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Grammatical-pragmatic aspects of teaching verb forms to non-Georgian speakers

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ABSTRACT

For non-Georgian speakers, in the process of teaching the Georgian language, it is crucial to overcome the problems that accompany the understanding, comprehension and mastering of verb forms. The complexity and diversity that is characteristic to the Georgian verb is conditioned not only by polypersonalism or even by the large number and functional richness of the prepositions, but also by the variety of lexical means. The Georgian language has inexhaustible means to produce new verb forms, in order to give the speaker (speaking individual) opportunity to express the new semantics more accurately, to specify the utterance and to add more clarity to the meaning. For example, if a language learner expresses a desire to perform an action, then it is better to first get him/her used to the infinitive constructions of the verbs including **მინდა (მსურს) minda (msurs) I want (I would like)**, for example, I want (I would like) წაკითხვა tsakitkhva – to read (მუშაობა mushaoba – work... წასვლა tsasvla – go, დადგომა dadgoma – stand... თქმა tqma – say, ჩაცმა chatsma – dress...). In the next level of language learning, we can also introduce verb constructions expressing the desired action: **I want (I would like) წავიკითხო tsavikitkho – to read** (ვიმუშაო vimushao – to work... წავიდე tsavide – to go, დავდგე davdge – to stand... ვთქვა vtqva – to say, ჩავიცვა chavitsva – to put on)... This will also prepare the ground for the language learner to express the obligation with the help of a particle **უნდა unda (I must)**: unda tsavikitkho – I must read (vimushao – work... tsavide – go, davdge – stand... vtqva – say, chavitsva – put on)... He/she could easily build relatively extensive constructions: qartuli ena kargad unda vistsavlo – "I must learn Georgian well"; dghes bevri unda vimushao – "I must work a lot today"; khval universitetshi unda tsavide – "I must go to university tomorrow"; dilit adre unda avdge – "I must get up early in the morning"; es teqsti zepirad unda vtqva? – "Should I say this text orally?"; Tbilad unda chavitsva – "I must dress warmly". The report will provide extensive material to demonstrate the grammatical and lexical means that will make the learning / teaching process of verb forms easier for non-Georgian speakers.

Key words: *learning, teaching, Verb construction, Language learner, Semantics*

Introduction

It is recognized that the verb is the "backbone" of the Georgian sentence, that "a Georgian speaks only with verbs" and "if you know a verb, then you know the Georgian language". These expressions show both the variety and complexity of the Georgian verb. Therefore, for non-Georgian speakers, in the process of learning the Georgian language, it is crucial to overcome the problems that accompany the understanding, comprehension and study of verb forms. Our goal is to show what should be given

priority in learning / teaching different forms of Georgian verbs, where the line between grammar and pragmatics goes, what methods should be used to make it easier for the learner to master the Georgian language.

We mainly rely on the principle of "teaching a language in one language" and to achieve the goal we prefer the communicative method of teaching. In addition, we consider one of the main dogmas of sociolinguistics, "communicative competence", which are used by specialists in teaching a second language. "Communicative competence" is "what a speaker needs to know in order to communicate properly with a particular language group" (Saville-Troike, 2003). This implies not only knowledge of vocabulary, phonology, grammar or other aspects of linguistic structures), but also the social and cultural knowledge that a language learner should have in order to be able to use and understand linguistic forms (ibid.).

We will return to the communicative method. It "involves mainly the use of a system of communicative exercises, which are themselves based on grammatical patterns" (INasaridze, 2013). We also consider the method of demonstration to be effective. This involves the visual presentation of information, as well as providing the audio-visual material for the study. Along with the visual we apply verbal-nonverbal and practical methods. However, step-by-step, from simple to complex, the method of repetition and reinforcement of the previous material achieves the result of language mastery that we expect in the learning / teaching process.

The Main part

The complexity and diversity that is characteristic of the Georgian verb is conditioned not only by polypersonalism or even by the large number and functional richness of the prepositions, but also by the variety of lexical means.

The Georgian language has inexhaustible means to produce new verb forms, in order to give the speaker (speaking individual) opportunity to express the new semantics more accurately, to specify the utterance and to add more clarity to the meaning. At the stage of language teaching, when we are still only at the communicative level trying to enrich the language learner's vocabulary with verb forms, we are on the bound of grammar and pragmatics. The teaching process can be compared to the process of building. Imagine that the foundation of the "building" is grammar, and the "building" itself is pragmatics.

Infinitive constructions. We believe that on the bound of grammar and pragmatics the whole emphasis should be shifted to pragmatics, to strengthening communicative skills. For this it is

necessary to use the various means in the process of teaching verb forms, which we have already mentioned. One of such means is the **infinitive construction**. To demonstrate this, let's take the forms expressing modality.

It has been suggested that "Selection of lingual units of modality in oral discourse is defined by the extra-linguistic factors: intention of addresser (for the purpose of communication), social characteristics of communicants, their interrelation, situation or pragmatic context" (Zekalashvili, 2008, p.174).

For example, if a language learner expresses a desire to perform an action at the initial stage of language learning, then taking into consideration the level of language knowledge it is better to first get him/her used to the **infinitive constructions** of the verb **მინდა minda (I want) (მსურს msurs) (I would like)** for the first person first, and then for all three others. See **table 1**.

table 1.

person		infinitive
S ₁	(მე) მინდა (მსურს) (me) minda (msurs) (I) want (would like)	წაკითხვა tsakitchva (to read) სწავლა stsavla (to learn)
S ₂	(შენ) გინდა (გსურს) (shen) ginda (gsurs) (you)want(would like)	მუშაობა mushaoba (to work)... თქმა tqma (to say) ჩაცმა chacma (to dress)...
S ₃	(მას) უნდა (სურს) (mas) unda (surs) (He)wants(would like)	წასვლა tsasvla (to go) დადგომა dadgoma (to get up)...

Verb constructions. In the next level of language learning, we can also introduce **verb constructions** expressing the desired action according to all three persons in singular. See **table 2**.

table 2.

Singular form		
person		ზმნა (II კავშირებითი)
S ₁	მინდა (მსურს) minda (msurs) I want(I would like)	წავიკითხო tsavikitxo (to read) ვისწავლო vistsavlo (to learn) ვიმუშაო vimushao (to work)... ვთქვა vtqva (to say) ჩავიცვა chavicva (to dress)... წავიდე tsavide (to go) დავდგე davdge (to get up)...
S ₂	გინდა (გსურს) ginda (gsurs) You want (You would like)	წაიკითხო tsaikitxo (to read) ისწავლო iswavlo (to learn) იმუშაო imushao (to work)...

		<p>თქვა tqva (to say) ჩაიცვა chaicva (to dress)... წახვიდე tsakhvide (to go) დადგე dadge (to get up)...</p>
S ₃	<p>უნდა (სურს) unda (surs) He wants (He would like)</p>	<p>წაიკითხოს tsaikitxos (to read) ისწავლოს iswavlos (to learn) იმუშაოს imushaos (to work)... თქვას tqvas (to say) ჩაიცვას chaicvas (to dress)... წავიდეს tsavides (to go) დადგეს dadges (to get up)...</p>

After showing verb forms in singular, verb constructions can be built in the plural according to all three persons. See **table 3**.

After elaborating this material the ground will be prepared for the language learner to use particle **უნდა unda** (must) to express obligation and use the forms of subjunctive mood:

S₁: (მე) უნდა წავიკითხო (me) unda tsavikitkho – I must read (ვიმუშაო vimushao – I must work, ვთქვა vtqva – I must say, ჩავიცვა chavicva – I must dress, წავიდე tsavide – I must go, დავდგე davdge – I must get up...

S₂: (შენ) უნდა წაიკითხო (shen) unda tsaikikho – you must read (იმუშაო imushao – you must work, **table 3**.

Plural form		
პირი		ზმნა (II კავშირებით)
S ₁	<p>ჩვენ გვინდა (გვსურს) chven gvinda (gvsurs) (we want) (we would like)</p>	<p>წავიკითხო-თ tsavikitxo-t (to read) ვისწავლოთ vistsavlot (to learn) ვიმუშაოთ vimushaot (to work)... ვთქვათ vtqvāt (to say) ჩავიცვათ chavicvat (to dress)... წავიდეთ tsavidet (to go) დავდგეთ davdget (to get up)...</p>
S ₂	<p>თქვენ გინდათ (გსურთ) tqven gindat (gsurt) (you want) (you would like)</p>	<p>წაიკითხო-თ tsaikitxo-t (to read) ისწავლოთ istsavlot (to learn) იმუშაოთ imushaot (to work)... თქვათ tqvat (to say) ჩაიცვათ chaicvat (to dress)... წახვიდეთ tsakhvidet (to go)</p>

		დადგეთ dadget (to get up)...
S₃	მათ უნდათ (სურთ) mat undat (surt) (they want) (they would like)	წაიკითხო-ნ tsaikitxo-n (to read) ისწავლონ istsavlon (to learn) იმუშაონ imushaon (to work) თქვან tqvan (to say) ჩაიცვან chaicvan (to dress.)... წავიდნენ tsakhvidnen (to go) დადგნენ dadgnen (to get up)...

must work, თქვა tqva – you must say, ჩაიცვა chaicva – you must dress, წახვიდე tsakhvide – you must go, დადგე dadge – you must get up)...

S₃: To express the action of a person, it is necessary to remind the language learner of the present-past tense forms of verbs of nominative and ergative construction:

ის კითხულობს is kikhulobs – he reads – მან წაიკითხა man tsaikitkha – he read – მან წაიკითხოს man tsaikitkhos – he must read...

Then we introduce the **S₃** person: (მან) უნდა წაიკითხოს (man) unda tsaikitkhos – he must read (იმუშაოს imushaos – he must work, თქვას tqvas – he must say, ჩაიცვას chaicvas (he must dress), წავიდეს tsavides – he must go, დადგეს dadges – he must get up).

On this basis, the language learner can easily build even relatively extensive constructions, of course, after completing the appropriate exercises and assignments. For this we use the methods of word order, gap filling. Here are some exercises:

Exercise 1. Use the given words and fill them in the right place!

სწავლა stsavla – to learn, ყიდვა qidva – to buy, წასვლა tsasvla – to go, მუშაობა mashaoba – to work

1) ქართული ენის კარგად მინდა.

Kartuli enis kargad minda.

right answer: ქართული ენის კარგად სწავლა მინდა Kartuli enis kargad stsavla minda – I want to learn Georgian language well.

2) დღეს სახლში ადრე გინდა?

Dghes sakhishi adre ginda?

right answer: დღეს სახლში ადრე წასვლა გინდა? Dghes sakhishi adre tsasvla ginda? –

Do you want to go home early today?.

3) დედას ახალი პურის უნდა.

Dedas akhali puris unda.

right answer: დედას ახალი პურის ყიდვა უნდა Dedas akhali puris qidva unda –

Mother wants to buy a new bread.

4) ქართული ენის კარგად შესწავლისთვის საჭიროა ბევრი

Kartuli nis kargad shestsavlistvis sachiroa bevri

right answer: ქართული ენის კარგად შესწავლისთვის საჭიროა ბევრი მუშაობა kartuli enis kargad shestsavlistvis sachiroa bevri mushaoba – In order to learn Georgian language well you have to work really hard.

Exercise 2. Make sentences with the given words!

1) ენა ena – language / უნდა unda – must / კარგად kargad – well / ქართული kartuli –Georgian / ვისწავლო vistsavlo – learn

.....

right answer: ქართული ენა კარგად უნდა ვისწავლო kartuli ena kargad unda vistsavlo – I must learn Georgian language well);

2) ვიმუშაო vimushao – work) / ბევრი bevri – a lot / დღეს dghes – today / უნდა unda – must

.....

right answer: დღეს ბევრი უნდა ვიმუშაო dghes bevri unda vimushao – today i must work a lot today);

3) ზეპირად zepirad – by heart / ვთქვა vtqva – vtretell / ტექსტი teqsti – text / ეს es – this / უნდა unda – must

.....

right answer: ეს ტექსტი ზეპირად უნდა ვთქვა es teqsti zepirad unda vtqva – I must retell this text by heart.

Exercise 3. Fill the sentence with appropriate word!

1) თბილად tblad – warmly ჩავიცვა chavicva – dress.

right answer: თბილად უნდა ჩავიცვა tblad unda chavicva – I must dress warmly.

2) ხვალ უნივერსიტეტში უნდა khval universitetshi unda – I must to university tomorrow

right answer: ხვალ უნივერსიტეტში უნდა წავიდე – I must go to university tomorrow;

3) დილით ადრე უნდა dilid adre unda (I must early)

right answer: დილით ადრე უნდა ავდგე dilid adre unda avdge – I must get up early in the morning.

Expressing Permission-Possibility. By the same principle, that is, by using the **infinitive construction**, it will be easier for the language learner to express permission-possibility at the initial stage of teaching. Take, for example, constructions including the word form "may". According to the Explanatory Dictionary of the Georgian Language (eight volumes, 1950-1964), the intransitive state verb **შეიძლება-ა sheidzleb-a (may)** is found only in the present form and means: Possible, permitted; supposed; expected; allowed (<http://ena.ge/explanatory-online>).

We think that the given definition is not complete, because in many cases the verb form **may** (without the passive subject, more precisely, the patient) contain the semantics of **asking permission**. For example, imagine a person knocking on a door. If the knock on the door was followed by a question – **შეიძლება? Sheidzleba?** (May I?) – What does this mean, if the person standing at the door is asking to enter; Also: If, for example, a buyer entering a supermarket looks at packaged bread and asks the question – **შეიძლება? (May I?)** – This means that he is asking for permission to take (or buy) a bread, and so on. At first, the language learner masters this form (**შეიძლება May**)), on the next level of language learning, we introduce the infinitive construction, and then – the **subjunctive forms** of proper verb. See **table 4**.

table 4.

	infinitive	verb		
		S ₁	S ₂	S ₃
შეიძლება (?) (may I)(?)	ყიდვა qidva – to buy	ვიყიდო viqido – buy	იყიდო iqido – buy	იყიდოს iqidos – buy
	თქმა tqma – to say	ვთქვა vtqva – say	თქვა tqva – say	თქვას tqvas – say
	გასვლა gasvla– to go	გავიდე gavide – go	გახვიდე gakhvide – go	გავიდეს gavides – go

Nominative verbs. "The construction of Georgian verb stems reveals both the oldest layer of form production, as well as relatively late formations" (Jorbenadze, 1980, 194). The expression of the oldest layer of formation is **nominative verbs**, introducing such verbs in the teaching process is one of the most productive means for better fulfilment of the language learner's vocabulary and better mastering of verb forms. In Georgian, a verb can be derived from any part of speech. There is a great variety of verbs derived from nouns, especially from adjectives.

It is very important to show how we can get, produce new verb forms, with easily understandable semantics, to show of what a "transparent etymology" the word can be. We can do this, first of all, by using adjectives denoting colors and paying attention to the verb level (derived with **-ღ -d** suffix) form (**გა-R-ღ-ა**). See **table 5**.

table 5.

Adjective	თეთრი tetri (white)	შავი shavi (black)	წითელი tsiteli (red)	ყვითელი qviteli (yellow)	მწვანე mtsvane (green)	ლურჯი lurji (blue)
Nominative verb	გა-თეთრ-ღ-ა ga-tetr-d-a (became white)	გა-შავ-ღ-ა a (became black)	გა-წითლ- ღ-ა ga-tsitl- d-a (became red)	გა-ყვითლ- ღ-ა ga-qvitl- d-a (became yellow)	გა-მწვან- ღ-ა ga- mtsvan-d- a (became green)	გა-ლურჯ- ღ-ა ga-lurj- d-a (became blue)

The colors on the chart shows how black has turned white or white has turned blue... See **Scheme 1**.

Scheme 1.



At the next stage, when the language learner already has an idea of the simple combinations of verb persons, we can introduce the forms with vowel prefixes **ა- a-, ი- i-, უ- u** (according to all three persons): **ვ-ა-თეთრ-ებ** (მე მას) v-a-tetr-eb (me mas) – I am whitening it, **ვ-ი-თეთრ-ებ** (მე მას) v-i-tetr-eb (me mas) – I am whitening it to me, **ვ-უ-თეთრ-ებ** (მე მას მას) v-u-tetr-eb (me mas) – I am whitening it to him/her/it (according to appropriate context). The main function of „**ა- a, ი- i, უ- u**” vowel prefixes is to indicate the existence of an objective person in general, in particular, to express

the relation of a subject to the objects with certain belonging-purpose, locative and other semantics” (Melikishvili, 2014, p.133). Therefore, the introduction of **ა-ა, ი-ი, უ-უ** vowel prefixes reveals the relation of verb persons and thus lays the foundation for the teaching of verb person combinations

In the process of learning the nominative verbs, accents can be made within a single semantic field. For example, we can distinguish between different verbs expressing **warmth-cold**, including antonyms. See **table 6**.

table 6.

Adjective	ცხელი-ი Tskheli (hot)	თბილ-ი tbil-i (warm)	ცივ-ი tsiv-i (cold)	გრილ-ი gril-i (cool)
Nominative verb	გა-ცხელ-და-ა ga-tskhel-d-a (became hot)	გა-თბ-ა ga-tb-a (became warm)	გა-ცივ-და-ა ga- tsiv-d-a (became cold)	გა-გრილ-და-ა ga-gril-d-a (became cool)
		და-თბ-ა da-tb- a (it got warm)	ა-ცივ-და-ა a-tsiv- d-a (it got cold)	ა-გრილ-და-ა a-gril-d-a (it got cool)

Similarly, we can use antonyms expressing size-quantity:

- დიდ-ი didi – big > გა-დიდ-და-ა ga-did-d-a – became bigger
- პატარა patara – small > და-პატარა-ვ-და-ა da-patara-v-d-a – became smaller
- მრავალ-ი mraavl-i – many > გა-მრავლ-და-ა ga-mraavl-d-a – became more
- მცირე mcire – little > შე-მცირ-და-ა she -mcir-d-a – became less
- დაბალ-ი dabal-i – short > და-დაბლ-და-ა da-dabl-d-a – became shorter
- მაღალ-ი maghal-i – tall > ა-მაღლ-და-ა a-maghl-d-a – became taller
- გრძელ-ი grdzeli-i – long > გა-გრძელ-და-ა ga-grdzeli-d-a – became longer
- მოკლე mokle – short > და-მოკლ-და-ა da-mokl-d-a – became shorter

After introducing the verb forms, we give the phrases, exercises, tasks containing the appropriate verbs.

Preverbal forms. One of the most productive means of teaching verb forms is the preverb. At the initial stage we mean the function of expressing only the orientation of the verb. We introduce a scheme of simple and complex verbs according to one verb, which, as A. Shanidze points out is not used without preverb. These are the verbs of **ვალ-ვედ val-ved** root: მი-ვიდა mi-vida – he got there, მო-ვიდა movida – he got here, შე-ვიდა she-vida – he got in, გა-ვიდა ga-vida – he got out, წა-ვიდა

tsa-vida – he left, და-ვიდა da-vida – he went down, გადა-ვიდა gada-vida – he went over, ა-ვიდა a-vida – he went up, შემო-ვიდა shemo-vida – he entered, გამო-ვიდა gamo-vida –he came out, წამო-ვიდა tsamo-vida – he came with, ამო-ვიდა – he he went upstairs)... (Shanidze, 1980, p.289). Through the scheme the language learner in the shortest time will get introduced to 16 infinitive (ასვლა asvla – go up, გასვლა – go out), გადასვლა – go over...), and then verb forms. See **Scheme 2**.

To understand and comprehend verb forms expressing different directions, we will introduce the three basic verb tenses in the appropriate context and work on situational communicative phrases. for example:

ასვლა asvla – go up: ავდივარ avdivar – I am going up — ავალ aval – I will go up — ავედი avedi – I went up

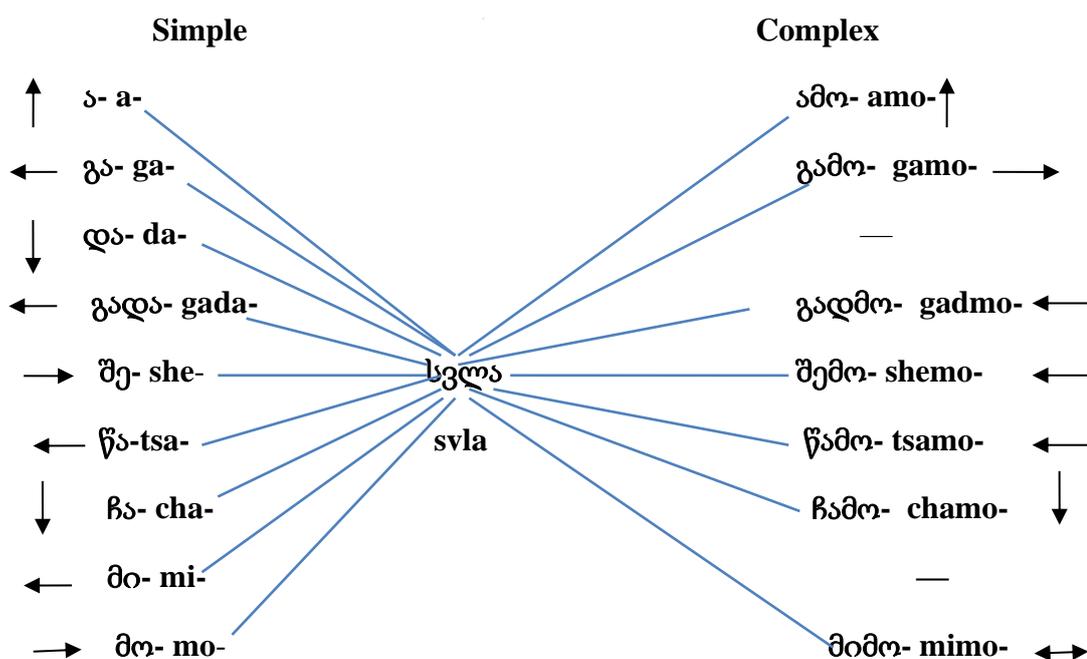
ბავშვი კიბეზე ადის bavshvi kibeze adis – The child is going upstairs;

შენ ფეხით ახვალ მაღლა? Shen fekhvit akhval maghla? – will you go up on foot?

მგზავრები ავტობუსში ავიდნენ mgzavrebi avtobusshi avidnen – passengers got on the buss...

წასვლა tsasvla – go: მივდივარ mivdivar – I am going — წავალ tsaval – I will go —

Scheme 2.



წავედი tsavedi – I went...

ჩემი მეგობარი უნივერსიტეტში მიდის *chemi megobari universitetshi midis* – my friend is going to university;

ჩვენ ერთად წავალთ თეატრში *chven ertad tsavalt teatrshi* – we will go to the theatre;

სტუმრები გუშინ წავიდნენ *stumrebi gushin tsavidnen* – the guests went yesterday.

In the next stage of language acquisition, it is advisable to introduce the preverb with a derivation function, which already transfers us to the field of lexicology. Antonymous and synonymous verbs are also considered in the same field.

Conclusion

The article implies some of the grammatical and lexical means that will make the learning / teaching process of verb forms easier for non-Georgian speakers. Our methods are based only on the principle of "teaching in one language", although in some cases we do not completely exclude the introduction of explanatory translation material.

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