Psychological factors of studying Georgian as a second language in formal environment

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at the Faculty of Social and Political Sciences

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Abstract

The purpose of the presented research paper is to determine the relations between success or failure in second language acquisition on one hand and personal - social factors and attitudes of an individual on the other. Besides, to define what is the predictoral value of personal or social features and the attitudes of the given individual for reaching high competency in the second language.

The research work has been conducted in two stages:

1. Developing research tool – a student's questionnaire
2. Determining what is the predictoral value of the student's personal characteristics and attitudes for the second language acquisition.

The process of developing student's questionnaire also contains two stages:

- Creating primary tool for using as further orientation mark

- Creating the basic tool

374 schoolchildren from three regional non-Georgian schools participated in the research. These regions are: Tbilisi, Samtskhe-Javakheti and Shida Kartli. In total 165 boys and 202 girls have been inquired.

To determine childen's competencies in Georgian as the second language the Georgian language teachers were interviewed. They would assess the students (1-10 scores, 1 minimal competency and 10 maximal competencies) according four language skills: writing, reading, speaking and listening. Yearly assessment of a pupil was also considered when determining their achievement level.

Factoral analysis of the data resulted in 6 distinct factors, by combination of which 22.60% of the data variability can be explained and the 11 scale represented in the questionnaire was completely uploaded among those 6 factors with average data 0.57.

The above mentioned six factors are as follows: **factor (1) – language perception** or otherwise - familial language self-program; **factor (2) –** motivation for integration; **factor (3) –** instrumental motivation; **factor (4) –** self-confidense or self-evaluation; **factor (5)** teaching **-** style, **and finally, factor (6)** – negative attitude to the Georgian language and its studying.

Regressive analysis of the data (standard, plural regression) showed the following results:the model of the basic factors' combination can explain 22.6% of

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variability of the data $(R^2_{ADJ}=1.06, F(5,374)=1.089, p<.001)$, all of the 6 factors appeared as predictorals of the success in second language acquisition: language perception ($\beta = .25, p<.01$), motivation for integration ($\beta = .023, p<.01$), instrumental motivation ($\beta = .031, p<.01$), self-confidence ($\beta =.051, p<.01$), teaching style ($\beta = .091, p<.01$), negative attitude to the Georgian language ($\beta = -.112, p<.01$).

Our study has practical, as well as theoretical importance. On one side the instrument has been developed which can prove as valuable in the area of psychology (namely-psychology of education, psycho-linguistics, motivation psychology and so on) and on the other hand – this study will allow integrating into the international researching area related to second language acquisition. There are clear opportunities to share the results received from the Georgian population with many other researchers and the scientists working in the same areas.

Besides, the recommendations for the teachers, parents and authors of the text-books can be developed on the basis of this research paper. The results may also contribute to the methodology of second language acquisition.

Literature Review

Chapter 1. Reasons and Factors Affecting Successful Acquisition of the Language

Modern society, abolishing all kinds of geographic borders and ethno-cultural barriers existing in human relations, coses several demands and multilingual education is one of the most important necessities.

The priority targets of education received in family, pre-school educational and nursing institutions, and secondary schools are personal and cognitive development of children, one of the most important aspects of which is speech skills acquisition and language studies. Language is the main instrument of socialization; therefore, perfect acquisition of it may be decisive for integration of an individual in the social-cultural spheres. Very often, such integration demands acquiring of the second or a foreign language.

Employing the second or foreign language in practice is not limited to everyday common conditions or to the sphere of reading some literature. It is as well urgent in the individual's professional life, that implies not only comprehensing and understanding of a language but using it as an important verbal communication function on the professional life. Almost every next man in modern society knows at least two languages as a result of their everyday common conditions or professional work.

Nowadays the problem of bilingualism and multilingual education is very essential and diverse. Different aspects of it has been studied and is at present being studied for several years by many scientists: R. C. Gardner, W. E. Lambert , C.Baker, H.Dunkel, W.Leopold, W.Mackey, Ch.Osgood, Y.Weinreich, N. Imedadze, А.А.Леонтьева and so on.

By which factors, including psychological ones, is the success or failure in second language acquisition conditioned? This question is the subject of the serious studies In the next paragraphs we briefly discuss the reasons for studying the second language and the factors affecting acquisition of language.

1.1   The Reasons for Studying the Second Language

Language acquisition is a complex, structural process. It is particularly interesting and specific in case of bilingualism when two languages are acquired.

The second language acquisition process may take place in a formal or informal environment. The formal environment means school or language courses environment i.e. learning during specified time and at specified place, in accordance with the special methodology and plan. The informal environment may be that of a street, certain community and friends' company, and so on. Obviously, the language-levels and competencies differ greatly when they are acquired in only formal or informal environment or when simulteniously in both of them.

The question concerning the reasons of the second language acquisition is equally very important. Those reasons can be divided in two categories: social reasons and individual reasons (Cook, 2002).

One of the main social reasons for second language acquisition is the goal of being assimilated in the society. Second language acquisition serves as means of assimilation with socium which is dominant for an individual. In that case it is important for a society as well as for an individual to assimilate with dominant culture and language of the ethnical majority even at the expense of minority cultures and languages.

The second social reason conditioning second language acquisition is the need of saving or restoring the specific language. It is mainly evidenced in the environment, where the ethnical minorities are facing the threat of absorbing their cultures and languages by the dominant culture and language.

The third social reason is an attempt of avoiding conflicts and living in peace and harmony. The clear evidence of this is Canada, where English-speaking children learn French and vice versa, as they wish to be equally integrated in the society (C. Baker, 2006).

Besides those three, there are some other social reasons, for example, second language acquisition for the trade and economics purposes, obtaining information, successful interaction and developing inter-cultural sensitivities. In any of the mentioned cases studying the second language is stimulated from the social sphere and supports the aims of integration and coexistence with the socium.

As it was mentioned above, in addition to the social reasons, there are also individual reasons for second language acquisition. The Languages Center of the University of South

Hampton listed about 700 of such reasons; the list is placed on their web-site. (http://www.lang.ltsn.ac.uk/700reasons/700reasons.aspx).

One of the main individual reasons for studying languages is rising cultural awareness, breaking stereotypes, development of inter-cultural sensitivity and perception. (C. Baker, 2006)

The second main reason is cognitive development of an individual. Studying any language increases and develops intellectual level of an individualn (Cook, 2002).

The next reason is social-emotional development of an individual. When a person knows the second language, he can communicate in unfamiliar, not native environment, he develops self-confidense, self-awareness that he can function successfully even in the environment irrelevant to him (his culture). This increases his self-evaluation.

And another main reason for studying the second language is the career development and employment perspectives. In the modern world professional activities do not represent a closed system. Not only it is open for communications and information sharing but it is open for competition as well. The more languages a person knows the greater are his abilities for competing and consequently greater are his chances for success.

Even more individual reasons can be named which may condition the necessity of the second language but here we have stated only basic reasons common to any culture or ethnic group.

1.2 The Factors Affecting Second Language Acquisition

There are reasons giving stimulus to an individual for studying the second language, but there are also factors affecting the second language acquisition.

As we know, using a language in several functions, e.g. for communication as"family language" or as an academic language, bilingualism acquires a gaining, providing function (Lambert, 1980). Thus, the native language is not forgotten but another language is added to it.

But in the case when the second language expells the first, native one (for example in case of immigrants) then we have reducing bilingualism, which may cause negative self-evaluation, loss of ethnical self-identity, alienation and marginalisation. (C. Baker, 2006)

Languages of the ethnical minorities are continiously undergoing the changes. These changes may be quick or slow, ascending or descending.

Linguistic changes depend on several factors: political, social, economic, or individual –personal factors.

Some researches, whose studies relate to second language acquisition, focus on those individual and social factors which can cause success or failure in second language acquisition. If we check the data of several studies we shall get the list of numerous factors the predictoral value of which differ in relation to the successful acquisition of the second language, but when we study this problem, we have to consider all of them.

Acording Maitland (1997) the folowing faqtors affect second language aquisition:

- ✓ Age;
- ✓ Socioeconomic status;
- ✓ Cognitive development in home language;
- ✓ Family support;
- ✓ Whether environment provides adequate L2 input;
- ✓ Literacy level;
- ✓ Stage in acculturation;
- ✓ Whether school environment provides language use opportunities;
- ✓ Maintenance of home language;
- ✓ Motivation;
- ✓ Expectation of child;
- ✓ Sense of identity in classroom;
- ✓ How host culture views student's culture;
- ✓ Proficiency in the home language;

- ✓ Facility with English and ability to help child;

- ✓ Role models in the community;

- ✓ Personality;

- ✓ Whether student has enough opportunities to use language;

- ✓ Attitudes toward second culture;

- ✓ Literacy in home language;

- ✓ Teacher's expectation;

- ✓ Preferred learning style.

Scientists have different viewpoints about which ones from numerous groups of factors are more important and weighty in the sense of second language acquisition. However, dividing the factors into some general categories is also a proved practice.

For example, some scientists suggest that psychological factors may be divided in two main categories: emotional (affective) and cognitive factors, though it must be noted that such general division is relative and it is impossible to draw an accurate separating line between cognitive and affective factors (Rosa Maria Coredera Martos, 2006). The scientists focus on the following emotional factors:

Self-evaluation- according Shuman, self-evaluation contains three main aspects:

1. **Global aspect-**how an individual evaluates himself in general

2. **Specific aspect-**self-evaluation of an individual in different situations, e.g. at work and so on, and individual characteristics such as level of intellect and so on.

3. **Task -** self-evaluation of an individual within execution of specific tasks

Motivation- in common, it is an impulse, emotion or charge driving individual's behavior. According Gardner and Lambert there are two kinds of motivation:

1. **Instrumental motivation**

2. **Integration motivation**

Disturbance (anxiety) – Disturbance (anxiety) is characteristic for not only learning process but using of the second language in practice. In case of formal learning environment, there can be anxiety in class and situational anxiety when using language.

Attitudes/relations- attitude to themselves, to the language, to the teachers and to the learning process are very important in the second language studying process.

Empathy - This is individual's ability to share other people's feelings and establish communication with them on the emotional level. In the process of the second language, studying it is very important to understand emotions and interactions of a student.

Chapter 2. Main Theoretical Models Explaining the Success or Failure in Second Language Acquisition

According to what factor is emphasized and considered essential as carrying high predictoral value in the process of second language acquisition, there are several models explaining the reasons of success or failure in that process. What these models have in common is that they emphasize individual-psychological factors. However, each of these models chooses one factor as leading factor defining successful behavior. Now we are up to consider the basic models, which have laid foundation for our studies.

2.1   Language-Identity Model According   W. Lambert

As it was mentioned above, one of the main reasons of success or failure in the process of language acquisition is motivation of a learner. This factor is the most important to G. Lambert's identity model. The professor of McGill University has been studying this problem for several years.

According his model (Lambert, 1974; 1979; 1981), the main factor in successful acquisition of the second language is motivation, which in its turn conditions development of identity (Identitätsentwicklung) in the second/foreign language learning process. Individual's wish and readiness to study the language of majority, render it the main value of his life, means of self-realisation, - to Lambert this is waypoint for integration in the socium. This motivation for integration (orientation on being integrated in the socium) is the main variable, a pre-condition for second language acquisition. G. Lambert distinguishes it from the viewpoint of instrumental motivation, which emphasises economic and practical advantages of the second language acquisition. In his opinion, motivation for integration is stronger than instrumental motivation, as it has long-term, sustained, stable goals. In the case of instrumental motivation as soon as an individual gets a job or passes exams the motivation vanishes, while motivation for integration is more stable, and after integration into a certain language-speaking and cultural group the relations still remain. Consequently, most of Lambert's studies concern motivation for integration rather than instrumental motivation.

2.2   Social-Educational Model According R.C. Gardner

Social-Educational Model According Gardner (Gardner, 1979; 1985) partially is based on the Lambert's model but in addition, he reviews the influence of the social-cultural environment in the second language acquisition context.

The cultural and social environment in which the individual exists determines his attitudes and perceptions of other cultures and languages; in its turn, those perceptions have an effect on success or failure in language acquisition. Gardner examplifies the monocultural countries (Great Britain) where the population may consider it useless to study other languages, and consider minor groups of other language speakers obliged to study the dominant language and culture and get assimilated.   Correspondingly, he distinguishes 4 main variables influencing the quality of second language acquisition. They are as follows:

1. Intellect;
2. Skill (talent) in languages;
3. Motivation ;
4. Fear of the concrete situation of language using.

Influence of each of those variables may be different according the different cultural-social environment. In the monocultural, one-language (native) environment studying the second language is mainly carried out at the educational institutions, in formal learning environment context Gardner supposes that the individual's skills and talent of language acquisition alongside with other cognitive factors emerge exactly in this formal learning environment while the emotional factors have certain importance both in formal and informal environments.

According the Gardner's model linguistic talent is very important in both of the mentioned learning contexts but its role is greater in the monocultural than in bi-or multi-cultural environments.

The Gardner's model marks boundaries between linguistic and non-linguistic results. Linguistic results are mostly related to actual knowledge of a language and to the language skills. They concern such test results as scores in the language course, school assessment marks in the second language or results of language tests as the main professional tests. As for non-linguistic results, they reflect individual attitudes of the student including the cultural values and ethos. Eliss (1997) argues, that the individuals who are motivated to integrate linguistic and non-linguistic results of their learning

experience, reach the higher level of the second language acquisition and their competencies are eminent.

According the model, motivation as one of the most important variables, consists of three elements: attempt, wish, affect (emotion). Gardner interprets attempt as time, which is consumed during learning, and individual drive. Wish implies an individual's desire, determination to be highly skilled in the language, and as for affect, it expresses an individual's emotional reactions during the process of acquisition.

To better analyze the Gardner's model, we shall discuss the scheme given below: **The social-educational model of the language acquisition. See the scheme № 1**

As it is seen from the scheme, Gardner concerns two factors in his social-educational model: motivation, and skills and capabilities, To his opinion motivation brings more influence on success or failure in language acquisition than skills and abilities. He focuses also on other variables having influence on the student's success or failure. One of these variables is attitude to the learning environment. It is undoubtable that learning situation influences student's motivation level. When controlling another variables a hard-working teacher will create a good curriculum, plan the teaching process to make it interesting and thus increase student's motivation. Another important variable influencing motivation is integration. The construct Integration has been criticised by many scientists, as it does not allow to distinguish between integration orientation, integration motivation and integrative motive. Though the concept „integrability" historically originated from the construct of identification, which was first used by Murrer in 1950, attempting to explain a child's motivation to acquire parents' language. Integrability like this construct implies an individual's motivation for being integrated in the socium which is valuable for him. The third variable is instrumentality which implies that the second language can be an instrument for achieving some goal. This can be a career, professional development and so on. It by itself increases the motivation for language acquisition.

It is also clear from the scheme that besides motivation and individual's skills and capabilities, it is disturbance (anxiety) that influences the level of achievements in language acquisition; particularly it is anxiety with regard to practical usage of the language which Gardner called -"situational fear of the second language usage"

Having introduced this personal variable -"situational fear of the second language usage" makes the Lambert's model more perfect. Truly, the scientific researches (Gardner, Lalonde/Pierson 1983; Lalonde/Gardner 1984) proved the correlations between fear and the second language usage. More recent studies (Gardner, Moorcroft/Metforda 1989) allow Gardner to suppose that situational fear is nothing but separate manifestation of the other variable - self-confidence.

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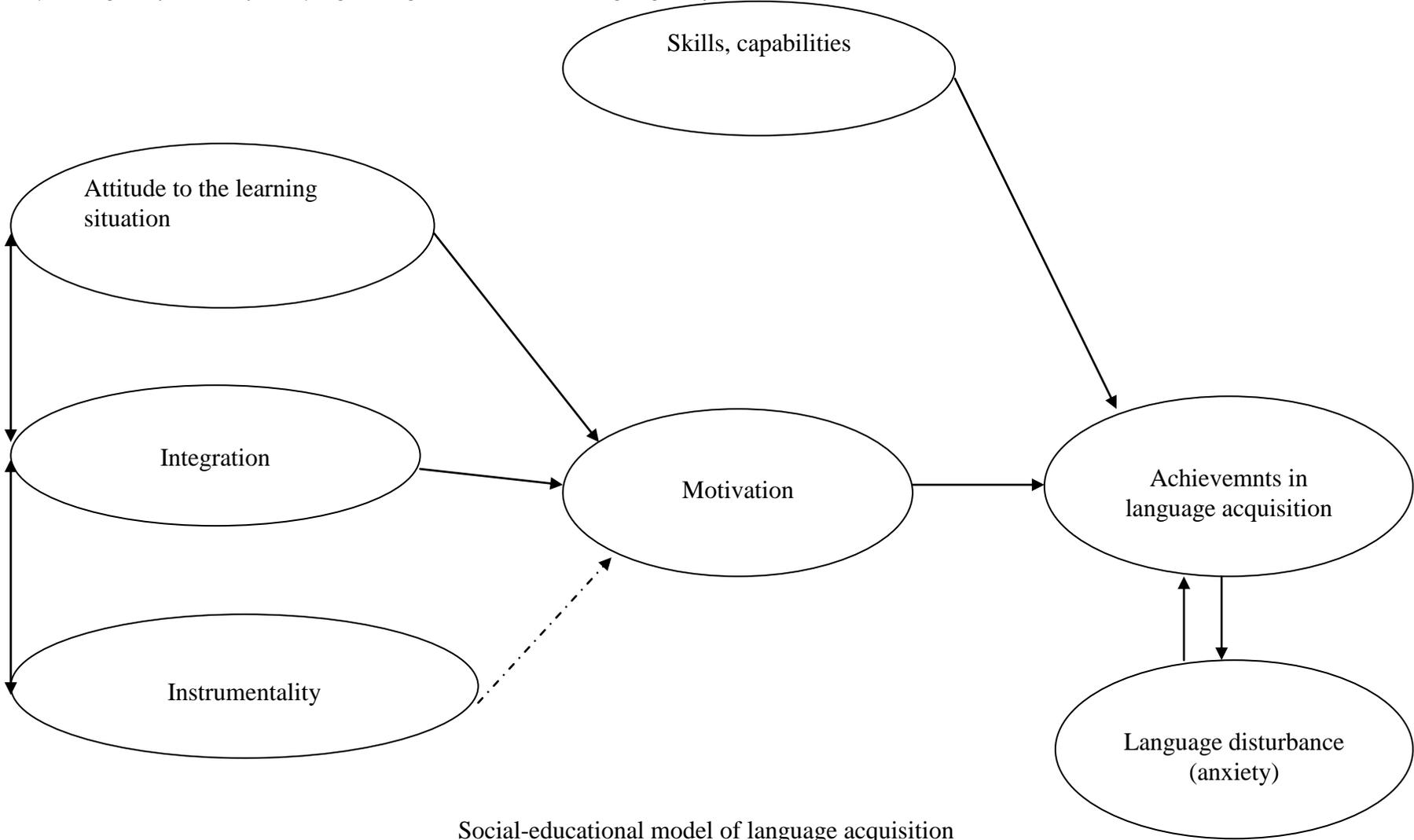
Social-educational model of language acquisition
Scheme №1

2.3   Social Context   Model by R. Clément

The   Clément's social context model emphasises the importance of the social-cultural environment even more. This model takes those variables from Gardner's and Lambert's models as motivation for integration and the component of situational fear. He considers them in his own model as essential structural variables. But mentioning the variable of fear he does not mean the fear of language usage; he calls is fear of assimilation and implies the fear of losing first (native) language and culture in the process of second language acquisition. To his opinion relation between fear of assimilation and motivation for integration determines the motivation for acquiring the second language and its result. If the fear of assimilation prevales, the motivation for acquiring the second language is lower an the result is less effective; but if motivation for inegration prevales, than the motivation for acquiring the second language is high and correspondingly the result is effective.

He speaks also about such variable as self-confidence. This concept in its meaning relates to language-anxiety from one hand (implying absence of such feeling) and on other hand focuses on the individual's language skills and related positive aspect of self-evaluation instead the negative one. It means that an individual becomes aware of the language competency and thus gains self-confidence. (Clément, 1980).   As Clément himself says, self-confidence includes anxiety as an affective aspect and self-evaluation concernin language-competence, as a cognitive aspect.   Clément and his followers determined that indicators of self-confidence are correlated with indicators of the second language competence (level of acquisition) (Clément, Dorney & Noels 1994; Gardner and Smith,1977,1980; Clément &Crudenier, 1985)

2.4   Social-Cognitive Model by R. Muller

Social-cognitive model by Muller unites the models by Lambert, Gardner and Clément.

According Muller, success in studying the second language in the formal, namely, school environment may depend on two variables:

✓ Talent (talent for language acquisition and general intellect)
✓ School language concept

According the denoted model the most important variable is the pupil's language self-concept. „language self-concept of the pupil" - self-confidence, self-trusting (Selbstvertrauen) - this is the trust in one's own language skills, as Muller calls it - language self-program which is the result of long accumulation of the experience. Accurate self-evaluation of the own skills in language, which is founded namely on this basis, expresses the pupil's achievements more exactly. This construct resembles that of Clément's but in fact is quite different. Muller's construct contains Clément's construct of self-confidence and in addition - his own language self-program -motivation for language studying.

In order to imagine Muller's model more clearly, let's see below - the scheme №3.

Social-cognitive model of language acquisition according R. Muller

Scheme №2
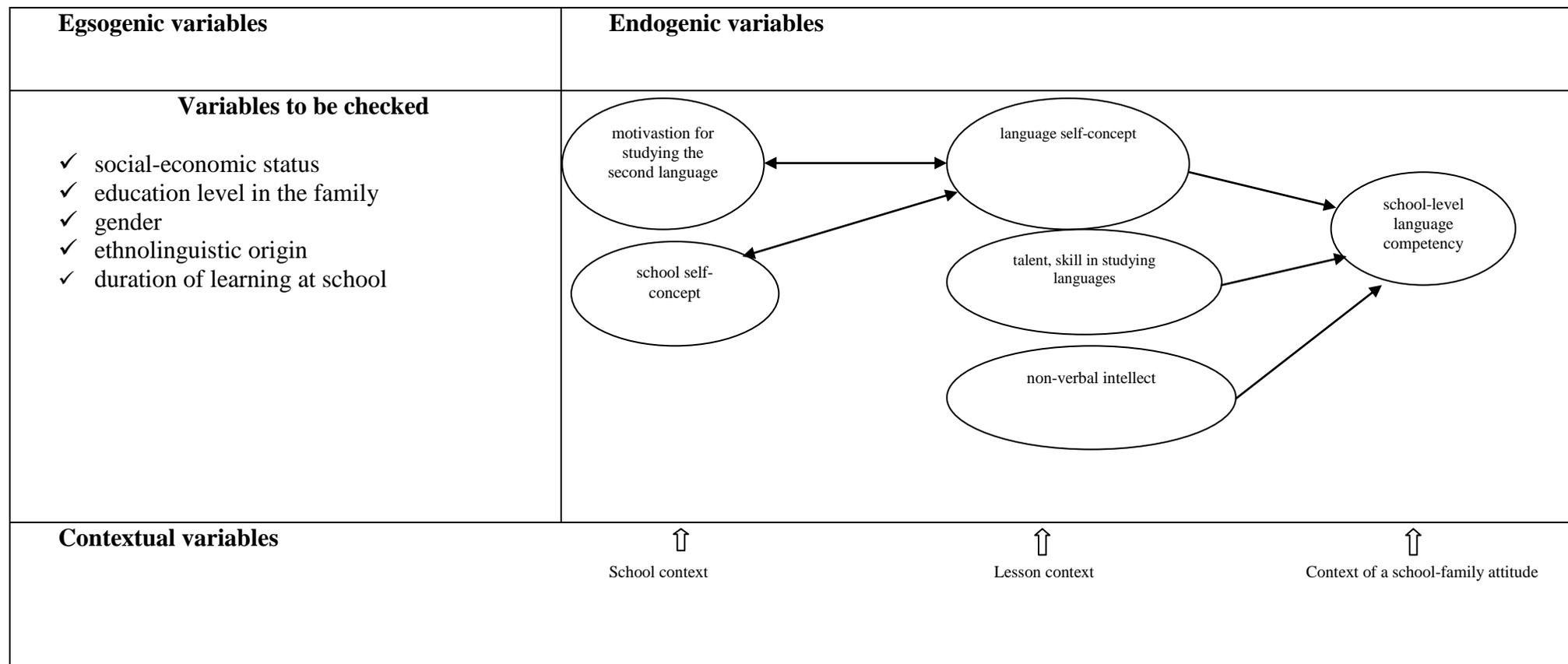
Egsogenic variables	Endogenic variables
Variables to be checked ✓ social-economic status ✓ education level in the family ✓ gender ✓ ethnolinguistic origin ✓ duration of learning at school	
Contextual variables	School context Lesson context Context of a school-family attitude

As it can be seen from the figure above, motivation for language studying and school (school-level) self-concept (child's self-evaluation as a pupil) together determines the language self-concept of the child which from one side is in the back-relation with those two variables and from the other side is an important predictoral for the school (school level) language competency.

For Muller the importance of the dynamic aspect of motivation is undoubted with regard to the second language but the motivation variable is an important predictoral for second language acquisition, when a pupil's self-confidence in his own skills to learn languages is high. This is the factor which conditions orientation of motivation on the specific goal. Correspondingly, Muller supposes that it is less effective for success in language learning to use temporary educational methods and give incentives.

Thus, we have discussed four basic models by which the scientists try to explain the reasons of success or failure in second language acquisition based on the psychological factors. If we sumerise those models, we shall see that determinative psychological factors are as follows:

Integration motivation, instrumental motivation, disturbance (anxiety) in the second language usage, pupil's self-program or attitudes to the teachers and learning environment, and pupil's self-confidence.

Chapter 3. Identifying the Issue of Research

Thus, we have reviewed the basic literature creating the foundation for our researches and have defined the main variables, which we consider in our studies: integration motivation, instrumental motivation, language disturbance (anxiety) and self-confidence.

We have stated the goal of researches: determining the relations between the success or failure in second language acquisition and personal-social factors of an individual, and defining, what are the predictoral values of personal or social characteristics of the given individual and his attitudes with regard to the high competence in second language acquisition.

Specific sub hypotheses are the following:

(1) If the motivation for individual's integration into the dominant socium has predictoral value with regard to successful acquisition of the second language, then it follows that the greater is the pupil's motivation for integration the the higher must be his marks in Georgian language performance, and correspondingly, the higher   is his language competence.

(2) If instrumental motivation of an individual has predictoral value for successful second language acquisition, then it follows that the stronger is this kind of motivation, the better are the pupil's grades in Georgian language and correspondingly, the higher is his language competence.

(3) If involvment of an individual's parents has predictoral value, then it follows that the greater is their involvment, the higher are the pupil's marks of academic performance in Georgian language and the higher is his language competence.

(4) If general motivation has predictoral value for the language acquisition then it follows that that the greater is the motivation generally in acquisition of foreign languages the higher are the marks of academic performance in Georgian language and correspondingly the higher is his language competence.

(5) If the pupil's self-trusting, self-confidence has predictoral value for second language acquisition, then it follows that the greater is the sense of self-confidence the higher are grades in Georgian and correspondingly, the higher is his language competence.

(6) If the language anxiety of the pupil (the situational fear of the second language usage) has predictoral value for successful acquisition of the language, then it follows that the lower is the indicator of anxiety, the higher grades he has in Georgian language and the higher is his language competence.

Resulting from the goal of the presented research work and the hypotheses, which needed verification, the following tasks were outlined:

Goal Ⅰ: To create an important research tool-pupil's questionnaire. This process contained two stages:

- Creating primary orientational tool.

- Creating basic tool.

Creation of the primary orientation tool in its turn has been conducted through the following steps: (1) creating orientational statements; (2) expert analysis of the statements; (3) assigning questionnaire statements to the certain scales; (4) pilot testing of the statements; (5) psychometric analysis of the statements and the primary instrument.

Creation of final version of the basic tool has been conducted through the following steps: (1) creating initial version of the questionnaire; (2) evaluating questionnaire validity by experts; (3) editing of questionnaire; (4) translating the questionnaire into Russian, Azerbaijanian and Armenian; (5) expert analysis of the translated questionnaire (only the Russian version); (6) piloting the questionnaire; (7) psychometric analysis of the questionnaire; (8) developing the final version of the questionnaire.

Goal Ⅱ: To determine relations between the pupil's personal –social characteristics and success or failure in second language acquisition, or in other words, outlining the factors, which have predictoral value for studying the Georgian language as the second language.

To achieve this goal it was necessary to define the level of skillfulness in Georgian as the second language for each participant. At present, we do not have any general test for checking skillfulness in Georgian as the second language. Because of that, we used a pupil's yearly assessment marks in this subject. Neither have we any general test for checking skillfulness according the following fundamental aspects: writing, reading, listening, speaking. Skillfulness in the language assumes certain competencies in all of the mentioned aspects. It was significant to consider these aspects, so we have developed a questionnaire to interview the teachers. Teachers conducted students' assessment in Georgian using the range of scores 0-10, likewise the marks of the academic performance in **writing, reading, listening, speaking** or in other words, a pupil's knowledge was evaluated by 5 scores: 1 score as a yearly academic mark and 4 scores- allocated one for each skill.

Chapter 4. The Research Method

The dissertation work consists of two parts:

I part – developing the questionnaire for students according the goal of the research work.

II part – researching the interrelations between the personal-social characteristics of an individual and level of the second language competence in the formal learning environment, to which might or might not be added the informal environment of language realization.

4.1 Creating the Tool for Research Work – Developing the pupil's Questionnaire

As a result of the stated research hypotheses, it became necessary to create research tool- a pupil's questionnaire. The process of creation was quite complex, divided into some stages.

1. First of all, the basic factors were distinguished, which, to our opinion, and according the above discussed literature, were affecting second language acquisition.

2. After that, the validity of the questionnaire was evaluated by experts (8 psychologists). They were given the questionnaire containing statements and scales with special guidelines. The experts' task was to refer each statement to the one scale, and put away those statements that didn't refer to any of the given scale. After this procedure, 60 statements were left from the first 95 statements. The distribution of the statements for each scale was following: I scale- **general interest in the foreign languages**- 4 statements; II **attitude to the Georgian people**- 16 statenents; III scale- **attitude to learning the Georgian language**- 16 statements; IV scale- **parent's involvment**- 6 statements; VII scale- **anxiety in class**- 3 statements; VIII scale- **situational fear of the language usage**- 6 statements; IX scale- **evaluation of the Georgian lesson**- 5 statements. X   scale- **evaluation of the teacher of Georgian**- 7 statements; XI scale- **self-confidence**- 8 statements.

3. Then we had to test those statements and the questionnaire. For this purpose, piloting was carried out in Tbilisi and Sagarejo non-Georgian schools, among the students of the XI form.

4.   After the piloting studies in which 140 students participated, the psychometric analysis of the questionnaire was done on the level of statements; the statements that we took as manifestation of the specific factor were compared with the statements, uploaded on the factors, noted in the testing battery of motivations by Gardner. The questionnaire was refined and completed.

5.   During our research work among non-Georgian speaking population, as the Georgian was in this case the second language, it was necessary the questionnaire to be in the native languages of the ethnic minorities. Therefore, it was translated into Russian, Azebaijanian and Armenian.

6.   After the translation work had finished the validity of the questionnaire was evaluated once more, but this concerned only the Georgian version and the Russian version for the reason that there was not a possibility to form groups of Azerbaijanian and Armenian experts.

7.   On the next stage, pilot testing was repeated; for this time, 84 students participated in it. The final version of the questionnaire resulted out of this efforts.

8.   To ensure correct grammar and style, the philologist, expert of the Georgian Language, checked the Georgian version.

4.2 Research participants

Having developed and adjusted the tool of research the work began. 374 students participated in it.

Selection description:
- ✓ Gender of the participants – 165 participants (45%) were male and 202 (55%) were female;
- ✓ Consequent to the research goal we were interested in specific aspects of studying Georgian as the second language in the formal learning environment (namely in school environment). The age of the students was determined from the beginning. The research work has been carried out among the students of the XI and XII forms, so; correspondingly, the age of participants was between 16 and 18. Though the statistical analysis of the results shows that among the students of the XI and XII forms were some children aged 15 or 19. 37% of the inquired

schoolchildren were 16 years old, 46, 6% -17; 13, 5%-18; 2, 1%-19; and 0.7%-15 years old.

- ✓ Region – the research work covered three regions: Shida Kartli (Marneuli, Sadakhlo), Samtskhe-Javakheti (Akhalcikhe, Vale, Tskruti), and Tbilisi. 4,6 % of the inquired (92 students) were from Shida Kartli; 26,42% (98 students) from Samtskhe-Javakheti and 49,2% (184 students)-from Tbilisi.

- ✓ Nationality – majority of the inquired schoolchildren were Armenians (58, 3%); 25, 8% - Azerbaijanians; 12, 1% - Georgians, 2,4% - Russians, and among the rest 1,4 % there are Jews, Kurds and Ossetians.

- ✓ Family language – for the 42.5% of the participants the family language is Armenian, for 21.9% Azerbaijanian, for 16,7% - Russian, for 7.4% Georgian and for the rest 11,5%- it is the mix of Armenian-Russsian, Azerbaiajanian-Russian Armenian-Georgian,Azerbaijanian-Georgian and so on.

- ✓ Employment of the parents – in case of 75,5% father is employed and has a job, in case of 38,7%- it is mother who had a job.

- ✓ Number of Georgian books kept in the family library – most of the inquired students (83,8%) have got about 1-50 books in Georgian, 12,6% said that the number of Georgian books at home is from 51 to 100, 1,7% said the number was 100-500, and 2% of inquired students do not have any Georgian books at home.

4.3 procedure

As soon as the final version of the questionnaire had been developed, 374 schoolchildren took part in research. They were filling in the questionnaire in the classroom. They were briefed, including the information about the goal of the research and the guidelines how to answer the questions. Then the questionnaire copies were handed to them and the students filled them in, individually. The guidelines for filling in the questionnaire were given also on the questionnaire sheet, at the beginning. As soon as the students finished with their answers, we began interviewing the teachers of Georgian.

4.4 Research Tool

As we have mentioned above, the tool for research work was represented in form of the specially developed questionnaire; it was a self-reporting work, containing 69 statements and 11 scales.

Here are the 11 scales:

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scale I – general interest in the foreign languages;

scale II – attitude to the Georgian people;

scale III –   attitude to the Georgian language;

scale IV – integration orientation;

scale V – instrumental orientation;

scale VI – parents' involvment into the process of second language acquisition;

scale VII -   anxiety in class;

scale VIII – situational fear of the language usage. Anxiety in the process of using the language in the different situations;

scale IX – evaluation of the Georgian lesson;

scale X- evaluation of the teacher of Georgian;

scale XI – self-confidence.

5. Chapter Describing the Results

6.1.psychometric analysis of the data and description of results

5.1Factoral Analysis – Factoral Method of the Main Axis

Six factors have been distinguished as a result of factoral analysis, based on the Kaiser criterion and the curve of inclination, with the Promax algorithm turning (kappa parameter – 4). Those six factors explain most part of the dispersion of the variables, particularly, 22, 60% of the data variability. Those 11 scales given in the questionnaire have fully uploaded on these six factors, with average of 0.57.

These six factors are:

1. **language perception** or otherwise - familial language self-program on which the following scales uploaded:

    ✓ general interest in the foreign languages;

    ✓ Parents' attitude to second language acquisition;

    ✓ The scale- attitude to the Georgian language divided in two parts – positive statements uploaded this factor and negative statements form a separate factor.

2. **motivation for integration** - the following scales uploaded that factor:

    ✓ integrative orientation;

    ✓ Attitude to the Georgian people.

3. **Instrumental motivation.** This scale uploaded:

    ✓ Instrumental orientation.

4. **Sense of self-confidence, self-trusting.** The following scales uploaded that factor:

    ✓ Anxiety related to the second language usage or situational fear of the language usage;

    ✓ Anxiety in class;

    ✓ Sense of self-confidence, self-trust (positive aspect of self-evaluation).

5. **Teaching style.** The following scales uploaded that factor:

    ✓ Evaluation of the teacher of Georgian;

    ✓ Evaluation of the Georgian lesson.

6. **Negative attitude to the Georgian language and its studying.**

    ✓ As we have mentioned above, the scale – attitude to the Georgian people - was divided in two parts: positive statements uploaded the factor of the language perception and the negative formed a separate factor.

Table N 1. Factor Pattern Matrix for the scales

Factors / Scales	language perception	motivation for integration	Instrumental motivation	Sense of self-confidence, self-trusting.	Teaching style	Negative attitude to the Georgian language and its studying
general interest in the foreign languages	.711					
positive attitude to the Georgian language	.564					
parents' involvment into the process of second language acquisition	.485					
integration orientation		.812				
attitude to the Georgian people		.506				
instrumental orientation			.627			
self-confidence				.741		
situational fear of the language usage. Anxiety in the process of using the language in the different situations				.642		
anxiety in class	.			.523		
evaluation of the Georgian lesson					.702	
evaluation of the teacher of Georgian	.				.655	
negative attitude to the Georgian language						.494

Extraction Method: Principal Axis Factoring.   Rotation Method: Promax with Kaiser Normalization

5.2 Correlations between the Scales

It appeared after calculating the correlations between the scales, that they were quite high. Those correlative relations are given in the table №2

Table **N 2** Correlations Between the Scales.

Scales	general interest in the foreign languages	positive attitude to the Georgian language	parents' involvment into the process of second language acquisition	integration orientation	attitude to the Georgian people	instrumental orientation	self-confidence	situational fear of the language usage. Anxiety in the process of using the language in the different situations	anxiety in class	evaluation of the Georgian lesson	evaluation of the teacher of Georgian	negative attitude to the Georgian language
general interest in the foreign languages	-											
positive attitude to the Georgian language	.573**	-										
parents' involvment into the process of second language acquisition	.541**	.476**	-									
integration orientation	.224**	.198**	.103**	-								
attitude to the Georgian people	.192**	.101**	.214**	.689**	-							
instrumental orientation	.188**	.486**	.243**	.104**	.264**	-						

Psychological factors of studying Georgian as a second language in formal environment

|	1	2	3	4	5	6	7	8	9	10	11	12
self-confidence	.222**	.378**	.183**	.226**	.192**	.184**	-					
situational fear of the language usage. Anxiety in the process of using the language in the different situations	.-121**	.091**	.178**	.316**	.091*	.322**	.-721**	-				
anxiety in class	.129**	.162**	.234**	.165**	.139**	.219**	.560**	.519**	-			
evaluation of the Georgian lesson	.250**	.451**	.307**	.214**	.279**	.137**	.211**	.129**	.302**	-		
evaluation of the teacher of Georgian	.331**	.381**	.093*	.074**	.364**	.126**	.128**	.104*	.117**	.521**	-	
negative attitude to the Georgian language	.-235**	.-788**	.-117**	.-355**	.-699**	.-589**	.079**	.094**	.088**	.124**	.083**	-

** $p \leq .01$; * $p \leq .05$

As it was mentioned above, the level of the pupil's language skills was evaluated using the score from 1 to 10. According to the National Curriculum, skills of students are devided in four levels. Based on this devision, as well as on the agreement with the school teachers and subject specialists, we conditionally separated 4 levels of the Georgian language skills: low (weak) (scoring 1-3), below medium (scored 4-5), medium (scored 6-7) and high (scored 8-10).

The same levels were separated for the 4 of language skill: writing, reading, listening, and speaking.

It was said that 374 students participated in research, from three regions of Georgia: Shida Kartli, Samtskhe-Javakheti and Tbilisi. Through the analysis of the results it became clear that each of the mentioned 4 language skills are obtained with different indicators of success. The differences between the levels of successes are statistically reliable.
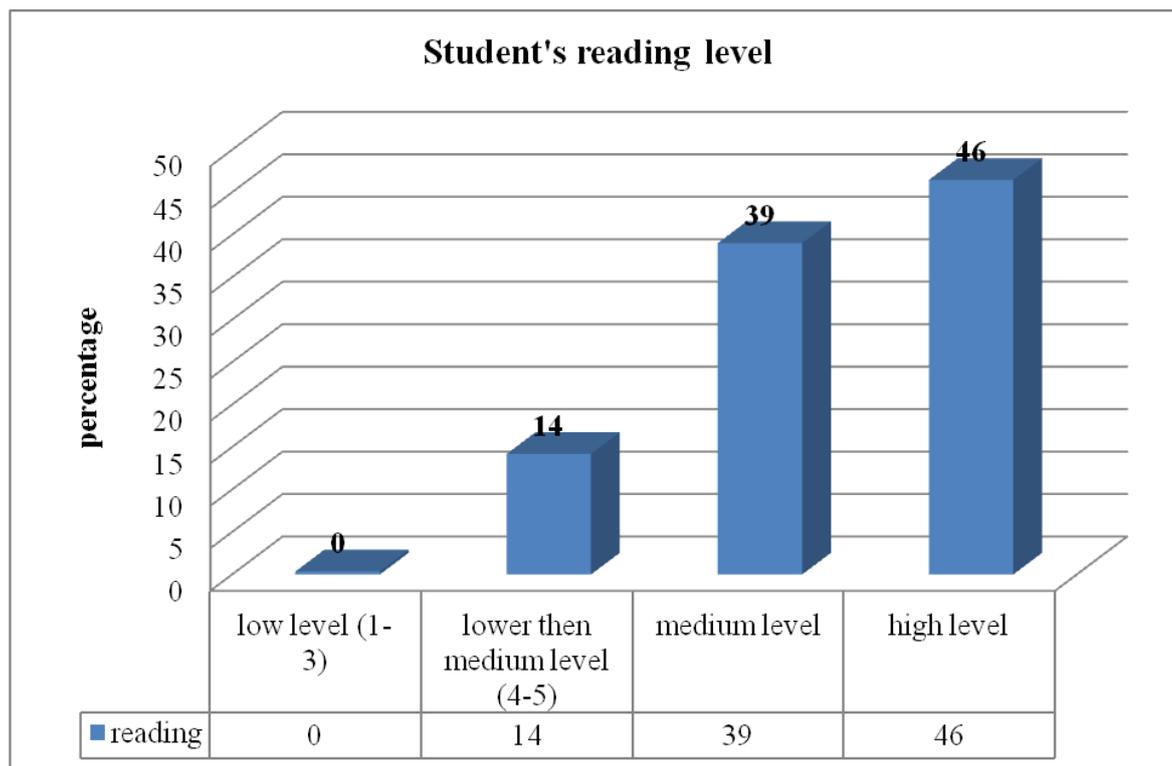
Specifically, 32% of students have high level of wiring skills, 43% - medium, 24% - lower then medium and 1% weak level (x^2=108.78, df=3, p<.000). See Figure #1
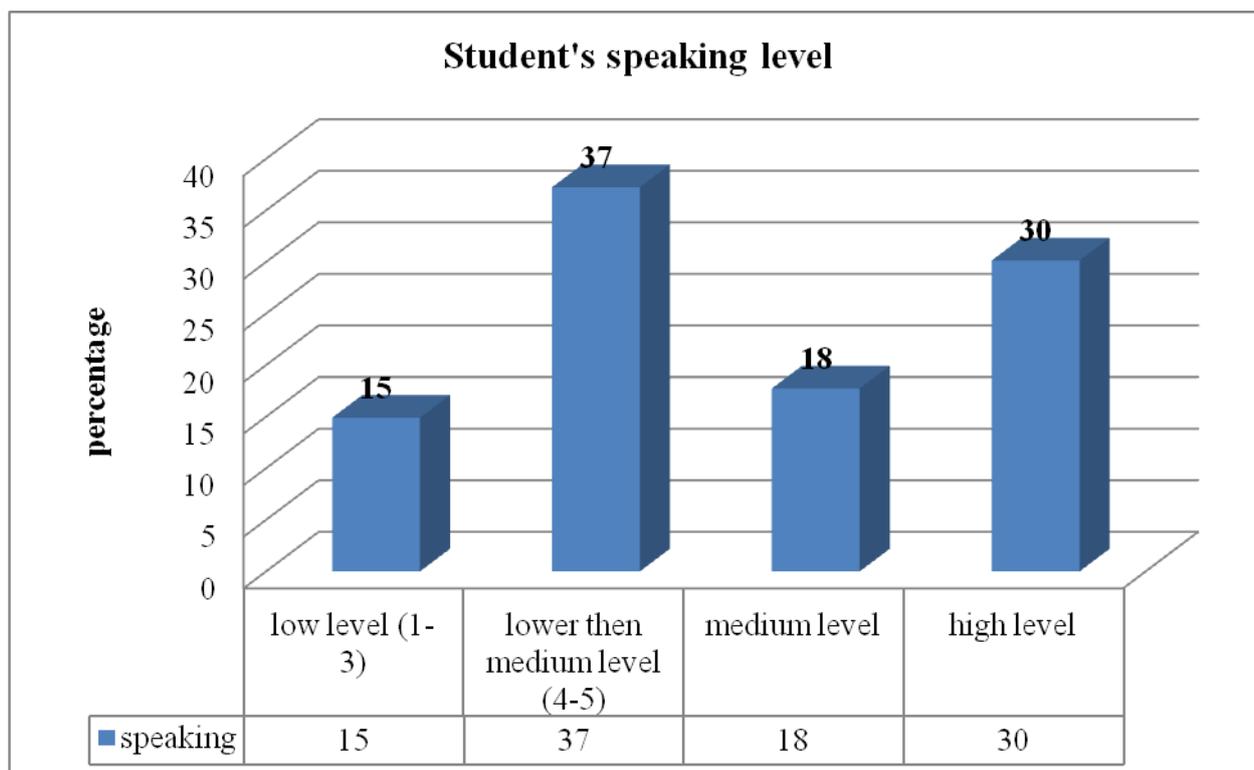
Figure №1
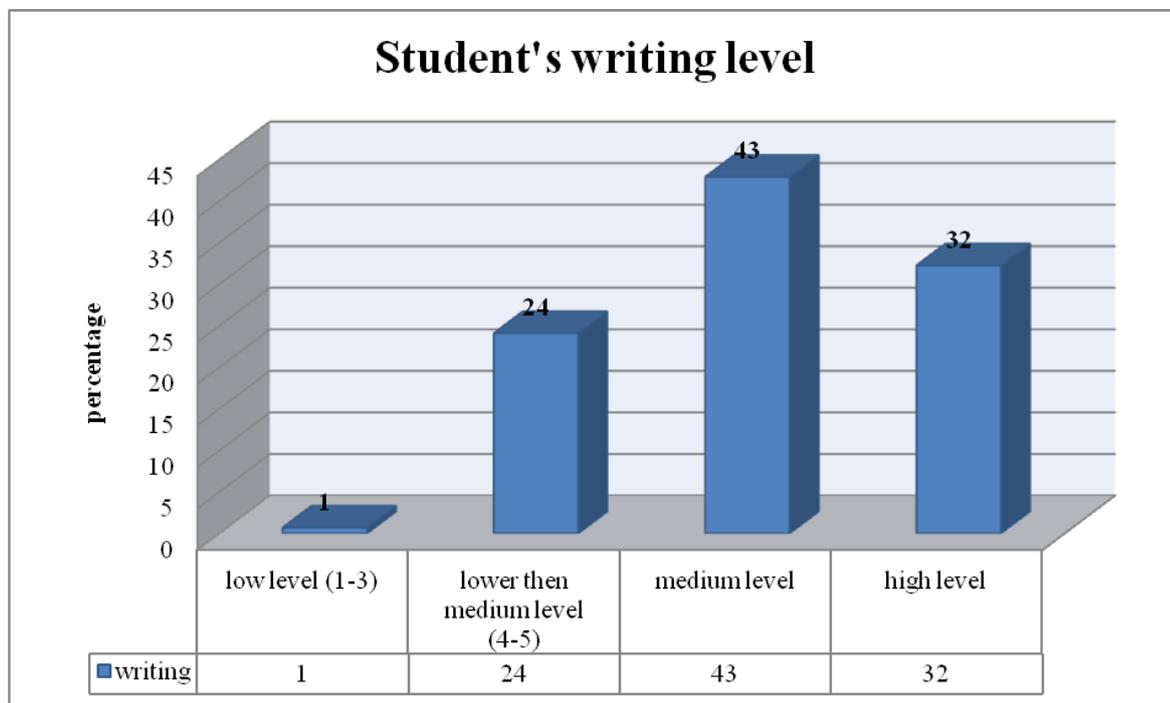
46% of student are with high level reading skills, 39% - with medium level and 14% - with lower then medium (x^2=155.75, df=3, p<.000) See Figure #2.

.

Figure№2

Student's reading level

	low level (1-3)	lower then medium level (4-5)	medium level	high level
■ reading	0	14	39	46

30% of students are with high level speaking skills, 18% - with medium level, 37% - with lower then medium and 15% with low level speaking skills (x^2=156.75, df=3, p<.000) See .

Figure №3

Student's speaking level

	low level (1-3)	lower then medium level (4-5)	medium level	high level
■ speaking	15	37	18	30

35% of students are with high level listening skills, 48% with lower then medium level and 4% with low level listening skills (x^2=161.76, df=3, p<.000).

Figure №4
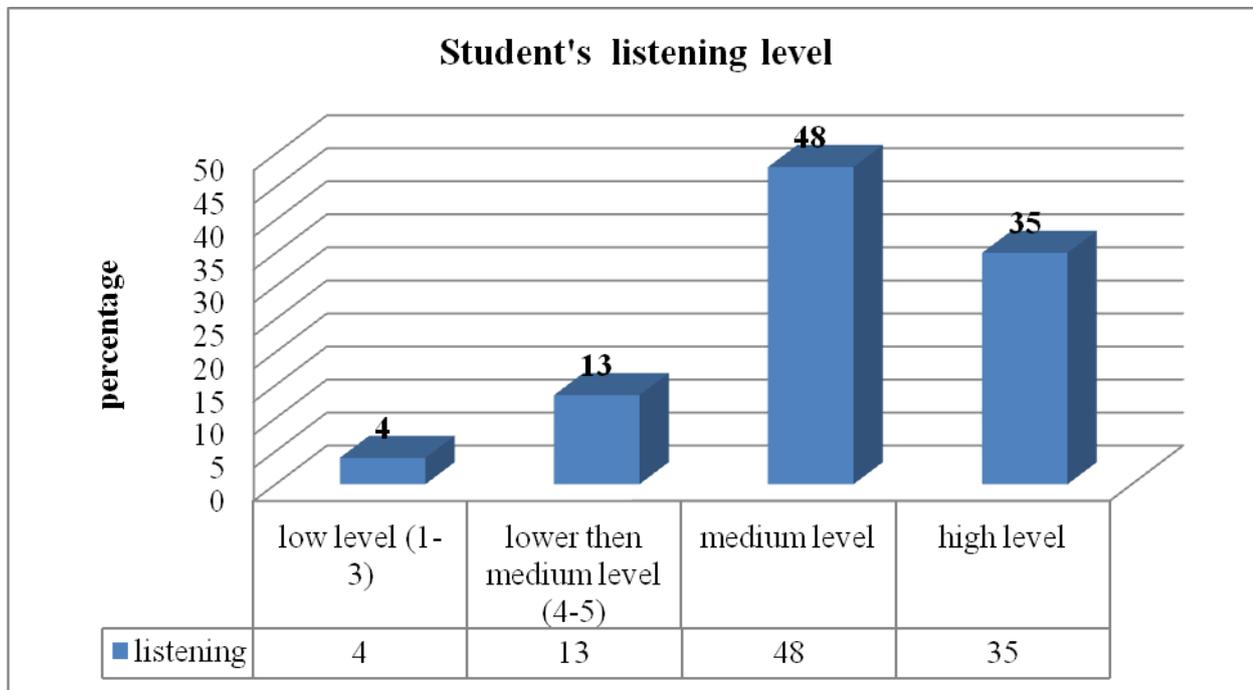
5.3   Regressive Analysis

The regressive analysis of the data (standard, plural regression) showed that six factors received after the factoral analysis represent predictoral factors of the achievements of students in Georgian as the second language; that means they determine on what level the pupil is.:

➢ The main factors combination model explains 22.6% of the data variability (R^2ADJ=1.06, F (5,374) =1.089, p<.001), out of the six, all factors proved to be predictoral. For success level in the second language.

➢ language perception (ß = .25, p<.01);

➢ motivation for integration (ß = .023, p<.01);

➢ instrumental motivation (ß = .031, p<.01);

➢ self-confidence (ß =.051, p<.01);

➢ teaching - style (ß = .091, p<.01);

➢ negative attitude to the Georgian language and its studying (ß = -.112, p<.01);

As for the separate scales, regressive analysis showed the following results:

The combination of the given scales explains 21, 11% of the data variability (R^2ADJ=0.204, F (5,374) =1.803, p<.002). 11 scales out of 12 proved predictorial for competence or achievement level in the second language.

The correlative analysis showed that the indicators of the pupil's achievements are in correlation with such variables as parent' national origin, family language, level of Georgian language skills in the family. Therefore, it would be appropriate to see if the mentioned factors have any predictoral value for the data of the achievement level of the pupil.

It turned out that this group of variables (national oigin of a parent (mother), family language and georgian language skills of the family members) explain 2.32% of variability (R^2ADJ = .01, F(2,289)= 1.65, p<.05).

Analysing predictoral values of the separate scales at the background of monitoring these variables, the following result shaped out:

This model of the group of variables (11 scales and 6 factors fully explains 22.60% of the data variability (R^2ADJ = .08, F(6,11)=1.96 p<.001), but monitoring the mentioned three variables 20.21% are explained (R^{2}ADJ =.20, F(6,11)=1.36 p<.001). It means that statistic data about influences of the factors is reliable.

6 Chapter. Discussing Results

The Factors Affecting the Second Language Acquisition.

The research covered three regions (Tbilisi, Shida Kartli and Samtskhe-Javakheti); 374 students participated. Now we are going to discuss the results of the research according the sub-hypothesis.

Based on the goal of the research work (determining the relations between personal characteristics and success or failure in second language acquisition) we have formed the following sub-hypothesis:

Sub hypothesis (I): if the motivation for integration has predictoral value for second language acquisition, then it follows that the greater is the pupil's motivation for integration the higher must be his marks in Georgian language performance, and correspondingly, the higher is his language competence.

As can be seen from the data analysis, motivation for integration acquires predictoral value for the mentioned population. This factor is particularly important for the students from Samtskhe-Javakheti and Tbilisi regions. It is natural, because Georgian population represents certain part of the population of these regions. The Georgian language is the state (nation) language, so the Georgians are representatives of dominant culture, therefore in the regions the determinant of the second language acquisition may be motivation for integration (and not assimilation).

In Shida Kartli region, the affect of motivation for integration is relatively low. It is also natural, as there is not Georgian population in this region, it is mainly populated by Azerbaijanians. At first sight, they do not undergo Georgian influence but the researchs showed that despite the low motivation among the students of this region, motivation for learning Georgian still exists there.

Out of 11 scales, which we have developed, two were uploaded on the integrative motivation factor: integrative motivation and attitude to the Georgian people. It is obvious that attitude to the dominant culture determines how prestigious and useful is the second language considered. In the paragraph "Choice of a Language", we talked about the attitude to the dominant culture with regard to its influence on the language-identity formation. Communications and relations performed by using the second language forms the identity of an individual, especially the second language has certain power and prestige. Correspondingly, making conversations in the

second language often reflects who this individual is, what group-membership he is eager to join and what are his chances to be submitted to this group (C. Baker, 2006).

Sub-hypothesis (2): If instrumental motivation of an individual has predictoral value for successful second language acquisition, then it follows that the stronger is this kind of motivation, the better are the pupil's marks of performance in Georgian language and correspondingly, the higher is his language competence.

Analysis of the research results proved this hypothesis. Instrumental motivation appeared significant predictoral for learning Georgian as the second language. From the represented scales, only one uploaded   on this factor – instrumental motivation.

Instrumental motivation is particularly high among the schoolchildren in Tbilisi. This fact can be explained by the fact that most of them see their future career through learning at Georgian Universities (majority of interesting programs and courses are not available in the languages of ethnical minorities) and correspondingly, they will have to compete with Georgian candidates at the entrance exams. The Georgian language is for them an instrument for fulfilling their future plans and on other side, it is an instrument for integration in the environment where they can fulfill those plans.

Instrumental motivation is relatively low in the remote regions but it still determines success in second language acquisition.

Sub hypothesis (3): If involvment of an individual's parents has predictoral value, then it follows that the greater is their involvment, the higher are the pupil's marks of academic performance in Georgian language and the higher is his language competence.

The results of the research work proved this sub-hypothesis too. We have mentioned that there are 11 scales in the questionnaire, which uploaded on six factors: language perception, motivation for integration, motivation for integration, instrumental motivation, self-confidence, teaching style and negative attitude to the Georgian language and its studying.

On the factor of language perception, the following scales uploaded:

- Attitude to the foreign languages study in general;

- Parents' attitude to the second language acquisition;

- The scale- attitude to the Georgian language divided in two parts – positive statements uploaded this factor and negative statements form a separate factor.

To say in other words, the factor- language perception – is the same as family language self-program or attitude of the pupil and his parents towards studying foreign languages in general, to the Georgian language and perception of importance of the second language.

In all regions, parents' involvment in the learning process is equally significant, though the parents' involvment itself is not equal. In Tbilisi its level is higher than in the other region. The lowest is the indicator in Shida Kartli (Marneuli, Sadakhlo). Parents in Tbilisi are more concerned about explaining the importance of the Georgian language skills. They talk with the children about future and the role of the Georgian language in this future. They are aware about the methods and the textbooks, which are considered appropriate for this aim. They know the Georgian teachers at school, and even give their children advices about learning.

Sub hypothesis (4): If general motivation has predictoral value for the language acquisition then it follows that that the greater is the motivation generally in acquisition of foreign languages the higher are the marks of academic performance in Georgian language and correspondingly the higher is his language competence.

Truly, the scale – interest in the foreign languages in general, according the results of our analysis, is an important predicroral factor for learning Georgian as the second language. But it is the specific manifestation of more general concept – language perception or language self-program. If the pupil is interested in acquisition foreign languages in general, to speak many languages, read books and the press, this is correlative with motivation for integration and instrumental motivation. It is natural, because in its turn this, in the gaining context, implies interest in the foreign culture and brings motivation for integration as well as instrumental motivation, when an individual understands the power and privileges of the given second language.

Sub-hypothesis(5): If the pupil's self-trusting, self-confidence has predictoral value for second language acquisition, then it follows that the greater is the sense of self-confidence the higher are his assessment marks in Georgian and correspondingly, the higher is his language competence. It is true, as it was shown in the results. The predictoral value of the factor – self-confidence, self-trusting truly influences second language acquisition.

And

Sub-hypothesis (6): If the language anxiety of the pupil (the situational fear of the second language usage) has predictoral value for successful acquisition of the language, then it follows that the lower is the indicator of anxiety, the higher marks he has in Georgian language and the higher is his language competence.
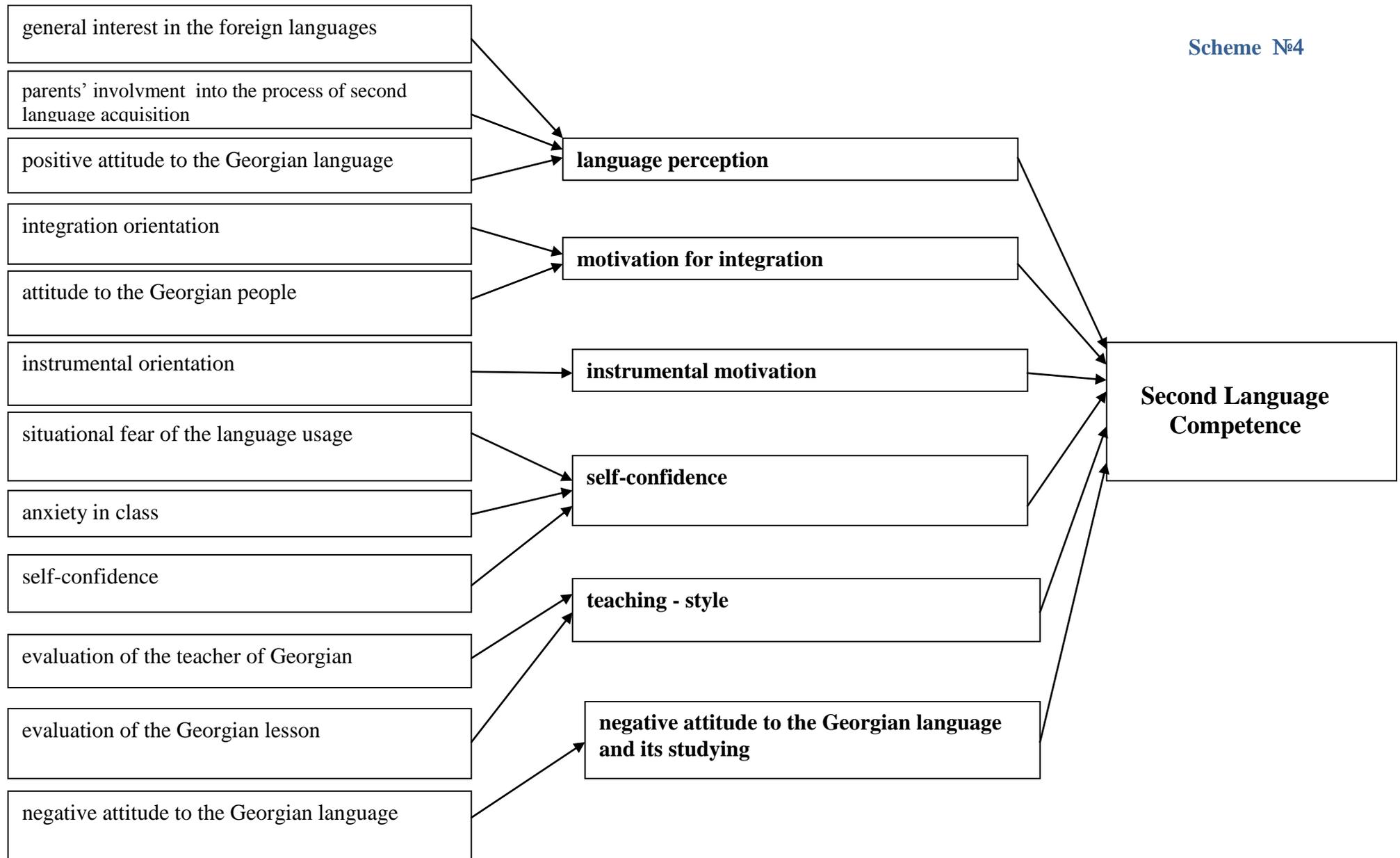
On this factor the following scales uploaded

- Anxiety related with the second language usage in several situations or situational fear for language usage;

- anxiety in class;

- Sense of self-confidence (in particular – positive aspect of self-evaluation).

We know that in the process of any kind of activity the sense of self-esteem is very important. Especially - pupil's evaluation of own skills and abilities is critical in the process of language learning. The pupil's anxiety related with usage of the second language in several situations plays significant role in the process of second language acquisition. If the pupil is especially concerned about failure and perceives that fact as a disaster, consequently he tries to avoid the situations, in which the probability of such negative feeling is high. For him receptiveness of the environment is the significant repercussion. We know that in the process of any kind of activities self-esteem, evaluation of one's own capabilities is very important. Especially decisive is this sense for learning process. If the pupil considers that assigned task exceeds his abilities, is very complex and unfeasible, then he quits learning as he is pre-determined that he can reach no results.

Acquiring second language does not automatically mean achieving any status in society. There is an unequal domination in distribution of status and power in any society (C. Baker, 2006). The pupil can have very high motivation but when using the language he may turn an object of humiliation or ignorance. In such cases the attributive style of an individual is very important, his self-attitude, self-esteem.

What can be said in particular of Georgian as the second language, success or failure in its acquisition is mainly determined by the pupil's self-confidence, self-trust in his language acquiring capabilities. If the pupil believes in his own capabilities, is sure that he can learn the second language, his academic performance is correspondingly high and so is his competence in the second language.

Scheme №4

general interest in the foreign languages	
parents' involvment into the process of second language acquisition	
positive attitude to the Georgian language	**language perception**
integration orientation	
attitude to the Georgian people	**motivation for integration**
instrumental orientation	**instrumental motivation**
situational fear of the language usage	
anxiety in class	**self-confidence**
self-confidence	
evaluation of the teacher of Georgian	**teaching - style**
evaluation of the Georgian lesson	**negative attitude to the Georgian language and its studying**
negative attitude to the Georgian language	

Second Language Competence

If we represent the results of our researches as general scheme (see scheme #4) and compare it with the four models we can easily see that the model that we have got out of our results is eclectic in relation with those four models. According the models by Lambert and Gardner the significant predictor for success or failure in the second-language acquisition was represented as two kinds of motivation: instrumental motivation and motivation for integration. For Lambert motivation for integration was more valuable than instrumental motivation in terms of the predictors. It is due to that integration for motivation has more long-term purposes. However as we have mentioned above (see p.36) the results of the researchs conducted in several countries gave different data. According the results of our investigations, we have received the statistically reliable difference from the point of view of dominating motivations according the regions. The instrumental motivation was the highest in Tbilisi comparing with other two regions. Quite contrary to this, in Samtskhe-Javakheti motivation for integration was higher than the instrumental one.

The construct of R. Gardner –"situational fear of the second language using" – is of special interest. As we have mentioned, Gardner in his later works denoted it as demonstration of more general construct – self-confidence. Indeed, our researches proved Gardner's hypothesis. Situational fear of the language usage, anxiety in class and self-confidence uploaded on one factor that we called self-trust or self- confidence. This more general construct implies positive self- evaluation of an individual from one hand and low level of language-disturbance (anxiety) in different situations on the other. The same construct given in Clément 's model ის the leading factor affecting the second language acquisition. Although besides this Clément mentions assimilation fear, which he opposed to the motivation for integration. Analyzing the results of our research haven't revealed negative co-relation between these two constructs and thus, Clément 's hypothesis was not confirmed about the similarity of situational fear and assimilation fear.

Thus, through its results, our investigation confirms the influence of those basic factors on the second language acquisition, which we have mentioned in the four models discussed above (p. 35) the results of the investigation bring those models together while introducing additional factors, for example style of teaching negative attitude towards the Georgian language.

7 Chapter

Conclusions

Our research work „ Psychological factors of acquisition Georgian as the second language in a formal environment" represents very urgent and interesting theme in Georgian reality. We can conclude this from the fact that the Georgian language became the language for communication between the Georgians and ethnical minorities living in Georgia, replacing the Russian language with this function; and on the other hand, Georgian is the State Language in Georgia and education is attainable mainly in this language. Correspondingly,   it became very important for the ethnical minorities to learn Georgian. Additionally, language is the best tool for any cultural integration

The main purpose of the represented research paper was to reveal; the factors, affecting on the Georgian language studying, which many well-known scientists consider significant determinators of the second language acquisition. In particular, we draw on the four main models as theoretical base: V. Lambert - Language-Identity Model; R. Gardner - Social-Educational Model; R. Cleman -Social Context Model ; and H. Muller – Sopcial-Cognitive model'.

On the basis of those models we have developed 11 scales reflecting main affecting factors shaped out during our studies. As a result of factoral analysis of the scales we saw that those they represented the manifestation of the six main factors which are: pupil's language perception; motivation for integration; instrumental motivation; style of teaching; self-confidence(self-trust); and negative attitude to the Georgian people.

Based on the predictoral value of the factors for the acquisition of the Georgian as the second language, we can conclude that for the schoolchildren of some regions of Georgia (with compact populations of ethnicall minorities) it is very important to integrate into the dominant Georgian culture, with Georgians. They see their future in Georgia, living among Georgians. Correspondingly, they have two tyupes of motivation for language learning; integrative and instrumenmtal. Most students consider that it is significant to the Georgian language for their job career, for future life. The higher is parents' involvment in language acquisition, the high are the pupil's language competencies. Is the direct indicator of the great role of parents in their childrens' language program development. Parent's attitude to the Georgian people and the Georgian language determines the pupil's academic performance in language.

The role of the teacher is also very important. Thje teacher hepls the pupil in second language acquisition and besides, he gives hom motivation through delivering

approppriate knowledge and creating his language perception. Such teachers achieve better results than those who emphasize only delivering of knowledge.

As we have already mentioned, the study has been carried out in three regions of Georgia: Tbilisi, Qvemo Qartli and Samtskhe-Javakheti. The students of non-Georgian schools were participants of study. They were students of middle and senior graduating classes (XI-XII). The results of comptencies in diffrent regions. In Tbilisi, comparably to the other regions the language competencies are of the higher level receptional as well as productive; it is desirable that stonger accent is made on productive competences. This refes to all regions.

Our research has theoretical as well as practical value. It is essential that the instrument was developed in the researcing process, by means of which it is possible to study schoolchildren's attitude to the Georgian people, Georgian language, to themselves. motivation factors of language learning and degree of parents involvment in the second language acquisition.When the instrument is further improved and refined, it can be used in the area of psychoogy by rge professional researcvhers.

The study of the psycological factors hasbeen carried in many countries, especially in those where the problem of the second language acquisition is important in terms of national or social purposes(China, Japan, Canada and so on). Our research work is responding those researches and perhaps one more theoretical importance of it is that we can share our experience with the rsearchers from many other countries, receive recommendations from them for further development of our work

As for the practical value of the research, the results of the analysis and consequent conclusions may be used for further devloping of the second language acquisition methodology and making corrections in methods of teaching.

As it was shown by the results of stusy, in the process of the Georgian language learning as the second language, the determinant of the success or failure is the pupil's lamguage perception which implirs hisown and his family's attitude to the Georgians, Georgian language and the level of comprehension the role of the Georgian language, the advantages of its acquisition for the ethnical minorities as well as generally the level of awareness about the role of the Georgian language. As it can be seen from these conclusions, training modules can be created for teachers and parents in order to increase the level of language perception..

Another predictor of success in Georgian, as second language acquisition is students' self-confidence, degree of self-trust. Training modules can be planned in this direction too.

Limits of researches.

The research work has certain limitations. Let us begin with general limitations:

The main limitation relates to measuring the success. It is an interesting question: what can be considered as success in second language acquisition? What does the competence imply and how to measure it? In case of our researches the pupil's success and competence in the Georgian language was measured by yearly academic performance and by teacher's assessment. Despite that academic score was given based on the certain criteria, it still implied high level of subjectivity that leads us to making very careful conclusions.

The second limitation is about how it is possible to generalize received results and talk about the ethnical minorities generally in Georgia while we have investigated three regions: Tbilisi, Kvemo Kartli and Samtskhe-Javakheti, which were represented by large villages and towns. It is interesting, what results we would get if we had included more remote villages which are somehow isolated

The research work is also limited by the age of the individuals participating in it. Resulting from the aim and hypotheses of our researches, the age of individuals was that of 16-18 (correspondingly, XI-XII forms at school), which by itself is reflected in the research results. When talking about research results we should note the age limit of population under study.

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Further researches and recommendations

It is desirable that further researches are planned in two main directions:

- Different age groups;
- Include all those regions that are populated by the ethnical minorities compactly...

It is especially interesting to conduct researches among students who are representatives of the ethnical minorities. It is interesting if all the factors, which we accepted as predictoral would prove same among the students in second language acquisition, or predictoral value of those factors, are conditioned by the age of participants and specification of learning process. Certainly, it is also very interesting what the situation is like in the regions, which were not included in our investigations (Sagarejo, Telavi and so on).

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