

## FROM THE HISTORY OF ARMENIAN FOLKLORE

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Pele Pugh is a remarkable Armenian folklore representative, a popular joker from Kharabagh, whose short stories and anecdotes are discussed in the paper. The author considers that the series of Pele Pugh's stories comprises the advanced Armenian folklore. Pele Pugh is a national character raised from the local roots, whose personality is distinguished with kindness, generosity, witticism, wisdom and belief in the future.

## ՀԱՅԿԱԿԱՆ ԲԱՆԱՅՅՈՒՄՈՒԹՅԱՆ ՊԱՏՄՈՒԹՅՈՒՆԻՑ

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Պելլը Պուլին հայկական ժողովրդական բանահյուսության հայտնի ներկայացուցիչն է: Կատակաբան Ղարաբաղից, որի խոսքը եւ կատակների (անեկդոտների) շարքը քննարկված են աշխատության մեջ: Հեղինակը գտնում է, որ Պելլը Պուլու պատմությունների շարքը հայկական բանահյուսության առաջադիմական մի մասն է: Պելլը Պուլին ազգային դեմք է, ով զարգացել է հայրենական արմատներից: Նրա ստեղծագործությունները աչքի են ընկնում բարիությամբ, մեծահոգությամբ, կտրուկ խոսքով, կյանքի իմաստությամբ, ապագայի նկատմամբ հավատքով:

## BRUSHING UP THE LISTENING SKILL IN MULTICULTURAL CLASSES (BASED ON THE ELEMENTS OF CULTURE)

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*“If you want to live a happy life, tie it to a goal,  
not to people or things.” Albert Einstein*

Survey included tests, questionnaires among monocultural, bicultural and multicultural students. with 60 (to groups 16 and 14 students at I. Gogebashvili Telavi State University faculty of Pedagogy and again two groups of 30 students (two groups 1515 students in each, at CACCaucasian Academic Centre) students who attended listening classes and it has been observed that they did better in speaking and reading than others. The students of 2nd year 1<sup>st</sup> and the 2nd terms from the department of Pedagogy and Business Administration. Although they were really not beginners and had learnt English at their secondary and higher secondary level, they had no exposure to authentic English speaking and listening. They had been practicing listening in at the EFL lecture using headphones, using audio and video for six months. The purpose of the survey was convincingly explained to them and they took 45 minutes to think on the questions to answer them. After observing, I came to the conclusion, that in culturally diverse classes students:

Armenians, Azerbaijanians, Russians, Asirians, Jews, Abkhazians, Osetians could brush up their listening skill in a better way than those who learn English in mono cultural classes. Multiculturalism is very fruitful and beneficial in order to contribute to the understanding of different cultures and development of students' insight. While teaching elements of culture through the listening skill it was used different methods to encourage the students study better and gain the better results. It was also used experiment, interviews, observations, enquiries. For the teaching process the very important mission was to create such kind of exercises, cultural listening texts, which would help students to study the English Language and brush up their listening skill as well.

Teaching listening skill in multicultural classes isn't new, but nowadays this item is more important. Mother languages and national and international languages are more than just means for communication. They also serve to facilitate understanding and appreciation of oneself and openness to differences. Hence, they allow a dialogue with others and contribute to peaceful conflict resolution.

The above mentioned problem is very important for a small and multicultural country Georgia. Where people of different nationalities (Armenians, Azerbaijanians, Russians, Asirians, Jews, Abkhazians and Osetians) live and work together. When a person lives among people who has got different backgrounds, who come from different cultures and he can successfully communicate among them, it means that he respects the culture of these people.

To my mind in every lecture of teaching foreign (English) Language it is very important to teach some elements of culture of the people whose language you are studying with the help of four skills: listening, speaking, reading and writing. Almost every EFL student who is far from home, experience a degree of culture shock. It is the situation in which the person's identity is challenged and various emotional and sometimes even physical symptoms begin to occur. Teaching elements of culture of different countries at home country will help them easily to overcome problems and misunderstandings. Language and culture are very close and we may say that they are viewed as synonymous. languages are one of the main symbol systems through which people live in, it means the world around them. Thus, language is the primary component, a vehicle for explaining or expressing culture. People's conception of the world is expressing through language, although it is also expressed in many nonverbal forms such as cuisine, art, music, and dance. "To study language without studying the culture of native speakers of the language is a lifeless endeavor" (CrowfordLange and Lange 1987). Language without culture can degenerate into a study of forms and vocabulary; in short, it can become completely boring for most of the students in the class. For many students, particularly those who are learning the language for reasons of integrative motivation, culture instruction is what brings life to language learning. For almost all EFL students, increased cultural understanding promotes greater personal interest in the language and culture. Often, the more EFL students understand, the more they want to understand. In culturally diverse language learning groups, miscommunication very often occurs. Culturally diverse language groups are ideal language groups because of the nature of multiculturalism that enables to get involved in all language teaching and learning activities in the target language. While teaching in the multicultural classes, teachers will take into consideration the age, gender, ethnicity, race, intellectual abilities,

ty, socio-economic level, language, culture, education, religion, birthplace, where students grew up, learning styles, multiple intelligence preferences, personality types, hobbies and interests, career paths, values, etc. etc. I take all this, mix it up in the classroom. I have a very different experience each time I start with a new class. I use group work to broaden students perspectives. As soon as students come together to work in groups, different approaches and ideas come to the surface immediately. I work with students to provide strategies that allow them to work through the differences in constructive ways. And of course Foster and reward openness to new and creative approaches to problem-solving. At the English teaching classrooms my students are taught the elements of culture of the English speaking countries. It means that the teacher gives the students texts, shows them films, different pictures, literature texts, do different types of exercises and so on. After that when a student has got the reasonable amount of knowledge I try to put the student in the real life situations. I mean in the authentic situations. In the classroom a teacher can bring authentic materials: different literature texts or dialogues, the tapes, CDs or DVDs. People used to routine physical contact with acquaintances-kissing as a greeting for example may judge those who are not so demonstrative as unfriendly or cold. Those accustomed to silence in deference to higher status may see more garrulous culture as pushy and insensitive. The general objective of the article was to test the hypothesis. That is, to show that: teaching listening skill is based on the elements of culture of the English speaking countries in culturally diverse classes, where students can brush up their listening skill through culture, in a better way than those who study English in mono cultural classes; In culturally diverse classes, motivation is higher than that of mono cultural classes and students develop better code of behavior in multicultural classes; Students had better environment that permit them to learn and gain better results;

Usually in the process of the English language learning, students encounter numerous linguistic, cultural, sociological, psychological, etc. difficulties that they have to overcome, such as mastering grammar, acquiring and adequate store of vocabulary, developing four basic skills, namely: listening, speaking, writing and reading, and communicative difficulties with the rest of the group members, cultural shocks and barriers, in culturally diverse groups (It was already mentioned above Armenians, Azerbaijanians, Russians, Assyrians, Jews, Abkhazians and Ossetians) personality traits of students, different learning styles, etc. Language teachers in these kind of groups will deal not only with linguistic matters, but also with their students' social, cultural and psychological problems. While teaching the problem lies in the outcome of the English language (culture) learning and teaching or the consequences of lack of the knowledge of Listening skill in the process of a foreign language learning. While teaching there were the number of difficulties: The complexity of nature of language learning, increasing level of multiculturalism in language classes, wrong chosen learning/listening materials, teaching (listening) strategies

I tried my best to find out the correlations among the different variables of language learning and teaching listening skill in culturally diverse language courses. As my classes are made up of students who are from different parts of Georgia, from different backgrounds, cultures, beliefs, etc. Even in a mono-cultural classroom I have to deal with minimum two cultures: the culture of the nations that speak the target language and the students' native culture reflected in his/her linguistic behavior. All these differences have

always been considered to be an obstacle to the mastery of language learning in general and teaching and learning and develop their listening skill in particular. It may be right the differences mentioned above might become really unmanageable problems if teachers are not aware of what multiculturalism is all about. On the one hand, teaching a language and taking into account so many things are not easy at all. On the other hand, teachers lack right teaching strategies and methods that permit to take into consideration this phenomenon, multiculturalism. Meanwhile, classrooms become more and more multicultural. Teaching culture through and brush up listening skill simultaneously has never been so complex before. To make it really efficient, new teaching techniques and approaches should be invented in order to meet students' linguistic, psychological as well as social needs. Without working on such techniques, we can hardly achieve good results. Students' achievements in every sphere of education including language learning very much depends on how much ready, willing motivated to overcome all difficulties the student is facing. Stimulation of student motivation has become one of the duties of teachers in the modern age. The significance of the problem, which I have already touched lies in the outcome of culture through listening skill. As it is believed by many, the study of listening skill through culture is at the heart of language teaching and learning, in terms of the organization of syllabuses, the evaluation of learner performance, the provision of learning resources, and most obviously, because it is how most learners see language and its learning difficulty. While teaching culture and brushing up listening, teachers must use the texts (authentic or organized by them) where would be described the culture of the students to whom we are teaching the English Language and of course the culture of the native speakers as well. I think, that students' who learn English in multicultural classes will show more progress in the acquisition of listening skill in the target language. Using multicultural items in even mono cultural classes will facilitate brushing up the listening skill. Students who learn English in multicultural classes will present socially and linguistically more appropriate behavior, they will gain a better skill to express themselves. On the one hand to study the culture of the English speaking country is a very important thing, but on the other hand the listening skill is also very necessary thing to brush up. But the third and the most difficult thing was for me to teach listening skill based on the elements of culture in the multicultural classes, where the students were from different backgrounds. I think it is necessary to touch the problem of listening skill, to my mind the most difficult skill for Georgian students and not only for them. As I have already mentioned during the teaching process all four skills are very important, but the listening skill becomes the most difficult for Georgian students, even in the modern methods of FL teaching, quite surprisingly, listening skill is ignored in a way or another! Listening skill is tied to speaking and pronunciation skills. Most likely if a student can correctly pronounce something and speak it in a natural and common way, she will understand it when she hears it spoken. When/if you have the opportunity to teach pronunciation and listening together, you will see many similarities in the content that you are covering. Once again you will be teaching students about reductions, linking, stress, and rhythm in natural speech. But you will also – as in teaching reading (listening and reading are “receptive skills”) – be teaching students to listen for main ideas and details. And like prereading – you also set the stage with prelistening activities to set the context for listening. Teaching listening skill is rewarding as students can

often make good gains rather quickly if taught with proper instruction. **David Nunan (1997) commented that listening is the “Cinderella Skill”** which is overlooked by its elder sister **“speaking”** in SL learning. As ‘to expertise the productive skills like speaking and writing’ has become the standard of the knowledge of Foreign language, listening and reading have been turned to be the secondary ones. Besides, in our schools, colleges and even in the higher levels, instructors direct how to read and write, not how to speak or listen. It is believed that these would be mastered by the learners automatically. Although listening had a boost up in 1960s (direct method) and in 1980s (Krashen’s input hypothesis, 1981; James Asher’s Total physical response, 1988 and Gillian Brown, 1988), it turned a fasion in most cases!

It is shown in this paper, how often and what kind of activities must be done to brush up our students listening skill and for this a small scale survey has been done at I.Gogebashvili Telavi state University and the CAC-Caucasian Academic Centre-University in order to demonstrate that listening practice is insisted by the learners and they find it functional in language learning. What is listening? Listening is a skill in a sense that it’s a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds. This correlation is like that between seeing and reading. Seeing is a very ordinary and passive state while reading is a focused process requiring reader’s instrumental approach. Listening has a **“volitional component”**. According to Mecheal Rost (1991), listening comprises some component skills which are: discriminating between sounds, recognizing words, identifying grammatical groupings of words, identifying expressions and sets of utterances that act to create meaning, connecting linguistic cues to non-linguistic and paralinguistic cues, using background knowledge to predict and later to confirm meaning and recalling important words and ideas. While listening, listeners categorize the received speech into meaningful sections, identify redundant material, keep hold of chunks of the sentences, think ahead and use language data to anticipate what a speaker may be going to say, accumulate information in the memory by organizing them and avoid too much immediate detail.

Besides the division of the skills as ‘receptive’ and ‘productive’, another subdivision focuses on ‘one-way reception’ and ‘interactive reception’ in this age of active learning. Reading and writing are oneway skills where learners don’t get direct feedback. But in speaking and listening, learners may have their understanding and reproduction checked instantly. Thus active and selflearning takes place. Moreover, there is a traditional labeling for reading and listening as “passive” skills. But linguists believe that a listener is involved in guessing, anticipating, checking, interpreting, interacting and organizing by associating and accommodating their prior knowledge of meaning and form. Even as a receptive skill, listening differs greatly with reading as reading materials are printed and permanent enough where the learners are required to interact with the next sentence using the knowledge of the previous one while listening involves continuous material presentation where they have to respond to the immediate expression. From the view point of “product” or “process”, listening is more a process than a product which instantly shapes the understanding and utterances of the learners.

Listening is the most common communicative activity in daily life. according to Morley

(1991, p.82), “We can expect to listen twice as much as we speak, four times more than we read, and five times more than we write”. So, listening, as a skill, is assuming more and more weight in SL or FL classrooms than ever before. Rost (1994, p. 141-142), points out, “listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.”

Krashen’s (1981) view is that “acquisition” takes place as a result of the learner having understood input that is a little beyond the current level of his competence that is ‘the i+1 level’. **Results:** 60 students claim that listening practice has raised their confidence by throwing away their fear, hesitations, inertia and shyness that they had before to speak in English.

- All of the 60 students have told that watching video clippings and movie while listening enables to identify the right responses, styles, expressions, behaviors, attitudes and emotions in particular situations through concentrating on gesture, body language, non-linguistic cues, planning utterances, adjacency pairs, turntaking, repairing utterances by asking for repetition.

- 10 students have said that it has quickened their planning to respond as they listen to faster speaking than their own.

- 40 students opine that exposure to naturally spoken input by native speakers gives them practical experience of using language in target situations.

- 38 students who are highly motivated have found a change in their speaking style.

- 55 students think that listening to dialogues and conversation enriches their vocabulary and teaches how to use them appropriately.

- 20 students have found that intensive listening practice helps to remember the syntactic structures, spelling, accent and intonation.

- 39 students mention about learning of the cultures, feelings, reactions, trend and customs of the English speaking people that helps them feel motivated (integrative) to speak English.

- All of the 60 students opine that watching movie or video clippings draws more attention during the class and add to their learning.

**Experiment** was held at I.Gogebashvili Telavi State university and at CAC-Caucasian Academic Centre-University. The age of the students were from 19 up 20. The total number of the students was 60. ( 14-15-16 students in each groups, there were four groups). They were, Armenians, Azerbaijanians, Russians, Ossetians, Abkhazians and Georgians. The level of the students were different. Two groups were intermediate and the other two groups were upperintermediate. Sample activities of developing listening skills used in the EFL classroom. All of the 60 students believe that interaction with teachers for assessment or other purposes while listening help them greatly to remove confusion and use their newly gained knowledge immediately and make it regular in use.

In teaching listening in our country, this discussion may appear too much redundant to read to the language teachers! What we find in a traditional EFL classroom? Most of the classes complete their Language course without practice listening even for a day! Very few ELT trained teachers. Efforts for listening practice consisted of teacher reading aloud a written text slowly, once or more so that it is understood and than asking some comprehen-

sion questions. Teaching listening requires a bit more on the part of the teacher than that of the learners. One of the main principle of teaching listening, should be **“ Language material intended to used for training listening comprehension should never be presented visually first.”** Good listening lessons go beyond the main listening task itself with related activities before and after the listening. The format may be like the following: Prelistening Stage, WhileListening Stage, Pastlistening stage. Before the starting and at the end of the experiment we made the tests and questionnaires. The results were different. The listening skill was really brushed up among the students. After the observation it was clear, that in monocultural groups the level listening skill of was the least. To my mind this was because of the low level of motivation. Georgian students from mono-cultural group were generally motivated. They very often switched their L1 and they used L2 for communication only when they were demanded to do so by the teacher. The lack of multiculturalism was very visible in terms of the use of the target language. It means, that in language learning process, teachers who plan language courses should avoid mono-culturalism as much as it is possible. And one more thing, to my mind very important fact is that while we, in the process of learning are interacting with students with whom we don't share the same social status, or the same cultural background, our level of acquisition drops down as explained in Krashen's Monitor Hypothesis. In such a situation, because of the high level of control over our language, rather than acquisition learning takes place. This factor affected the multicultural group in the initial stage of experiment and their score was not very high at the beginning of the language course. As the time passed by students got familiar with each other, they started to approach one another in more relaxed way. This new situation was better for the subjects to acquire the language in the absence of any kind of obstacle imposed different level of status and interaction. This case suggests that Krashen's Monitor Hypothesis should be treated with care and teachers should avoid creating a controlled language learning environment. Teachers should do their best to create an environment in which students will be able to get acquainted with the rest of the group members and get rid of the feeling of being monitored. Multicultural listening learning carries the features of multicultural education that are consensus building, respect for others, appreciating pluralism and personal development. While teaching in the multicultural classes teachers will find out the better ways of teaching the English Language. These ways must be clear, pure, effective, motivating and all these things must be used in the interactive learning process. We must teach our students to respect one another and us teachers as well. We must teach them respect one another's culture and beliefs. And all these things will be done with the help of the English Language. The English Language will be the “mediator” among the students of different nationalities and culture. We need new generation who speaks English well and respects everyone and everything around him.

**Scores received by the students during the experiment:**

	Experimental	Experimental	Experimental	Control
	Multicultural Group	Bicultural Group	Monocultural Group (Armenians)	Monocultural Group (Georgians)
Test 1	64	65	57	69
Test 2	66	80	67	67
Test 3	67	72	73	69
Test 4	69	65	72	68
Test 5	65	69	74	66
Test 6	70	69	77	65
Test 7	75	67	78	71
Test 8	79	74	79	73
Test 9	80	76	78	68
Test 10	79	76	79	69
Average	80	75	65	70

**Conclusion:**

Definitely we have to admit that language learning depends on listening as we respond only after listening something. Listening provides the aural input that serves as the stimuli for language acquisition and make the learners interact in spoken communication. So, effective and ideal language instructors should help the learners to be introduced with native speaking, to be respondent to that both cognitively and orally.

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#### **ՈՒՆԿԱԴՐՄԱՆ ԿԱՐՈՂՈՒԹՅՈՒՆՆԵՐԻ ԶԱՐԳԱՑՈՒՄԸ ԲԱԶՄԱՄՇԱԿՈՒԹԱՅԻՆ ԴԱՍԵՐԻ ԸՆԹԱՑՔՈՒՄ**

**Ն. Բլուաշվիլի**

Հոդվածում հիմնականում քննարկվում է անգլերենը որպես երկրորդ օտար լեզու ուսումնասիրող ուսանողների համար առավել դժվար՝ ունկնդրման ունակության հարցը: Այն հատկապես դժվար է վրացի ուսանողների համար: Դասապրոցեսի ընթացքում ունկնդրման ունակությունները այս կամ այն պատճառներով անտեսվել են, հանգեցնելով մեծ խնդիրների:

#### **РАЗВИТИЕ НАВЫКОВ АУДИРОВАНИЯ НА ПОЛИКУЛЬТУРНЫХ УРОКАХ**

**Н. Блуашвили**

В статье рассматривается один из видов речевой деятельности-аудирование, которое связано непосредственно с говорением и произношением. В процессе аудирования должно обеспечиваться адекватное понимание и должны учитываться возможности механизма аудирования.

### **РОЛЬ КОММУНИКАЦИЙ В ПРОЦЕССЕ ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ ЖУРНАЛИСТОВ**

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Ускоренный процесс информационных технологий, который последовательно и ежедневно увеличивает возможности массовых коммуникаций, отражается и на рабочую среду журналистов предъявляя перед ними новые требования.

Соответственно новые требования появляются к тем стандартам образования, которые установлены в отдельных высших училищах и обеспечивают профессиональность