

LEARNING AND TEACHING OF LANGUAGES IN GRADES ONE TO SEVEN IN GEORGIA

ИЗУЧЕНИЕ И ПРЕПОДАВАНИЕ ЯЗЫКОВ В 1-7 КЛАССАХ В ГРУЗИИ

GÜRCİSTAN OKULLARINDA 1-7 SINIFLARDA DİL ÖĞRENİMİ VE ÖĞRETİMİ ÜZERİNE

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ABSTRACT

The study investigated various language teaching styles employed by the teachers across the Georgia states within the public schools. Equally, the research looks into different strategies that ensure improved performances of the children as well as instructors, and they deliver their services as mandated by Georgia Standards of Excellence (GSE). The research shows that teachers use multiple styles and strategies in teaching in the state's public schools. However, the study used questionnaires and interviews as methods of data collection in various selected public schools. Data collected indicates that most of the instructors use the hybrid method of teaching and incorporation of technology factors as a strategy in delivering their mandates.

Different teachers in Georgia State concentrate on delivering quality education systems more so in teaching languages from grades one to seven. To do so, they employ various teaching methods and strategies to meet the standards set by the education authorities such as the Georgia Standards of Excellence (GSE). The results of the study explain that most of the teachers teaching these grades employ a hybrid method, thus offering individual learners with the essential needs and further accommodates a variety of students. Furthermore, due to development in technology, most of the instructors focus on the technological approach as the strategy in effective teaching across all the grades. Moreover, the research recommends investments in home reading and focus on learners with learning disabilities across the Georgia state.

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Keywords: *teaching styles, teaching strategies, methodology, public school, facilitator, delegator style, demonstrator method, blended or hybrid method, lecture or authority method.*

АННОТАЦИЯ

В ходе исследования изучались различные стили преподавания языка, используемые учителями в Грузии в государственных школах. Точно так же в исследовании рассматриваются различные стратегии, которые обеспечивают улучшение успеваемости как детей, так и инструкторов, и они предоставляют свои услуги в соответствии с требованиями стандартов качества Грузии. Исследование показывает, что учителя используют различные стили и стратегии при обучении в государственных школах страны. Тем не менее, исследование использовало вопросники и интервью в качестве методов сбора данных в различных отдельных государственных школах. Собранные данные показывают, что большинство инструкторов используют гибридный метод обучения и включение технологических факторов в качестве стратегии при выполнении своих мандатов.

Различные преподаватели в Грузии концентрируют свое внимание на предоставлении качественных образовательных систем в большей степени на преподавании языков с первого по седьмой классы. Для этого они используют различные методы и стратегии обучения, чтобы соответствовать стандартам, установленным органами образования, такими как стандарты качества Грузии. Результаты исследования объясняют, что большинство учителей, преподающих в этих классах, используют гибридный метод, таким образом предлагая отдельным учащимся основные потребности и дополнительно приспособлявая различных учеников. Кроме того, благодаря развитию технологий, большинство преподавателей уделяют внимание технологическому подходу как стратегии эффективного обучения во всех классах. Кроме того, исследование рекомендует инвестиции в домашнее чтение и сосредоточить внимание на учениках с нарушениями обучения в Грузии.

Ключевые слова: *стили обучения, стратегии обучения, методология, государственная школа, фасилитатор, стиль делегатора, метод демонстратора, смешанный или гибридный метод, метод лекции или авторитетный метод.*

ÖZ

Çalışmada Gürcistan'da öğretmenler tarafından devlet okullarında Gürcistan kalite standartlarına uygun olarak dil öğretiminde kullanılan çeşitli yöntem ve gerek çocuklar, gerekse eğitimciler için gelişmiş performans sağlayan çeşitli stratejiler incelenmiştir. Yapılan araştırmada Gürcistan'ın devlet okullarında öğretmenlik yaparken öğretmenlerin farklı yöntem ve stratejiler kullanıldığı tespit edilmiştir. Çalışma esnasında çeşitli devlet okullarında veri toplama yöntemi olarak anket ve mülakatlar kullanılmıştır. Toplanan verilerden, eğitimcilerin ekseriyeti tarafından görevlerini yerine getirirken hibrit eğitim yöntemi ve teknolojik faktörlerin bir strateji olarak dâhil edilerek kullanıldığı ortaya çıkmıştır.

Bilindiği gibi geçen yüzyıl boyunca, geleneksel öğretim yöntemleri önemli değişikliklere uğradı. Bu süreç Gürcistan eğitim sistemine de yansdı. Araştırmamıza göre Gürcistan'da öğretmenlerin bir kısmı, birinci sınıftan yedinci sınıfa kadar dil öğretimi için daha yüksek standartlara uygun eğitim sistemleri üzerine odaklanmıştır. Eğitim yetkilileri tarafından belirlenen standartları karşılamak üzere Gürcistan kalite standartlarına uygun olarak çeşitli öğretim yöntemleri ve stratejileri kullanılmıştır. Anlaşıldığı kadarıyla eğitimcilerin dil bilgisini öğrencilere ulaştırma modlarında farklılık görülmektedir. Çalışmanın sonuçlarına

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göre, sınıflarda çoğu öğretmen tarafından hibrit yöntemin kullanıldığı belli olmuştur. Böylece öğrencilere bireysel olarak temel ihtiyaçlar sunulmuş ve ilaveten isteğe bağlı olarak bu yöntem çeşitli öğrenciler için uygulanmıştır. Bunun dışında, teknolojinin gelişmesi sayesinde, çoğu öğretmen tarafından tüm sınıflarda etkili bir öğrenme stratejisi olarak teknolojik yaklaşımların dikkate alınması önerilmiştir. Ayrıca, çalışmada evde okumaya daha fazla zaman ayırmakla birlikte engelli öğrencilerin eğitimine odaklanması önerilmiştir.

Anahtar Kelimeler: öğretim yöntemi, öğrenme stratejileri, metodoloji, devlet okulu, kolaylaştırıcı yöntem, temsilci yöntemi, gösterici yöntemi, karma veya hibrit yöntemi, anlatım yöntemi veya yetki yöntemi.

1. Introduction

Instructors vary in modes of delivering language knowledge to the students. As a result, they formulate various skills and strategies for children to grasp and understand what they teach. As they perform their duties, they always aim to keep in mind and focusing on the maintaining the standards set. For instance, Georgia states possess various learning standards to from grade one to seven that instructors have to observe and maintain. As per the Georgia Department of Education, (2015), Georgia Standards of Excellence (GSE) ensures that all the grade level receives required literacy curricula for the learning of the students at all levels. Georgia state comprise teachers from different backgrounds hence initiating different teaching strategies as well as styles and skills in delivering their services in schools based on the grade. In the case of new teachers, children would have particular challenges due to change in teaching styles. Moreover, the teacher should change the mode of teaching that suits the classroom and adjust as required by the children for better understanding. Instructors employ the use of styles like formal authority, demonstrator, facilitator, delegator, or blend of different styles to ensure quality service delivery to the children and students. The research aimed at establishing different techniques used by various teachers in Georgian schools more so in public schools as well as strategies. The study concluded that, various teachers employ different modes of teaching depending on the grade and the need of learners. Furthermore, the research indicates that teaching styles and strategies adopted aimed at achieving the set standards by GSE.

2. Research Objectives

The research intended to find out different language teaching styles and strategies employed by teacher within the Georgia state. The study aimed at investigating most and least styles and strategies of teaching used by teachers in various public schools in Georgia State ranging from grade one to seven.

1. Research Questions

1. The research intended to find out different language teaching styles and strategies employed by the teacher within the Georgia state public schools.
2. The study aimed at investigating most and least styles and strategies of teaching used by teachers in various public schools in Georgia State, ranging from grades one to seven.

4. Background of the Study

Teachers require various techniques in delivering the available resources to the students within specified grade and classroom. In the case of students used to one style, and the teachers come with different one bring confusions among the learners (Genishi, C. , Dyson, A.H., 2015:135). In such a case, the teacher should understand the nature of the class and adjust to the required styles and strategies that would enable understanding between the two parties. According to García and Frede (García, E.E Frede, E.C. eds., 2019:102), depending on the needs of the learners, instructors adjust their approach to the appropriate style required within given environments. Furthermore, different research works indicate that changing teaching styles helps teachers deliver the resources in a more effective way that puts the maximum number of students to understanding (McNamara, S., Blenco, G., 2018:49). Moreover, the instructor should learn the cultural as well as the education background of the learners to adjust to their required needs appropriately. Equally, teachers should learn the students' learning trends by checking previous performances, prerequisites, and related studying tendencies in different grades (Habók, A., Magyar, A., 2018:2358).

5. Teaching Styles

Over the past century, traditional teaching methods have undergone significant changes; caused by social, cultural and technological development. In the modern classroom, five different educational styles have appeared as the main strategies adopted by modern teachers: the Activity of Facilitator, the Delegator style, The Lecture or Authority Method, The Demonstrator Method, The Blended or Hybrid Method. (Innova design, 2015). In this research work, we will discuss how effective these five learning styles are.

The Activity of Facilitator

Teachers who use the activity of facilitator style encourage classroom learning by increasing the level of learning between teachers. Unlike the lecture style, teachers ask students a question, not just give them an answer. In this style, classes are used to promote self-discovery and the development of problem-solving skills, which can often lead to a deeper understanding of the topic by the student.

However, this technique has its drawbacks: as a facilitator, teachers must actively interact with individual students, which can be difficult in large classrooms, so you should carefully consider the layout of the room.

The styles exist as student-centered as it provides the students with opportunities to practice things taught like reading and correct spelling in lower grades. Habók and Magyar (Habók, A., Magyar, A., 2018:2358) explain that the style maintains a close association between the teachers and students that promote self-learning. According to McNamara and Blenco (McNamara, S., Blenco, G.,2018:45), the method helps the learners to acquire various skills in critical thinking hence the retention of the knowledge that results in self-actualization (McNamara, Blenco, 2018 :46). The style merits originate from the facts that it

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provides learners with abilities in asking questions hence creating skills to get the solutions and answers in the learning process. Moreover, it possesses particular setbacks like leading the students towards discovery instead of lecturing facts and testing the learners' knowledge.

The Delegator style

The delegator style is often used for subjects that require group work, feedback from colleagues, or laboratory training. As a delegator, a teacher can take on the role of an observer to facilitate collaboration and encourage mutual learning. Despite the growing popularity, some critics believe that the style of delegation or group is a bad teaching strategy, because it deprives the teacher of an authoritative position.

The delegator styles persist as student-centered as teachers act as guides and consultants. The method provides chances for the students to learn based on their projects. In most cases, individuals or groups of learners lead the learning process (Genishi, Dyson, 2015:123). The style significantly aids in teaching creative writing in languages. Equally, it acts as the inquiry-based that the instructor act as the observer that inspires learners through working towards a common target. Moreover, the teacher exits as a consultant rather than a traditional authority figure in the class.

The Lecture or Authority Method

The lecture or authority method is mainly used in lectures or classrooms, where the teacher will conduct a long one-sided discussion on a predetermined topic, while students make notes and memorize key pieces of information. Despite its popularity in higher education, when there is a large group of students, the lecture of authority style is less common in a standard classroom setting. This is due to the fact that the strategy practically does not provide for student participation, which makes it impossible to meet the needs of each individual student.

Authority method persists as teacher-centered comprising various lecture sessions and different presentations to the learners. During the lessons, teachers expect students to absorb the information delivered or take notes as references and reading guidelines (Ghanizadeh, Jahedizadeh, 2016:1151997). The style most applies in the classrooms with a high number of students. However, the styles consist of cons like lack of interactions between the teachers and students and require more mature learners.

The Demonstrator Method

Like a lecture or an authority method, the demonstrator method retains authority in the classroom. However, instead of relying solely on a verbal lecture, the demonstrator's style combines lectures with other forms of instruction, including multimedia presentations, demonstrations, and classroom instruction. This style is especially suitable for music, art and physical education subjects, where demonstrations are needed to fully understand the topic. However, in other areas of

learning, a demonstrator style may not be appropriate. As with authority, the direct interaction between teacher and student is small, so it can be difficult to meet the needs of all students.

The style preserves the formal authority of teachers by showing the learners what they should carry out in the learning process. According to Genishi and Dyson (Genishi, C. , Dyson, A.H., 2015:133), the learning process in this model comprises different events, demonstrations, and multimedia presentations suitable for the relevant grade. The style allows the instructor to incorporate a variety of formats that includes presentations and lectures (Habók, Magyar, 2018:2358). However, the technique possesses disadvantages for the students with special needs more so in the classroom with a large number of learners.

The Blended or Hybrid Method

Some teachers apply an integrated teaching style that takes into account their personality, preferences and interests in the learning process. This strategy is known as the blended or hybrid style and is popular in subjects such as English, science, and religious studies. Teachers who use a blended or hybrid style can adapt their learning for different students, using extracurricular knowledge to develop a deeper knowledge of a particular topic. However, some critics argue that a blended or hybrid style can weaken the learning process, as teachers try to be everything for all students.

Also referred to hybrid, it comprises an integrated methodology in teaching that incorporates the personality of the instructors as well as the special need and interests of the students focusing on the standards of the curricula provided (Oxford, Rebecca L., 2016:278). It offers opportunities for the teachers to adopt particular styles based on the students' requirements.

Knowing how to engage students in the learning process on a wide range of topics is important for developing an effective teaching style in the classroom. For students to receive training that suits them, it is important that teachers experiment with different styles and set themselves the task of finding a strategy that reaches every student.

6. Limitation of the Study

The research possessed certain limitations, like focusing only on public schools instead of including private schools in the state. Furthermore, another limitation originates from the exclusion of factors like the cultural background that could affect the teaching of languages with the grades on the learners and teacher's side.

7. Teaching Strategies

Teaching strategies define the various training methods so that they can develop the right strategy for working with a specific target group. Assessing student learning abilities provides a key pillar in developing a successful learning strategy. Teachers can choose one of the following teaching strategies to ensure the best

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results in their class: 1. Identifying similarities and differences is a strategy that allows students to compare and contrast different elements. This strategy helps in grading, allowing students to distinguish between different ideas. 2. Keeping notes and summarizing is a teaching strategy that allows students to store information for a long time, using it to analyze and present information. This teaching method encourages participation through questions and other forms of clarification. 3. Homework and practice is a teaching strategy that allows students to practice the skills acquired in previous lessons. 4. Setting goals and providing feedback is a strategy used when students are expected to develop, personalize, and communicate individual goals. This method also focuses on the student conducting a self-assessment to assess the success achieved in the lesson. 5. Hypothesis generation and testing is a strategy that allows teachers to analyze systems and solve identified problems. This strategy includes the following methods: problem solving, systems analysis, decision making, historical research, experimental research and inventions. An analysis of this system helps the students in goal development and remove any barriers that they may encounter in achieving their goals. This strategy also includes testing the accuracy of hypotheses and testing other elements to determine if various decisions will be made. With so many different strategies, teachers can determine what is best for their intended learning concept and apply it to the classroom setting.

Different strategies and styles employed in teaching depend on the level of the learner. For the lower grades like one, two, three, and four learning languages play a significant role in their development (Genishi, Dyson, 2015:134). With the current development of technology and internet things, the instructor could employ various technological methods in ensuring effective learning processes across all grades (Habók, Magyar, 2018:2358). Incorporating appropriate technology come before teacher learning the interest and language of the children, thus strengthening their technical skills in reading and writing. The new development technology in the education system leads to instructors adjusting to suitable programs for the success of their students in learning languages (Ghanizadeh, Jahedizadeh, 2016:1151997). Furthermore, teachers could incorporate strategies like the use of differentiated instructions that provide every learner with the essential needs in the classroom. Based on various studies, the plan comprises kinesthetic, visual, and auditory, which would meet the demand of every learner in each level (Razak, Ahmad, Shah, 2017:75). Equally, assessing the learning progress of the languages in grades one to seven acts as a fundamental strategy for the instructors to understand their student's needs. It involves gathering of the students' cultural and educational backgrounds hence getting the necessary information for evaluation and possible solutions that the learner could require. As per Oxford (Oxford, Rebecca L., 2016:267), teachers could assess their students during teaching, learning logs, slate works, self-assessments, and questioning strategies, thus providing recommended requirements for the pupils.

8. Methodology

Administrators, as well as teachers at different public schools teaching grades one to seven, participated in the research. These five different educational styles were done by participants. These were Activity of Facilitator, the Delegator style, The Lecture or Authority Method, The Demonstrator Method, The Blended or Hybrid Method. The interview was conducted on the 28 teachers and ten administrators hence a total of 38 participants. The table below indicates the instructors and administrators interviewed and provided with questionnaires in each grade.

Teachers and administrators	Interviewed	Questionnaire
Grade 1	5	5
Grade 2	1	3
Grade 3	7	0
Grade 4	3	8
Grade 5	0	9
Grade 6	3	3
Grade 7	2	7
Total	21	35

The selection of the participants was conducted based on the availability of teachers. In some cases, teachers preferred questionnaires to fill at their free time, while others preferred only interviews. The interview took twenty to twenty-five minutes for individual participants.

Data Collection Process

The research conducted data collection through conducting interviews, observations, and providing the questionnaire to fill the required information. Through this qualitative method, the researcher visited various assigned schools that acted as sites of study for the three weeks, starting from 09:30 AM to 4:00 PM at the end of the school programs. The research team followed the study schedule as interviews conducted during break times and lunch or when teachers had no lessons. Furthermore, the research team employed the use of field notebooks to record the descriptive data collected from the observations and interviews through recording the exact world used by the interviewees. The filled questionnaires were collected, and further analysis of data conducted. Interviews protocol followed the research questions provided, which existed on the questionnaires. Throughout the data collection period, the research team ensured the maintenance of ethical issues.

Results Based On Styles Used by Teachers and Administrators

Grades	Blended	Authority	Delegat or	Demonstrat or	Facilitator

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Grade 1	7	0	1	4	4
Grade 2	2	1	3	3	6
Grade 3	4	2	2	3	5
Grade 4	9	4	3	4	4
Grade 5	4	1	2	5	5
Grade 6	5	3	6	2	1
Grade 7	4	5	8	7	4
total	35	16	25	28	29

Results Based On Strategies Used by Teachers and Administrators

Grades	Technology	Assessments	Differentiated Instructions	Home reading
Grade 1	4	5	7	3
Grade 2	2	2	2	3
Grade 3	4	4	2	3
Grade 4	8	5	6	4
Grade 5	7	3	5	3
Grade 6	5	3	2	3
Grade 7	6	8	4	7
Total	36	30	28	26

9. Conclusion

The result obtained by the research indicates various teaching and strategies among the teachers and administrators in teaching styles in Georgia states. As seen in the results, every instructor employs his or her methods and strategies that ensure the effective teaching and learning process of languages in different grades. The research results show that most of the teachers employ the hybrid techniques of teaching that enables them to choose appropriate measures based on the learners' needs. On the other hand, minimal instructors use the authority style in teaching grades one to seven. Equally, most of the teachers employ technology strategies in delivering effective ways of learning languages in Georgia states, which focuses on maintaining the standards of GSE. On the same note, home reading makes the least strategy used by the instructors in the state's public schools.

To conclude, different teachers in Georgia State concentrate on delivering quality education systems more so in teaching languages from grades one to seven. To do so, they employ various teaching methods and strategies to meet the standards set by the education authorities such as the Georgia Standards of Excellence (GSE). The results of the study explain that most of the teachers teaching these grades employ a hybrid method, thus offering individual learners with the essential needs and further accommodates a variety of students. Furthermore, due to development in technology, most of the instructors focus on the technological approach as the

strategy in effective teaching across all the grades. Moreover, the research recommends investments in home reading and focus on learners with learning disabilities across the Georgia state.

10. Recommendations

Firstly, the research recommends that most of the teachers within the states should increase the level of the home reading as an effective strategy in enhancing the learning of languages in grades one to seven. Secondly, the study further recommends that teachers should focus on the styles suitable for learners who require unique treatments like those with different learning disabilities of languages throughout the states due to cultural backgrounds.

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