, the state basically had two parallel systems of education functioning in Estonian and in Russian. In the latter, Estonian was taught as a compulsory second language to children from the age of three starting from 2008. The first significant methodological reform in the field of teaching Estonian as a second language was the launch of the language immersion programme in 1998 followed by the transition to partial Estonian-medium teaching (60/40) at the upper-secondary school level in 2007-2011. At the moment, the education system is preparing to the step-by-step transition to Estonian-medium teaching. According to the action plan, in 2024, all the former Russian medium preschool institutions as well as Years 1 and 4 of schools start teaching in Estonian language only. Thus, the upcoming academic year is going to be very important both for teachers who need to improve their Estonian language skills and for universities who offer teachers different professional development programmes.

**Grigule Ligita**
*University of Latvia, Latvia*

**Leading the Teaching Practice of Latvian as a Second Language Teacher Candidates. Challenges and opportunities**

Latvia has long-term experience in implementing transitional bilingual education (Druviete, Silova, 2006). Since the restoration of independence, periods of effective, exemplary language teaching and learning management in Latvian language policy have alternated with compromises and laxity. The pressure of world political events and the change in public opinion have caused the transition to education in Latvian to accelerate rapidly, which, in turn, raises new needs and requirements for how Latvian language teachers are educated.

The purpose of this paper is to provide an initial analysis of the educational needs of the new period and the surmountable contradictions of study and practice courses in order to provide students with an opportunity to develop professional competence as a Latvian as a second or foreign language teacher.

Content analysis and focus group discussions were used as research methods.

The analysis of trainee-teachers' portfolios indicates that language as a system-based teaching methodology prevails over the functional approach. Focus group discussions provide evidence that psychological aspects become more important in teaching Latvian as a foreign language. In the education of teacher candidates, a bottom-up approach should be introduced, terminology and content should be revised, and familiarization with means of developing and evaluating learners' language skills (Auzina et al.) should be intensified.

**Gurbanov Meretguly**
*Dowletmammet Azadi Turkmen National Institute of World Languages, Turkmenistan*

### Authentic Literary Texts in Multicultural Language Classes: Linguistic and Educational Benefits

Communicative language teaching stresses the importance of using authentic materials in English language classes as they provide authentic and useful language. The activities and the language taught in the classroom will assist students in achieving communicative competence that should help them to use the language for communicative purposes, in real life. Literary texts are naturally rich in providing variety of language functions and forms. As most of them based on true stories, they carry some moral to teach. These two sides of authentic literary texts are analysed in this study.

However, authentic literary texts are somewhat neglected in most of the language classes, where teachers are just focusing on pedagogical texts provided in their textbooks and try to improve students' authentic language use which could not be achieved up to now. Therefore, this study, being an action research, has surveyed and observed several classes where the pedagogical and authentic texts were used as a source in language teaching. Authentic sources act as a platform for engaging learners' interest and making teaching processes more relevant and realistic, where the pedagogical texts are limited to the theme of the unit they were included in. This action research aims to determine the impact of teaching language using authentic literary texts as resources and integrating them into the classroom-based learning environment. The classroom observations of the study and surveys have also verified that authentic literary texts provide more language examples, different functions for a single form and different forms for a single function. They provide useful content for educating the students. It is hoped that this study will have some implications in choosing beneficial content while teaching a language. Furthermore, it will serve as an initiation for extended studies in this area.

**Gurbanov Meretguly, Geldiyeva Lachyn**
*Dowletmammet Azadi Turkmen National Institute of World Languages, Turkmenistan*

### CLIL in Turkmen Education System – Implementing Three Lingual Policy of the Government

Turkmenistan, being one of the former Soviet Countries, undergoes the influence of the Russian language. To become an independent state and have relations with the global community, Turkmenistan needed a global language, that is English. In the early 1990s, the Turkmen Government adopted three lingual policies, Turkmen, Russian and English. The concept of teaching languages was changed greatly and all three languages were taught at schools. However, with just language classes the needs of the learners could not be covered. They should be competent not only in language but also in various content areas.

The Turkmen education system underwent a fundamental reform in 2007. In this scope, the curriculum of school education was renewed and the number of schools specialising in foreign languages increased. This reform has affected the concept of teaching and learning languages, especially that of English. In 2017, the Ministry of Education adopted "the Conception for improving the teaching of foreign languages in Turkmenistan". The Conception highlights the importance of teaching and learning foreign languages.

In this paper, the researchers will put forward theories regarding the implementation of the CLIL programme at schools. They will also provide the data from Turkmen schools through a case study. The importance of CLIL with its "Mother tongue + two languages" in implementing the three-lingual policy of the Turkmen Government will also be emphasised.

The purpose of this study is to highlight the importance of CLIL in the Turkmen education system.

The preliminary findings proved that English language teaching classes alone are not able to cater for the needs of the learners for today's requirements. However, CLIL, with properly designed materials based on the latest language teaching methods and enriched with authentic texts would highly decrease the burden of implementing the three-lingual policy of the Government. It will be more successful, motivate much better,

instruct more effectively, and gain benefits to both teachers and learners.

We can conclude that globalisation forced the citizens of the global village to learn a foreign language for communicative purposes. It is one of the State policies since independence that citizens of Turkmenistan should be proficient in Turkmen, that is mother tongue + Russian as a second language, and + English (as a lingua franca). There is no challenge in learning or acquiring Turkmen and Russian, both languages can be found in natural practice everywhere around the country. However, the same situation is not possible regarding English. Turkmen ELT classes alone, at present, are not enough to cater for the English language needs of the learners. For this reason, introducing CLIL will be an excellent opportunity to acquire or learn the English language in a natural way. CLIL will compromise ELT but not compete. Learners will learn language structures in ELT classes and get a chance to practice them in CLIL classes. In other words, the use of this method in the Turkmen educational system is of great benefit for English language learners, because, besides the necessity of learning all the communicative skills, they also have to be accurate as it is better to learn FL accurately from the beginning.

**Gvirjishvili Iza, Dalaqishvili Lali**
*LEPL National Center for Teacher Professional Development, Georgia*

## Non-formal Education and Language Teaching

The language learning and teaching process is effective when it develops communicative, academic and transferable skills in an integrated manner. Non-formal education plays an important role in this process. Cognitive, social, pragmatic-situational, or other types of activities carried out in a free environment outside the classroom process significantly help the student to overcome the delay in communication in the target language, which is naturally formed at the first stage of language learning and becomes an obvious barrier in the classroom process.

Considering the multifaceted intelligence of a person, it is necessary to differentiate teaching strategies and activities according to the interests of students. The best way to do this is to include informal education in the educational process because one of the foundations of informal education is fun learning, problem-solving oriented mini-projects and exercises, presentations, interactive lectures, games, etc. These, along with increasing language competence, help to develop various skills in any life situation, and boost the students' motivation and interest. Theis paper will propose the principles of selection of activities in two different ethnic groups (Armenian-speaking and Azerbaijani-speaking), results of the implemented activities, analysis and recommendations.

**Jovic Ana**
*Belgrade University, Serbia*

## Native speakerism in the online ELT market

There has been a high demand for online English teachers in ELT recently. Online language schools require candidates to be native English speakers from the Inner Circle countries. Such advertising reflects an effect of native speakerism, a discriminating ideology favoring native-speaker teachers and marginalizing non-native teachers of English.

This study suggests possible ways to restore teachers' self-confidence and promote their qualifications and skills so that non-native teachers aren't marginalized in the future. It presents the results of a case-study of non-native English teachers from Serbia, how they perceive native speakerism and the negative effects these teachers experienced.

Research methods: mixed methods (qualitative and quantitative)

Main results: The results reveal that this ideology harms the professional and private lives of English teachers from Serbia, which is reflected in their poor professional confidence and low self-esteem. Non-native teachers

accept low paid positions and patronizing treatment from employers in order to keep their jobs and financial security, thus compromising teaching positions they deserve as qualified teachers.

**Kabakčiev Krasimir**
*Athens Institute for Education and Research, Greece*
**Dimitrova Desislava**
*Plovdiv University, Bulgaria*

## How to Teach Compositional Aspect on Verbal-Aspect Languages Data: Bulgarian and Greek

Problem statement. Compositional aspect (CA) is a well-known phenomenon but it is absent even in grammars of CA-languages like English and its essence is misconceptualized. This paper is based on previous publications by the authors and deals with CA in Bulgarian and Greek, languages with verbal aspect (VA) which are also hybrid ones, with a regular aspect system in verbs plus a definite article (no indefinite). The definite-indefinite- zero article pattern plays a major role for the effectuating aspect in CA-languages.
Purpose. As CA exists in VA-languages too, albeit peripherally, it needs to be covered in grammars and taught at the relevant level(s) of language knowledge/acquisition. CA is explained here on Bulgarian, Greek and English data.
Research methods. The analytical approach is deductive, seeking the realization of universal notions (aspect, definiteness/indefiniteness) in different languages by analyzing various sentences and counterposing non-grammatical against grammatical ones.
Main results. Because of the presence of a definite article, CA is easier to demonstrate in Bulgarian/Greek than in VA-languages without articles. The demonstration is especially effective with biaspectual verbs in sentences with three situation-participant NPs. Such sentences reveal structural regularities, the article-aspect interdependence and the interrelationship between article and aspecto-temporal categories/grammemes. The perfectivity of the sentence pattern investigated arises due to the article-encoded boundedness of three NPs; imperfectivity arises on account of the non-boundedness of one/more than one NP. This regularity must be incorporated into the larger grammars (comprehensive/academic) of the relevant languages and must also be taught to linguistics students and language learners seeking higher proficiency. The analysis paves the way for solving another important issue: how CA in VA-languages without articles (most Slavic ones, Georgian, etc.) must be analyzed, then incorporated into grammars/textbooks and taught. The resolution of this problem – almost never explored – must be based on analyses of the interplay between aspectually unmarked verbs and articleless NP-referents. Grammars of VA-languages without articles ought to incorporate chapters presenting the major systems involved: aspectual, aspecto-temporal, the nominal-determination one. Especially the way definiteness/indefiniteness is effectuated must be explained, something that has been attempted in linguistics but never received a convincing explanation.

**Kacharava Nanuli**
*Ivane Javakhishvili Tbilisi State University, Georgia*

## Teaching the Georgian Language in Turkey (using the example of Duzje University)

Duzje is the youngest, 81st vilayet of Turkey. It is the region of local settlement of Circassians, Ingush, Chechens, Ossetians who emigrated from the North Caucasus, Georgians who immigrated and Abkhazians, and it is not surprising that 24 languages are spoken in the city. It is the diversity of the region that led to the opening of the Department of Caucasian Languages and Cultures at the Faculty of Natural Sciences and Humanities at Duzje University. This department has two directions: Circassian language and literature and Georgian language and literature, and both of them have existed since 2013.

In addition to Duzje University, the Georgian Language and Literature Departments operate in three other universities in Turkey. These are the universities of Kars, Ardahan and Rize. The Department of Georgian Language and Literature at Duzje University compared to the other three centers of Georgian studies has the advantage that it has two levels - undergraduate and master's education.

How is the Georgian language taught in Georgian centers in Turkey? If we want to teach Georgian perfectly, so that the chairs of the Georgian language opened in the universities of Turkey will become centers of Georgian studies in the future, first of all, we need professional staff. And what is the situation in Turkey in terms of personnel? Who chooses and who sends them? It is impossible to teach the Georgian language at the academic level in Turkey (or even in any other country) using only Georgian. The teacher coming there should preferably have a high level of Turkish or English. In order to integrate into the university society, it is necessary to know Turkish and to establish a basic relationship with the Circassian teachers of the Department of Caucasian Languages, it is also necessary to know Russian.

Departments of Georgian language accepted in Turkish universities are academic units, where Georgian language and literature should be fully taught, and not only Georgian alphabet, reading and writing, which are perfectly taught in Georgian language courses. These courses have increased recently and have become popular all over Turkey.

It is impossible to teach the morphology and syntax of Georgian, the Georgian verb which is extremely difficult for foreigners to overcome, if the teacher does not have a thorough knowledge of Turkish grammar, because Turkish verbs do not have more than half of the categories of Georgian verbs, and all this can be explained by description. Therefore, it is necessary to use the comparativist method. As for theoretical subjects, the situation here is much more complicated. In Georgia, we read Turkish literature, folklore and history to the students of Turkish departments in Georgian. The Turkish students cannot cope with the Georgian literature read in Georgian for the simple reason that the teacher does not know a single word of Turkish. This creates a vacuum between the audience and the teacher, and lectures become incomprehensible, due to which we lose students. Nor will simple Turkish, learned by living in Turkey for a long time, be useful for conducting an academic lecture.

We have to make it easier for Turkish students to learn Georgian (a rather difficult language for them) with the help of Georgian Turkologists. We must make students fall in love with Georgia. We should teach the Georgian language in a more fascinating, attractive way, with the help of their native language, and this will be done by Georgian Turkologists.

**Kajaia Manana**
*Georgian Technical University, Georgia*

### Dictation as a Developed Ability to Concentrate
### (Some aspects of "dictation" developed for concentration skills)

A very well-known method for language learners is dictation. During a dictation, the problems that state the level of understanding of listening, comprehension, phonemic structure of the language and orthography are revealed.

The paper discusses different types of dictation preferred for involvement: phonemic, textual, orthographic, traditional, omitted, free and creative, shorthand and other types of dictations.

Self-esteem is of great importance for learners. They develop their attitude towards mistakes. It is emphasized that recognizing and correcting mistakes is a necessary condition for the progress of language learners.

Several types of writing tasks are discussed, one of which is composing a sentence and a text. The text should be studied from the literary material of the language as a sample of the standard language and should be taken from a contemporary source. An impressive text increases the motivation of the learner. Creative dictation and selective dictation are common nowadays. It is about their importance and usage in practice.

**Kalan Amir, Davy Renee, Wang Sitong**
*McGill University, Canada*

**Reclaiming Non-Western Literacy Practices through Reconstructive Discourse Analysis**

Over the past few decades, language and literacy researchers in the English-speaking world have created a number of pluralized concepts that aim to expand our understanding of literacy and language use. These concepts include multiliteracies, multimodality, plurilingualism, and translanguaging among others. The research trends that represent these concepts often frame them as cutting-edge research. Nevertheless, non-Western communities have long engaged with these pluri, multi, and trans forms of literacy. The monolingual print-based literacy that is often critiqued by these research movements is the result of Western positivist, colonial, and neoliberal educational structures, which overlook the multidimensional literacy practices already existing in other parts of the world (Gagne et al., 2022). Pluri, multi, and trans literacy movements, thus, should not be regarded as Western inventions, but as attempts to remedy the ills of Western conceptualizations. Societies in the East, for instance, have long histories of translingual and multimodal linguistic practices. In this presentation, we argue that to have more reliable and authentic conceptualizations of pluri, multi, and trans literacies, it is important to incorporate non-Western discourses about the same practices. Hence, we propose the use of Reconstructive Discourse Analysis as a methodology to revisit pluralized Western concepts in language and literacy research through the lens of Eastern discourses about the same phenomena. The first presenter of the panel will provide an explanation about Reconstructive Discourse Analysis as a decolonial research approach that aims to reconstruct Western conceptualizations about language and literacy education by incorporating non-western epistemologies in conversations in English-speaking academia.

The second presenter will speak about how Western researchers have actively eroded the contribution of other communities to "trendy" Western debates. She will present the concept of "multiliteracies" and illustrate how the dynamics of Western academia have erased the Iranian context from discussions surrounding multiple literacies, rebranding it as "a pedagogy of multiliteracies" (New London Group, 1996), through a four-stage process. The first stage, labeled as "Discovery of Raw Data," involves imposing a western name on the already existing literacy practices in Iran. The second stage, "Theory Abstraction," isolates and generalizes the concept of multiple literacies, stripping it from the Iranian context. The third stage, "Presentation as Western Discovery," portrays multiliteracies as a Western invention, framing it as a response to Western circumstances and ignoring its Iranian origins. The fourth stage, termed "Digital Incorporation," describes how multiple literacies became incorporated into and inseparable from conversations about digital literacy. Through there phases the Iranian contribution has been erased from the field.

As an example methodological reaction to systematic erosions of this nature, the second presenter will apply Reconstructive Discourse Analysis to de-westernize the concept "translanguaging" by delving into two Chinese concepts that denote "translanguaging": "通九蕃语" (tōng jiǔ fān yǔ) and "解六蕃译" (jiě liù fān yì). These concepts were used over 1000 years ago, describing how the Sogdians, a Central Asian Iranian people, mastered various languages and worked as interpreters for the Tang government in diplomatic activities and foreign trade along the Silk Roads (Frankopan, 2015). By exploring these unique Chinese perspectives on interlingual connections, not discussed in the West, the third presenter will highlight the differences between the Chinese concepts and translanguaging from Western translanguaging theory, and how these differences can enrich the current Western discourses. In the spirit of the conference theme, we propose the use of Reconstructive Discourse Analysis as a means of testing the "authenticity" of "trendy" academic conceptualizations.

**Kamushadze Tea**
*Ivane Javakhishvili Tbilisi State University, Georgia* a

## The Effects of the Pandemic: The State, Citizens, and Ways of Communication

The COVID-19 pandemic, being a global event, profoundly impacted all facets of public life and facilitated a better comprehension of the struggles and challenges faced by our, contemporary Georgian society. One of the significant effects brought about by the COVID-19 pandemic was the direct engagement with state institutions and a novel interaction experience. The pandemic essentially elucidated the role of the state in times of crisis, unveiling its vulnerabilities and deficiencies. Crucial national decisions were formulated and executed by the state.

The subject of ethnic minorities will be examined in relation to the perception and understanding of the Marneuli and Bolnisi districts across the nation, when these areas were designated as quarantine zones due to the COVID-19 outbreak. Furthermore, the paper will scrutinize the severity of communication and language barriers in regions densely inhabited by ethnic minorities.

It is imperative to ascertain how the Georgian, Armenian, and Azerbaijani communities perceive Kvemo Kartli and Marneuli. What functions do they serve in shaping our collective notions of self and the "other"? Consequently, an exploration of the rationale behind the state's decision to impose lockdowns on these municipalities will be undertaken. The necessity, inevitability, and legality of declaring Marneuli and Bolnisi as quarantine zones by the state will also be deliberated upon. It is intriguing to what extent this juncture can be conceptualized as a "state of war," where, in the context of a pandemic, the demonstration of power becomes an integral component of political ontology. How does the state utilize the attributes of war to manage prevailing anxieties? In this manner, the general apprehension and sense of insecurity metamorphose into fear, thereby rendering society more amenable to control and administration. In their work on the political ontology of the pandemic, Lehtinen and Brunila endeavor to illustrate how the state's adoption of the ontology of war culminates in instances of racism, wherein, alongside the virus, representatives of other nations and diverse minorities are perceived as "enemies" and "threats" (Lehtinen M & Brunila T 2021).

This paper will also address the response of the local population to the stringent measures implemented by the state, such as lockdowns and restrictions. The methodologies and forms of protest employed by the residents of these districts to express their discontent will be explored. The outcomes of these protests and the level of organization they exhibited will be assessed. An analysis of the strategies adopted by the population to coexist with the pandemic and adhere to state regulations will also be conducted.

In the concluding section of the paper, the focus will shift towards the process of integrating the Azerbaijani community into Georgian society, which stands as a pivotal facet of the pandemic's reality.

**Kašelionytė-Radet Jurgita**
*Vilnius Univesrity, Lithuania*

## The Current State and Future Prospects of ESP at the University Level

Since English has become an international language, a lot of different types of courses have been developed, such as General English, Academic English, Professional English, ESP (English for Specific Purposes), CLIL (content and language integrated learning), etc. Most of them have been intended for adult language education, or for students who already have a high English proficiency level (C1/C2). Teachers, working at a university level, often have to figure out what type of course they should offer to their students which would further develop their language skills and meet their needs. Usually, it depends on students' English level and university policy. Because of high popularity and exposure to English, we face with students who have quite high level of English skills. Therefore, nowadays there aren't so many universities that still offer the course of General English. Usually, the choice varies between Professional English and Academic English. What is the difference between them, what are the advantages and disadvantages of teaching each of them and which one might be more suitable for our students? It is also worth mentioning that some universities change the status of English course from obligatory to optional, claiming that nowadays students know English well enough to end its

compulsory studies at high school. What challenges come with that and will it become a universal trend? These are the questions that will be discussed in this overview. Hopefully, the information provided will give some insight into the current state and future prospects of English teaching at the university level.

**Kekelidze Tamar, Kukuladze Guranda**
*Ivane Javakhishvili Tbilisi State University, Georgia* a

## Speaking Activities in the ESP Classroom

The paper aims to emphasize how speaking skills might be focused on in the ESP classroom and how the teacher can follow all the stages of teaching processes so as to reach the main goal – improving students' ability to communicate with others on topics that are related to their future profession. ESP's primary goal is to give students communication skills specific to their field of study.

The incorporation of relevant information and methods will surely enable the teacher to motivate students to develop their speaking skills. Due to the lack of ESP coursebooks in some fields, the teacher can create their own program to eliminate the limitation. Hutchinson and Waters (1987:65) identify three main approaches to ESP course design: language-centred, learning-centred and skills-centred. The fact is that the course objectives and material are tailored to the individual needs of the students which is a crucial component of an ESP course. ESP courses focus on the language, skills, and genres relevant to the specific English-language tasks that learners must complete. The teacher forms an impression regarding how the students and groups performed by the end of the activity, as well as whether the task itself was appropriate for the learners. The responses to the following questions may assist in forming the first overall appraisal: Did the groups understand what they were doing? Could they function without the teacher's assistance? Were all of the students/groups sufficiently motivated? Were the majority of language interactions natural and realistic? Did the students think the exercise was informative and worthwhile?

Some strategies, such as simulation and role-playing, are employed to encourage students' speaking practice. The paper attempts to show the benefits of using simulation tactics in the teaching process and presents some activities that require participants to resolve a problem of some kind using their own life experience and character or to state their own real opinions on the topic. The primary question for the teacher is how to generate

material for the ESP lessons in order to achieve the aforementioned goals. The ESP lessons conducted in the groups of social and political science students encouraged us to develop activities, which are detailed in the paper, focusing on speaking skills.

Two groups of different levels, B1 and B2, were selected from the faculty of social and political sciences for the pilot course. Piloting the course highlighted certain benefits while also revealing some limitations. We may conclude that regardless of a student's language level, B1 or B2, the incentive to engage in speaking activities is high. Concerning the drawbacks of the conducted activities, they can be eliminated by grouping students thoughtfully, which results in the whole class working on the final outcome. The teacher's role is not only to be a good controller, the main role is to be creative enough to prepare simulation activities for students. The paper demonstrates how simple speaking tasks can be transformed into simulation activities.

**Khamlichi Souhaila**
*Sidi Mohammed Ben Abdellah University, Fes, Morocco*

## Teaching English for Religious Purposes: The Case of English for Islamic Studies in Moroccan Higher Education

Globalization has led to the increased integration of English into various faculties, schools, and institutions throughout Morocco out of awareness of its added value, being the language of international communication, academic prosperity, and professional development. The instruction of English in higher education should go

hand in hand with the vision and mission of each track, program, or department. English for Specific Purposes (ESP), or English for Islamic Studies (EIS) in this context, serves as a strong motivator by enabling students to learn the language with the precise aim of using it within their specialized domain. To serve this purpose, the syllabus should align with the specific needs of university students majoring in Islamic Studies, who are in dire need of English vocabulary, language, and communication skills related to their field of speciality. This research aims to provide insights into the peculiarities of teaching English for Islamic Studies, including the major challenges encountered in the process. The study is based on exhaustive fieldwork research, including class observation, interviews and questionnaires. The findings reveal the fresh and distinctive nature of teaching English for Islamic studies, given the specificity and sacredness of Islamic studies. They also highlight that the proficiency level of the majority of students specializing in Islamic studies in English, their attitudes and perspectives affect the teaching process.

**Khetsuriani Nana**
*University of Georgia, Georgia*

### Ways of Improving Teaching Foreign Languages in Multicultural Environment

The presentation is about the challenges and difficulties foreign language teachers face in the teaching process. Strategies leading to a positive impact on foreign language instruction will also be discussed. Applying the results of the contrastive study of languages in developing English as a second language learning skills will be the focus of the presentation. Taking into consideration the structures of native languages of learners is very important as most foreign learners have to live in bilingual and multicultural environments. This experience with contrastive analysis of different languages has proven useful concerning improving and innovating methodologies for teaching foreign languages and finding ways to overcome the problem of interference – the negative influence of a native language on learning foreign languages. The presenter will focus on different ways the category of modality is expressed in the English language, with a comparative focus on their Georgian and Spanish counterparts. Practical exercises derived from the study and applied in teaching will also be discussed.

The research aimed to reveal the means of expressing modality in the explored languages. This is the first complex study of the English, Georgian and Spanish languages involving the full spectrum of the functional-semantic category of modality.

The study presents a contrastive method for the complex analysis of grammar performed on literary works of English, Georgian, and Spanish writers in the original and corresponding translations.

In Georgian, different mood forms were primarily observed in expressing modality, while in English and Spanish, both mood and special modal verbs could be applied. Differences were revealed in the use of auxiliary verb forms in the formation of modal constructions. In Georgian, it is possible to express different kinds of modality by adding lexical components to verb forms (not special modal verbs) as well as by intonation. The results of this contrastive linguistic analysis in expressing modality of negative content demonstrated that while English is characterized by mono-negative constructions, Georgian and Spanish rely, to a greater extent, upon multiple negative constructions. The contrastive approach enabled the observation of significant differences regarding expressing modality and the identification of similar constructions across languages belonging to three different language families..

**Khouya Youssef Baba**
*ISSS, University Hassan I. Morocco*

**Exploring the Association between the Openness Facets and English Language Speaking Anxiety in the Moroccan Context**

This study examined the relationship between the openness facets and English language speaking anxiety (ELSA) in the Moroccan context. The participants in this study were 225 non-English major university students from Morocco. To address the objectives of this study, data were collected through two instruments: the Revised NEO Personality Inventory (NEO-PIR; Costa and McCrae, 1992) and the English Language Speaking Anxiety Scale (ELSAS) (Horwitz, Horwitz, & Cope, 1986). This study revealed that the facets of aesthetics, actions, ideas, and values were significantly correlated with ELSA, whereas the facets of fantasy and feelings were not. Stepwise multiple regression analyses (MRAs) indicated that the facets of actions, ideas, and values were the only significant predictors of ELSA. These findings suggest that individual differences in personality traits may play a crucial role in how individuals perceive and experience language anxiety. Moreover, the findings may help educators and language instructors design targeted interventions to address anxiety-related issues and improve language-speaking experiences for students.

**Kikvadze Maia**
*Batumi Shota Rustaveli State University, Georgia*

### Characteristics of Diverse Audiences and Some Issues in Language Teaching

Teaching Georgian as a second language implies the use of generally known and proven methods of teaching a foreign language. However, there is no universal method of language teaching. In all cases, it is necessary to take into account the specificity of the target language and the interests, goals, motivation, abilities and background knowledge of the language learning group.

In recent years, the number of Georgian language learners from different countries has increased considerably. These are Turks, Turkmen, Kazakhs, Poles... This process was accelerated even more during the Russia-Ukraine war. In Georgia, especially in Batumi, many Ukrainians and Russians of different ages have expressed their desire to learn the Georgian language. Most of those listed (and not only) want to continue their studies at Batumi State University.

Learning the Georgian language requires a special approach in a diverse audience, who do not understand each othe r, have different cultures, religions and beliefs. Such an audience is characterized by peculiarities. Managing a different audience requires much more work, responsibility and consideration of the group's interests on thepart of the teacher. It is quite difficult for the teacher to convey the material to each student of a linguistically mixed group without distracting any of them.

It is known that the learner of a new language perceives and remembers the information received best by sight. When explaining new material to a diverse audience, it is useful to use visual aids for presentation, which significantly helps the listening and understanding of information. In the Georgian university space, the most common of them are slide shows, blackboards, flipcharts and handouts.

Among the presentation aids, we consider handouts to be the most acceptable form of presentation aids for ethnically mixed groups who are users of different languages and sit in the same audience at the initial stage of language learning.

It is necessary to take into account the time factor, the moment of embarrassment, and most importantly, the goal of the teacher - new vocabulary and phrases should be mastered by everyone in the same way, under equal conditions. At this time, the teacher uses the so-called Handout. It is distributed in printed form to all members of the audience. Its main purpose is to prepare the listener to listen to the presentation, to make it easier for him to understand the information and not to need to write down the information while listening.

Printed material is a reliable friend to the language learner. The listener feels calmer. If we make the handouts visually pleasing, the teaching process will be even more fun. In addition, the handout should be written in a

short, large font. It is better to provide a few pages in a short format rather than overload it with the material. In the report, we will talk about several issues of language teaching in a diverse audience.

**Kikvidze Zaal**
*Arnold Chikobava Institute of Linguistics, TSU, Georgia*

### On a Reversible Binomial Form of Address in Georgian

Since the present paper is aimed at discussing some specific address-related problems in language and society, it should be noted that to state that address is how we refer to our collocutor(s) is to say just a little about this rather complex and diverse phenomenon, regularly manifesting a number of language- and culture-specific properties. This is due to the fact that address is a locus whereby language and culture come together.

In my talk, I will specifically deal with a binomial form of address, a Georgian equivalent of *Ladies and Gentlemen*. A binomial is understood as a stable collocation, consisting of a pair (sometimes a set) of words pertaining to the same part of speech and connected by some link like *and*. The English formula for addressing an audience *Ladies and Gentlemen* is an irreversible, that is, a fixed binomial form of address because it occurs only in this ordering pattern in the present-day language. Another framework within which the binomial has been considered is its change in reversibility. *Ladies and gentlemen* can be treated as reversible only within a diachronic process and not at the present synchronic stage.

As for the Georgian equivalent of *Ladies and gentlemen*, it is as follows:
*(1)      kalbat'on.eb.o da bat'on.eb.o*
lady.PL.VOC and gentleman.PL.VOC

What is specific about the formula in question? The ordering pattern is the same as in English and the majority of European (and not only European) languages. Actually, the most specific feature about the form is that it occurs in a reverse ordering pattern as well:
*(2)      bat'on.eb.o da kalbat'on.eb.o*
gentleman.PL.VOC and lady.PL.VOC

In order to describe and account for this peculiar formula, I will initially provide an overview of the Georgian system of forms of address, proceeding with a discussion of the etymology and semantic development of the constituent terms of the form in point, of aspects related to its combinability with other terms, and finalizing with establishing explications of both its individual constituent terms and the reversible binomial form of address (including its both feminine-first and masculine-first variants, the ordering principles of which hardly pertaining to a speaker's gender preferences) based on the Natural Semantic Metalanguage approach. All of these aspects of the investigation facilitate identification of various, normally both language- and culture-specific peculiarities of the form and terms in point.

**Kiladze Natia**
*Georgian-American School `Progress`, Georgia*

### PBL-Based Learning, the Usage of Modern Online Methods in Learning Process

According to the current educational reform, the conception of school education has changed recently and the education has become oriented on the child, that means that the aims, methods, strategies and resources are referred and chosen to fit the child's interests. The teacher's main aim is the lesson full of suitable resources, that are available for each student and their abilities. The results of learning improve with the help of interesting activities, and the involvement in different projects where they can realize and express their own potential.

My practice and observation showed that the student assimilates the material when he/she is involved in the learning process himself/herself. So, the innovations in the teaching process is very important.

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Today I often use complex tasks, project learnings, modern resources, technologies, strategies, methods and so on. Complex tasks do not mean just work, they are part of the constant learning process.

In the 21st century, technologies have the most important role in peoples' life and the educational system is not an exception. Distant learning, online learning, digital technologies and etc. are the main terms of modern society. All of the world's countries' educational system is oriented on the learning and teaching process with the help of using informative and communicative technologies and digital learning process that changes the traditional teaching methods and modernizes the 21st century educational system.

Teaching process needs a teacher to be creative and be able to develop the creative thinking in their students, that helps them to be motivated. In my practice I always try to support my students' ideas and let them be more active and creative. I think informal education is also very important. I can single out the problem-based learning, that I usually use in my practice. Why problem-based learning? Because problem-based learning is not active in pedagogics, that is oriented on the student. We should use various motivational activities, like PBL project-based learning. This strategy is based on discussion, analysis, researches and etc. that leads to making their own works, critical thinking, creative thinking, enriching lexical supply in foreign language and the learning process will become much more interesting.

All these help students to develop digital literacy, informative literacy, media literacy, technological literacy and the skills such as leadership, initiative and productivity.

The topic of my paper consists of some points. At the beginning, I will talk about the innovative strategies of the learning process, methods, complex works, the role of project-based learning in the lesson, the motivation of students and the advantages of online resources. I will present different online instruments, platforms, websites, apps and activities that can be used both during online and practical learning. As a teacher I have my own blog where I upload different activities, resources and documents. I will also present this website. We can name 21st century_ the epoch of artificial intellect and technologies. All of us agree that people are attached to the gadgets, that causes the emotional deficiency in students. I will also talk about the student's social-emotional skills, and their role. I will also present PBL based problems and the advantages of practical learning.

**Kırkgöz Yasemin**
*Çukurova University, Turkey*

### Exploring the Roles and Competencies of an Online Teacher

Online education has penetrated leading to the closure of schools in Turkey and across the world due to the outbreak of COVID 19. The shift from traditional face-to-face to online teaching has demanded new roles and competencies from the online teacher creating an online teacher persona. To create a learning environment, teachers are required to adopt new skills and strategies, regardless of what discipline they teach, and certainly, this applies to online language teaching. This study employs qualitative methods of inquiry to provide a critical definition of an online teacher persona based on the reported reflections of pre-service English teachers. 58 pre- service English teachers from a Turkish state university were asked to report their conceptualization of an effective online teacher, and a group of volunteer student teachers participated in semi-structured interviews to gain in-depth investigation into the issue. The qualitative data were analyzed using thematic analysis. Analysis of the qualitative data revealed the roles and responsibilities of an online teacher, which include pedagogical, managerial, social, instructional, and facilitator roles. Each role of an online teacher is illustrated with sample excerpts from the participants' reported reflections and interviews. The study gives insights into the qualities and competences of an online teacher and offers some suggestions on areas of professional training that language teachers may need to gain an effective online teacher persona.

**Kochlamazashvili Venera**
*Ivane Javakhishvili Tbilisi State University, Georgia*

**Significance of Christian Ecclesiastical Works for Learning Arabic (On the Example of the Typicon of the Monastery of St. Sabas)**

It is known that the language circumstances in Arabic are actually diglossic (multiglossic, as well). They include both literary (classical and modern literary (standard) language and colloquial (spoken) language (modern Arabic language, dialects). This fact of reality should be taken into account when learning Arabic and the educational institution offers various important works created in the Arabic language, both for classical Arabic and dialects.

Religious topics and terminology are equally important for the research and understanding of the past and present of Arab society even from the point of view of using the Arabic language at the level of everyday relationships, that's why we devote appropriate time to the texts of religious content when teaching the Arabic language. The student acquires both classical Arabic through the Qur'an and classical literary monuments, as well as dialects, which include the modern, colloquial language spoken by Arabs, both Muslims and Christians, for centuries. As for written works, Muslim Arabs created religious literature in classic Arabic, and Christians in dialects (they tried to create literary Arabic). Therefore, in order for a student to master the Arabic language, it is necessary to study both the classic form and dialects simultaneously. The latter includes both the presentation of the modern Arabic dialect (Egyptian and Syrian), as well as the Christian religious works written in the dialect.

Research methods: Considering the religious theme, the educational institution offers the student certain facades of the Qur'an as a sample of the classical language which is practically used in the teaching of the Arabic language in the educational institution. The use of the Arabic translation of the Typicon of Saba's Lavra from the Christian Arabic manuscript in the teaching process clearly shows that in learning the Arabic (literary or colloquial) language, it is important to use both modern materials and, to some extent, the analysis of old texts. Main results: complete mastery of the Arabic language (classical, literary and dialects).

**Kosyan Knarik, Arutunyan Shushanik**
*village of Ninotsminda district Satakhi General Education School, Georgia*

**The Impact of the Positive Environment Created by the Introduction of Non-formal education in the Armenian-language Public school on the Sociocultural and Pragmatic Aspects of Teaching Georgian as a Second Language**

In the Armenian-language public school of Satkha, within the framework of the Ministry of Education and Science program "Implementation of state standards in preschool and school institutions of national minorities", a positive and learning-stimulating environment necessary for informal education was created, which motivates students to make personal choices, get involved in the process of implementing projects and use Georgian, As a second language, for communication and learning. A positive socio-cultural environment allows discussion of differences of opinion without judgment, which changes the attitude towards the Georgian language and eliminates the fear of ridicule, increases the students' self-esteem and affects the pragmatic aspects of the language. Such an approach helps learning Georgian as a second language, because positive emotions activate cognitive processes.

**Kurdadze Irma**
*Samtskhe-Javakheti State University, Georgia*

## Intercultural/Multicultural Education and Teacher Training Curricula

Taking into account the specific features of Samtskhe-Javakheti region, the majority of the population of which consists of co-existing representatives of multi-ethnic minorities, the courses in the intercultural/multicultural education/training of forthcoming teachers are crucial. The essence of intercultural education is manifested in the correct integration of the majority and minority. Individuals in multicultural societies should support, respect and collaborate with each other.

As maintained by French politician Edgar Faure (1908-1988): "Teaching means to support people for living.'' According to the UNESCO Guide to Intercultural Education, the term "multicultural" describes "the culturally diversityof a society." It does not consist of only elements of ethnic or national culture, but also includes linguistic, religious and socioeconomic diversity. Interculturalism is a dynamic concept and refers to the relationship between cultural groups. ( D. Malazonia, Sh. Maglagelidze, N. Chiaberashvili, G. Gakheladze).

It is essential to study "relationship issues between culture and teaching process"(Sh.Tabatadze, N Natslishvili). Therefore, it is also crucial for the population of the region to appreciate representatives of all cultures equally and to find support for representatives of both- majority and minority.

Based on the above, future teacher qualifying programs at Samtskhe-Javakheti State University, such as Integrated bachelor and master 's educational program for primary education teacher training (300 credits), teacher training education (60 credits) includes the following courses: basics of bilingual education, multicultural education, Georgian as a second language, methodology of language teaching, and they combine all the main approaches and orientations in this field.

Based on such approaches, the priority in the vision of the future teacher will introduce and promote of the principles of intercultural / multicultural education.

**Li Jianfeng**
*Ivane Javakhishvili Tbilisi State University, Georgia*

## Analysis of Teaching Material "Aghmarti" Based on Word Repetition

The frequency of use of words in a language is an important feature, one that affects the development of an effective second language acquisition strategy. In general, the main source of vocabulary growth for second language learners is the cyclical repetition of the words in the textbook from lesson to lesson, which greatly increases the teaching-learning effect. A good textbook, one way or another, always takes into account a certain frequency of repeating previously learned words in subsequent chapters and builds upon the learning process based on the repetition cycle. N. Ellis, in his work "Frequency Effects in Language Processing" (2002) proposed a theory of second language acquisition, with a focus on highlighting the role and importance of word frequency in language acquisition. Later, researchers empirically using the example of many languages, analyzed the influence of the frequency factor on the learning process, which is known as word repetition. According to their research, if a word occurs more than 6 times in a textbook, the learner will remember that word well. Such studies confirm that the high frequency of repeating words in the textbook has a positive effect on the learner's assimilation of the material. N. Ellis's approach is based on theories of language acquisition developed within

psycholinguistics and cognitive science. For example, according to the forgetting curve, the rate of forgetting that determines memory is very high: after two days of learning something, a learner typically remembers less than 30% of the content learned. In addition to the frequency, the acquisition effect is also influenced by the intensity of the delivery of lexical items, the markedness of the material and the distribution of time in the learning process (Wen Qiufang, Frequency Function and Second Language Acquisition, 2003). In the report, the textbook "Aghmarti" of Georgian as a second language, which includes levels A1-C1, is analyzed with the approach of N. Ellis. In order to figure out the repetition rate of words by different chapters at different levels, the words in the current chapter that were already provided to the learners in the previous chapters are defined as "repeated words" and the rest as "new words". At the same time, we divide repeated words into two subsets: short-term memory words and long-term memory words. Short-term memory words are those that appeared in the immediately preceding chapter, while words that appeared in even earlier chapters are long-term memory words. According to the established proportions of new words, short-term memory words and long-term memory words, word repetition rate at different levels of second language learning are calculated. In addition, the role of word repetition in the language acquisition process is analyzed. On the basis of the statistical analysis obtained by such a theoretical approach, evaluation criteria are given to reveal the advantages and disadvantages of the "Aghmarti", which allows to refine and develop more effective teaching materials.

**Lovjanidze Ivlita, Kitoshvili Tea**
*Ilia State University, Georgia*

### The Meaning of Phraseological Dictionaries and Their Use in Georgian, as in Second/Foreign Language Studies

The meaning of phraseological dictionaries and their use in Georgian, as in second or foreign language studies Understanding and adequate use of Georgian phraseology, is one of the key issues in teaching Georgian as a second language. This difficulty manifests itself at almost all levels of language learning, but as the levels increase, it becomes even more difficult for the language learner to understand the meaning of this or that solid expression. This issue is especially acute when the language learner has to independently understand the text of this or that difficulty, even if it is relatively simple. Understanding fiction. At lower levels of language proficiency, phraseology is often associated with collocations or pragmatically and communicatively useful phrases such as "How are you?", "Nice to meet you," or "What's the weather like today?" And at a relatively high level, such strong expressions as heart broke, helped, etc. As we mentioned, language learners at A2-B1-B2 levels of proficiency face the most difficulties. If idiomatic phrases are given in the teaching material and, accordingly, the issue of understanding or comprehension of this or that phrase is worked out methodically, naturally, it becomes easier for the language learner to understand or comprehend. But if the language learner has to deal with this difficulty on his own, then it is possible to rely only on dictionaries, and the question is: which and what type of dictionaries will make it easier for language learners to understand this or that phrase? Although work on various dictionaries is underway in Georgia, unfortunately, there are still no Georgian-Azerbaijani and Georgian-Armenian phraseological dictionaries, let alone their online existence, which we think should be one of the most important tasks in the era of artificial intelligence and digital technologies. To make it easier for non-Georgian-speaking students living in Georgia to learn Georgian by using different means. That is why the teachers of Georgian as a second language and the integration program of Ilia State University decided to work with T. Kitoshvili and I. Lobjanidze, in cooperation with the working group and Unilab, Under the leadership of A. Asatiani, started working on creating a digital version of the Georgian-Azerbaijani phraseological dictionary. The article discusses the importance of teaching phraseology in teaching a second or foreign language, especially in the case of Georgian as a second language. How should the teacher provide this or that phrase to the language learner, and what proper methodical tools should he use so that understanding the phrases is not an insurmountable difficulty for the learner and, at the same time, he does not lose motivation? The paper also discusses how important it is to use dictionaries, including phraseological dictionaries when teaching a second or foreign language. What principles should dictionary of this type be based on in order to be more or less correct from both a lexicological and pragmatic point of view?

**Lyimo Mark**

*TELTA (Tanzanian English Language Teachers Association), Tanzania*

**Enhancing Communication Skills through Pen Pal Letters In Tanzanian Classroom.**

Communication skills in Tanzanian classrooms are poor because of unmotivating strategies and traditional materials used by teachers in the classrooms. This presentation demonstrates how teachers used handwritten pen pal letter exchanges with African, Asian and European classrooms to improve motivation for communication in remote Tanzanian English classrooms.

In many Tanzanian classrooms, teachers step into classes equipped with detailed lesson plans, written notes, and texts ready to carry out their teaching. Despite all the preparations, the class may not go well. Learners motivation and good strategies employed by the teachers play a greater role in achieving effective communication among the learners in low resource, remote area classes.

This proposal presents the use of handwritten pen pal letter exchanges between Tanzanian secondary school students and partner classes in Scotland, England, Ghana, Senegal, and India. Students became motivated to use English and draw pictures to share their experiences with the speakers and learners of English outside their country. Teachers used the letters, even in other classes, as a basis for teaching and learning materials. Teachers had learners compare the letters from English speakers with their letters to see the differences. Students liked having their letters used in the classroom, getting a sense of ownership with their culturally appropriate material. Pen pal exchanges are not new. Physical letters were exchanged as part of projects for decades. Email partners were popular starting in the 1990s. However, this presentation combines both handwritten letters and email.

The presenter will explain how they set up the project, what teachers and learners did, and how and why it evolved from letters mailed to letters scanned and emailed. During the presentation, pen pal letters, together with the pictures taken during the classes will be shown both to teach and inspire the participants to initiate this approach in their schools.

The session will conclude by sharing with the participants some key issues to consider in making this approach (Project Based Learning) work effectively and discussing how it might work in their context.

**Makharoblidze Tamar**

*Ilia State University, Georgia*
**Teaching GESL Numerals**

Georgian sign language (GESL) is a language of Deaf and Hard of Hearing (DHH) people in Georgia. Their number is around 2 500. I regret to say that deaf education needs a significant improvement, as there is no preschool and no relevant manuals for deaf children. Like many other DHH worldwide, local DHH people are bilinguals – having two native languages: GESL and spoken Georgian. Thus, they expect to have the bilingual education in schools.

Most of the numerical data in sign languages lexically coincides with the corresponding material of other languages, and this makes communication very easy. Actually, this fact makes the mathematical language universal. Numerals are among the most widely documented linguistic structures.

The difference between the counting systems of spoken Georgian and GESL must be carefully taken into account while teaching cardinal and then ordinal numerals to deaf children in Georgia. The main difference between spoken and sign languages in teaching/learning numerals is the following: speaking children have to associate figures with words, while deaf children should operate with three concepts for numbers: words, figures and signs.

Because to lack of deaf education system local deaf and hard of hearing people have a problem with proper knowledge of numerals. Thus, we aim to find the right system for teaching numerals to the local deaf and hard of hearing people.

We tested the level of knowledge of numerals among DHH children in Tbilisi school 203 for deaf and in Tbilisi mainstream school 64, with inclusive education program. The results proved that for teaching process of numerals, the most important things are correct translation process, bilingual teaching of three-dimensional

system of numerals, and explaining the affixes that produce numerals. With successful process, local deaf children will be able to produce the correct signs for any type of numerals, also, to read and understand the figures written in words.

**Meskhi Nino**
*Ivane Javakhishvili Tbilisi State University, Georgia*
**Strategies and Methodologies for Second Language Learning**

This paper investigates the various strategies and methodologies employed in second language learning, aiming to understand their effectiveness in enhancing language acquisition and proficiency. The research explores traditional and contemporary approaches, identifying the strengths and weaknesses of each, ultimately seeking to offer insights and recommendations for optimizing second language learning experiences.

However, the journey to successful language acquisition is not without challenges. This research also addresses the problems faced in second language learning, including individual differences among learners, insufficient teacher training, and the limitations of current assessment methods. Moreover, it delves into the complexities of integrating technology into language education and the impact of classroom size and time constraints on effective teaching. Issues such as lack of immersion opportunities, low motivation, and language anxiety are explored, as well as the need for authentic materials and cultural awareness in language instruction.

By acknowledging these obstacles, this study seeks to offer holistic and research-based solutions to language education. Through the critical analysis of the existing literature and practical examples, the paper aims to provide valuable guidance for language educators, policymakers, and learners alike. By identifying and addressing these challenges head-on, stakeholders can work collaboratively to develop inclusive and effective strategies and methodologies that promote optimal second language acquisition and proficiency in diverse educational settings.

The journey of exploring strategies and methodologies for second language learning has led us to a deeper understanding of the complexities and challenges involved in language education. Throughout this research, we have identified various strengths and weaknesses in traditional and contemporary language teaching approaches. By recognizing these aspects, we can better shape language learning experiences and maximize the potential for successful language acquisition and proficiency.

However, this investigation has also highlighted numerous problems that hinder the effectiveness of language education. Individual differences among learners, such as varying cognitive abilities, learning styles, and motivations, demand personalized approaches that can be challenging to implement in diverse classroom settings. Adequate teacher training and professional development are vital to equipping educators with the necessary skills to integrate modern methodologies and technologies successfully.

Furthermore, the limitations of current assessment methods emphasize the need for comprehensive evaluations that encompass all dimensions of language proficiency, including communicative competence and real-world language skills. Technology integration, while promising, faces obstacles due to disparities in access and training, calling for targeted support and resource allocation.

The constraints posed by large classroom sizes and limited instructional time underscore the importance of optimizing language learning environments to accommodate individual needs. Overcoming the lack of immersion opportunities and addressing language anxiety and motivation issues is essential to foster a positive language learning experience for all learners.

To build effective language learning environments, we must embrace authentic materials that reflect real-world language usage and culturally relevant content that promotes cross-cultural understanding. Multilingual settings demand flexible and inclusive language policies that acknowledge and support linguistic diversity.

In conclusion, this paper sheds light on both the promise and the challenges faced in second language learning. By acknowledging the weaknesses and limitations in existing strategies and methodologies, we can strive to implement practical and research-based solutions that cater for the unique needs of language learners. Language educators, policymakers, and other stakeholders must work collaboratively to create inclusive and

innovative language learning experiences that empower learners to acquire language skills effectively and confidently.

As we continue to advance language education, embracing emerging technologies and research findings, we can create a more inclusive, engaging, and effective language learning landscape. By valuing the diverse backgrounds and aspirations of language learners, we take a step closer to a world where language barriers are bridged, cultural understanding is fostered, and the benefits of multilingualism enrich the global community.

**Mili Saha**
*English, Jagannath University, Bangladesh*

## Exploring L2 Speaking Anxiety among Bangladeshi University Students: Sources and Supervisions

Recent studies have delved into the various impacts of L2 anxiety on students' oral performance. However, the sources of these emotional reactions and the pedagogical approaches to mitigate their effects remain largely unexplored (Ozdemir & Papi, 2020). Consequently, this study aims to investigate the nature and origins of English-speaking anxiety among university EFL/ESL students in Bangladesh. It seeks to analyze the students' perceived needs for intervention to alleviate anxiety's adverse effects on their L2 speaking skills. A survey utilizing Woodrow's (2006) L2 speaking anxiety tool was administered to three hundred and fifty students to gather self-reported data on in-classroom and outside-classroom speaking anxiety. Additionally, ten students, selected purposefully, participated in two Zoom focus group discussions to elaborate on the reasons behind their anxiety and the supervision required to address it. The findings reveal that a significant proportion (73.3%) of Bangladeshi university students experience L2 speaking anxiety at varying degrees, particularly when communicating with teachers or supervisors for academic or social purposes. While speaking with peers appears to be less problematic, anxiety levels intensify during classroom activities such as role plays, oral presentations, and formal discussions. Nonetheless, this anxiety undermines students' confidence, which can be mitigated through extensive preparation and practice, similar to their approach to the oral presentation content. Notably, speaking with native English speakers elicits severe anxiety, which can be decreased through focused instruction on listening skills. Students who frequently struggle to speak in unanticipated situations or before large groups should focus on developing active listening and impromptu speaking abilities to reduce anxiety. In conclusion, it is imperative to consider students' specific teaching and learning needs to enhance their speaking abilities. This can be achieved by incorporating explicit and planned instructions into classroom pedagogies, thereby improving their knowledge, skills, and speaking strategies.

**Mskhvilidze Iamze, Jincharadze Lela**
*LEPL National Center for Teacher Professional Development, Georgia*
**Tabatadze Sophio**
*Vilniaus kolegija / Higher Education Institution (VIKO). Lietuva*

## The Development and Importance of Non-formal Education while Learning Georgian as a Second Language

The State finances many educational programs, among which the programs focused on the development of villages with language barriers or inhabited by ethnic minorities are particularly noteworthy. The purpose of such programs is to improve communication language skills among ethnic minorities, integrate them into Georgian society, form a healthy public opinion and Georgian citizenship awareness among them; however,

there are a lot of hindering factors in this process, namely the socio-geographical environment, lack of information and communication means in the Georgian language, lack of relations with Georgian society etc. The above mentioned problems manifest themselves acutely in the non-Georgian language schools of Samtskhe-Javakheti, Kvemo Kartli and Kakheti given that ethno-isolation is also added to the list of these problems due to ignorance of the state language, the influence of the post-Soviet period, isolation of cultures and other factors. Since 2001, the ice has started to melt and a number of programs have been launched in these regions that have dramatically changed both the socio-cultural approach and the attitude towards the way of teaching of the State language. Throughout this process, support and promotion of non-formal education in the regions populated by ethnic minorities acquired a particular importance.

What does non-formal education mean and why is it important to promote it in regions inhabited by ethnic minorities? How is the advantage of non-formal education evident in the development of students' learning methods and acquisition of various skills? What results does the increased role of non-formal education bring along with formal education in our target schools? How entertaining and interesting can the learning process become and how can the desired goals be achieved if the tools of formal and non-formal education are implemented simultaneously and harmoniously at schools? How does non-formal education contribute to the development of communication skills and the formation of values in students? - this is a short list of topics that we will try to expand and analyse in our paper.

**Mufeeda Irshad**
*University of Sri Jayewardenepura, Sri Lanka*

**Enhancing Reading Comprehension Skills in a Multilingual Undergraduate Classroom: Strategies Implemented by an ESL Teacher**

This paper focuses on the strategies implemented by an English as a second language (ESL) teacher to develop the reading comprehension skills of undergraduates from diverse linguistic backgrounds and varying English language proficiency levels at a state university in Sri Lanka.

The primary objective was to teach a group of undergraduates how to effectively use context clues to comprehend texts. In order to explain the concept of context clues, simplified language, visual aid, and subject content were employed.

The data were collected through classroom observations, undergraduates' reflections, and an assessment. Findings revealed that the use of contextual clues contributed to undergraduates' overall reading comprehension abilities. The use of simplified language, visual aids, and subject content helped undergraduates to grasp the concept and engage with the content confidently. Undergraduates, regardless of their linguistic backgrounds and English language proficiency, could comprehend the concept and apply them to understand the text.

These findings have practical implications for language educators, highlighting the importance of employing appropriate instructional strategies that take into account the undergraduates' linguistic diversity and English language proficiency levels as a consequence of which teachers will be able to promote effective reading comprehension while fostering a positive and inclusive learning environment.

**Mustafaeva Zulfia**
*LEPL National Center for Teacher Professional Development, Georgia*

**Strengthening/Facilitating the Teaching of Georgian as a Second Language in Azerbaijani Language Public Schools through the Introduction of Non-formal Education**

In the Azerbaijani-language public school of the village of Takalo, the introduction of informal education within the framework of the Ministry of Education and Science program "Introduction of state standards in pre-school and school institutions of national minorities" contributes to raising the level of Georgian language

proficiency. The method used – project-based teaching - requires the integration of different subjects. The integration of subjects makes the ongoing process more interesting and promotes the transfer of knowledge. The main strategy of project-based learning is a group work. Group activities are based on cooperation, not competition. In a collaborative environment, students freely express their opinions and are not afraid of making mistakes when speaking in Georgian. The cooperation of the Georgian language teacher with students and teachers of other subjects helps to understand the specifics of the subject and access to its essence in Georgian. Teaching with projects increases students' motivation, responsibility and involvement.

**Nanobashvili Mariam**
*Ivane Javakhishvili Tbilisi State University, Georgia*

## Towards the Study of Verb Aspect in Arabic

The aspect category of the verb in Semitic languages is still a matter of controversy. Theoretical qualifications related to this issue differ from each other, which is reflected, to some extent, in linguodidactics. According to the tradition, the perfective and imperfective of the Semitic verb were understood as aspect forms, although there was also an opinion that these forms also expressed the category of tense.

Both in the Introduction to the Study of Semitic Languages (undergraduate level) and in the course of Comparative Grammar of Semitic Languages (graduate level), we devote quite a lot of discussion to the category of verb aspect, which is mainly done within the framework of theorizing. Along with this, it should be noted that when teaching Arabic (and indeed any Semitic language), it is necessary to take into account a number of morphological and syntactic features associated with the forms of the perfective and imperfective and their use. Since students learn the conjugation of perfective and imperfective during the first year, it becomes necessary to provide them with some information on the complex and controversial issue mentioned above. In the Arabic grammatical tradition, the perfective is called al-Māḍī, which means "the past". This clearly shows that the form of perfective is not, in fact, devoid of temporal content. Indeed, in simple (and not complex, compound) tense, this single form almost always expresses the past. As for compound tenses, the perfective can also express the future, but in combination with an auxiliary verb. Recently, most students are learning English from European languages, so it is effective to draw a parallel with the perfect tenses of this language, for example, yakūnu qad faʿala (Arabic) – He will have done (English).

The situation is similar with the imperfective, in particular, this form, taken separately, expresses the present or the future, and in compound tenses, it also shows the past, but necessarily expresses an unfinished action, for example, kana yaf 'alu (Arabic) – He was doing (English).

For a complete clarification of the indicated issues, we consider it necessary to teach students from the very beginning (in the first semester) the conjugation of the verb "to be" (Arabic kāna), although this is an "empty" verb, in which the second radical consonant is weak. In some textbooks, the conjugation of such verbs is introduced at a rather late stage, which, in our opinion, is not justified.

In the third and fourth years of undergraduate studies, as well as during graduate studies, students get acquainted with the area of use of the perfective and imperfective by translating and analyzing already quite complex texts in various fields, including fiction. It is also worth noting that in the courses of Arabic- Georgian Literary Relations (undergraduate level) and Christian-Arabic Literature (graduate level) they read passages from Christian Arabic texts, most of which were translated from Greek and Syriac. In addition, a fairly large corpus of hagiographic works has been translated from Arabic into Georgian. A comparison of parallel versions, showing which forms of the Greek and Syriac original correspond to the Arabic perfective or imperfective, as well as how the latter were translated into Georgian, makes the peculiarity of their use clearer. Thus, while studying the aspect category of an Arabic verb, we equally take into account the theoretical qualifications in Semitology, the nuances identified at the level of practical, educational grammar, language parallels both in relation to modern languages and in translations of the medieval period. Particularly successful students tackle these topics for research in the form of papers at conferences, as well as bachelor's and master's theses.

**Nasakina Svitlana**
*Odesa State Agrarian University, Ukraine*

### Quotation in English Textbooks: Pragmatic Effect

Nowadays English language has become lingua franca almost for all spheres of science and education that`s why it is very important to research the modern English textbooks for non-native speakers. The new English textbooks for economists like Business Partner or Market Leader, focuses on the students who should know not only linguistic but also cultural aspects of English language. The using of quotes in the English textbooks helps to present the interesting aspects of English culture. The cumulative function of quotes is in their ability to accumulate and generalize extra lingual information.

A quotation is an exact word-for-word extraction from any book or other resourses of the certain author and its inclusion in the work of another author to illustrate an argument or to criticize the cited work. The research deals with the peculiarities of quotations in English textbooks used in the English teaching as the foreign language for the students of economic specialties at the Universities. The author suggests that the quotation usage helps to motivate students to study English as a language of professional development and social inclusion in the English culture. The investigation is focused on the pragmatic aspect of English quotations in the English classes. The aim of the article is to specify the quotation functions in English textbooks. There are the following types of the quotes: 1)no-direct quotation 2) direct quotation.

In the scientific literature, there is a plurality of opinions regarding the pragmatic information in the textbooks. According to Vellenga, pragmatic information is divided into four main categories, namely, general pragmatic information (including politeness, appropriacy, formality, register, culture), metalanguage style (the use of different sentence types when introducing topical units, particular linguistic forms, usage information, or student instructions, and the use of the personal pronouns 'I' or 'We'), speech acts, and metapragmatic description of speech acts (Vellenga, 2004). To our mind, quotations belongs to the general pragmatic information.

The research method, which includes two stages, has been presented. The first stage consisted of material collection from the English textbooks. The second stage consisted of the description and systematization of the quotations. The descriptive method was used in the paper for inventory and taxonomy of the studied units. Thus, the quotation usage helps to motivate students to study English as a language of professional development and social inclusion in the English culture.   English quotations in any textbooks can create the effect of immersion into English environment and cultural life. Obviously, this can motivate students to learn English better and to know more about the English culture.

**Ninidze Tamar**
*Akaki Tsereteli State University*

### Teaching Forms of Language Ethics to Non-Georgian Speakers (within the 4+1 Program)

Learning a language is impossible without taking into account the socio-cultural context, and etiquette is an integral part of the society's culture, which is manifested in the language along with other factors.

In order to adapt to the real communication environment when teaching Georgian to non-Georgian speakers, it is important to consider the expressive forms of language ethics - euphemisms/polite expressions, which are abundant in Georgian.

When teaching the means of expressing etiquette, we think that the language learner should first understand that the euphemism of speech in the Georgian language is realized in different ways: through a grammatical morpheme, syntactic means, lexical substitution, and intonation.

At the early level of language competence (A1-A2), the learner should know about the pronoun 'tkven' (you) and the second function of the plural ending -t (shen khar (you are) – tkven khart (you are) (polite), as well as about the verb substitute forms (brdzandebit (you are (polite), dabrdzandit (sit down (polite), mobrdzandit (come in (polite), miirtvit (help yourself)…).

At the next levels of language learning (B1-B2), we gradually move on to the replacement of the lexical form

and introduce the diversity of verb euphemisms in the Georgian language (saying, commanding, reporting, etc., for example, in the phrases required when drawing up official documents: mogakhsenebt rom – We will report to you that..) giving-conferment, fetching-offering, accompanying…), the emergence of which is conditioned by different motives. As a result of the exercises and the review of the relevant adapted texts, the learner should be able to use the noun substitutes (related to parts of the human body, behavior, physical, mental handicap, and illness...).

The language learner should also know that the manner or intonation of pronouncing words/sentences has the function of semantic differentiation: an etiquette form pronounced with a different intonation may contain nuances of irony and mockery instead of politeness (eg: kargad vitsit ra vazhkatsits brdzandeba! We know very well what a brave man he is! ).

A B2 level learner should be able to perceive syntactic forms when: a) a sentence expresses euphemism; b) euphemism is expressed by a collocation (for example, forms of address, subjunctive mood, etiquette interjections, so-called "compensating words and phrases" used to construct the text...).

The report will discuss the methods of teaching the mentioned language units using both existing and new resources and means.

**Nishimoto Noa**
*Kyoto University, Japan*

**University Education to Develop Human Resources Who Play a Role in Building Peace in the International Community:**
**Understanding Multicultural Conviviality through Second Foreign Language Education as a Liberal Arts Subject**

What is required of the second foreign language education at high-level national universities, where talented young people who will lead the nation in the future and be responsible for the next generation gather? The second foreign language subjects at universities are not necessarily aimed at the need for students to acquire them at a practical level. Along with mathematics and physical education, they are obligatory graduation credits, with other liberal arts courses, beside major subjects. What kind of teaching and learning is required for second foreign language education as a liberal arts subject?

The following main objectives are practiced throughout the semester of second foreign language subjects at national universities (in this presentation, French as a foreign language at national universities, offered by the presenter, a field linguist).

To develop broader analytical and insightful skills by learning an unknown language with a different structure

To develop a wider perspective by learning about the life and culture of the regions where the language is spoken

To foster a rich sensitivity through appreciation of literary and artistic works produced in the target language

This report introduces the presenter's aims and practices in second language education while introducing teaching materials and subjects used in actual classes to achieve the above goals.

This is an opportunity to consider things from multiple perspectives and realize that one's common sense is not the common sense of others. This is essential for peace building in the international community.

Unlike foreign migrants or migrant workers for whom language acquisition and practice is the top priority, second language education at universities does not involve any urgency or necessity to learn the language of study. However, they can afford to face the language of learning. This section introduces the practice of classes that focus on acquiring the so-called four skills of the language of learning and this kind of multicultural understanding and concludes with descriptive feedback comments from students.

**Nushiravanova Xayala**
*Baki Slavic University, Azerbaijan*

**Teaching Russian Phraseology with the Component of Color Term "Black" to Philology Students**

The study of phraseology is an advanced direction of teaching methods of Russian as a foreign language. Any non-native speaker embarking on a study of Russian is faced with the problems of understanding the phraseological units that the Russian language is replete with. Language learners experience particular difficulties when using phraseological units with the color designation component "black" in a real-life communicative situation. The problem of understanding the phraseology of the Russian language is associated with the fact that representatives of different countries have a knowledge of the phraseology of their native language that encompasses regional geography, linguo-culturological, national concepts, which often do not coincide with similar phenomena in the Russian environment. This paper scientifically substantiates the methodological system for working with phraseological units while learning Russian as a foreign language. It presents a system of scientifically grounded assignments for foreigners to learn Russian as a foreign language. The color symbols of the Russian phraseological system are of a particular interest to philologists and raise some difficulties for the teachers of Russian as a foreign language. Color symbolism as the most important semiotic system is an integral characteristics of the culture of language. International students of philology first of all study phraseology as a definite, huge- in-volume layer of vocabulary; therefore, they assimilate all grammatical categories of phraseological units as thoroughly as their semantic characteristics. In addition, students of philology have a professional approach to the assessment of phraseological units in terms of the fineness of phraseological thinking and associative semantic evaluation. In addition, they are aware of linguo- cultural and regional problems in the field of interfering influences when two phraseological systems come into contact. Of particular importance in the linguistic culture of almost all languages are phraseological units with a color designation component "чёрный" ("black"). This is due to the special sacred status of the coloreme.

The coloreme "Черный" ("Black") in the structure of phraseological units coloreme is an integral component of the material world, which reflects the ability of a conscious visual perception to reflect an objectively existing material world. Color sensations are included in the system of visual perception, "which are divided into two groups: sensations of uncolored (achromatic) colors, such as white, black, gray with their shades, and sensations of colored (chromatic) colors, such as red, green, dark blue, blue etc. The differences between them come down to differences in color hue, luminosity and saturation. Achromatic colors have no color tone. Differences in luminosity are differences in the white scale. Saturation is also the degree of visibility of light titanium in chromatic color". Phraseological units denoting color have a high degree of organization and form a lexical semantic field of color. The lexicolsemantic field of color unites lexical units that have a common component "color". As part of semantic fields, microfields are distinguished – such semantic associations that have an integral feature that reflects the meaning of a particular color. Coloremes are included in relations of subordination with a certain generalizing concept, which is expressed by the archilexeme "color". Color influences the psycho-emotional sphere of a person, therefore, certain colors in different languages and cultures have sacred meanings. A comparative analysis of languages and cultures indicates that certain coloremes are universal, their semantic field is characteristic of a number of languages, and there are specific ones that distinguish them from each other. A special place in all linguistic cultures is occupied by phraseological lexemes with a color designation component "чёрный" ("black"). Let's trace this through the example of Russian /R/, English /E/ and French /F/. Color set comparisons are inherent in all languages of the world. The component of comparison has a constant color feature (белое как молоко /R/, as white as milk /E/; черный как уголь /R/, as black as coal /E/, noir comme du jais /F/ (literally, black as coal), дела как сажа бела /R/ (things are as all right as soot is white), blanc comme la mart /F/ (literally, white as death), голубое как небо /R/, as blue as the sky /E/). In Russian and English, whiteness is compared with snow: белый как снег /R/, as white as snow /E/. Another group of phraseological units with the component of color are the expressions with the adjectives черный/ black and белый/white. The adjective черный/black is polysemantic. It may carry an alogical meaning. For example: black swan /E/ to describe a contrasting person.

The analysis of Russian, English and French phraseological units shows that color adjectives enriched with

figurative meanings help create a complex vivid, sinewy image against the background of their basic color meanings. The similarity of image-bearing associations of color definitions in different languages of the world contributes to the emergence of equivalent phraseological units with a component – color. In the practice of teaching Russian as a foreign language, the suggested material can be used to prevent interference and as regional geographic information. 2) Coloremes bring imagery, emotiveness and expressiveness into the phraseological system. They can be combined with a large number of words, which is indicative of their special semantic productivity. Coloremes of phraseological units separate away from real subject connections and become symbolic and abstract. 3) Learning Russian phraseology is a task facing the foreign students studying Russian. The developed set of methodological techniques for studying Russian phraseological units by foreigners suggests a method of comparison with the phraseology of the native language. The search for an equivalent to Russian phraseological unit in the native language turns out to be a fruitful process, the selection of an equivalent not only facilitates to get a better feeling of the semantics of a phraseological combination, its connotative sphere, but also to expand the associated perception of set expressions of a non-native language.

**Okrostsvaridze Nino**
*Ilia State University, Georgia*

### Ethnology: Applied to Foreign Language Learning/ Teaching

In the contemporary world, there are many (non)traditional methods to apply while teaching/learning a foreign language. We consider ethnology to be one of the possible methods. Ethnology is the social science which examines, depicts and analyzes the processes in an ethnic group by systematically observing the lives of the people. An ethnologist values the idea of "walking a mile in the shoes" of others and attempts to gain insight by being in the same social space as the subject of his/her research. However, the above-mentioned discipline includes not only studying ethnic identities, but during the learning/teaching process, represents the bridge thrown across between a person and society of which language one is supposed to study fluently, helps him/her to understand the language/culture in the boundaries the ethnos exists. Ethno- psychological and Ethno- philosophical aspects are given in the language, which is considered to be the inseparable part of culture. Therefore, during learning/teaching process, Ethnology becomes useful. The students turn into observers/ethnologists to study, perceive and "consume" the language not only for communication but as Ethno- psychological phenomenon and ethno- social memory. The processes which take place inside the ethnos have a great influence on language. The words may lose their primary semantics and gain new meaning. Phraseologisms, proverbs and etc. are thinking of an ethnos, which were passed down from generation to generation throughout centuries. Consequently, Ethnology gives the students possibilities to study and understand socio-cultural and linguistics aspects, as well as morphosyntax of the language.

We focus on the meaning of applying Ethnology as the auxiliary discipline while teaching the Turkish language. Our paper will describe the difficulties the students may come across when learning Ethnological and socio- cultural aspects of a foreign language. For example, "Türkiyeli Gürcü" (Turkish Georgian) and „Türkiye`de yaşayan Gürcü" (Georgian living in Turkey)

We aim to encourage a student to become ethnologist, deepen their knowledge and develop research skills in this direction. After that he/she is able to observe the changes which occur in a language and to make conclusions on the basis of analysis. In this process, Cyber-ethnography holds an important place. It helps to observe all the time the changes in the language by using social network (choosing Facebook groups ahead of time). The fundamental aspect of traditional Ethnology is the participant's observation, close contact with him/her, while Netnography gives us an opportunity to observe the language processes in time (and) but virtual space. The student has a possibility to become Cyberethnographer/Cyber researcher too.

**Petriashvili Izabella**
*Ivane Javakhishvili Tbilisi State University*

## Online Learning and Teaching in a Multicultural Environment

Online teaching and learning are acquiring increasing importance in the Georgian educational space. The COVID-19 pandemic had a huge impact on developing online teaching and learning, which also revealed both its challenges and advantages. The article presents a case study analyzing online teaching in a multicultural environment of "teaching culture" in an English as a Second Language (ESL) classroom, one of the topics of the course in English Language Teaching Methods within the BA program in "Pedagogy" at Ivane Javakhishvili Tbilisi State University. The question is – what is the difference, if any, between teaching and learning in physical and online environments in terms of multiculturalism? The study was conducted during two semesters of online teaching and two semesters of teaching face-to-face. The target audience was the multiethnic group of students (mainly Georgian, Azeri and Armenian students). Qualitative method of research was used within the study, namely, the observation, and a student survey by semi-structured questionnaire. As a result of the study it was revealed that while teaching and learning in a multicultural environment, despite the limitations of online mode, the students prefer online teaching and learning. As one of the most important advantages of online teaching, the students mention the opportunity to learn and apply various digital educational tools.

**Pkhakadze Nino**
*Akaki Tsereteli State University, Georgia*

## Teaching Medical Terminology to Learners of Georgian as a Foreign Language

Studying medical terminology requires a high level of linguistic skills development. Professional knowledge and linguistic competence determine the effectiveness of language use.

The purpose of the paper is to reveal effective ways of teaching medical terminology.

Teaching medical terminology requires consistency. The path from simple to complex involves the use of different methods and activities. Among them, traditional and innovative approaches may be practical. It is important to consider international experience. The measurement of the adequacy of the purpose and results of the research is the observation in the process and the assessment of the students. If we consider ,from this point of view, on the one hand, the so-called terminological lab and, on the other hand, the use of the scientific article in teaching the latter should be considered as a more difficult stage. It is important to include a technological resource.

"Terminology Lab" offers fun and interesting tasks to language learners. A variety of materials can be used here: photos, audio, video, and text, so that students can see examples of the use of terms in an authentic context, analyze them and be able to use them themselves. The main orientation is to connect meaning and definition, for which you can use cards, implement a pre-given scheme on the board or use a special technological resource (for example, the Kahoot program).

Reading a scientific article is a more difficult task for students, but an important one. They have the opportunity to test their knowledge. They take familiar terms in the text, discuss the peculiarities of their use in the context, in a way, summarize the acquired knowledge about terminology.

The main participant in the above activities is the language learner. He "builds" knowledge. Interactivity allows the teacher to lead the way. The correct orientation determines the maximum efficiency of the result.

**Popiashvili Nino**
*Ivane Javakhishvili Tbilisi State University, Georgia*

**Linguistic Aspects of Soviet Identity Formation in the Soviet Union and the Issue of Education of National Minorities**

A fundamental part of the Soviet ideology was the formation of identity through education, the upbringing of the Soviet person, in which the Russian language played a major role. In the Soviet Union, the most important features of national identity, such as the national language, history, literature, religion, were completely ignored. Language policy was carried out with the help of ideology and propaganda, which meant:
Conducting Russian-language proceedings in all state institutions;
Conducting official events, including administrative and party events, meetings, gatherings, in Russian;
Compulsory teaching of the Russian language in schools and universities;
Promotion of Russian-language education;
Obstructing education in national languages on the example of Abkhazian, Ossetian and other languages;
Creating special conditions for the Russian-speaking population in the Russian language;
Development of Russian-language textbooks in various school subjects and their popularization, if necessary, translation, rather than development textbooks in national languages, under the conditions of centralized educational programs;
Recognition of the Russian language as a scientific language;
Creation and promotion of the Russian-language media: Russian-language newspapers, television stations and TV programs;
Creating films in Russian, translating foreign films into Russian;
Complete subordination to the political center, Moscow and the Russian-speaking space, which meant complete dependence on the Russian language in all fields, first of all, in education and culture, as well as in all other fields: military, civil, agriculture, etc.
This political, ideological and propagandistic trend caused the need for integration into the Russian language space, especially for national minorities. We divided the study of issues regarding education of national minorities in the Soviet Union into two stages: 20-50 years of the 20th century and 60-80 years of the 20th century. For the research, we analyzed the peculiarities of teaching the Abkhazian and Ossetian languages and the linguistic aspects of the formation of Soviet identity. In the paper, we will talk about the results of the research, we will focus on the issues of the education policy of ethnic minorities and the formation of the Soviet identity.

**Pourtskhvanidze. Zakharia**
*Goehte University Frankfurt/M, Germany*

**VP Hypostasis Meets Facebook**

words that surround us every day influence the words we use.
The internet, as a new and exponentially growing medium of language production, creates the frames of critical revision of previous ideas about written and spoken language and social contexts of their use. The regularities of spontaneous speech in the communicative types of social media can be empirically collected on a significant scale and in a representative manner.
The content produced on the internet and for the internet is mainly divided between the social media, in which Facebook takes the leading role and English is in the unchallenged first position among the most frequently used languages.
It has been observed that in social media not only other forms and dynamics of communication are created, but also new linguistic structures are transcribed.
„One oft he results oft he rise of sites such as Facebook ist hat they have transformed the ways in which people can interact. They do not simply offer an alternative way of engaging in the same forms of communiacative interaction that were available prior to their emergence; they also provide a number of notably different communicative dynamics and structures.“

The amount of VP hypostasis found in Georgian-language Facebook provides evidence for the assumption that the social media language is a favourable environment for generating and using such structures. The question of the pragmatic aspects of the use of VP hypostasis designs the problem of interactive context as well as the media of communication. Can spontaneous, unplanned and written language, such as social media language, account for the initial creation, use and usualisation of VP- hypostasis? What role does the actual morphosyntactic structure of standard language play in this?

VP hypostasis is defined as a finite clausal construction that can occupy either of two possible structural positions in the noun phrase. It can occur in the syntactic roles of the head noun or the subordinate member of the head noun. Its internal syntactic structure is not what it represents externally. The VP hypostasis represents the morphosyntactic operationalisation of the finite clause for the syntactic positions within the noun phrase. In the paper a particular noun phrase is discussed to which a finite clausal construction is subordinated.

The head noun "Narrative" governs a sentence construction within the framework of the noun morphology of Georgian (nominative, singular) and is itself built into a higher-level sentence construction as the subject of the sentence. Below and above the head noun in the syntactic hierarchy are morphologically identical constructions which have syntactically different statuses. However, the syntactically subordinate member can be analysed context-free with a higher syntactic status than NP.

In the paper the analyzes for examples 1.2. and 1.1. can be adopted identically. However, two important characteristics of VP hypostasis are added here: a. The cultural background of the phrase in the imperative is necessary for the interpretation.

VP hypostasis can be considered on two levels. At the morphosyntactic level, VP hypostasis represent remarkable structures that organise the overlapping of syntactic and morphological rules differently depending on the particular language. In Georgian, VP hypostasis can occur both as subordinate members of the NP and the head noun itself. The latter is especially the case when VP-hypostasis is a rendering of foreign speech or an ellipsis. In such cases, extra-linguistic information is necessary for coherent semantic interpretation. This property of VP-hypostasis creates the second -application- oriented, pragmatic- dimension of consideration. Especially in the context of social media language, VP hypostasis appear as triggers and indicators of certain social discourses. The discourse-linguistic function of VP-hypostasis, which is the least studied, makes the usage aspect clear: VP-hypostasis are particularly well suited to encode the semantic focus of discourses or to make discourses accessible. Without the knowledge of discourse, VP hypostasis remain semantically difficult to interpret. In the social media, VP hypostasis can also mark a part of the network (the bubble) and only function in the discourses within the network part.

**Putjata Galina**
*Goethe University Frankfurt, Germany*

### "Your Children Have to Learn German First" – Teachers' Beliefs about Multilingualism. Methodological Considerations from a Study with Primary School Teachers in Germany

The multilingualism of pupils runs counter to nation-state organised and monolingually oriented education systems. The nation-state education system's one legitimate language has various functions. It is (a) a criterion for access to educational institutions. In Germany, for example, during school entrance examinations, which actually assess children's cognitive development, children are mainly measured against a linguistic norm (Panagiotopoulou & Putjata 2020), (b) language is also a medium of knowledge transfer and evaluation in classroom. In this context, certain forms of language, e.g. the academic register of German, are implicitly assumed, but not explicitly taught at school (Fürstenau 2016). The degree to which children are equipped with the necessary linguistic means becomes a criterion for recommendation for certain types of school, and thus (c) becomes the basis for selection processes, which ultimately (d) determine pupils' level of inclusion and educational success (Gomolla 2016).

These social factors cause not only home language maintenance and development, but also educational disadvantages for all those children who deviate from the dominant monolingual norm. At the same time,

monolingual notions of normality shape teachers' expectations of self-efficacy: they perceive linguistic heterogeneity as deviation from the norm and dealing with linguistically heterogeneous groups as challenging. It is therefore important to examine teachers' language-related notions of normality (Huxel 2018, Putjata 2022). Why do I speak of language-related notions of normality? In this presentation, I will present this concept starting from an international project where the theoretical framework is based on the concepts "attitudes", "beliefs" and "knowledge" (Fives & Bühl 2016). The data were gathered through semi-structured interviews with 50 primary school teachers and analysed using the software Atlas.ti with Appraisal (Martin & White 2002). In the methodology part, I will show how the method of Appraisal helped us to sharpen our focus and (4) arrive at the concept of language-related notions of normality. At the end of the presentation, I will discuss the following questions: (Content:) Which beliefs about multilingualism in school can be identified in the statements of teachers? (Methodology:) Are there any distinctive argumentative patterns? (Theoretical:) To what extent are existing ideologies on multilingualism reflected in teachers' statements?

**Rahal Aicha**
*Pázmány Péter Catholic University, Hungary*

### P (Practice) N (Notice) C (Correct) Method to Destabilize Fossilized Pronunciation Errors

Since the phenomenon of fossilization has been introduced to the field of Second Language Acquisition (SLA), researchers have inclined much attention to the process of fossilization (Selinker, 1972; Han, 2004), types of fossilization (Rahal, 2016; Wei, 2008) and solutions to overcome this linguistic obstacle (Zheng, 2010; Valette, 1991). This linguistic phenomenon is defined as "the permanent cessation of IL learning before the learner has attained target language norms at all levels of linguistic structure and in all discourse domains in spite of the learner's positive ability, opportunity or motivation to learn or acculturate into target society" (Selinker and Lamendella, 1979). Mehmet Demirezen (2010) suggested the audio-articulation method to avoid phonological fossilization which refers to the acquisition of incorrect pronunciation. This method is based on the audio-lingual principles, including drills, repetition, etc. and it leans on the Presentation, Practice, Production (PPP) approach. Rahal (2022) calls for rethinking and revising the audio-articulation method and including new activities to this method from the principles of the communicative language teaching approach. The aim of this presentation is to suggest a new method to destabilize phonetic fossilized errors and teach pronunciation. This method is based on the principles of 'eclecticism' including teaching activities from both the audio-lingual method and the communicative approach. I will present the problematic pronunciation sounds based on my research results. Then, I will present a lesson plan (various activities) according to the principles of my suggested method.

**Rusieshvili-Cartledge Manana, Dolidze Rusudan**
*Ivane Javakhishvili Tbilisi State University*

### Developing Reading Comprehension skills
### (Using an example of a textbook designed for Georgian HEIs)

Developing reading skills among HEI students is one of the most significant aspects of language learning and teaching. There are two main concepts discussed in the academic literature regarding the development of reading comprehension skills, "reading strategies" and "reading skills". Following Afflerbach et al. (2008: 364-373), "reading strategies" are deliberate attempts to control and at the same time guide the reader's (learner's) efforts to decode the text, infer the meanings of the words from the context used, and construct meaning of the text accordingly. Thus, students become aware of the various component of the reading process and text construction. On the other hand, "reading skills" is defined as a set of automatic actions that lead to understanding and decoding a text with efficiency. Therefore, in this case, the awareness of the components of the text or its consistency and coherence is not implied. However, these two terms are intertwined and awareness of both of them leads to the successful reading process.

By analyzing the fundamental approaches to reading and taking into account the needs of Georgian students, this paper aims to share the experience of creating a reading skills development textbook, which was originally designed for humanities students (Farina & Rusieshvili, 2021). In addition to developing reading comprehension skills by increasing awareness of text structure and composition and focusing on text cohesion and coherence, the textbook provides appropriate reading strategies to assist in decoding text.

**Saginadze Rusudan**
*Akaki Tsereteli Kutaisi State University, Georgia*

### Lexical Diversity – the Basis of Language Learning / Teaching (Ways and Methods)

Any speaking individual can speak one or more languages. As it is known, a linguistic code is embedded in a person from birth; that is, he is "programmed" through the code of his native language, which may or may not be realized naturally due to certain subjective or objective reasons; we mean "language acquisition" or speaking in one's native language. In any case, a language learner faces a language system. If this system is genetic for him, the switching of speech codes is much easier, and the natural linguistic genetic code will be restored and will come to life. Otherwise, the language learner begins to learn and study a foreign language system.

Purposeful use of lexical means is important from a psychological point of view, in particular, so that the language learner does not perceive the language to be studied as completely foreign or difficult and does not create a barrier that can be very difficult to overcome. The emergence of a barrier can lead to blocking the foreign language system. Our goal is to show the ways and methods of teaching the vocabulary of the Georgian language. Through this, it will be possible to avoid the mentioned problem in language learning/teaching.

As it has already been accepted, introducing the internationalisms at the initial stage facilitates the process of language learning. In addition, the origin of the language learner should be taken into account. According to this, the vocabulary of common use (for example, English, German, French, Turkish, Persian, Arabic, and Polish... languages) should be worked on. We do not exclude the provision of information about barbarisms. We consider that one of the main and the most important stages is getting to know the lexical diversity of the Georgian language. For this, we can use both verbal and non-verbal means. We must provide the language learner with appropriate exercises; with the help of tables, diagrams, texts and dictionaries, we should show, explain and teach Georgian word formation patterns (formed words and composites), as well as synonyms and antonyms, euphemistic word expressions and phraseologisms (including phraseological word combinations, situational phraseologisms).

The ancient lexical fund of the Georgian language and rich and diverse means of word formation makes it possible to plan and organize the language learning/teaching process in such a way that it becomes easier for the language learner to create a certain lexical stock and be able to produce new nominal and verbal lexical units.

**Samoylyukevych Inna**
*Vilnius University, Lietuva*

### Exploring the Impact of International Collaborative Experiences
### on Foreign Language Teachers' Professional Development at Vilnius University

The emergence of a global higher education space in the interconnected world is setting new demands on universities. The need for more sophisticated forms of teaching and learning causes a growing tendency of international cooperation between higher education institutions, which occurs as a result of increased opportunities for on-site and online interactions with colleagues from other countries. Universities are continuously encouraging teacher communities to internationalise curricula, build intercultural collaborative links in research and innovation, participate in professional development activities through international

collaboration such as virtual exchanges, blended and physical mobility programmes, and international collaborative projects and initiatives.

The success of internationalisation in higher education institutions, to a great extent, depends on the implementation of effective language policies. To enrich 21st-century language education, the Council of Europe language policy instrument – the CEFR Companion Volume – shifts to a complex vision of the situated and integrated nature of language learning and language use. This raises the issue of quality assurance in foreign language teaching and requires university-level foreign language teachers to reconceptualise all the necessary components of the teaching/learning process. It is a complicated and challenging task for faculty professional development as their roles and responsibilities have to undergo transformative changes.

The present study reports on the analysis of the impact of international collaborative experiences on foreign language teachers' professional development in the context of the initiative on the implementation of the CEFR Companion Volume into the teaching/learning process at Vilnius University (Lithuania) in 2019-2022. The initiative was framed as a project of rethinking language teaching and testing to non-specialists, which was coordinated by Dr Johann Fischer from the Centre for Languages and Transferable Skills at Georg-August- Universitat Gottingen (Germany). The team of 40 language teachers participated in a series of professional development workshops conducted by an external trainer in order to adopt a new approach to teaching and testing and to design an innovative curriculum. In its current stage, this project aims to implement the new approach, the process being carefully monitored by the head of the department, the quality assurance department of the university and the external trainer.

To explore the impact of international collaborative experiences on the faculty's professional development, a qualitative case study research was chosen as the number of participants was limited. The perceived effect was analysed through conducting a survey with the help of a questionnaire consisting of open-ended questions. The qualitative analysis of anonymous teachers' responses resulted in identifying the following five categories:

understanding new educational policies and approaches, contributing to collaborative curriculum design, managing authentic resources, changing teaching practice and learning assessment, and promoting 21st-century skills. The findings showed that participation in international collaborative activities provided the opportunity to share knowledge and good practices across cultures, receive constructive feedback, reflect on how the teaching approaches relate to students' areas of specialism, and create an international perspective of university- level language education.

**Servet Çelik, Bilal Karaca**
*Trabzon University, Turkey*

### Enhancing Language Educators' Competence for Multilingual Education: A Qualitative Study on Training Program Development and Implementation

The increasingly multicultural and multilingual environment in education has highlighted the importance of language educators with the skills to handle diverse classrooms effectively. With student populations becoming more diverse, educators must possess linguistic expertise and the ability to foster inclusive and effective learning environments.

This research seeks to bridge a gap in the training of language teachers by examining how it can be tailored to a better preparation of teachers for multilingual classes. In this regard, the main objective of this research is to identify the key elements that make the training programs of language educators successful in multi-lingual environments. By delving into the experiences, perspectives, and needs of language educators, this study aims to provide insights into designing, implementing, and assessing such training initiatives.

The data will be collected through in-depth interviews with experienced language educators who have taught in diverse, multilingual classrooms. The interviews will be guided by open-ended questions that encourage participants to share rich narratives about their experiences, challenges, and strategies when teaching in culturally diverse settings. Thematic analysis will be used to identify common themes, patterns, and insights from the collected data.

The research highlights the educators' perceived training needs, emphasizing the importance of tailored professional development to enhance intercultural communication skills and teaching approaches.

**Shavtvaladze Nana**
*University of Georgia, Georgia*

### Requirements and a Description of the A2 Level of Teaching Georgian as a Foreign Language

As is known, the Common European Framework Reference (CEFR) is a guide to indicate the level of languages. This applies to languages taught as foreign languages. The instruments established by the Council of Europe played a decisive role in teaching "foreign" languages. In language teaching, the four main skills, reading, writing, speaking, and listening, through which the learner achieves the results, are important. Special preference is given to the communicative approach, through which the relationship is established and started. By actively using this teaching method, new approaches are developed to learn unfamiliar languages easily and quickly through convenient techniques. By identifying language needs, specific knowledge is precisely determined, i.e. the knowledge necessary to achieve various levels of communication.

Until now, the language assessment system was divided into six levels - A1, A2, B1, B2, C1, and C2. It is possible and permissible to divide each level into two or subdivide them according to the needs of the local context. A + level has been introduced, the function of which is to determine the partial excess of the level. The novel addition is the introduction of a lower level below A1, known as pre-A1. Generally, levels are defined by the descriptor"can". This approach was described in 2001 but was preceded by the work done for the English language - 1975 (Threshold level). Unsurprisingly, Great Britain initiated consideration of this issue early on. The formation of the specificity of the English language was soon followed by French (Un Niveau Seuil, 1976). These two tools are used as a basis for reference tools of the same type, which were subsequently developed for other languages, considering the specific characteristics of each language.

The CEFR builds upon and integrates all these accomplishments. It developed the description of mastering foreign languages based on the types of competence and sub-competency. The created descriptors are general; that is, they are not adapted to a specific language. Now Pre-A1 level has been added, and it is all written in the following languages: English, French, German, Italian and Spanish. The specifications in the CEFR may be very general, but their scope is wide. Descriptors track the progressive mastery of each skill rated on a scale. All this is interesting and innovative for textbook authors, teachers, and other professionals. What is of interest to us is an A2 level textbook, its format and internal structure, and how these features appear in it.

**Shaishmelashvili Tamar**
*Georgian Technical University, Georgia*

### The Role of Multimedia Technologies in Second Language Acquisition

The issue of using multimedia for educational purposes has become relevant in the 21st century and already occupies a large place among other educational means. This approach was used by language learners to build an intensive relationship with the target language. The successful mastery of the language course is greatly determined by the ways and methods of using electronic means, which are a prerequisite for an effective learning process.

It must be said that during the COVID-19 pandemic, distance learning and use of electronic technologies had a positive side. On the one hand, it contributed to learning subjects of study and increased teaching productivity. On the other hand, students improved their communication and active listening skills.

This experience should be taken into account when learning/teaching a second language in terms of developing language competencies (reading, writing, listening, speaking). Multimedia tools integrated with the language course greatly determine the successful acquisition of a second language.

The purpose of the research is to explore how effective is the study of lexical items using multimedia technologies.

The use of multimedia resources along with traditional teaching texts significantly accelerates the language acquisition process. To create an effective learning environment in this process, teaching methods such as verbal and demonstration methods, role-playing and situational games, discussion/debate and group work are given great importance. The student is motivated by using new learning tools.

Multimedia information, which is the result of simultaneous impact on hearing and vision, has a significant impact on the student and helps to understand a complex text more deeply and thoroughly; In the acquisition of knowledge and the formation of healthy attitudes. The student is motivated by the use of new teaching methods. It becomes easier for the listener to perceive and remember information quickly. The text, decorated with sound and visual effects, develops creative thinking. Presenting the learning topic dynamically and pleasantly attracts the attention of students more.

This is especially noticeable when studying foreign vocabulary. After all, electronic media create an excellent environment for learning a language. Visual and sound methods significantly help students in word formation at the initial level, understanding a particular word, simple phraseology, observing the polysemy of words, replenishing the active lexical fund and enriching the vocabulary.

Electronic communication also involves the study of the culture for which the student is trying to master the language. Technological means have a great potential in this regard. This helps to expand their knowledge and forms a positive attitude towards various cultural realities.

According to specialists, the reasonable use of multimedia brings effective, innovative and positive results in the educational process. Multimedia texts, pictures, diagrams, photos, video and audio fragments... Along with the improvement of attention concentration and intonation, it helps to master the necessary program of study and organize processes of study. At the same time, the level of vocabulary acquisition increases and the time saved on lessons can be used for the development of speaking skills. Today, the need to use multimedia tools in the learning/teaching process is relevant. Multimedia technologies, both in the audience and in homework, significantly increase language competence.

**Sharafutdinova Elena**
*California State University, Fresno, USA*

**The Role of Explicit Teaching about L1 Interference in the Acquisition of L2 Italian Prepositions**

The (mis)use of prepositions is one of the most problematic areas of L2 (second language) Italian grammar (Katerinov, 1975), and L1 (first language) transfer has been found to affect the learning of prepositions mediated by various factors, including L1 background, length of instruction, task type (Jarvis, 2000), and gender (Llach, 2010). Previous research showed that L2 Italian prepositions are difficult for L1 English learners and the learners' poor performances are mostly caused by negative L1 transfer (Sharafutdinova, 2022). According to Cummins (2013) and Göbel with Vieluf (2014), teaching about L1 interference can improve learners' achievement in L2 settings. The current chapter investigates how explicit teaching about L1 interference improves learners' achievement in L2 classrooms. The study was conducted on thirty beginning learners of L2 Italian with L1 English background. One group (n=15) received explicit instruction about L1 interference and another group (n=15) received communication method instruction (no explicit teaching). The participants' knowledge of Italian prepositions was evaluated through a multiple-choice task. The results demonstrate an important role played by explicit teaching about L1 interference in the acquisition of L2 Italian prepositions. The paper offers pedagogical implications with curriculum recommendations and classroom-based instruction suggestions based on findings.

**Sharashenidze Nino**
*Ivane JavakhishviliTbilisi State University, Georgia*

### "Reading Resource" for Teaching Georgian es a Second Language and Principles of its Construction

In the "Unified Program of the State Language," it is repeatedly mentioned that among the issues to be implemented, the promotion of teaching the Georgian language is important and necessary in formal and non-formal education at all levels. The creation of an additional "reading resource" for learning the Georgian language aims to achieve this goal.

The development of reading skills is the basis for the development of all other skills; at the same time, the text provides an opportunity to observe language mechanisms directly related to the use of language. The gradual development of reading skills also increases the level of literacy and develops critical thinking. The goal of this paper is to present a general structure for reading text processing and basic principles for creating additional learning resources. It will be possible to use the material created based on these principles both for teaching in the school space and for self-development (in particular, as a self-teacher). This means that, in the future, any amount of text will be processed and turned into a new learning resource using this method. The report will also present two sample texts processed according to this principle (for levels A 1 and B1). Texts are presented according to language proficiency levels. Each text is processed according to a pre-created structure, which involves linguistic analysis of the text and reflection of individual grammatical issues in practical exercises.

The main task of the paper is to propose the main principles of the creation of resources to be used for educational purposes and independent work and, in this way, to reduce the problem that implies the scarcity of resources.The preparatory text for the reading resource should be a learning resource saturated with versatile and practical exercises, which provides an opportunity to enrich both speaking skills and vocabulary and gain grammatical knowledge. The practical guide to the reading resource will be a useful resource for different target groups: for learners of Georgian as a second language, for Georgian diasporas abroad, for distance learning courses of the Georgian language, for anyone wishing to improve their knowledge of the Georgian language.

**Shashviashvili Maia**
*Ivane Javakhishvili Tbilisi State University, Georgia*

### Difficulties in Learning a second language and ways to overcome in pupils with dyslexia

Reading is a dynamic and complex process. In the process of reading, an adult is aware only of the content of what has been read, and the psychophysiological operations preceding it are carried out unconsciously and automatically. (Learner, J. W. (1997). Reading skills develop with age and experience. At the very beginning, we learn to read, and only afterwards we learn by reading. Therefore, reading is of great importance for the development of a person, and the lack of this skill automatically causes difficulties on the path of personal success. Delay, or impairment in reading is part of a cluster of diagnoses called Specific reading disorder (dyslexia) (T. Gagoshidze. 2007). Regardless of the language we learn to read, dyslexia is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge (IDA, 2002). Research shows that these difficulties vary by age, language characteristics, and learning strategies, but they still apply to second language learning. Moreover, it creates even greater difficulties.

The ability to read in an L2 is even more complicated because it involves not only the ability to read but also the knowledge of and the ability to use the second or foreign language"(Lisbeth M. Rolf V. Glenn O. 2016.). This difficulty is even more acute in our country since there is no high awareness of dyslexia, and so far reading difficulties can be considered as laziness on the part of teachers or parents. Taking everything into account, it can be assumed that students with dyslexia remain in conditions of even less support regarding

learning a second language. On the one hand, their difficulties are not assessed appropriately whereas on the other hand, they are not properly supported in the learning process.

This article deals with the main difficulties of learning a second language for students with dyslexia and ways to overcome them. Several studies have been carried out abroad on this issue, although we do not have a similar study in Georgia on the difficulties of learning Georgian as a second language. In general, students with dyslexia, compared to typically developing students, read and write less when acquiring a L2, and their learning process is statistically slower in acquiring vocabulary and developing spelling. (Helland, T. Morken, F. 2016). Learning a second language can be especially challenging for primary school students with dyslexia, as they also have a difficulty with phonological analysis, reading, and writing while learning their first language.

Teachers can help students with dyslexia reach their language potential with the evidence-based strategies outlined in this article. They introduce the benefits of multilingualism and gives them the opportunity for future development. Creating such a positive and inclusive learning environment is essential for students with dyslexia to feel comfortable with the learning process, which, in turn, will increase self-confidence and motivation to learn.

Recognizing these challenges is critical for teachers and education policymakers to help students with reading difficulties learn the Georgian language as a second language.

**Sokhadze Ketevan**
*Georgian Technical University*

## For Teaching A Georgian Sentence Structure

It is a well-known fact that when learning a foreign language, a person is guided by the norms of his native language and uses its clichés to learn a new language. For linguists, similar processes are known as "grammatical calques," and it is also significant that these so-called calques create certain barriers and slow down the learning process, making it lengthier.

In the process of learning the Georgian language, the issue of the correct construction of the sentence belongs to one of these "calques", because the verb – predicative is the backbone of the Georgian sentence and it determines the correct fluency of the entire sentence. That is why the order of words in our sentences is free, no matter where we put subjunctives and additions, the functions will not change, and we will not have to deal with misunderstandings. The multiplicity of the verb also determined that in Georgian (and in general, in all Iberian- Caucasian languages), we have 4 main members: predicative, subject, indirect and direct objects.

Our listeners studying the Georgian language are mostly representatives of Indo-European and Turkic-Alatau (maybe Hungarian-Finnish) families. These languages have sentences of nominative order, and because of this, there is a strictly defined rule of sentence construction. Unlike Georgians, verbs are only expressions of subjective persons, and because of this, the subject will be included in the nominative case only. This is the head of the construction of the sentences, which necessarily means putting the subject in the first place.

And here's why... if there is a direct object placed in the nominal case in the sentence of these languages, if we don't put it after the subject, we will get meaningless sentences. I will show you this using the example of the Azerbaijani language: Ali var defter (Ali has a notebook). It is enough to move the word "notebook" to the first place, and we will get nonsense: Defter var Ali, translated into Georgian with the exact meaning: the notebook is Ali.

In the Georgian language, we will never have to deal with such a misunderstanding, because, thanks to the big correlate (verb-predicative), the subject and direct object have their own case forms according to screeves and series.


The order of words in a Georgian sentence is free and it doesn't matter where we put the subject and direct objects. Only one thing can be taken into account as a recommendation, the verb - predicative should be considered at the end of the sentence.

**Sokolova G. Anna V.**
*Metropolitan Autonomous University, Mexico City, Mexico*

**Mexican University Students' Identity as Constructed through their Social Representations of the Indigenous Languages**

Problem statement: It is crucial to explore the role of Indigenous languages in the societies where they are used and spoken. In this regard, Mexico is distinguished by its linguistic diversity due to a great number of ethnic groups living in the national territory. Unfortunately, there have been various factors throughout the history of this country that have threatened the existence of 68 native languages and their 364 linguistic variants. Therefore, different national and international governmental and non-governmental organizations have taken certain measures aiming at reversing this process. They have launched various programs and projects to study the heritage languages and cultures and reinforce the importance of the latter for the sustainable development of Mexico. Despite these efforts, these languages are still in danger of extinction.
Purpose: Motivating university students to learn the Indigenous languages of their country and, thereby, approaching the native speakers' cultures can be regarded as significant support for making the above-mentioned actions successful. In this connection, it is particularly necessary to examine the social and cultural identity of Mexican young people in terms of their beliefs, opinions, attitudes, etc., linked to the local languages. Research methods: From 2019 to 2022, research was conducted among 175 students enrolled in various curricula in a Mexican public university. It was carried out within the framework of the Theory of Social Representations proposed by Serge Moscovici (1961). This theory states that social representations are essential in identity construction. The participants responded to the questionnaire related to their academic and demographic characteristics as well as their perceptions of the Indigenous languages. Moreover, 37 students took part in group discussions. The obtained information was analyzed both quantitatively and qualitatively (IBM SPSS software and content analysis, respectively).
Main results: Broadly speaking, the respondents' demographic, personal and academic features, together with the place they conferred to the Indigenous languages and cultures on the national "linguistic market" (the term coined by Pierre Bourdieu (1982)) had an enormous impact on their collective identity formation. Most of them considered the local native languages and cultures to be vital for the past, present and future social, economic, and cultural development of Mexico. Almost half of them were interested in learning an Indigenous language and discovering the ancestral cultures of their country. It is sought with research to contribute to the further development of the university curricula, the main goal of which is to give comprehensive academic and professional training to the students.

**Stoyanova Atanasiya**
*OSCE, HCNM, Kazakhstan*

**Inclusion, Multilingualism and Conflict Prevention through MTB MLE: Experience of Kazakhstan and Kyrgyzstan**

Socio-economic and political turmoil during the last decade of the 20th century and the first two decades of the 21st century has resulted in escalating occurrences of conflict and displacement, accompanied by the risk of ongoing cycles of marginalization, exclusion, and social disaffection.
The focus of this presentation will cover the HCNM experience in the Central Asian region in the field of inter- ethnic conflict prevention through the promotion of balanced MLE approaches, which support social cohesion and integration of diverse societies with a history of interethnic conflict.
Both Kazakhstan and Kyrgyzstan have traditionally diverse societies in which the individual identities of persons belonging to minorities are often multiple and multi-layered. Such diversity needs to be valued and promoted as an important asset and heritage of the country. This is a complex and challenging task.
In both Kazakhstan and Kyrgyzstan, there is a clearly articulated demand at the local level, as well as a clear

trend at the policy level to promote MLE.

Despite the continuing concern for the future of minorities' mother tongues in education, societies in both countries recognize the benefits of MLE. Parents no longer face the dilemma of choosing only one language of instruction, which used to be often different from the family language, since multilingual programmes allow mastering both: the student's mother tongue, as well as other target languages: the State language, Russian, and a foreign language. This approach, on the one hand, allows satisfying the basic rights of citizens to preserve their identity, and on the other hand, creates the opportunity for the formation of multiple identities of the individual. The better acquisition of the state language and access to regional and world languages in MTB MLE programmes contributes to the expansion of the boundaries of personal identification, social mobility, reduction of risks of discrimination and integration of society.

Applying mother tongue-based multilingual programmes (MTB MLE), as well as giving a choice in adhering to and developing MLE school programmes, taking into account the views of parents and the linguistic situation of the regions, strengthens the trust of ethnic groups and shapes their positive perception of the language education reform.

The OSCE HCNM experience in other countries shows that if steps are taken to introduce multilingual education without reassurance that the teaching of subjects in minority languages will be maintained, and without the mechanisms that ensure that such instruction will be of a high standard, this could lead to a negative reaction from minority communities that may perceive that MLE is being introduced with the ultimate goal of assimilation. In addition, as foreseen by the HCNM Hague Recommendations, there are strong pedagogical reasons for ensuring an appropriate balance in languages of instruction at different levels of schooling.

Wider dissemination of both the successes and challenges of MTB MLE implementation in these countries would be a valuable contribution to global developments towards balanced multilingual education that supports minority and majority languages.

**Todua Ana**
*Ivane Javakhishvili Tbilisi State University, Georgia*
**Tupuria Stela**
*Ilia Chavchavadze Tbilisi State University, Georgia*

**Use of Multimedia and Didactic Games in the Process of Learning / Teaching Georgian as a Foreign Language**

A large number of people all over the world learn a foreign language for different reasons. Almost without exception, the first language is learned with less effort and everyone succeeds. In the process of learning a second language, accomplishment is not guaranteed. There are many non-identical conditions and processes to consider here.

Interest in learning Georgian as a foreign language is growing gradually. Correspondingly, the teachers' demand for modern methodical literature on language teaching is increasing, which is quite deficient in the Georgian language; however, it is noteworthy that Georgian scientists are actively working in this direction, which once again emphasizes the relevance of the topic.

It is assumed, according to the modern approach of language didactics, that emphasis is placed on the development of communication skills. Topics and materials are tailored to the needs and requirements of the language learner. In the paper, we will speak about the process of learning/teaching Georgian as a foreign language, the challenges, and the specific approaches that, according to our observation, have been effective in the process of working with the target audience. The approaches were adapted to the needs of Georgian language learners, and the process became amusing and, in particular, stressless.

Along with the development of modern technologies, teaching/learning methods and tools are also changing. The development of techniques in the digital world provides a wide area for the teaching process, based on modern approaches, to be learner-oriented.

The paper analyzes the role of multimedia and didactic games in learning/teaching Georgian as a foreign language. The importance of didactic games is to increase motivation in students and create an environment where the learning/teaching process becomes fun and interesting. Also, to what extent do educational activities help to simplify the process of learning Georgian as a foreign language? The paper will present exact examples and the games by the author, with the help of applications. We think that the issues presented in the paper will be relevant and interesting for the audience.

**Townsend-Nakai Leon**
*Kwansei Gakuin University, Japan*

### Enhancing Student Presentation Skills through Self-Assessment

Research has shown that successful language learners are often able to self-assess their performance (Brown, 2007). However, there is often a gap between how students and teachers interpret evaluation criteria (Shimo, 2011). In order to address this discrepancy, this exploratory study set out to evaluate how student self-assessment can lead to improved presentation skills through a process of reflective practices. Initially, students were asked to complete a self-evaluation survey following their first presentation based on the same rubric utilized by the instructor for student feedback. Next, students were given teacher feedback and were encouraged to compare their own reflections with the teacher's evaluation in order to gauge their own ability to self-assess their strengths and weaknesses in delivering a presentation in English. Finally, students completed a post- evaluation survey on the usefulness of the self-evaluation process following their final course presentation. Results were largely positive, with 98% of students either agreeing or strongly agreeing that the self-evaluation was useful, and 92% of students either agreeing or strongly agreeing that the self-evaluation process helped them improve. The aim of this presentation then will be to further discuss the results in greater detail by identifying, among other things, which skills the participants had difficulty in correctly self-assessing while offering recommendations that stimulate discussion on how this self-evaluation process can be adapted and utilized in similar ESL learning contexts.

**Tsertsvadze Marine, Remishvili Tamar**
David Agmashenebeli National Defense Academy, Georgia

### Diverse Class Management and Language Teaching on the Example of the Georgian Language Program of David Agmashenebeli National Defense Academy of Georgia

By the legislation of Georgia, the Georgian language educational program (hereinafter the program) is a special educational program implemented by persons enrolled in a higher educational institution to acquire skills and knowledge of the Georgian language (writing, reading, listening, speaking) at the level necessary for a bachelor's degree to continue with the Integrated Bachelor-Master of Teacher Training, Integrated Master of Veterinary Medicine, Graduate Medical/Dental Education Program.
Since 2011, the David Agmashenebeli National Defense Academy of Georgia (hereinafter the Academy) has been successfully implementing the above-mentioned program. The program is distinguished by its features, including how to convey the complexity of the language to non-Georgian students, what kind of problems exist in terms of multilingual teaching, and what are the specifics of managing a diverse and small class. According to international experience, the most effective strategies for multilingual teaching are:

Individual approach;

Student support;

Encouraging cooperation and teamwork;

Productive activities;

Measurable learning objectives;

Timely feedback;

Planning group meetings;

Comparison of diverse and small groups and review of the results of the conducted survey is the actual issue that has been faced by the implementers of the mentioned program of the Academy more than once. However, it is important for the Academy to consider these features, and to provide ways to solve them, which will contribute to the development of the program. The specifics of the program envisage implementation staff working with both diverse and small groups.

Based on all of the above, students from a small class should also become active members of a community with common goals, which will lead to a positive attitude and higher expectations for students and graduates of the program. Both large and small classes allow students to support each other more easily and become more confident. Teachers have more time to adapt to student needs, design and plan appropriate and effective activities, and analyze student work. However, teachers should not ignore the fact that small classes have their own unique challenges. These problems are easily solved if the teacher is well organized, provides a variety of teaching methods during the week, uses a variety of activities, and takes advantage of quick responses to changes in classroom and learning dynamics. All this can be highlighted in the results of the survey conducted by the Quality Assurance Service of the Academy. The questionnaire is developed together with the teachers of the program, and non-Georgian students participate in the survey. The results of the survey are analyzed by the Quality Assurance Service and the results of the survey are communicated to all interested parties.

The results of the survey reveal the methods and approaches the teachers implementing the program employ, the strategies they use, the ways they develop students' writing, reading, listening, speaking and learning skills, and how the academic and social integration of students takes place in the Academy.

Due to the limitations of the thesis format, the topic is accompanied by a questionnaire, through which it is possible to evaluate the effectiveness of a small class. The paper also presents the results of the survey and developed recommendations.

**Uyumaz Abdullatif**
*Trabzon University, Turkey*
**Gezder Tuncay**
*Karadeniz Technical University, Turkey*
**Çelik, Merve**
*Erciyes University, Turkey*
**Bıyıklı, Edanur**
*Gazi Osman Paşa University, Turkey*

**Exploring University Instructors' Perceptions of Poetry as a Catalyst for Cultural Learning in Language Education**

Problem Statement: This research addresses the gap in understanding the perceptions and challenges of university language instructors regarding the integration of poetry as a tool for enhancing intercultural understanding within language education.

Purpose: This study aims to uncover the perceptions of university instructors on the potential of poetry to serve as a bridge between linguistic competence and cultural competence. By exploring their beliefs, experiences, and challenges in incorporating poetry into language lessons, the study seeks to illuminate the pedagogical opportunities and obstacles that arise.

Research Methods: The research methodology employed in this study aligns with a qualitative approach, which seeks to delve into the complex perceptions and experiences of university language instructors concerning the integration of poetry as a facilitator of intercultural understanding within language education. Semi-structured interviews, a cornerstone of qualitative research, have been selected as the primary data collection technique. Through these interviews, language instructors are provided with an open yet focused platform to articulate their insights, beliefs, challenges, and experiences related to the incorporation of poetry in language instruction. Upon the completion of the interview phase, the gathered data will undergo a rigorous process of content analysis. Content analysis is a systematic and iterative method that involves the identification, coding, and categorization of themes and patterns present within the transcribed interview data. By meticulously examining the textual content, significant themes will be extracted, allowing for a comprehensive exploration of instructors' perceptions, motivations, apprehensions, and strategies regarding the use of poetry for intercultural understanding. This analysis process will enable the researchers to uncover both explicit and implicit insights within the data, revealing the intricate nuances of the instructors' viewpoints.

Main Results: The findings will shed light on how poetry can effectively be integrated into language instruction and provide a nuanced understanding of instructors' motivations and apprehensions. The implications of this research extend to both theoretical and practical dimensions of language education.

**Vilanova Cifre Maria**
*University of the Balearic Islands, Spain*

### Study of English as an Additional Language in Students with Dyslexia

This paper examines the difficulties dyslexic students encounter while learning the English writing system as a foreign language. It is not only about stating that dyslexic students have problems when learning a foreign and opaque language such as English but also about finding out where the difficulties lie. According to some researchers, English spelling is an "opaque" language that causes difficulties due to its consonant clusters and its complex syllabic structures. The main aim of this paper is to discover the difficulties Catalan speakers encounter when learning this language. This goal has never been published before, as the Catalan language has not been studied in depth from this point of view. Consequently, it is essential to have it done as it will provide a lot of information regarding this language, in addition to the effects of bilingualism (Catalan and Spanish) within the possible results.

This experimental proposal is aimed at analysing the effects of this reading disorder when learning a foreign language with the methodology of participants taking two tests. The first test is in English, while the second is in Catalan. By doing this, the paper seeks to demonstrate the most complicated groups of consonant syllabics for dyslexic students.

The project variables are divided into two groups: dependent and independent. Mistakes made by the participants depend on the device used. On the other hand, syllabic complexity, diagnosis of dyslexia, the student's L1, age and socioeconomic status are independent variables. Materials were divided into two parts: activities in English and in Catalan. Four different tasks were programmed for fourteen-year-old participants: lines tasks, correct word tasks, dictation, and rhyming lines tasks.

Throughout this analysis, it has been mentioned that English is an opaque language, at least more opaque than

Catalan. Nevertheless, although students made fewer errors in Catalan than in English; as was expected, some mistakes made in the Catalan test can prove that this language is not that transparent. Some clusters with 1 sound represented by 2 letters caused a lot of problems as well as the sibilants. Group number 1 being more arbitrary and opaque, presenting 1 sound for 2 letters, was more complicated than the clusters from both languages presenting 2 sounds and 2 letters. The section that differed the most among the languages was one of 3 sounds and 3 letters, as it is more transparent in Catalan than in English, as in the last one the sound part is not clear. It is quite misleading, confusing, and complex. A clear difference in problems between the dyslexic group and the non-dyslexic has been demonstrated. It is a fact that was expected to occur as well as knowing that the more arbitrary and opaque consonant clusters would lead to making mistakes.

**Zbenovich Claudia**
*Hadassah College Jerusalem, Israel*
**Yelenevskaya Maria**
*Israel Institute of Technology, Israel*

### Fun in Class? Using Humor in Teaching English for Academic Purposes

The benefits of using humor in language teaching are seldom contested, yet its application in EAP courses still remains unresearched. Moreover, most studies conducted so far have focused on how instructors, and native English speakers, incorporate humor in order to facilitate the acquisition of phonological, lexical and structural features of English and more importantly, introduce learners to American and British cultural and societal stereotypes. The goal of this presentation is to analyze how humor works in the context where learners and instructors are non-native speakers, where students are unmotivated since English is not their major, and where classes are multilingual and multicultural - namely the students' perception of humor is perforce grounded in different cultural traditions. We study humor in its manifestation in both the linguistic and social context of teaching EAP courses in Israeli academia and trace the ways in which humor is framed in EAP interaction. More specifically, we discuss the use of humor in pedagogical terms with regard to its capacity to foster students' participation, as well as in sociolinguistic terms with regard to facework and the creation of social order in class. Relying on the communicative-pragmatic analysis of course materials, participant observation and auto-ethnography, we discuss humor as part of the instructor's emotional management in the process of teacher-student / student-student interaction and examine it as an emotional constituent of communication in class.
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**Zekalashvili Rusudan**
*Ivane Javakhishvili Tbilisi State University, Georgia*

### Thematical Division of the Georgian Lexis Represented in the Online Learner's Dictionary

Some strategies of learning and teaching of lexis are discussed in the paper. In our case, it is learning Georgian as a foreign language by means of the Online Learning Dictionary placed on the website www.geofl.ge.
The aim of the paper is to underline the importance of the thematic classification in promoting semantization and distribution of vocabularies. Special attention is paid to selecting the thematic groups on the different levels in the process of learning Georgian as a foreign language and also to program integration according to the author's conception in the learner's dictionary.
The frequency method for spreading lexis is used in the thematic division as well as the methods of distribution, semantization and description.
The program "Irbach" which is designed to be a program for learning and teaching Georgian as a foreign language has been created in the Ministry of Science and Education of Georgia (the author and head of the

program – Prof. Marika Odzeli). This program involves the whole process of learning, helps to understand the peculiarities of the Georgian language and overcome the difficulties of the phonetic and lexical character; it also helps in obtaining the fundamentals of Georgian grammar and in working out the habits necessary for communication skills. All the components of the learning material as well as the methodological material are linked to each other throughout all the levels of the learning process (A1, A2, B1, B2, C1, C2) and this fact results in elaborating the skills for the different levels of the Georgian language, such as listening, reading, writing and speaking (see CEFRL). It could be impossible to teach foreigners all the mentioned levels without having certain knowledge of the lexis and grammar of the language. The manual, the working sheets and the system of the exercises are of great help to overcome the problem.

Several methods and special exercises are used in the process of learning the lexis. These methods make it easier to remember several foreign words and use them in an adequate natural way in oral or written communications. The manuals are based on the principle of the thematical division of the lexis material and on the corresponding visible material (illustrations). For example, such groups can be divided and named as office, home, furniture, human body, clothes, meals, drinks, transport, animals, birds, plants and so on.

One of the most important parts of the above-mentioned learning complex is the Online Learner's Dictionary in which the lexis material is divided according to the thematic principle (the concept and structure of the dictionary entry are developed by the author).

Each lexical unit is voiced; first of all, it is characterized semantically, thematic and semantic data are also given, but it is also studied at the background of the synonyms, antonyms and idioms which are pointed out; the sample sentences are also given (chosen mostly from the manuals of the appropriate levels). Speaking about grammatical characterization we mean pointing out the part of speech and its most important features. Along with each lexical unit, its thematic-semantical group is pointed out. Sometimes there can be two or even more such groups. Altogether, there are 42 such groups, arranged according to their alphabetic order.

In the online dictionary, the function of choosing the related semantic words is integrated according to the chosen level and parts of speech. Digitalization of the parts of speech and their interrelations became possible through the special computer program.

The program for learning German as a foreign language ("Profile Deutsch"), is used as one of the examples for building the concept of this Dictionary. We took into consideration the lexicographic experience of Langenscheidt Great Dictionary (Glaboniat et al. 2002; Langenscheidt 2008; see also Curcio 2015; Elyas, Alfaki 2014).

**Zhorzholiani Ana**
*The University of Georgia, Georgia*

### Challenges of Teaching Georgian as a Second Language within the School Readiness Program

According to the State Strategy for Civil Equality and Integration of Georgia 2021 - 2030, the language policy towards ethnic minorities includes strengthening and popularizing the status of the state language in regions densely populated with non-Georgian speaking population. The expansion of accessibility to state language for non-dominant ethnic groups and ensuring their full civil integration is one of the main priorities of the Unified National Strategy of Education and Science of Georgia 2022-2030 as well. A similar objective is behind the law

„On Early and Preschool Education, "which stipulates the Georgian language as the language of instruction, ensuring the children attending non-Georgian-speaking kindergartens have the opportunity to acquire foundational skills in the state language. By focusing on building an inclusive linguistic educational space, the educational system can better cater to the needs of both dominant and minority groups. This not only helps ethnic minority children acquire the necessary language skills but also fosters an environment where cultural diversity is celebrated and respected. Such inclusivity benefits all students, promoting understanding, empathy, and cooperation among different linguistic and cultural backgrounds.

Purpose: To identify the efficient approaches for implementing the school readiness program over the country ensuring equity, inclusion, and diversity in terms of accessibility to state language from the early years.

Research Methods: Desk Research

Main Results: Teaching Georgian as a second language within a school readiness program is related to several challenges such as language barrier, limited resources, continuous professional development, age-appropriate instruction, assessment and progress monitoring. The focal point is the absence of a school readiness program and other supportive materials/resources in a language accessible to ethnic minorities. The proficiency of caregivers/ caregiver-pedagogues in the Georgian language, and thus, language modelling and facilitation of language development by engaging children in meaningful conversations, storytelling, and vocabulary-building activities is an issue as well. In the municipalities where ethnic minority groups reside, there have been instances where school-age children are kept in ECE institutions due to their limited or lack of knowledge of the Georgian language (Barkaia, Thintsadze, & Keshelava, 2022). This situation underscores the challenge and importance of language acquisition for effective participation in educational activities and proper integration. On the other hand, to ensure inclusion that goes beyond mere integration by actively creating an environment that values and appreciates the diverse perspectives, backgrounds, and abilities of all individuals, it is essential to strengthen the focus on local context within the existing SRP, offered to the dominant ethnic group.

Addressing these challenges requires a multi-faceted approach that involves collaboration among all relevant stakeholders, as well as qualitative and quantitative studies focused on community needs ensuring efficient evidence-based decision-making.