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**Key messages in Georgia's EU integration discourse:
Critical Discourse Analysis perspectives on means-goal arguments**

Abstract

This paper is an attempt to identify strong statements of Georgia's President Mr. Giorgi Margvelashvili that contribute to expanding EU integration discourse within overall political discourse in Georgia. Powerfully structured messages and rich linguistic features influence the general setting and thus help to frame political attitude on Georgia's European integration. In addition, the paper examines practical argument in the selected, most recent institutional speech of President Margvelashvili. based on the scheme of Critical Discourse Analysis (CDA). I argue that even though the Georgian President is considered to be the strong supporter of the country's European orientation and pro-western focus, his particular speech delivered at the parliament of Georgia in spring 2017 lacks practical argumentation, has vague premises of implementation, describes related circumstances as a nearly impossible context to reach the objectives(at least in the near future).There is an absence of clear political vision as to which particular goals Georgia ought to be pursuing.

Key words: EU integration, Critical Discourse Analysis, Practical argumentation

1. Introduction

This paper aims to identify and highlight some of the key concepts that became part of the recent Georgian EU integration discourse. It provides modest analysis of the Georgian president's annual reports delivered at the Parliament of Georgia in order to find out how the President declares the country's western orientation and communicates perspectives on EU integration. The constitution of Georgia obliges the President to deliver a comprehensive speech /report bringing the county's most important issues to the attention of MPs, diplomatic corpus, cabinet ministers, Constitutional court and wider audience. Normally, the parliamentary report texts are carefully produced in advance; the

political leader's perception and concerns are well structured and well formulated. Thus, these texts are deliberative communication and provide a good source for seeking intended policies behind them.

The Current President of Georgia - Mr. Giorgi Margvelashvili was elected in October 2013, in the first round with 62.12 % of votes. Considered as the Pro-western politician, the annual reports of Mr. Margvelashvili contain strong messages on the need of Georgia's integration to the European institutions. In this paper I would like to identify some of the highlighted statements by President Giorgi Margvelashvili that, to my mind, contribute to expanding EU integration discourse within overall political discourse in Georgia. There are some powerfully structured messages that influence the general setting and thus help to frame political agenda.

It is safe to say that Georgia continuously demonstrates its commitment to be affiliated to the European statehood. 'The creation of the Office of the State minister of Georgia (in 2004) is the example of institutional efforts taken by the government of Georgia. The office was set to highlight the importance of EU integration and to accumulate all the efforts in this direction'¹. Besides a number of bilateral or multilateral agreements with the EU member states, there are several framework papers, strategic documents and action plans in place to support the cooperative relations between Georgia and the EU. In this regard, some of the most important recent achievements of Georgia are the following: The **EU - Georgian Association Agreement**²(on 27 June 2014, the Association Agreement was signed between the European Union and the European Atomic Energy Community and their Member States, of the one part, and Georgia, of the other part). The document supports Georgia to deepen its political association and economic integration with the EU. On 1stof July 2016, EU-Georgia Association Agreement fully entered into force. The visa liberalization dialogue between the EU and Georgia was started on 4 June 2012. It is important to highlight, that since March 2017, Georgian citizens are able to travel to the Schengen zone countries with visa free regime.

2. Methodology

The analytical framework of the paper is that of Critical Discourse Analysis (Fairclough 2010) and particularly, the more recent version of CDA that gives primacy to **practical argumentation** and deliberation in political discourse (Fairclough and Fairclough 2012). 'Being of highly interdisciplinary

¹ The Office of the State minister of Georgia official web-page: <http://eu-nato.gov.ge/en/structure/history>

² Most of the official agreements with the EU and relevant documents can be found on Ministry of Foreign Affairs web-page www.mfa.gov.ge

character, Critical Discourse Analysis (CDA) studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context. With such dissident research, critical discourse analysts take explicit position, and thus want to understand, expose, and ultimately resist social inequality' (Van Dijk 2001, 352).

In their recent book 'Political Discourse Analysis a Method for Advanced Students'(2012) Isabela Fairclough and Norman Fairclough describe practical reasoning as a discussion regarding future actions and suggest showing (reflecting and analyzing) practical reasoning as part of political discourse:

'The structure of practical reasoning that we suggest is the following, where the hypothesis that action A might enable the agent to reach his goals (G), starting from his circumstances (C), and in accordance with certain values (V), leads to the presumptive claim that he ought to do A. It is often the case that the context of action is seen as a 'problem' (and is negatively evaluated in view of the agent's existing values or concerns) and the action is seen as the solution that will solve the problem. As the conclusion that the action might be the right means to achieve the goal or solve the agent's problem follows only presumptively, we have represented the link from premises to conclusion by means of a dotted line.' (Fairclough and Fairclough 2012).

Thinking of this scheme as one of the most relevant frameworks for analyzing set initiatives in political context, I will apply the above described structure in analyzing argumentative communication in President Giorgi Margvelashvili's parliamentary speeches.

Data for the analysis

Annual Parliamentary reports of President Giorgi Margvelashvili, delivered through various period of time: 2014, 2015, 2016 and 2017 are all available on the President's official web-page: www.president.gov.ge .Video material as well as script both in Georgian and English are easily accessible. This open access enables any interested person to get acquainted with the scripts / relevant video material without any limitations.

3. Key messages in the President's reports

Based on the content and linguistic analysis of President Margvelashvili's annual reports (2014,2015,2016,2017) one can easily assume that Giorgi Margvelashvili strongly supports Georgia's integration in the European institutions. In terms of rhetoric, he is a big defender of the pro-western foreign policy of the country. The annual report text of 2014 were conceptually titled as 'From a Post-Soviet country to a European State'. Furthermore, President Margvelashvili declares the entire year of 2016 as the year of Europe. Substantial portions of texts are dedicated to highlighting the need of Georgia's further affiliation to the European community. Below are some key messages that can be identified in almost all reports texts. These representations and concepts can be fairly generalized:

3.1 'Historical Argument of the Georgian Europeanness'

'The Georgian leadership has intermittently called for a 'return to Europe', a 'return to the European home' and a 'return to the European family' and even a very enigmatic 'return to the European Institutions' (Coene, 2016). The country's historical attachment to the European values is strongly highlighted in the reports of President Margvelashvili. It is safe to say that speeches of 2014, 2015, 2016 dedicate significant part of the text to the country's European adherence and common values. There are strong claims about Georgia being the part of Europe, not only at this stage of its development, but also historically:

'A Georgian is European with its individual cognition, is an organic part of the western civilization with its character (report text of 2014)'.

'I should stress that our Europeanism is not the result of conjuncture, but the natural decision taken by our nation many times through the history(report text of 2014)'.

'Even the ancient Greeks recognized us as a European nation(report text of 2014)'

'We are Europe historically as well as culturally, not only a part but also active participants of its development and creation through centuries; nevertheless, we may have much more contributed. Due to the geographical distance or certain separation, we had to defend the values frequently that are significantly important for the European civilization, though without allies, by ourselves (report text of 2015)'.

In this regard, the report text of 2016 is noteworthy - president Margvelashvili applies the technique of **naming distinguished historical persons** to emphasize long traditions of the country's commitment to the European values and integration:

‘Based on our free and historical choice, I announced 2016 as a year of European State. This is the continuation of the struggle carried out by our previous generations. Regarding this path, Noe Jordania stated ‘we are not afraid of future’, Zurab Zhvania was setting the goal ‘I am Georgian therefore I am European’. On this way, I do not see Georgia as a guest in the European family, but as a full-fledged member of this community’.

‘Considering ongoing global challenges in the region, we must realize that in modern reality unused opportunities mean regression. Due to the ways of Georgia's development, Ilia Chavchavadze, founding father of our historically European choice, stated – ‘Just stand a little while longer, you will turn into the stinking pool’. Therefore, in such difficult situation in the world as well as in the region, Georgia must take steps for its effective development’.

3.2 Strengthening positive attitude towards European integration, perceiving Georgian values equal to the European values;

One of the most often applied techniques of enhancing positive understanding on EU membership is using the word Europe (or European) synonymously to the concepts of freedom, development and democracy: ‘We offer you to live in the European, free, developed, democratic and peaceful state, which will be the guarantee of well-being, protection of ethnic, religious and cultural identity of its each citizen and the immunity of their political rights (report text of 2014)’.

In the text of 2016 report President Margvelashvili applies various linguistic means to persuade audience about the importance of EU integration. The report passages are thematically divided into sections touching upon significant topics, such as, how to sustain economic growth, develop tourism, support effective judiciary reforms, provide competitive environment for political parties. All the topics highlighted by the President are discussed in the realm of European integration either explicitly or supported by implicit references. Relevant European experience, opportunity or policy is provided as a supportive premise to the passages. According to the report text, any objective that Georgia aims to achieve in the above mentioned fields are reachable only through close cooperation with the European states and institutions. In this manner, I believe, president Margvelashvili dedicated the entire text of

the annual report 2016 to the European integration. Overall, the report texts of 2014, 2015, 2016 are strongly inspired by the willingness and commitment to be more integrated in the European community, to pursue a historical choice of the nation.

3.3 Linguistic markers

Among the linguistic markers applied by the speakers, I would like to highlight the use of intensifiers – as a means of strengthening legitimacy of the taken actions. While describing his recent campaign ‘Constitution for All’, the president takes the lead to represent people, to bring people’s voice to the parliament:

‘I promised them to represent their position here, today’.

‘Let us listen to the people! If we listen, it will become clear that the citizens’ **actual and urgent problems** remain unsolved, and we still have not managed to build a state in which no one lives in streets, no minors work in streets, no children live in extreme poverty, no elders have the feeling of despair and no one is hungry or cold.’

‘We have **alarmingly high rates** of child and maternal mortality’ (2016).

‘I deeply believe that we are standing on this (European integration) path today and this process is irreversible’ (2014).

Intensifiers are the most frequent linguistic markers while talking about Georgia’s historic and cultural linkage to Europe.

4. *CDA analysis of the Parliamentary Report 2017*

In March 2017, Georgia joined EU visa free policy, thus enabling Georgian citizens to travel most European countries (Schengen area member states) without visa. This exceptional success is the result of a long term communication with the EU institutions, fulfillment of the relevant reforms, well implementation of the VLAP – Visa Liberalization Action Plan. In 2015 the European Commission issued the last progress report on Georgia’s implementation of the VLAP. The European Commissioner for Migration, Home Affairs and Citizenship, Mr. Dimitris Avramopoulos emphasized: ‘The hard work of the Georgian authorities over the past three years towards achieving this important goal for the

benefit of Georgian citizens has given positive results. Now it is important to keep upholding all standards.’

Soon after this historical achievement, the annual parliamentary report of President Margvelashvili was scheduled (April 7, 2017). Considering the above described emphasis on the European integration in previous years’ speeches, it was most probably expected that the speaker would dedicate extensive passages to visa free travel to EU, with strong messages and call for further specific actions, however, this was not the case. Parliamentary report of 2017 was relatively small in size (overall it lasted for 30 minutes, while previous reports would last for at least 50 minutes) and contained modest argumentative passages on EU integration. Nevertheless, I would like to focus on one of the identified practical arguments related to Georgia’s European integration and analyze it based on the suggested CDA scheme by Norman and Isabela Fairclough.

‘Georgia’s declared and final destination is to return to its historical family of the European states. The same priority is reaffirmed by the ‘Resolution of the Parliament of Georgia on the Foreign Policy of Georgia’ adopted on December 29, last year. I applaud the spirit and aims of this resolution. Therefore, we have to start the active work to become the EU applicant country. For this aim, it is necessary to strengthen democracy and sustainability of state institutions, protect human rights, the rule of law, economic development and to create the efficient and functional European system of justice(report text 2017)’.

The speaker identifies a (to my mind quite ambitious)goal:‘ Georgia’s declared and final destination is to return to its historical family of the European states’. The value premise behind the goal is quite vivid and well established not only as part of the current report, but also, based on the previous report texts. Historical choice of the Georgian nation – to be more integrated in Europe - supports the goal as the basic value premise behind. With this goal in mind, the speaker claims for the following action: ‘we have to start the active work to become the EU applicant country’. As for the means –goal premise: ‘For this aim, it is necessary to strengthen democracy and sustainability of state institutions, protect human rights, the rule of law, economic development and to create the efficient and functional European system of justice’. According to the CDA analysis, circumstances are important premises for estimating the feasibility of means-goal arguments:

‘On the 1st of July last year, the Association Agreement including the Deep and Comprehensive Free Trade Area Agreement entered into force. Now we have a Visa-Free regime in Schengen zone. However, we should not stop on this achievement’.

Besides this passage, the speaker gives an extensive outline on the current situation in the country in many different directions: President Margvelashvili talks about the current judicial crisis, high concern about justice system, ‘recent tendency of expanding large business the expanse of the merger of small business’ hampering small business development and leading to unemployment, troubles with the consumers’ rights, current problems related to media. The below passage could also serve as a good material for understanding circumstances and if they are relevant for achieving the set goal:

‘I recently launched a campaign ‘Constitution for All’, to involve Georgian society at large in discussions on constitutional values and to establish the basic principles of national consent. I hope, such discussions will further unite our society and the people's voice will be heard more actively. These meetings make it clear that our society has a lot of interesting views on the basic principles of the country arrangement. I would like to inform the Constitutional Commission members, that people need more democracy, not weakening but strengthening the self-governance; access to education and its quality enhancement; more elective positions and increasing their accountability; strengthening public control mechanisms. Society wants more involvement in the decision-making process and clearer social protection guarantees to be reflected in the Constitution.’

Table 1

Claim for action: ‘We have to start the active work to become the EU applicant country’

Goal: ‘Georgia’s declared and final destination is to return to its historical family of the European states’

The value: Historical choice of the Georgian nation – to be more integrated in Europe

Means – Goal premise:
to strengthen democracy and sustainability of state institutions, protect human rights, the rule of law, economic development and to create the efficient and functional European system of justice’

Circumstances:

EU- Georgia Association Agreement, including Deep and Comprehensive Free Trade Agreement in place;
Visa free policy with the EU in place;
Existing judicial crisis;
Expanded large business putting SME development at risk;
Problems in relation to media;
‘people need more democracy... Society wants more involvement in the decision-making process and clearer social protection guarantees to be reflected in the Constitution.

A careful look at the above given table and analysis of the presented practical argument displays that although the means-goal premises are in line with the claim for action, they are too general and, in some way, distant. Described circumstances clearly show that there are not sufficient resources/ readiness to implement the claim for action (Becoming an EU applicant country). First of all, considering the enlargement policy of the EU, related procedures, timeframe of negotiations and uphill's on the path towards the EU integration, the above claim for action, to my mind, is a bit unrealistic and poorly measured. In addition, the European Commission's position is the following: 'Any European country that respects the principles of liberty, democracy, respect for human rights, fundamental freedoms and the rule of law may apply to become a member of the EU'³ while describing current situation in Georgia and dedicating quite an extensive piece of the text to these circumstances, the President highlights the lack of the fundamental principles (minimum standards) required for applying to the EU membership. If the European framework documents, supportive mechanisms, written preconditions are in place (readiness declared from the EU side), and on the other hand, Georgia still faces fundamental challenges with relation to democracy, justice, human rights, media, which simply implies that **the country is unprepared for the EU accession negotiations**. To my mind, the speaker's claim for action contradicts to what he describes in circumstance premise. There is a complete absence of alternative courses of action and critical examination of such alternatives. This seems to correlate with an absence of clear political vision as to which particular goals Georgia ought to be pursuing and what means are, realistically, most likely to deliver a range of desirable goals.

³European Union Newsroom: http://europa.eu/newsroom/highlights/special-coverage/enlargement_en

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Tata Vepkhvadze

New Approach to Metaphor Interpretation, Embodied Simulation

Abstract

Understanding metaphorical expressions is one of the most critical parts of linguistic interpretation. This paper first gives a brief review of traditional metaphor interpretation according to which metaphor understanding depends on a person's mental lexicon. Cohering the meanings of abstract ideas together, a reader creates a well-formed mental model of the whole narrative. My claim in this paper is that people comprehend metaphors through embodied simulation where they imaginatively recreate the action they read or hear about. Imaginative simulation processes, which are fundamentally part of the embodied mind, guide many aspects of metaphor understanding. This process of building a simulation is constrained by the past and present bodily experience. In the paper I employ the term "image schema," that has been enjoying popularity among cognitive scholars, to decode the metaphor and create concrete understanding of abstract concepts. This paper demonstrates the examples of metaphors based on the metaphor vehicle "journey," we discuss "grief as a journey" claiming that people conceive of grief in terms of bodily actions. From the analysis of the different examples in the paper, it is concluded that simulation may come into play at different levels, depending on the metaphor and the context in which it is employed.

1. Introduction

Understanding metaphor, similarly to all aspects of language, requires listeners to draw inferences about speakers' possible communicative intentions in saying what they did. However, listeners can infer meanings that deviate from what speakers strictly intend to convey. Making an estimate of what speakers had in mind when talking is a critical part of linguistic interpretation. One way of inferring what speakers mean is to simulate what it must be like to be the speaker and have the particular thoughts he or she had at the moment of production.

According to many metaphor scholars, interpreting the discourse is primarily a matter of decoding the encoded meanings, presumably from a mental, phrasal lexicon, and then tying these meanings

together to create a well-formed mental model (e.g. a structured propositional network) of the whole narrative (Lan 2005, Kovecses 1986, Richard 1986). New generation of scholars, especially psycholinguists claim that part of our ability to make sense of the narrative, and its various conventional metaphors, resides in the automatic construction of a simulation whereby we imagine performing the bodily actions (Gordon 1986, Harris 1989, Currie and Ravenscroft 2002, Gallese 2003 Gibbs 2004). To be more specific, many metaphorical thoughts are embodied in the sense that arise from bodily experience as people imaginatively engage in as they speak. “Imaginative simulations are mental actions where one is not doing one thing to stand for another, but where one mentally engages in actions similar to those overtly referred to” (Gallese 2003: 98). For instance, when I imagine what it feels like to kick a ball, I do not engage in some other action, such as kicking a rock to do so. Instead, I mentally construct a scenario of my own body kicking a ball. This simulation is not abstract, in the way, for example, that a computer simulation of a hurricane mimics abstract elements of how a hurricane moves. Embodied simulations have a full-bodied feel to them, in the way that a person may experience actual sensations of movement when flying an aircraft simulator. People may not necessarily be aware of these sensations, even if research on ideomotor actions demonstrates that people often unconsciously move in similar patterns to others around them (Knuf, Aschersleben and Prinz, 2001). Simulations are imaginative acts that are intimately involved with sub personal processes, (Currie and Ravenscroft, 2002) and in most cases are performed automatically without significant conscious reflection. Of course, there are times when we will deliberately imagine engaging in some bodily recreation of something. Yet there is a variety of research showing that ordinary perception of action is equivalent to internally simulating it.

Embodied conceptual metaphors are critical to understanding many kinds of metaphoric language by arguing for the importance of embodied simulation in metaphor interpretation. Though, the complexity of metaphoric language makes it unlikely, in my view, that any single theory will be capable of explaining how verbal metaphors come into being, and how they are ordinarily produced and interpreted. The idea that embodied simulation is important to metaphor interpretation does not imply that these processes are unique to all metaphor, embodied simulation isn't the only way to interpret an abstract idea. Psycholinguistic studies have recently shown that simulation is critical to comprehending many types of non metaphorical language. An interesting point about metaphor understanding, however, is that people engage in embodied simulations to interpret many verbal metaphors that refer to physically impossible events, such as “moving forward through grief”. “People’s easy understanding of these metaphorical expressions through embodied

simulations is consistent with the idea that individuals readily conceive of many abstract topics in embodied metaphorical ways. Gibbs claims that imaginative simulation processes, which are fundamentally part of the embodied mind, guide many aspects of metaphor understanding”(Raymond W. Gibbs 2004: 48).

This process of building a simulation, one that is fundamentally embodied in being constrained by past and present bodily experiences, has specific consequences for how verbal metaphors are understood, and how cognitive scientists, more generally, characterize the nature of metaphorical language and thought. I should note at the outset that the argument made here in favor of embodied simulation is not intended as a comprehensive account of all verbal metaphor understanding. “Yet many aspects of metaphoric language appear to arise from, and continue to be grounded in, patterns of embodied experience and may be understood via cognitive simulations that are also fundamentally embodied” (Currie and Ravenscroft 2002:105).

My aim in this paper is to explore the claim regarding metaphor understanding through embodied simulation that is based on a person’s “bodily experience ”and describe some linguistic and psycholinguistic evidence that supports it.

2. The case for Embodied Metaphor

It is our first step toward establishing the claim that many verbal metaphors are specifically interpreted in terms of embodied simulations. Simply put, one reason why people interpret many verbal metaphors through embodied simulations is because this metaphoric language is rooted in bodily processes that people may imaginatively recreate during their ordinary use of such language. For instance, “cognitive linguists have proposed that many of our concepts, including abstract ones, are grounded in, and structured by, various patterns of our perceptual interactions, bodily actions, and manipulations of objects” (Gibbs, 1994, 2004, Lakoff and Johnson, 1999). “Across many spoken and signed languages have revealed that a vast number of abstract ideas appear to be talked about, and possibly understood, in terms of embodied metaphor”(e.g. time, causation, spatial orientation, political and mathematical ideas, emotions, the self, concepts about cognition, morality). (Gibbs, 2004a; Lakoff and Johnson, 1999).

Cognitive linguists use “image schema” in order to decode the metaphor. The decryption of metaphor is associated with taking journeys, as we comprehend an abstract word or idea through many sensory modalities and the kinesthetic body that give rise to “image schemas” (e.g. SOURCE-PATH-GOAL), they are often mapped onto dissimilar domains to create concrete

understandings of abstract concepts. Accordingly, we can state that people conceive of emotional experiences like grief in terms of bodily actions performed upon concrete entities and spaces (1) moving from a source (2) along a path (3) toward a particular destination within the affective space associated with grief. I will offer analysis of some excerpts using the above-mentioned image schema so as to decode an abstract idea “grief as a journey,” also reveal the results of the experiments to strengthen our arguments in favor of embodied simulation.

Cognitive linguists have mostly characterized the activation of conceptual metaphor during metaphor understanding as a purely cognitive process. Thus, understanding the conventional phrase “Our relationship has hit a dead-end street” is partly accomplished through the activation of the conceptual metaphor LIFE IS A JOURNEY in long-term memory. This enduring chunk of metaphorical knowledge has a source domain (e.g. JOURNEY) that is grounded in the pervasive bodily experience, or image-schema, of SOURCE-PATH-GOAL. However, the entire process of accessing a specific conceptual metaphor during verbal metaphor understanding is mostly viewed as activating abstract, schematic, disembodied knowledge that is not tied to ongoing bodily action. (Gibbs 20014).

Consider an excerpt from an article, titled “Grief as a journey” on a popular internet website that provides information and support for professionals and laypersons (<http://www.helphorizon.com>).

“The loss of a loved one is not something that anyone ever “*gets over*”. We may “get used to” our loved one not being in our lives, but we never get over the fact that a piece of our heart will be missing forever.”

None of the metaphorical phrases employed in the excerpt are especially novel or poetic. Yet the various conventional expressions (e.g. “getting over” something in reference to an abstract entity) and elaborations of the basic grief as a journey theme (e.g. needing “directions, supplies, plans” etc.) nicely combine to form a coherent scenario of the grief experience, one which most readers can readily understand. And how does a reader understand an idea given in the excerpt? My claim here is the following, when a person reads a phrase “get over,” he doesn’t utilize mental, phrasal lexicon in his mind in order to create a well-formed mental model to understand the meaning, on the contrary, comprehension of the phrase is the act of processing the meaning of a metaphor or an abstract idea through a person’s “bodily experience.” Therefore, while reading a phrase, a reader resides in the automatic construction of a simulation and imagines performing the bodily action.

3. Methodology

Our research relies on the studies of cognitive linguists according to which the activation of conceptual metaphor during metaphor understanding is characterized as a purely cognitive process. Based on this theory, interpretation of the metaphorical knowledge needs a source domain that is grounded in the pervasive bodily experience, or image-schema, of SOURCE-PATH-GOAL. The image-schema is often mapped onto dissimilar domains to create concrete understandings of abstract concepts. For instance, conventional expression “get over” is apprehended through the activation of the conceptual metaphor “Life Is a Journey”, what’s more, it forms a coherent scenario of the grief experience. To get more insight, we will try to decode the phrase-“get over” using an image schema. As we have already mentioned, cognitive linguists encode the meaning of a metaphor with an image schema -Source-Path-Goal, the above mentioned image schema gives us an opportunity to receive a full explanation of the metaphor. Moreover, changing the source into dissimilar domains gives more options for metaphor interpretation.

Based on the image schema and the fact that we comprehend an abstract idea kinesthetically, metaphorical references to getting over and through grief ,needing directions, supplies, plans and support from others in dealing with grief, being lost in the dark tunnel of grief and moving forward to the other side, are all understood by simulating what it must be like to perform these specific activities, even though it is, strictly speaking, impossible to physically act on abstract entities like the emotion of grief. We experience grief, in this case, as a process of moving through “affective space” in which we imaginatively encounter different physical obstacles and learn to overcome these in our ongoing emotional journey.

We should note that the idea of embodiment doesn’t only refer to literary texts, it can be used with all kinds of abstract ideas. The main essence of our article is the claim proving that while reading a phrase, a reader uses his bodily experience by imagining a visual scenario involving himself in the same situation.

Again, my concern here, for the moment, is to demonstrate that people recruit embodied metaphorical ideas in their creation and understanding of many verbal metaphors. I will then expand on this argument to suggest that the recruitment of embodied metaphors in some aspects of verbal metaphor understanding is done imaginatively as people recreate what it must be like to engage in similar actions.

3.1. Research participants

I will continue to analyze some excerpts, and as I have promised we will reveal the results of the experiments to strengthen our arguments in favor of embodied simulation.

In order to find out how people understand the phrase “get over”, we made an experiment in International Black Sea University (on 20th June, 2016) where a number of students (15) and lecturers (20) were asked to explain the phrase “get over” and their perception while reading it. They had to define the phrase “get over” given on a piece of paper. The question was the following, how do you come to understanding of the phrase, through perception or with the help of synonyms and mental images?

Choose one of the three alternatives:

- 1 It is associated with taking emotional journey, being lost in the dark tunnel of grief and moving forward to the other side.
- 2 To recover, to be in a better physical condition, to be healthy.
- 3 It is associated with taking emotional journey, going through many difficulties, moving forward to the other side.

The experiment revealed the following, 80% of the participants associated the word with their own life, they conceptualized the phrase based on their own life experience. As we have already mentioned, we support the idea that the comprehension of metaphor resides in the automatic construction of a simulation whereby we imagine performing the bodily actions. In order to prove the above-mentioned, we suggested two alternatives, they could explain the phrase with the help of their mental lexicon or imagine the process of “getting over” through embodiment. In the first example, they were given the words or phrases associated with “getting over.” For example, to recover, to be in a better physical condition, to be healthy. The second and third alternatives referred to embodiment whereby the comprehension of metaphor was associated with “taking a journey,” going through the dark tunnel of grief stood for miserable experience whereas going through difficulties meant a less painful experience. The result was the following, for most of the participants the phrase was associated with “taking a journey, ”an ongoing experience. For some of them, the path from source to goal was full of obstacles (going through the dark tunnel) as for the others it was an easy task (going through difficulties), their apprehension depended on the grief they had experienced in their life and the ways how they coped with it. Only 20% of the participants

chose the first alternative (which means that they used mental lexicon).

On the whole, the result of the experiment is the following, when we read a phrase “get over,” we don’t understand it with the help of the lexicon we possess in our mind but decode the meaning kinesthetically that momentarily gives rise to our own experience. While reading a phrase, we “take an emotional journey.” **The source** of “getting over” is grief, **the path**-obstacles we should overcome and **the goal** -final destination, after going through many obstacles we recover.

3.2 Instruments

In order to strengthen my arguments in favor of embodied simulation, I will suggest the results of another experiment which was made in 2010 by psycholinguists Raymond W. Gibbs a professor of psychology at the University of California and Paula Lenz Costa Lima an associate professor in the Foreign Language Department at University Estadual de Ceara in Brazil. Psycholinguistics studies aimed to explore some of the implications of the ideas about embodied conceptual metaphors to see if people actually use bodily experiences when understanding different abstract concepts and the metaphorical language.

Before discussing the results of the experiment, we should note that cognitive theorists have proposed that spatial elements of bodily experience (such as up/down, near/far, inside/outside) are very important for our understanding of both the world around us and of more abstract concepts (including time). Dannenberg, in her work on plot, has shown how useful these core concepts can be in analyzing how space is constructed in different narratives (Hilary P. Dannenberg, 2009: 157). Of particular importance, as she suggests, are Johnson’s path and container, and her own additional concept of the portal (whether a door or a window). Thus according to Dannenberg “we can conceive of plot as a metaphorical network of paths, which either converge or diverge, of goals which are either reached or blocked. More literally, our image of a work can involve the paths of the protagonists around their world, bringing together time and space to shape a plot. Sometimes the plot of a narrative may be even more directly associated with a path, as in pilgrimage narratives. The concept of the container is necessary to our understanding of inside and outside. Containers may be rooms, houses, vehicles, or entire cities and are important factors in the three-dimensionality of narrative space” (Hilary P. Dannenberg, 2009: 170)

In the above mentioned experiment, the scholars used an idea of a container, more precisely, one set of experiments investigate how people’s intuitions of the bodily experience of containment, and

several other image schemas, which serve as the source domains for several important conceptual metaphors (e.g. ANGER IS HEATED FLUID IN THE BODILY CONTAINER), underlie speakers' use and understanding of American idioms like 'blow your stack', and 'flip your lid.' These studies were designed to show that the specific meanings of idioms arise from the source to target domain mappings of the conceptual metaphors from which these expressions arise and maintain their currency in the language. "Most importantly, these metaphorical mappings preserve the cognitive topology of their image-schematic source domains such as when the schema of SOURCE-PATH-GOAL or CONTAINMENT is mapped onto the emotional experience in phrases like "moving through grief" or "blowing your stack" (Gibbs 2010) .

Participants in the first study were questioned about their understanding of events corresponding to particular bodily experiences that were viewed as motivating specific source domains in conceptual metaphors (e.g. the experience of one's body as a container filled with fluid from ANGER IS HEATED FLUID IN THE BODILY CONTAINER). For instance, participants were instructed to imagine the embodied experience of a sealed container filled with fluid, and then asked something about causation (e.g. "What would cause the container to explode?"), intentionality (e.g. "Does the container explode on purpose or does it explode through no volition of its own? "), and manner (e.g. "Does the explosion of the container occur in a gentle or a violent manner?") of possible events within this source domain. People were remarkably consistent in their responses to the questions, and agreed, for example, that the cause of a sealed container exploding its contents out is the internal pressure caused by the increase in the heat of the fluid inside the container, that this explosion is unintentional, and occurs in a violent manner.

3.3 Data collection and analysis

We will continue to decode an abstract concept "anger" and the ways of its understanding through a person's bodily experience. The research is based on linguistic and psycholinguistic studies proving that patterns of embodied experience may be understood via cognitive simulations that are also fundamentally embodied. Thus, an important methodological element of the research described in this section is the strategy to independently assess people ' phenomenological intuitions about their bodily experiences and use this information to make empirical predictions about individuals' understanding of metaphorical expressions.

Let's compare the anger idioms "blow your stack" and "get angry" with each other.

Sally was preparing for a big dinner party.

She had to do a great deal of cooking.

Her husband was supposed to help, but was very late getting home from work.

When her husband strolled in 10 minutes before the party whistling and smiling,

Sally blew her stack

or

Sally got very angry.

Are people's understandings of these idioms structured by readers' own experience. Our answer is – yes. To test this possibility, we can ask some people how they comprehend “Sally blew her stack” and “got very angry.” Despite the fact that both of them express anger, their apprehension is completely different. When people understand anger idioms, such as “blow your stack”, “flip your lid”, or “hit the ceiling, ”they give significantly higher agreement ratings to the causation, intentionality, and manner statements as all of them are associated with being furious, enraged; there is no other option.

- (a) Sally blew her stack because she was under a great deal of pressure (causation)
- (b) Sally blew her stack without intending to do so (intentionality)
- (c) Sally blew her stack in a forceful manner (manner)

People gave their ratings of agreement to each of these statements, on a 7-point scale (with 7 meaning ‘ strong agreement ’ and 1 meaning “little agreement”). Given that people read the same story in both the metaphoric and literal conditions, any difference in their ratings reflects their conceptual understanding of last phrase read. The prediction was that people would give higher ratings of agreement to the three statements having read the idioms than the literal paraphrases, precisely because of their tacit understandings that these idioms were motivated by embodied conceptual metaphors. Not surprisingly, when people understand anger idioms, such as “blow your stack”, “flip your lid” , or “hit the ceiling” , they gave significantly higher agreement ratings to the causation, intentionality, and manner statements when they read idioms. This suggests that when people read idioms like “blow your stack” they inferred that the cause of anger is internal pressure,

that the expression of anger is unintentional, and is done in an abrupt violent manner. People did not draw these same inferences about causation, intentionality, and manner when comprehending literal paraphrases of idioms, such as “get very angry”, primarily because people can “get very angry” in many ways without experiencing heat it depends on their personal experience, how fiercely or mildly they can “get angry.”

These brief responses provide a rough, nonlinguistic profile of people’s understanding of a particular source domain concept (i.e. heated fluid in the bodily container). A significant part of this knowledge comes from people’s own metaphor understanding of their bodies. Thus, people do not need to understand the physics of how heated fluid behaves in sealed containers out in the external world to have some intuitive, and embodied, understanding of why anger is sometimes metaphorically characterized as heated fluid in a container.

My claim is that understanding what many words and phrases mean requires that listeners engage in an experiential/embodied simulation of the described situation. Consider, for example two different headlines to news articles posted on the internet: “Parrot prodigy may grasp the concept of zero” and “Journalists who grasp the concept of courage” (<http://www.nationalgeographic.com/news/2005/07/07/05> and <http://www.ohio.com/old/ohio/2005/11/13/news/editorial> respectively). Both headlines describe a physical action of grasping in the context of abstract entities that are impossible to physically touch or control (i.e. the concepts of “zero” and “courage”). At first glance, it seems odd to associate the notion of grasping with nonmaterial ideas. But cognitive linguistic research has, again, shown how people ordinarily conceive of abstract concepts in physical terms and can apply various embodied actions to these objects/concepts as a result. For example, concepts are not physical objects that can be touched, held on to, juggled, dropped, and so on. When hearing “grasp the concept” listeners engage in, or imagine engaging in, a relevant body action, such as grasping, that facilitates metaphorical construal of the abstract notion of “concept” as a kind of physical entity, such that concepts can indeed be things that are grasped, held on to, dropped, misplaced, chewed on, and so on. “Conceiving of abstract entities as physical objects enables people to perform mental actions on these objects as if they possessed the properties of real-world, concrete, physical entities.” (Gibbs 2004) In this way, partial reenactment of sensorimotor processes related to “grasping” underlies conceptual knowledge, reasoning, and linguistic understanding.

Finally, my thesis that many kinds of metaphors are understood through embodied simulations adopts a wide view of embodiment. Critical brain areas (e.g. motor cortex) are likely recruited during ordinary linguistic processing of both metaphorical and non metaphorical language. But as

importantly, people's intuitive, felt, phenomenological experiences of their own bodies shape large portions of metaphoric thought and language use.

4. Results and conclusions

The present article describes some empirical research in support of the idea that metaphor understanding allows us to imaginatively project ourselves into other people's minds and worlds. My primary claim here is that this imaginative engagement arises from metaphor understanding not as an after-the-fact reaction to metaphor, but as a fundamental part of how we ordinarily interpret metaphorical meaning. People may create embodied simulations of speakers' messages that involve moment-by-moment "what must it be like" processes which make use of ongoing tactile-kinesthetic experiences. More dramatically, these simulation processes operate even when people encounter metaphoric language that is abstract, or refers to actions that are physically impossible to perform. Understanding abstract events is constrained by people's embodied experience as if they are immersed in the discourse situation, even when the events can only be metaphorically realized. "This interpretation of the various findings presented above is congruent with a body of emerging evidence in cognitive science showing intimate connections between perceptual/sensorimotor experience and language understanding" (Pecher and Zwaan, 2005).

The above studies employed a novel methodology, the experiments here investigated people's reflections about the abstract ideas they read and comprehend through embodiment. This novelty suggests new interpretation of figurative language and reveals the fact that fiction is closely tied to embodied simulation.

The paper describes our research project which is still in progress, according to which we are going to provide additional behavioral evidence on embodied simulations in metaphoric language interpretation.

The assorted results of the new studies described in this article do not necessarily generalize to all kinds of metaphor. Although many metaphoric phrases refer to bodily activities and sensations, there are other types of metaphoric language that bear little relation to the human body, or have source domains that are not linked to embodied experiences. For this reason, embodied activity has not been demonstrated for all aspects of metaphor comprehension. Nonetheless, bodily activity provides a major source for metaphorical concepts and the language people use to refer to these ideas. Simulated body movement may be critical for many aspects of metaphoric language understanding. Under this latter possibility, people's bodily experiences of handling physical

objects may be used in creating, and maintaining elaborate conceptual representations for many abstract concepts.

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Gia Kuparadze

DIFFICULTIES IN ARTICULATION OF SOME CONSONANT SOUNDS

/ On the material of the English and Georgian languages /

ABSTRACT

Representatives of small nations today than ever before are "doomed" to multilingualism. Thus, comparative studies can largely simplify foreign language learners' task to overcome the difficulties, they may face in L₂, L₃, L_x language acquisition process

The present paper deals with the comparative analysis of the difficulties in articulation of some consonant sounds in English on the one hand and a typologically different language, such as Georgian on the other. The Georgian language is an agglutinative language. Therefore, it is characterized by the root flexion which also reveals the peculiarities of its phonemic system.

The study of sounds- despite their simple structure – is accompanied by special difficulties in the foreign language teaching. According to psychology and physiology, interferences of pronunciation in the given field, in terms of foreign "accent", are the most difficult to eliminate.

Finally, in the paper, a special attention is drawn to a discussion how to conduct a didactic analysis of sound contrasts.

KEY WORDS: multilingualism, agglutinative, phonemic, accent, sound contrasts

Introduction

Non-native pronunciations of English result from a common [linguistic](#) phenomenon in which [non-native users of any language](#) tend to carry [intonation](#), [phonological](#) processes and [pronunciation](#) rules from their [mother tongue](#) into their English speech. They may also create "innovative" pronunciations for English sounds not found in the speaker's first language (Paradis et al, 2001).

Phonetics is one of the most advantageous spheres for a contrastive study, which is conditioned by various reasons. First of all, this area is easily observable and it has been studied in details by different language levels through various modern methods since Structuralism. Secondly, the process of comparison of the material turns out to be the most easily indicative and thus, it appears to be much more clear; Third, in the foreign language teaching process, the study of sounds is always accompanied with special difficulties despite their simple structure and transparency (Thompson, 1991). "Correct" pronunciation is one of the fundamental components in foreign language acquisition while "wrong" pronunciation, because of its frequency, is the most eye-catching language phenomenon. According to teaching psychology and physiology, interferences in this field, existing in the form of foreign "accent" are the most difficult to eradicate and many teachers very often complain to face this difficulty to overcome (Swan 2001).

The age at which speakers begin to immerse themselves into a language (such as English) is linked to the degree in which native speakers are able to detect a non-native accent; the exact nature of the link is disputed amongst scholars and may be affected by "[neurological plasticity](#), [cognitive development](#), motivation, [psychosocial states](#), formal instruction, language learning aptitude", and the usage of their first (L1) and second (L2) languages (Munro and Mann, (2005).

English is unusual in that speakers rarely produce an audible release between [consonant clusters](#) and often overlap constriction times. Speaking English with a timing pattern that is dramatically different may lead to speech that is difficult to understand (Zsiga, 2003:400–401, 423).

More transparently, differing phonological distinctions between a speaker's first language and English create a tendency to neutralize such distinctions in English ,(Jeffers, Robert J.; Lehiste, Ilse, 1979) and differences in the inventory or distribution of sounds may cause substitutions of native sounds in the place of difficult English sounds and/or simple deletion (Goldstein and et al, 2005). This is more common when the distinction is subtle between English sounds or between a sound of English and of a speaker's primary language. While there is no evidence to suggest that a simple absence of a sound or sequence in one language's phonological inventory makes it difficult to learn, (MacDonald, 1989) and several theoretical models have presumed that non-native speech perceptions reflect both the abstract phonological properties and phonetic details of the native language (Hallé, and et al 1999). Such

characteristics may be transmitted to the children of bilinguals, who will then exhibit a number of the same characteristics even if they are monolingual (MacDonald, 1989).

Basic Provisions

During the target analysis of L₁ and L₂, we are to review those sound qualities that are different. The sounds that are similar in both languages or are equally pronounced at the present stage of our discussion are less interesting. But in the comparison practice this does not mean at all that it may not turn out in the process of underlying analysis, as determination of the contrast is possible only after preliminary comparison, during which the systems of both languages will juxtapose completely with each other and these systemic differences, i.e. compliance and similarities will become clear. The sound similarity, sometimes, creates more complexity to a language learner because beyond this similarity the language learner does not notice the difference in the articulation of this sound and on the basis of similarity he/she applies to the transfer, which is manifested in the form of the negative transfer.

Two principles should be taken into consideration: 2) The Place of Articulation and 1) The Manner of Articulation

Articulation described by the Place of articulation

- *Glottal articulation* - articulation by the glottis. We use this for one consonant in English. This is /h/ in the initial position in *house* or *hope*.
- *Velar articulation* - we pronounce this consonant with the back of the tongue against the velum. We use it for initial hard /g/ (as in *golf*) and for final /ŋ/ (as in *gong*).
- *Palatal articulation* - we do this with the front of the tongue on the hard palate. We use it for /dʒ/ (as in *jam*) and for /ʃ/ (as in *sheep* or *sugar*).
- *Alveolar articulation* - we do this with the tongue blade on the alveolar ridge. We use it for /t/ (as in *teeth*), /d/ (as in *dodo*) /z/ (as in *zebra*) /n/ (as in *no*) and /l/ (as in *light*).

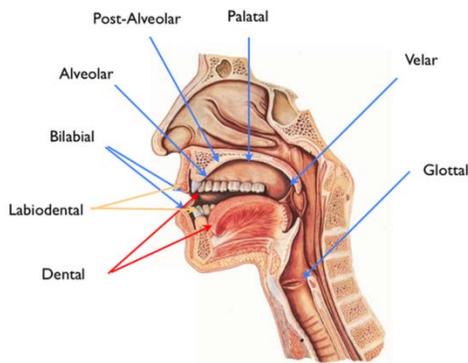
- *Dental articulation* - we do this with the tip of the tongue on the back of the upper front teeth. We use it for /θ/ (as in *think*) and /ð/ (as in *that*). This is one form of articulation that we can observe and feel ourselves doing.
- *Labio-dental articulation* - we do this with the lower lip and upper front teeth. We use it for /v/ (as in *vampire*).
- *Labial articulation* - we do this with the lips for /b/ (as in *boat*) and /m/ (as in *most*). Where we use two lips (as in English) this is bilabial articulation.

Articulation described by manner

This scheme gives us a different arrangement into *stop(or plosive) consonants, affricates, fricatives, nasal consonants, laterals* and *approximants*.

- *Stop consonants* (so-called because the airflow is stopped) or *plosive consonants* (because it is subsequently released, causing an outrush of air and a burst of sound) are:
 - *Bilabial voiced* /b/ (as in *boat*) and *voiceless* /p/ (as in *post*)
 - *Alveolar voiced* /d/ (as in *dad*) and *voiceless* /t/ (as in *tap*)
 - *Velar voiced* /g/ (as in *golf*) and *voiceless* /k/ (as in *cow*)
- *Affricates* are a kind of stop consonant, where the expelled air causes friction rather than plosion. They are palatal /tʃ/ (as in *cheat*) and palatal /dʒ/ (as in *jam*)
- *Fricatives* come from restricting, but not completely stopping, the airflow. The air passes through a narrow space and the sound arises from the friction this produces. They come in voiced and unvoiced pairs:
 - *Labio-dental voiced* /v/ (as in *vole*) and *unvoiced* /f/ (as in *foal*)
 - *Dental voiced* /ð/ (as in *those*) and *unvoiced* /θ/ (as in *thick*)
 - *Alveolar voiced* /z/ (as in *zest*) and *unvoiced* /s/ (as in *sent*)
 - *Palatal voiced* /ʒ/ (as in the middle of *leisure*) and *unvoiced* /ʃ/ (as at the end of *trash*)

- *Nasal consonants* involve closing the articulators but lowering the uvula, which normally closes off the route to the nose, through which the air escapes. There are three nasal consonants in English:
 - *Bilabial* /m/ (as in *mine*)
 - *Alveolar* /n/ (as in *nine*)
 - *Velar* /ŋ/ (as at the end of *gong*)
- *Lateral consonants* allow the air to escape at the sides of the tongue. In English there is only one such sound, which is *alveolar* /l/ (as at the start of *lamp*)
- *Approximants* do not impede the flow of air. They are all voiced but are counted as consonants chiefly because of how they function in syllables. They are:
 - *Bilabial* /w/ (as in *water*)
 - *Alveolar* /r/ (as in *road*)
 - *Palatal* /j/ (as in *yet*)



Before starting the analysis of the difficulties and the differences according to the above mentioned two parameters of some English and Georgian consonant phonemes, let us see how these systems look like on the tables below:

Manner	Voiceless or Voiced	Bilabial	Labiodent	Interdentia	Alveolar	Alveopala	Palatal	Velar	Glottal
Stops	Voiceless	p			t			k	
	Voiced	b			d			g	
Affricates	Voiceless					tʃ			
	Voiced			θ		dʒ			
Fricatives	Voiceless		f	θ	s	ʃ			h
	Voiced		v		z	ʒ			
Lateral	Voiced				l				
Nasals	Voiced	m			n			ŋ	
Glides	Voiced	w			r		y		

Tab. 1 English Consonants

Artikulationsort	bilabial			dental			lab dnt	alveolar			prealveolar			postalveolar			prevelar			postvelar		pharyngal	laryngal
	sh	sl asp	sl abr	sh	sl asp	sl abr	sh	sh	sti	sth	sl	sl abr	sh	sl	sl abr	sh	sl	sl abr	sh	st	sl. abr	sl	
Plosive	ð	ʒ	g	ʒ	θ	o										ð	ʒ	ʒ			ʒ		
	b	pʰ	pʰ	d	tʰ	tʰ										g	kʰ	kʰ			qʰ		
Nasale	ə							β															
	m							n															
Frikative							ʒ		ʰ	β	ʒ	ʒ							ʒ	β		ʒ	
							v		z	s	ʒ	ʒ							v	x		h	
Vibranten								ʳ															
								r															
Laterale Aproximanten								ʳ															
								l															
Affrikate									ʒ	ʒ	ʳ	ʒ	ʒ	ʒ	ʒ								
									dʒ	tsʰ	tsʰ	dʒ	tʃʰ	tʃʰ									

Tab. 2 Georgian Consonants

It is clearly seen that the phonemes existing in first system (e.g., English) are not observed into the second one. Thus, the Georgian-speaking English language learners often come across the sounds that are less identical to their native language ones:

- a) /T/ and /D/: interdental or post-dental (/T/voiceless , /D/ voiced) in the pronunciation of which the edge of the tongue is between the teeth and there is a gap with the upper teeth;
- b) /tS/ and /dZ/: post-velar affricates, in case of which the back of the tongue touches the back part of the alveoli (teeth-ridge) and it causes the retention of the flow of air. As a result of the plosion of this stunning noise the fricative part of the phoneme is heard.
- c) /w/: semi-vowel in the pronunciation of which the tongue is raised as in case of /u:/ and the lips are slightly open and rounded.

Interdental fricatives [T] and [D] do not exist in the Georgian language. But these sounds are widely used in English. Their substitution by other sounds in borrowings in case of the Georgian language undergoes rather sequentially. Language learners, in the case of wrong pronunciation carry out the substitution by several sounds and we come across the highest degree of interference. For example: in case of voiced fricative [D] Georgian substitution undergoes by word initial [z] or dental [d] and never by an alveolar or post-alveolar [d]. As a result, we get: [zɪs], [zet],[dis], [det], [zi:s], [zous], [dous] - in the words: *this, that, those*.

In case of interdental fricative [T] because of the interference, either a hissing [s] or more often dental [t^h] are used instead. As for the borrowings in Georgian, we have: *thrombus*[TrOmbəs] - თრამბოზი[t^hrombi], *Thomson* - თომსონი [t^homsɔni]. As for the Greek borrowings with the < -th- > digraph, which corresponds to English [T], in Georgian is realized as: *Theater* [te'atɔ]-თეატრო [t^hEat_rɪ], *Synthese* - სინთეზი['synt^hEzɪ], *Thema* - თემა ['t^hEma], etc. Thus, in Georgian we still do not have clearly defined rules, how to substitute the sounds [T], [D] in English borrowings.

Affricate [t̪] may occur in the word in initial, middle or final positions. In English, graphically it may be realized differently: < -G- >, < -J- > initially, < -g- >, < -ge- >, < -j- >, < -dg- > in the middle, but < -ge- > and relatively rare < -dge- > finally. In the Georgian language this phoneme is presented as post-alveolar [t̪] – [t̪] in the phonemic inventory. It does not create any difficulties to a Georgian language

learner and there is a complete coincidence with the similar Georgian phoneme despite its position in the word: *ჯვკპოტი, ჯენტლმენი, ჯინსი, დაიჯესტი, კოტეჯი, იბიჯი*, etc.

The affricate [tʃ] is characterized by a high frequency in Georgian. It occurs in any position of a word, initially, in the middle and finally: *ჩურჩული* - [tʃʊrtʃʊli] - a whisper, *ჩანთა* - [tʃʌntʌ] – a bag, *საჩუქარი* - [sʌtʃʊqʌri] – a gift, *ანხელი* - [ʌntʃʰɛli] – peevish, *კანჩი* - [qʌntʃʰi] – a nut, *ჩაჩი* - [tʃʰʌtʃʰi] - a coif. In English, similar to Georgian the given sound is employed initially: *chair, chimney, chest, chicken*; in the middle position: *mischief, mischievous, Michigan, bachelor* and in the word final positions: *bench, beach, tranche*.

Much more “complicated” seem the cases which Georgian speaking English language learners may face in the articulation and production of the voiceless phonemes: /p,t,k/. In certain positions they may reveal aspirate and non-aspirate variants. English occlusive /p/ differs from Georgian corresponding /p/ /- /pʰ/. The Georgian phoneme is sharper. English labio-dental phoneme /f/ has no Georgian corresponding analogy. Similarly, the English /t/, /k/ phonemes more clearly differ from the Georgian plosive ones: /tʰ/-/tʰ/, /kʰ/-/kʰ/. The English /t/ more corresponds to the Georgian /tʰ/- /tʰ/, though the latter in Georgian sounds more dental. The similar situation is in case of English phoneme /k/, which corresponds more to the Georgian /kʰ/-/kʰ/ phoneme. The Georgian sharp phoneme /tʰ/- /kʰ/ has no analogy in English. Confusion of these sounds may cause errors in Georgian learners as in Georgian these are distinctive phonemes: *კარი-კარი, კანი-კანი, ქური-ფური, ტარი-ტარი*.

In Georgian /r/-/r/ phoneme is always alveolar vibrant. In the varieties of English this sound is pronounced differently. In British English it is more fronted whereas in American English it is pronounced farther back. Thus, in English either fricative or approximant [R] opposes.

The Phoneme /l/ in English it has two different allophones: dark and clear ones. In other words, English distinguishes two variants of this lateral sonant known as clear [l] and dark [ɫ]: call- [cO:l], bill – [bɪɫ], nail – [neɪɫ]. At the end of a word and in the syllable final positions we have dark[ɫ], as for the clear variant [l], it occurs at the beginning of a word or, initially, before vowels and the sonant /j/: letter [let@], line [lʌɪn], lace [leɪs], value [v&ljʊ:], million [milʃen], schoolyard [sku:lʃA:d]; dark[ɫ]:tell [teɫ], smell [smeɫ], bill [bɪɫ]. Similarly, in Georgian, there are two variants of /l/, clear and dark, but their

realization is somewhat different. Namely: the clear [l] occurs with front vowels: ლითონი, ეკლესია, ლომონი, ლეზანი whereas the dark [ɫ] appears with back ones: საქართველო, ლოდინი, ლურჯი.

The next pair in our analysis is: /w/ and /v/. English bilabial sound /w/ always is shifted into a vowel: *warm* [wɔ:m], *work* [wɜ:rk]. This sound, together with /j/, represents the group of approximants (Ger. Gleitlaute). Graphemically this phoneme, like many other English sounds, may be represented differently, e.g. in lexemes: *language*, *quarter* etc. Different graphemes in different positions and surroundings serve to represent one and the same phoneme. We can illustrate this with a lot of examples where the phoneme /w/ is realized through <-w-> grapheme. It should also be noted that it may occur either at the beginning or in the middle of the morpheme. Phonotactically the sound /w/ may occur in word initial position. As the grapheme <-w-> after a vowel has no sound value, it may not occur at the end of a word in the form of /w/: *strow* [str@u], *flow* [fləu], *new* [nju:].

Approximant /w/, which is pronounced initially and in the middle positions after a vowel, in German and Georgian is completely substituted by /v/ consonant phoneme, e.g. *Weekend* in German is /vi:kEnt/ instead of /wi;k!End/, *quiz*[kvɪs] instead of [kwɪz]. As for Georgian, here, the realization of borrowings is inconsistent, in the sense that in some cases bilabial [w] is realized by labio-dental [v] while in the others it is represented by two vowel sounds [უი] უიკენდი, though in contrast to it there may be observed: ვებსაიტი, ვორკშოპი/ვორკშოგი. The word: *walkman* in Georgian is represented as უოკმენი, rather rarely, ვოკმენი. The similar situation is in the word middle position: სენდვიჩი, ტვიტერი, ტვისტი, სვინგი, ვისტი, ვისკი, ტვიდი, ვაშინგტონი, though the surname in: *Oscar Wilde*, in Georgian pronunciation is: უაილდი and not ვაილდი.

The velar, nasal /N/, in English, /nN/, not only in borrowings but even in basic word stock may occur within a morpheme too: *finger* ['fɪŋə]; *fishmonger* [fɪʃ!mVN@]; *mingle* [mɪNl]; *single* [sɪNl].

From the above viewpoint, the situation differs in Georgian where we do not have the phoneme /N/, though the nasal /n/ and voiced plosive velar /g/ may easily co-exist even in word initially position /ng/: ნგრევა [ngreva] - (to destroy). Though, truly saying, the presented case is rare for the Georgian language. Mainly, in Georgian, this sound combination is met in the middle of a word and the syllable border lies within this combination: ბან-გი [ban-gɪ] - (befuddled, doped); ჩან-გი [tʃʰan-gɪ] - (a

musical string instrument); ჩან-გალო[tʰan-galI] – (a fork); ლან-გარი [lan-garI] - (a dish). This combination can also be met in proper names and in Toponymy: მან-გლისი [man-gIIsI], შენგელია [Sen-gElIa]. That is why, in standard Georgian, the similar words like previously mentioned ones are realized in both cases by means of these two phonemes: მანგო [man-go], ტანგო [tan-go], გრინგო [grIn-go], სინგლო [sIn-gII], ბუნგალო [bUn-galo]. Thus, different cases of realization between English and Georgian language learners require additional special efforts.

Conclusion

In conclusion, at the end of the analysis of the consonant phonemes, it can be noted that it seems to be an absolutely essential methodological section for the language learners. No matter how much attention is paid to a learner's language imitative talent, which is also of great importance, we can't deny a competent acquisition of the sounds on the basis of recognition of the phonemes of any language.

Thus contrastive principle enters directly in the teaching process, when the learners are trained regarding the pronunciation of the opposite pairs. "A competent knowledge of a foreign language" together with the other features implies "an unaccented" good pronunciation competence as well. Then the value of a contrastive comparison is evidently obvious. On the basis of the analysed examples the following can be generalized:

1. Difficulty with dental fricatives /θ/ and /ð/. These may be instead fronted [f v], stopped [t̪ d̪] or hissed [ʃ ʒ].
2. Speakers may pronounce word-initial [r] as fricative or approximant [R].
3. Neutralization of coda /m n ŋ/, giving preference to a multitude of nasal vowels (often forming random diphthongs with [ɨ ʉ ɤ], or also randomly losing them, so that *sent* and *saint*, and *song* and *sown*, are homophonous) originating from their deletion. Vowels are also often strongly nasalized when stressed and succeeded by a nasal consonant, even if said consonant starts a full syllable after it.
4. Fluctuation of the levels of aspiration of voiceless stops /p t k/, that might sound like /b, d, g/.

5. Loss of contrast between coronal stops /t d/ and post-alveolar affricates /tʃ dʒ/ due to palatalization of the earlier, before vowels such as /i:/, /ɪ/, /ju:/, and /i/.
6. Post-alveolar affricates /tʃ dʒ/ are easily confused with their fricative counterparts /ʃ ʒ/, often merging *chip* and *ship*, *cheap* and *sheep*, and *pledger* and *pleasure*.
7. Absence of contrast of voice for coda fricatives. *He's*, *hiss* and *his* are easily homophonous. Spelling pronunciations, with all words with historical schwas left in the orthography being pronounced /z/ even when the usual would be /s/, are also possible.
8. Difficulty in the articulation of the sounds that exist in Georgian and have no equivalents in English: /ɔ̃/-/p̃/, /g̃/-/q̃/, /ʃ̃/-/ts̃/, /ʒ̃/-/tʃ̃/.

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