Practical activities and their theoretical background in
second language and culture integrated teaching

Giuli Shabashvili*, Ketevan Gochitashvili**
Tbilisi State University, Georgia; giuli.shabashvili@tsu.ge
Tbilisi State University and University Geomedi, Georgia; ketevan.gochitasvili@tsu.ge

Abstract

The aim of the paper is to introduce some practical exercises and activities to the teachers of Georgian as a second language. These activities will help the teachers in the teaching process. In addition to this, these activities are designed to help second language learners who grow up in a Georgian environment and are more or less familiar with the realities of the dominant culture but are not fully able to establish effective and successful communication and socialisation due to language scarcity and insufficient cultural and socio-cultural competencies. The paper introduces six practical activities based on scientific research and theoretical background, and presents a table outlining each activity in terms of teaching purpose, level, language competence, outcomes, and teacher's role. The paper employs descriptive methods, hence different activities are provided and analysed. The paper is also based on the method of observation (classroom observation), each exercise is tested by us in the classroom environment.

Keywords*: Culture, teaching target culture, l2 teaching, role of language instructor, practical activities for l2 teaching*

Introduction

The importance of cultural aspects in second language teaching is extensively studied over the past few decades. Different approaches, methods, and theoretical background are revealed, data of different languages are examined. Nevertheless, one can clearly claim that language and culture are strongly interrelated variables, hence teaching language tightly correlates to the teaching of culture. As different studies show, based on this approach, the teaching process is more successful and fruitful, since "evidence suggests that learners can be more successful in language learning if teachers integrate culture into a language classroom, that is, learners will immerse themselves into the entire culture of the target language" (Salim, 2017 : 468). On the other hand, in order to succeed from this perspective, the teaching process must be well planned, well organized, and appropriate. On the basis of different theories, the paper discusses specific activities that combine linguistic and cultural elements and enhance the cultural competence of language learners.

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The introduction of such an approach in the educational process is vital in a multi-ethnic society because the integrated teaching of the dominant language and culture of the state helps the representatives of ethnic/linguistic minorities in fully realizing themselves both personally and professionally.

Ethnically, Georgia is a very diverse country. Ethnic minorities make up 15.8% of its population. Densely populated in the Kvemo Kartli region, Azerbaijanis are the largest ethnic group (6.5%) after Georgians. The second-largest ethnic group is Armenians (5.7%), they live mainly in the Samtskhe-Javakheti region. Azerbaijani and Armenian settlements are also found in Tbilisi along with various small ethnic groups. In addition to compact accommodation, there are different ethnic groups living in Georgia (Survey of Aspects of Intercultural Education according to Teacher Education Programs of Georgian Higher Education Institutions, 2014: 4). According to 2019 data, about 2.55% of students in the country study in Armenian-language schools; 4.86% in Azerbaijani and 2.5% - in Russian (State Strategy for Civic Equality and Integration and report of 2015-2020 Action Plan, 2020: 49). According to the latest research, the situation with state language proficiency in ethnic minorities is concerning: only 29.2% of Armenians and 29.1% of Azerbaijanis are proficient enough to understand information) the Armenian and Azerbaijani-speaking population (Abashidze, 2011: 23). Currently, Georgian is taught as a second language both in schools and in higher education institutions. Universities offer Georgian language training program.

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The activities discussed in this article aim to assist second language learners to acquire and understand cultural information in practical, simple and manifold ways. Thus, in the process of learning a language, they acquire not only linguistic but also cultural competence.

It should be noted that the practical activities offered in the paper are based on various theoretical studies and are tested in the teaching process. Some activities have been modified and developed to accommodate Georgian. They have already been introduced to our students.

The paper is practical in nature; it introduces specific practical activities, and each activity is followed by a detailed description, purpose, expected results; the role of the teacher in the implementation of each activity is also discussed. Consequently, this will allow the teacher to select an activity according to the purpose of the specific goal and, if necessary, they can make certain modifications to them.

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The first part of the paper provides a literature review, outlining the role of culture in the process of learning a second language and presents the criteria on the basis of which each activity is developed. The second part of the paper introduces specific activities and exercises that had been tested in the process of teaching Georgian as a second language. The final part of the paper presents a table of descriptions and evaluations of activities, conclusions and a list of references.

Literature review

According to Brooks (1968: 206), language can be analysed due to the three distinct bands: syntactic, semantic, and pragmatic. The latest represents "manipulation of syntax and semantics by an actual user

of language". It means that a language user applies the individual factors within the language act: age, status, attitude, intent (Brooks 1968: 206), which naturally refers to the cultural characteristics. In terms of discussing the connection between language and culture, the definition of Brown should be taken into account. Namely, the researcher thinks that these two notions are tightly bonded. We are not able to separate them without losing the meaning of each of them. Thus, it can be said that the language is the part of the culture and, and conversely, the culture is the part of the language (Brown 2007: 164).

The definition of culture and its division by subgroups are deeply studied by Brooks (1968: 210). He identifies five varieties of culture that can be gradually applied in L2 classes. He defines the following types of culture: Culture1 refers to biological growth. Culture2 links to personal refinement. Culture3 requires to activate knowledge of literature and fine arts. Culture4 refers to the patterns of living. In Culture5 interest is centred upon the sum total of a way of life. Brooks discusses in detail all the varieties of those of cultures. He analyses Culture4 in the following way:

> Culture4 refers to the individual's role in the unending kaleidoscope of life situations of every kind and the rules and models for attitude and conduct in them. By reference to these models, every human being, from infancy onward, justifies the world lo himself as best he can, associates with those around him, and relates to the social order to which he is attached (Brooks 1968: 210).

It must be noted that according to Brooks (1968), culture is not the same as geography, history, folklore, or sociology. In his opinion, the only way to distinguish these notions from the culture is to apply the individual approach. For example, natural conditions can be defined as part of the culture when the role of a human being, his lifestyle, or the ways of adapting is apparent in creating these conditions.

In the majority of cases, the geographical and historical texts are directly included in the textbooks of Georgian as a second language. These texts are not adapted to Georgian reality and are not followed by relevant explanations from a cultural perspective. The second part of the paper presents the synthesis of this type of information and their cultural values, the connections are reflected in specific activities. Such an approach will help teachers and students to fill the existing gap and diversify the lesson process. This, in turn, will contribute to increasing student motivation and engagement. As Khan (2014: 66) points out, teaching aspects of culture takes on an outdated and monotonous look in the process of teaching a second language. Thus, the lesson process is focused on the formal face of culture and the passive form of teaching. Instead, the main focus should be on the target culture and active learning.

"The target language teachers should diagnose important linguistic issue, and incorporate key cultural items in a well developed lesson plan to facilitate the target students who can perform effectively not only in the particular language but also in related culture" (Khan 2014: 65).

When analysing the culture, the comparison with the iceberg is often referred to. Visual culture is a visible part of the iceberg, which is called explicit culture. This type of culture is easy to browse. This is what tourists can check and easily perceive. Invisible culture is what is hidden in the water, particularly implicit culture. In this case, the values, attitudes, risks, punctuality, and communication are meant (Oberg 1960). It can be said that culture is the evolving way of life, which is common for a particular group of people. Any of those particular groups share common experiences and practices, common views, and context (Moran 2001: 24). In other words, perception, beliefs, values, and attitudes – these are the main variables, which reflect the culture. Consequently, to learn it "requires skills in probing, analysing, and explaining the cultural phenomena learners' encounter, which necessarily involves a comparison with their own culture and themselves" (Shukurova 2017). It means that the language learner should be able to be adaptive or to integrate within the target culture. He/she should be able to express his thoughts and opinions the way target culture representatives do. Thus, it requires "changing behaviours to develop others that are appropriate for the culture" (Shukurova 2017).

When discussing the cultural issues American Council on the Teaching of Foreign Language (ACTFL)'s national standards on culture must be considered as well. The given document incorporates the three dimensions of culture which are practices, products, perspectives (Rayan-schutz and Nussel 2010: 38).

It must be noted as well that "defining culture in terms of the 3Ps avoids the common, overworked conflict between C and c by interweaving the formal and informal aspects of daily life, as one normally lives it in any culture" (Dema & Moeller 2012: 87). Consequently, it permits to widen of the notion of culture and to apply more possibilities for the language instructors. The 3P approach allows using any written document including news, articles, advertisements for the one purpose, for increasing knowledge of target culture (Lange 1999: 60). Consequently, "this re-conceptualized approach to culture shifted the focus of teaching culture to a study of underlying values, attitudes, and beliefs, rather than simply learning about cultural products and practices" (Dema & Moeller 2012: 87).

Teaching second language through target culture

In the literature a few goals of teaching culture are defined: 1. developing the idea that the behaviour of different people is dictated by culture; 2. realizing that behaviour of people is conditioned by the following social factors: age, social class, and place of living; 3. understanding the behaviour in everyday life situation within the target culture; 4. increasing the knowledge of the separate words and phrases within the target language; 5. develop the ability to evaluate and refine generalizations about the target culture, 6. develop the necessary skills to locate and organize information about the target culture; 7. stimulate students ' intellectual curiosity about the target culture" (Tomalin & Stempleski 1993: 7).

When teaching culture, it is essential to consider the following factor – dynamic connection of linguistic competence and culture. As it is well-known, linguistic knowledge and linguistic communication mean adequate perception, explanation, and action. Thus, culture is one of the central parts of language teaching. If communication teaching aims for successful communication, involving cultural issues is the main means to achieve this goal. As it is mention in the different studies, learners linking with the culture are more successful in using the language properly (Brown 2007).

Few different approaches are identified for combining language and culture teaching. This section will briefly address the knowledge-based approach, contrast-based approach, and issues of intercultural communicative competence. As it is known, the knowledge-based approach is aimed at providing students with the following information about the target culture: folklore, everyday situations, customs, rituals, holidays, dress code style, cuisine, festivals, literature, and art. Subsequently, the given approach distinguishes high and low culture (Hinkel 2001: 444), thus students can be provided with factual information. As a result, according to the approach, the main goal of teaching a foreign language is for the student to be able to learn the target culture to read foreign literature. Consequently, following the theory "language and culture are two separate domains of language learning, with language competence being given priority over cultural" (Piątkowska 2015: 3).

On the opposite, the contrastive approach emphasizes psychological and anthropological aspects (Guest 2002) and addresses the differences and similarities between students and the target cultures (Thanasoulas 2001). In other words, language learners must be able to connect their own and target cultures by learning both cultures and analysing both similarities and differences. As Guest (2002: 157) reports, "the target culture is perceived as a monolithic entity because the nature of the interaction is such that an entire culture is being addressed". Another researcher critically argues that "the approach perceives culture as a monolithic, general category, ignoring the fact that most interaction is intercultural in nature that is, it takes place between non-native speakers of a given language where they interact as individuals or representatives of small groups" (Piątkowska 2015: 4).

The following approach aims to develop and to widen Intercultural competence. The model of intercultural communicative competence is developed by Byram (1997). The researcher distinguishes five components that constitute cultural competence: attitudes, knowledge, skills of interpreting and skills of discovering and interacting, critical awareness. "Intercultural communicative competence approach with its focus on developing skills necessary in cross-cultural communication offers a completely new perspective on the role of foreign language teaching" (Piątkowska 2015: 10).

It can be said that intercultural dimension helps students to increase their linguistic competence. But on the other side, "it also develops their intercultural competence i.e. their ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality" (Byram et al. 2002: 9-10). Thus, it can be concluded, that integrating intercultural communicative competence within the language classes raises the linguistic and cultural knowledge of the language learners but also develops their critical thinking skills.

Another important issue in teaching the language and culture, is the role of the language instructor. As mentioned by Moran (2001: 138), the main functions of the teacher are to offer information about culture, extract information from the text, set cultural patterns of behaviour, model cultural behaviour, investigate and analyse cultural aspects, exchange cultural experiences, listen to students.

Naturally, the role of the teacher varies according to the activities. Each of the roles listed above is presented in more detail in the second part of the paper, which presents the function and role of the language instructors in each activity.

In addition to the role of a language instructor, it is also important to analyse teaching methods and use them in the learning process that directly helps the language learner to develop cultural competence. Brown (2007) studied the methods of teaching culture. In his opinion, due to the low level of language proficiency, the teaching process should be focused on the student's culture. The intermediate level requires reference to the characteristics of the target culture. Finally, the high level of language proficiency links to the comparative approach, to the double perspective that means to focus on the own culture from the perspective of the target culture.

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Another important strategy to focus on in the process of integrated language and culture learning is cultural capsules. As it is known in the scientific literature, cultural capsules are one of the most effective methods in the process of teaching language and culture. The idea of a cultural capsule belongs to Taylor & Sorenson (1961: 352) and is still used in the teaching of a second language. The cultural capsule system is a brief description of certain aspects of the target language and culture (marriage tradition, feast tradition, etc.). These aspects are compared to the relevant data and information from the student culture. "The culture capsule is a brief presentation of a target culture element which differentiates the source culture and the target culture, followed by a discussion leading to the explanation of the cultural element concerned" (Fatalaki et al. 2017: 11).

When using cultural capsules, the teacher should focus on various specific goals: Behavioural: will the student be able to behave properly in a particular situation? Can they employ adequate gestures and physical movements? 2. Linguistic: Does the student learn the language formulas that apply effectively to a particular situation? 3. Visual: Can a student identify a specific building, sign, or physical signals that are part of a particular situation, and what are the differences in this regard between the student's own

and target cultures? 4. Linguistic: the student is not only able to understand the differences between cultures, but also to explain and analyse the reasons behind these differences (Knop 1976: 55-56).

The activities discussed in the paper, with few exceptions, are aimed at intermediate and upper-intermediate learners. The teaching methods mentioned above, including cultural capsule strategy, are integrated into each activity.

As a conclusion, it is important to determine what type of culture described by Brooks (1968) should be applied to different levels of language instruction. For example, the intermediate level can be linked to Culture3 and Culture4, which aims to widen the cultural knowledge of language learners through written texts and art peace. On the upper level of language teaching, cognitive skills of connecting two cultural data should be developed in concordance with the requirement of Culture5. On the other hand, constituents of intercultural communicative competence should be considered in the process of planning teaching activities. In addition, aspects of the contrastive approach should be applied since the ability to compare different patterns of native and target cultures and to define similarities and differences between them contribute to the development of critical thinking and prevents direct cultural transferring. And finally, in parallel with different methods, the role of the instructor should be clearly determined in advance. Based on the above-mentioned theoretical framework following section provides different practical exercises that aim to develop both foreign/second language proficiency and cultural awareness.

Description of activities
Activity 1
The most famous…
Language level: A2 and B1
Teacher's role: The teacher gives verbal instructions to the students at the beginning of the activity. In the process, the teacher is advised to walk around the group tom observe the groups. If necessary, they might also give remarks or answer questions. After finishing the group-work, the teacher listens to the students' presentation in the target language, if necessary, helps to lead the discussion in Georgian and gives final instructions.
Goal: This activity will help learners to get general information from Culture3, Culture4, Culture5. In addition to this, the aim of the activity is to develop the skills of selecting useful, substantial information from extensive texts in the target language and presenting it to the audience.
Duration: 2 academic hours.
Method: Teamwork/working in groups, use of multimedia tools, answering questions
Result: Enhancing cultural competence, enhancing language knowledge, enhancing communication competence. In addition, learners will develop attitudes, skills of interpreting, skills of discovering.
Description:
Teacher presents a list of activities to the students:
1. A famous Georgian building
 2. A famous modern Georgian politician
 3. A famous Georgian historical figure
4. Famous Georgian artist
5. Famous Georgian athlete
6. Famous Georgian movie
7. Famous Georgian literary works
8. Famous Georgian businessmen
The teacher then divides the class into groups. Based on the list, each group must choose to work on one segment of the target culture. The teacher instructs each group to gather information about this

specific segment. During the lesson, students should find relevant, adequate information, process it, and prepare a short presentation. At the end of the presentation, different groups of students ask each other additional questions.

Activity 2
Cuisine
Language level: B1 and B2
Teacher's role: The teacher organises brainstorming session, asks questions relevant to the topic. The teacher provides information about the culture – in this case, about the cuisine of the target language. More specifically the teacher introduces specific recipe. As a result, the teacher sets cultural patterns of behaviour.
Goal: This activity will help learners to get general information from Culture4.
Duration: 2 academic hours
Method: Brainstorming sessions, answering questions, comparing data from native and target cultures.
Result: The student finds similarities and differences between dishes in their own and target culture. Learners will be able to intensify their knowledge of Culture4. They will be able to participate in various discussions on this topic and learn table manners. As a result of the activity, students will acquire specific knowledge and develop skills of discovering.
Description:
Cuisine is an integral part of any culture that provides important insights into that culture. The language teacher can plan a variety of activities on the relevant topic to teach her/his students about the target language / culture /cuisine / dishes. Here are some of them:
The teacher asks the following questions for brainstorming:
1. List the dishes you are familiar with from the target culture.
2. List the dishes that are made in your culture and in the target culture.
3.List the dishes that are prepared for breakfast / lunch / dinner in your culture.
4. List the dishes prepared in the target culture for breakfast / lunch / dinner?
5. What are some table manners in your culture?
6. What phrases are used at the table in your culture?
7. If they know, what phrases are used at the table in Georgian culture?
8. Compare the phrases established in your own and the target language, discuss the similarities and differences.
After discussing these questions, the teacher distributes sheets of papers to students with a recipe for the most representative dish from the target culture. The teacher asks students to read the recipe and answer the following questions:
1. Which of the following ingredients are used in their culture?
2. Is this dish a healthy food?
3. Is it similar to any dish they make in their culture?

Activity 3
Cultural capsules
Language level: B1 and B2
Teacher's role: offers information about culture, set cultural patterns of behaviour, model cultural behaviour, investigate and analyse cultural aspects, exchange cultural experiences, listen to students.
Goal: This activity will help learners to get general information from Culture4. Students will develop skills of applying their knowledge about traditions, norms of behaviour and language formulas in real life.

Duration: One academic hour, 10 minutes for presentation
Method: Teamwork/working in groups, discussion, answering questions, comparing data from native and target cultures.
Result: The student learns to create textual material based on visual material in the target language. The student can discuss the differences and similarities between traditions, the development, and changes of traditions. The student will also be able to apply this knowledge to adapt to a specific life situation in accordance with the social norms observed in the target culture and to use language formulas effectively. Learners will be able to intensify their knowledge of Culture4. Students will also develop Critical awareness, skills of interpreting and discovering.
Description:
The teacher presents visual material. This can be a photo or a short video about a traditional wedding and asks students to prepare a ten-minute presentation based on the film or photos about the wedding tradition in the target culture. After the presentation, the teacher asks the student to discuss the similarities and differences between this or that tradition in their own and the target culture. The teacher may ask students some other relevant questions, such as: does the wedding tradition change over time? What influences this and why?

Activity 4
"Press conference"
Language level: B1 and B2. However, this activity could be adapted for students with A2 level by changing the complexity of questions.
Teacher's role: The teacher determines in advance how many questions each student is allowed to ask and makes sure that the questions are not repeated. The teacher assists the students in formulating the questions, guides the process of the session and acts as a facilitator, analysing the frequently made linguistic mistakes after the end of the session. In terms of the development of cultural competence, language instructor investigates and analyses cultural aspects.
Goal: This activity will help learners to get general information from Culture4 and Culture5. To develop the necessary skills to locate and organize information about the target culture. The student will also be able to apply this knowledge to adapt to a specific life situation in accordance with the social norms observed in the target culture and to use language formulas effectively.
Duration: 1 academic hour for preparatory work, 1 academic hour for activity and analysis of results.
Method: Discussion, answering questions, comparing data from native and target cultures.
Result: The student will be introduced to formal speech and politeness strategies. They will develop the skills to receive, adequately understand and analyse information from the source in the target language. Students will develop Critical awareness.
Description:
When teaching a second / foreign language, it is quite effective to use an authentic source of human beings as "cultural resources". Students play the role of journalists and ask questions to people from the target culture about issues that will help them understand the everyday culture of the target country.
One of the topics of conversation that can effectively develop cultural and sociocultural competence in learners is the topic of birthdays. As part of this activity, students can ask the following types of questions:
1. Do you celebrate a birthday in a narrow circle of people or do they invite many guests?
 2. Do you have a party more often at home or in a restaurant?
3. Is there a dress code for birthday parties?
4. What is the most common gift for a birthday woman / man / child?
5. Which song do you sing on birthdays to congratulate?

6. Is there anything special about birthday celebrations?

By the end of the activity, the class is instructed to summarize the results, analyze the discussed cultural and linguistic knowledge and compare it with their own cultural data to identify similarities and differences.

Activity 5

Geographical Excursion

Language level: B1 and B2

Teacher's role: The teacher provides necessary resources for obtaining information in advance.

In addition, the teacher offers background information about culture, sets cultural patterns of behaviour, models of cultural behaviour, listens to students, moderates the session.

Goal: To develop the necessary skills to locate and organize information about the target culture. The students learn more about the history, geography, ethnography of the country; they get familiar with the traditions and peculiarities of this or that region in the context of Culture 4 and Culture 5.

Duration: 1 academic hour for preparatory work, 30 minutes – for the activity.

Method: Discussion, answering questions, finding relevant information in sources, working with multimedia sources.

Results: The student is able to understand, analyse, and categorize, compare, and visualize the characteristics of different regions. Students will acquire specific knowledge and develop skills of discovering.

Description:

The activity consists of 2 steps:

At first, students are provided with the relevant materials in advance. The teacher divides the class into groups of 4-5 students and asks questions from the geography of the target country. The winner is the team that says the answer first. The final victory will be calculated by the sum of correct answers.

Step 1

Suggested questions:

1. Which is the highest mountain in Georgia? Is it popular among climbers and tourists?
2. Which is the highest populated area? and what is the architecture of the given region?
3. Which is the longest river? Is this river used in industry and in which way?
4. The capital of Georgia Tbilisi is considered to be the most multi-ethnic city in the region, what is the reason behind it?
5. What is the population and the main ethnic composition of Georgia? What the lifestyle do they have?
6. What is the second largest city in Georgia? What are the main industries and traditions of the city?
7. What are the main regions of the country? What makes each region unique?
8. Which sea surrounds Georgia? Which famous seaside resorts do you know? What makes these resorts popular?
9. How do you think, which is the most touristic place in the country and what distinguishes it?
10. What are the climate zones in the country and how does it affect people's lives and their traditions?

Step 2

Drawing a map

After answering the questions, the students draw a map together on a blackboard or flipchart and mark on it all the points and their specifics that were correctly named in the quiz.

Activity 6
Cultural iceberg
Language level: B1, B2 and C1
Teacher's role: The teacher prepares worksheets with relevant information in advance, helps students to find information, facilitates the session, models cultural behaviour.
Goal: to develop the idea that the behaviour of different people is dictated by culture; to understand culture in its broadest sense, learn to make adequate use of linguistic and extralinguistic knowledge in a particular cultural context. The aim of the activity is for students to gain relevant knowledge and enhance cultural competence in the context of Culture 4 and Culture 5.
Duration: 1 academic hour.
Method: Individual work, working with Venn diagrams, answering questions, finding relevant information in sources, working with multimedia sources.
Result: The student is able to establish successful communication using linguistic and extralinguistic data in the sociocultural space of the target language. This activity will help students to develop cultural and socio-cultural competence. As a result, students will develop Critical awareness.
Description:
The activity consists of 2 steps:
Step 1
At first, the teacher hands out to the students the sheets of paper with the components of the culture, which are located on the "hidden side of the iceberg" with the following wording:
1. Gestures and body language are actively used
2. Humour is a part of everyday life
3. Education is highly valued
4. Children grow up freely, without restrictions
5. Gender roles are strictly established
6. Family responsibilities are distributed among family members
7. Family is the main value
8. Private space is respected
9. Respect for the elder is a social requirement
10. They pay great attention to their own health
11. Strict work ethic is characteristic
12. Punctuality is essential part of culture
13. Many families have animals
14. They pay attention to ecology and environmental issues.
Step 2
The students should work on a Venn diagram that identifies similarities and differences between their own and target cultures.

Diagram 1: Based on this list Students fill in the Venn diagram on the same sheet.
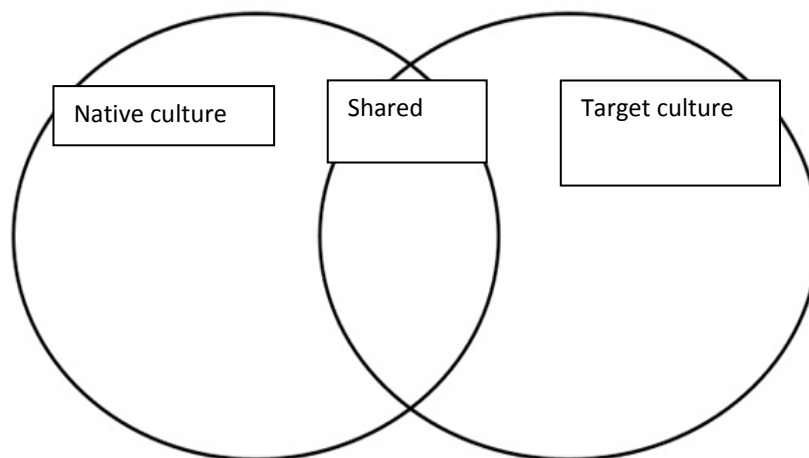
These activities will enable the language learner to develop cultural and socio-cultural competence in parallel with developing linguistic competence. Such an approach will help them to establish successful communication and apply knowledge in practice. Each activity involves working on authentic material, which is an added benefit in language development.

The activities will also help teachers of Georgian as a second language to plan and manage the learning process effectively, conducting dynamic and student-centred lessons.

Implementing the above discussed activities enriches teaching environment, raises learners' motivation and helps them to be fully engaged within the teaching process. Moreover, it allows to development of a few competencies and skills simultaneously and what is important, it prevents learners from direct cultural transfer and improves their language proficiency. In terms to analyse each activity, the given table presents what type of culture is activated, what aspect of cultural competence is applied, what is the role of the instructor and finally what is the goal due to teaching cultural aspects through language. As the table reveals, the given activities can be mostly applied on intermediate the level, thus culture4 is activated more frequently.

Table 2: Activities and their descriptions.

Activity	Type of culture	Cultural competence	Role of instructor	Goal of teaching culture	Language proficiency
The most famous…	Culture$_3$ Culture$_4$ Culture$_5$	Attitude, skills of interpreting, skills of discovering	Model cultural behaviour Set cultural patterns of behaviour	To develop the necessary skills to locate and organize information about the target culture	A2 and B1
Cuisine	Culture$_4$	Knowledge, skills of discovering	Offer information about culture Exchange cultural experience	To understand the behaviour in everyday life situation within the target culture; to increase the	B1 and B2

				knowledge of the separate words and phrases within the target language	
Cultural capsules	culture$_4$	Critical awareness, skills of interpreting and discovering	Model cultural behaviour Set cultural patterns of behaviour	To develop the necessary skills to locate and organize information about the target culture	B1 and B2
Press conference	Culture$_4$ Culture$_5$	Critical awareness	Investigate and analyse cultural aspects	To develop the necessary skills to locate and organize information about the target culture	B1 and B2
Geographical excursion	Culture$_4$	Knowledge, skills of discovering	Offer information about culture	To develop the necessary skills to locate and organize information about the target culture	B1 and B2
Drawing the map	Culture$_4$	Skills of discovering, knowledge	Listen to students Offer information extract information from the text	To stimulate students ' intellectual curiosity about the target culture	B1 and B2
Cultural Iceberg	Culture$_4$ Culture$_5$	Critical awareness	Model cultural behaviour	to develop the idea that the behaviour of different people is dictated by culture	B1, B2 and C1

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