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ABSTRACT

This study examines the effectiveness of the quota system introduced in Georgia's higher education admissions process in 2010, with a specific focus on language teaching methods and students' preparation for undergraduate studies. The research investigates how language teachers utilize diverse instructional strategies, resources, and skill development techniques and assesses the extent to which these align with contemporary pedagogical approaches. A survey research design was employed, collecting data from approximately 700 students enrolled in the One-Year Georgian Language Program across multiple universities. The study's findings indicate a strong reliance on traditional teaching methods, such as grammar instruction and lecturing, while interactive approaches, including role-playing, student presentations, and discussions, remain underutilized. The results also reveal a gap between instructional strategies used for developing language skills and fostering higher-order cognitive abilities, such as analytical thinking and synthesis. The research highlights the need for a pedagogical shift towards a more interactive, student-centered approach to language instruction. These insights provide valuable implications for enhancing language education policies and practices within Georgia's higher education system.

Keywords: *Language education, teaching methods, higher education, Georgia, student-centered learning, instructional strategies and pedagogical approaches, language skills development.*

Introduction

Language policies in higher education play a critical role in shaping access, equity, and academic success for students from diverse linguistic backgrounds. In multilingual societies, the question of how higher education institutions accommodate linguistic diversity remains central to educational policy debates (Tollefson & Tsui, 2018). Effective language teaching policies can determine the extent to which ethnic minority students integrate into academic and professional spheres (Hornberger, 2022). Research on language policy in higher education highlights the balance between promoting the national language for cohesion and ensuring linguistic rights for minority groups (Spolsky, 2002). Within this broader scholarly discourse, this study examines the

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case of Georgia, a post-Soviet state where language policy in higher education significantly impacts ethnic minority students' access and academic achievement.

Georgia's higher education system underwent significant reforms starting in 2005 with the introduction of the Unified National Examinations (UNE), a standardized admission process intended to ensure merit-based entry (Tabatadze & Gorgadze, 2017). However, the implementation of this system disproportionately affected ethnic minority students, particularly those from Azerbaijani - and Armenian-speaking communities, who struggled with the Georgian language requirements. In response, the government introduced affirmative action policies, including quota systems and language-support programs, to facilitate minority enrollment in higher education (Tabatadze & Gorgadze, 2016). Despite these efforts, language barriers remain one of the most significant obstacles for minority students to access and succeed in Georgian universities (Tabatadze, Gorgadze & Gabunia, 2023).

Recognizing these challenges, Georgian higher education institutions have adopted specialized language teaching programs to support ethnic minority students. The most prominent initiative is the One-Year Georgian Language Program, which prepares non-Georgian-speaking students for academic study by developing their proficiency in Georgian through an intensive, structured curriculum (Tabatadze & Gorgadze, 2013). This program, implemented across various public universities, is a critical mechanism for improving minority students' integration into the academic environment. However, questions persist about the effectiveness of teaching methods, the long-term academic outcomes for graduates, and the adequacy of current language policies in meeting diverse learners' needs.

The effectiveness of language instruction is heavily influenced by the teaching methods, resources, and strategies employed by educators (Lightbrown & Spada, 2013). As language learning is a multifaceted process that involves the development of reading, writing, listening, speaking, and metacognitive skills (Oxford, 2016), the choice of instructional techniques plays a crucial role in shaping students' proficiency and engagement. Despite ongoing educational reforms and the increasing emphasis on student-centered learning, traditional methods such as lecturing and grammar-based instruction continue to dominate many classrooms (Ding, Ottenbreit-Leftwich, Lu, & Glazewski, 2019). At the same time, the integration of technology and interactive approaches remains inconsistent, raising concerns about the alignment of teaching practices with contemporary pedagogical trends.

Given these considerations, this study aims to examine the teaching methods, resources, and skill development strategies employed in language education. Specifically, it investigates the extent to which teachers incorporate diverse teaching materials and interactive methods, the frequency of various instructional strategies, and the emphasis placed on different language skills. The study also explores the role of metacognitive skills' development in fostering student autonomy and self-regulated learning.

To guide this research, the following research question was formulated: To what extent do language teachers utilize diverse teaching methods, resources, and skills development strategies, and how do these practices align with modern pedagogical approaches? By analyzing this research question, the study aims to

contribute to the broader discourse on language policy in higher education and propose recommendations for improving language support frameworks in Georgia's universities. Through the student survey research method, the study provides insights into the successes and limitations of current language teaching approaches for ethnic minority students.

Literature Review

Language Teaching Methods in Higher Education

The increasing internationalization of higher education necessitates the effective teaching of the language of instruction to students who speak it as a second (L2) or foreign language (FL). This literature review critically analyzes the evolution of language teaching methods in higher education and synthesizes empirical studies to investigate their implementation in classroom settings. Using analysis of existing research, this review examines the pedagogical shifts in L2/FL instruction, the driving factors behind these changes, and their impact on student learning outcomes.

The development of language teaching methodologies in higher education has been shaped by evolving theories in linguistics, cognitive psychology, and sociocultural learning. Early approaches, such as the Grammar-Translation Method (GTM), dominated in the 19th and early 20th centuries due to the emphasis on literary competence and classical language training (Richards & Rodgers, 2014). However, the rise of structuralist linguistics and behaviorism in the mid-20th century led to audiolingualism, which prioritized repetition and habit formation (Skinner, 1957).

With the advent of communicative approaches in the late 20th century, including Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Content and Language Integrated Learning (CLIL), language education shifted towards meaningful interaction and cognitive engagement (Canale & Swain, 1980; Skehan, 1998). The emergence of technology-enhanced learning in the 21st century, such as Computer-Assisted Language Learning (CALL) and blended learning, further transformed pedagogical practices (Beatty, 2013). Translanguaging has emerged as a prominent approach in L2/FL higher education instruction, advocating for the fluid and dynamic use of multiple linguistic resources by learners (García & Lin, 2017). While often positioned as a contemporary strategy, translanguaging incorporates elements of traditional translation-based methods, particularly GTM, by enabling students to draw on their full linguistic repertoire to construct meaning. However, unlike GTM, which emphasized rigid translation exercises, translanguaging promotes a more flexible, interaction-driven approach, aligning with communicative and sociocultural perspectives on language learning (García & Lin, 2017). Tabatadze (2021) critically examines translanguaging, questioning whether it represents a progressive shift or a return to outdated translation-based methods and concludes that while translanguaging incorporates translation as a scaffold for comprehension, it moves beyond traditional translation methods by fostering deeper cognitive engagement and social interaction.

The resurgence of translation-related strategies within translanguaging highlights the persistence of historical methods in renewed pedagogical forms. Instructors employing translanguaging often encourage

students to translate and compare linguistic structures across languages, fostering metalinguistic awareness while maintaining a communicative focus. This hybrid approach reflects the broader trend in language education of integrating traditional and modern methodologies to enhance learning outcomes (Lewis et al., 2012).

Several factors have contributed to the transformation of L2/FL teaching methods in higher education. More specifically, cognitive and sociocultural developments stemming from Vygotsky's (1978) Sociocultural Theory, which emphasizes the pivotal role of social interaction in learning, have significantly influenced the rise of collaborative and communicative methodologies. The impact of this theory on education and language learning has grown considerably in recent decades (Lantolf & Xi, 2023). Another factor includes globalization and internationalization of education and English as a Lingua Franca. The increasing mobility of students has led to the multilingual and plurilingual policies worldwide and to the implementation of CLIL and other content-driven approaches to ensure academic success in multilingual settings (Dalton-Puffer, 2011; Lantolf & Xi, 2023). Furthermore, advancements in educational technology represent another factor that implies an integration of digital tools in the learning process has supported personalized learning and increased accessibility to language resources (Levy & Stockwell, 2013; Gm, Goudar, Kulkarni, Rathod & Hukkeri, 2024). And finally, the empirical research on language acquisition studies demonstrated the inefficacy of rote memorization and explicit grammar instruction, which has accelerated the shift toward interactive, student-centered approaches (Badr & Abu-Ayyash, 2019).

Analysis of empirical research reveals patterns in the effectiveness of different language teaching methodologies in higher education while comparing traditional vs. communicative approaches. Studies comparing GTM and CLT in university settings demonstrate that while GTM enhances grammatical accuracy, CLT significantly improves fluency and communicative competence (Littlewood, 2011; Gass, Behney & Plonsky, 2020). However, CLT's effectiveness is contingent on students' willingness to engage in interaction-based learning. As for the efficacy of CLIL in Higher Education, longitudinal studies indicate that CLIL enhances both content knowledge and linguistic proficiency, but challenges arise when students struggle with cognitive overload (Pérez-Cañado, 2011). Scientifically it is proven an impact of TBLT on academic language development. Alternatively, research by Ellis, Skehan, Li, Shintani & Lambert (2020) and Robinson (2011) suggests that TBLT fosters critical thinking and task-solving skills, yet its success depends on well-structured tasks aligned with academic objectives. Finally, the role of technology in language instruction is increasingly supported by empirical evidence. A meta-analysis of computer-assisted language learning (CALL) interventions revealed significant improvements in learners' spelling, writing, and reading proficiency (Felix, 2005). Nevertheless, concerns persist regarding digital inequities and varying levels of student technological proficiency. (Hubbard, 2013).

Investigations into university instructors' language teaching methods indicate a hybridization of approaches often manifesting as blended pedagogies. Many instructors combine face-to-face instruction with online components, leveraging digital tools for scaffolding (Means et al., 2013). Another prominent cluster of approaches involves code-switching and translanguaging; studies reveal that lecturers in multilingual settings

frequently employ translanguaging strategies to bridge linguistic gaps, demonstrating their effectiveness in facilitating comprehension and participation (García & Lin, 2017; Tabatadze, 2021). A third emerging focus is integration of academic literacy into university language programs, particularly through the incorporation of academic writing and critical reading components tailored to meet discipline-specific language demands (Van Wyk, 2002; Yulian, 2021; Hyland, 2019).

The evolution of language teaching methodologies in higher education has been shaped by theoretical advancements, empirical research, and global educational shifts. A systematic analysis of classroom-based studies highlights the strengths and limitations of various methods, emphasizing the importance of adaptable, evidence-based pedagogies. The persistence of older methods, such as translation-based strategies, in renewed forms like translanguaging, illustrates the cyclical nature of pedagogical innovation. As higher education continues to internationalize, further research is required to refine instructional approaches that effectively support L2/FL learners in academic contexts.

Overview of Affirmative Action Policy in Georgia's Higher Education and One-Year Georgian Language Program

Different types and forms of affirmative action policies for higher education admission have been implemented in Georgia since 2005. The reform of Georgia's higher education began in 2005 and unified national exams as part of the admission system were one of the most important reforms in the field. The unified national examinations system was developed and implemented within the reform's framework and required every entrant to pass three tests: Georgian Language, General Skills (in the Georgian or Russian languages), and Foreign Language. The first year of the reform had considerable negative effects on ethnic minorities. "An affirmative action" policy for ethnic minority applicants was implemented from the very first year of the formal establishment of Georgia's United National Entrance Exams. However, the forms, methods, and approaches to this policy changed constantly between 2005-2010. The Ministry of Education and Science (MoES) made certain changes in the forms of affirmative action to ameliorate the negative effects of the 2005 united national entrance exams. The MoES modified the regulations and allowed applicants to take the general skill tests as well as elective tests in Russian. At the same time, non-Georgian school graduates, including those from Russian language schools, were eligible to take Russian for the foreign language test. In addition, training courses were offered to the school students and graduates in Ninotsminda and Akhalkalaki's Language Houses with the OSCE High Commissioner on National Minorities' support (Tabatadze & Gorgadze, 2013; Tabatadze & Gorgadze, 2016; Gorgadze & Tabatadze, 2017; Tabatadze, Gorgadze & Gabunia, 2020, 2023).

The MoES had to take additional significant steps to support ethnic minority applicants in 2008. Specifically, the regulation of unified national exams was modified, and national minorities were given the option to take the general skills tests in the Armenian and Azerbaijani languages. Preparatory courses were also provided for university applicants. The foundation and authorization of Akhalkalaki College, a new legal entity of public law, based on the Javakheti Branch of Ivane Javakhishvili State University, was an important

intervention in the process of supporting ethnic minorities' enrollment in Georgian higher education. 2008 was an important year with respect to the general educational reform cycle, as 11 years of schooling were replaced with a schooling cycle of 12 years in Georgian language schools. Georgian schools did not have school graduates in 2008 and this increased national minorities' opportunities to enroll in HEI. All of the abovementioned measures increased the number of registered and enrolled national minority students in 2008.

Given the experience with the Unified National Exams between 2005-2009, the Government of Georgia (GoG) decided to introduce a quota system for ethnic minorities' admissions to Georgia HEI. Specifically, the November 19, 2009 amendment to the Law on Higher Education introduced a provision (Article 52.5¹) requiring Higher Educational Institutions to admit students solely based on the results of the general skills tests (administered in the Azerbaijani, Armenian, Ossetian, and Abkhazian languages). HEIs were obliged to allocate 5-5 % of their total admissions for Armenian and Azerbaijani students, and 1-1% for Ossetian and Abkhazian students.

The Georgian Language One-Year Program was introduced in most of Georgia's public HEI in 2010, and its goal was to develop students' reading, writing, listening, and speaking skills to the extent required to study at the Bachelor's, Medical, or Veterinary Diploma levels. The Program is a 60-credit course (Article 47.2) and is mandatory for all students enrolled through a quota system in the first academic year. Upon successfully completing the Georgian training program, the HEI issues a certificate of completion. Graduates of the program are then eligible to pursue any undergraduate programs to continue their studies.

Higher educational institutions (HEIs) started the implementation of the One-Year Georgian Language Program in 2010. HEIs have significantly revised their One-Year Georgian Language Programs since the program was first launched. The updated programs introduce several innovative approaches, which have been integrated across all HEIs. Specifically: (a) Students are now placed in courses aligned with their language proficiency levels, divided into distinct A and B modules. The A module, designed for students with lower language competence, includes more instructional hours, whereas the B module is tailored for students who performed better in pretesting. (b) Elective courses are incorporated into the second semester, allowing students to develop subject-specific language knowledge and skills aligned with their interests and prospective undergraduate programs. (c) Course syllabi now officially include extracurricular activities to reinforce language learning and student engagement. (d) Universities have established dedicated centers and organized extracurricular activities to support students' academic and social integration. (e) A structured system for teacher professional development has been introduced within the One-Year Georgian Language Program to enhance instructional quality. (f) The program's educational resources have been expanded, and libraries have been enriched with new teaching materials to support student learning (Tabatadze, Gorgadze & Gabunia, 2020). Despite these significant program reforms, no studies have been conducted to examine the effectiveness of teaching methods employed within the program. As a result, there is a gap in understanding how instructors implement these changes in practice. This study addresses this gap by analyzing the teaching methods used by educators, thereby contributing both to academic research and practical applications in language instruction.

Research Methodology

Research Objective and Questions

This study was designed to assess the effectiveness of the quota system introduced in Georgia’s higher education institutions (HEI) admission system in 2010, with a particular focus on language teaching methods and preparation for undergraduate studies. The research explored the following question: To what extent do language teachers utilize diverse teaching methods, resources, and skills development strategies, and how do these practices align with modern pedagogical approaches?

Research Methods

The study utilized a survey research design to answer the research question. To ensure representativeness and enable generalization of findings across institutions, a stratified sampling strategy was employed, with each university treated as a separate stratum. Within these strata, students enrolled in the One-Year Georgian Language Program were sampled. In larger universities, such as Tbilisi State University, Iliia State University, and Georgian Technical University, a proportionally large random sample was drawn, covering over 50% of enrolled students. In smaller institutions, including Batumi, Kutaisi, Telavi, Gori, and the Police Academy, a near-census approach was applied, with all or nearly all students included in the sample due to the small population size. This approach allowed for both cross-institutional comparability and reliable insights at the individual university level.

Table 1 below illustrates the survey populations and the number of students sampled per university.

Table 1. Sample of One-Year Georgian Language Program

University	Total Number of Students in One-Year Georgian Language Program	Number of Students Sampled
Tbilisi State University	310	172
State Medical University	68	62
Sukhumi State University	70	64
Georgian Technical University	308	169
Samtskhe Javakheti State University (Akhaltzikhe and Akhalkalaki Branches)	70	64
Iliia State University	280	162
Batumi State University	5	5
Kutaisi State University	11	11
Telavi State University	8	8
Gori State University	8	8
Police Academy of Georgia	11	11

The enumerators were selected for fieldwork based on three important criteria: (1) Experience working as data collectors; (2) Experience working in the Kvemo Kartli, Samtskhe-Javakheti, or Kakheti regions; and (3) Knowledge of both state and minority languages. A total of 29 enumerators were selected. Seven staff members from the Centre for Civil Integration and Inter-Ethnic Relations (CCIIR) were in charge of the fieldwork. To enhance the reliability of the survey data, all enumerators underwent preparatory training focused on ethical data collection practices, effective communication with respondents, and the proper use of survey tools.

The questionnaire, which consisted of four sections, was developed as follows: (1) Assessment of the teaching process (general evaluation of the program; teaching methods and strategies used by teachers; extracurricular and co-curricular activities, etc.); (2) Assessment of infrastructure, resources, and equipment; (3) Activities for social and academic integration; and (4) Plans after program completion. The draft version of the questionnaire was piloted and tested at Tbilisi State University and Samtskhe-Javakheti State University. Several revisions were made after piloting. Specifically: (1) wording in the response options was clarified for better understanding; (2) The names of the teaching strategies were elaborated; and (3) Some teaching strategies were grouped under the broader, overarching categories. The revised version of the questionnaire was then printed.

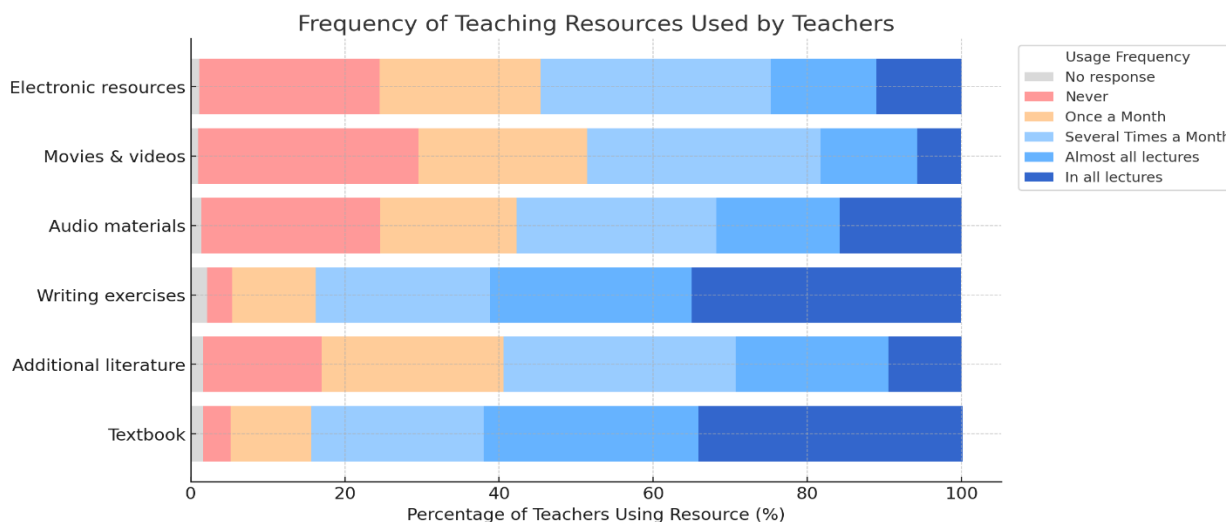
To analyse the survey data, the study employed descriptive statistical methods to identify patterns and frequencies in students' responses regarding teaching methods, instructional resources, skill development strategies, and extracurricular engagement. Frequency distributions and percentage calculations were used to summarize how often specific teaching strategies and resources were applied across the surveyed universities. This approach allowed for a clear identification of dominant instructional practices and underutilized methods.

The data were systematically tabulated to highlight variation in instructional frequency (e.g., "never," "once a month," "several times a month," "almost in all lectures," and "in all lectures") for each teaching method. This categorization enabled the identification of trends in traditional versus interactive pedagogies, as well as the extent of emphasis on different language skills (reading, writing, listening, speaking, and metacognitive development). In addition, cross-tabulations were employed to compare responses across different types of activities and strategies, supporting an interpretive analysis of consistency and gaps in pedagogical practices. These statistical strategies provided a robust foundation for drawing conclusions about instructional effectiveness and alignment with contemporary language education standards.

Research Results

A special section of the questionnaire was devoted to the description of teaching methods used by the teachers. The first question asked about the variety of the teaching materials employed, and the majority of the survey participants (76.4%) believe that the teachers in the program use diverse teaching resources. The general question on teaching resources was followed by a list of specific resources to identify those most widely used in the teaching process.

Figure 1: Frequency of teaching resources used by teachers



As the figure clearly shows, the most frequently used resources are textbooks and exercise books (notebooks), while the materials used least are video resources (28.5% of survey participants indicated that these had never been used in lectures) and electronic and online resources (23.4% of survey participants indicated that these had never been used in lectures). Nearly 75% of the participants believe that teachers use diverse teaching methods and strategies, while only 11.3% believe that teachers do not. Additionally, 5.7% of participants did not answer this question, and 8% were unable to respond.

The research further explored the frequency of teachers’ use of various instructional methods. The strategies most frequently used by teachers are: (1) Teaching grammar rules (46.6%); (2) Lecturing (40.7%); and (3) Debating (41.2%). The least used teaching methods are: (1) Role play—40% of participants indicated that this method had never been used; (2) Watching and analysing movies; (3) Presentations; and (4) Discussions. The results clearly highlight that while teachers employ a variety of teaching methods, a clear preference is given to traditional approaches, such as lecturing and grammar memorization, over more interactive strategies like role-play, discussions, and presentations.

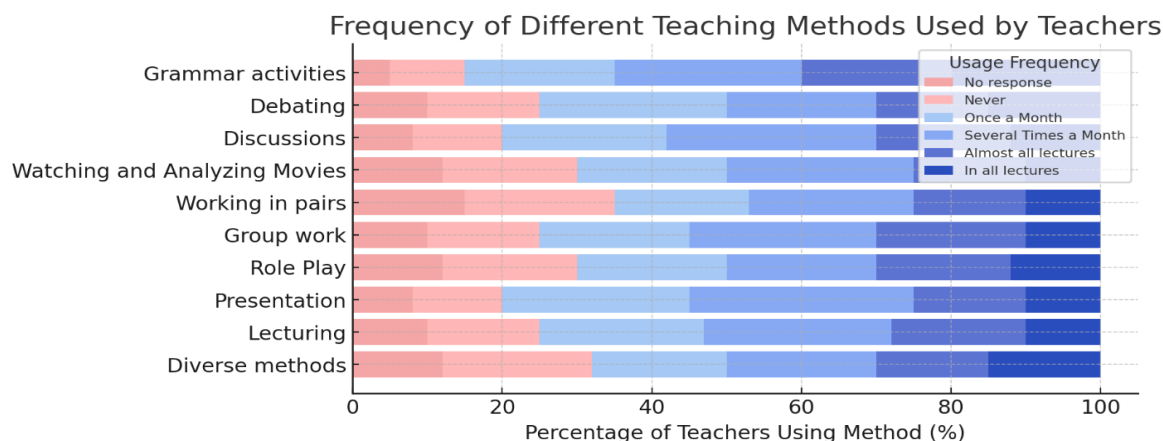


Figure 2. Frequency of different teaching methods used by teachers

Notably, the study revealed quite different frequencies in teachers’ use of discussion and debate strategies. Both of these are important methods for students to convey their views and opinions, as well as to support the exchange of ideas and arguments, providing sufficient evidence and reasoning.

The survey was designed to assess the teaching methods teachers use to develop core language skills, such as reading, writing, speaking, and listening. The approach teachers use most frequently during the reading phase is one where one student reads aloud while the other students listen. The "one-by-one" reading method during the reading phase is also frequently used (one-third of survey participants reported that this approach is used daily). Similarly, performing exercises following the reading activity is also common practice with 30% of participants reporting that this happens every day. Again, the approach in which the lecturer reads the text while the students listen is commonly used (29.8% of survey participants reported this approach is used daily). Stating questions after reading, individual reading, and restating/paraphrasing the text are also frequently used strategies. The least widespread strategies are the “ending the story” approach and the “development of infographics and graphic organizers.” Forty per cent of survey participants reported that teachers never use these approaches or use them only once a month. In summary, teachers' reading strategies primarily focus on working with texts, with less attention paid to checking the degree of student comprehension. The greatest emphasis is placed on the knowledge and understanding aspects of Bloom's taxonomy, with less focus on higher-order thinking. The figure below presents the distribution of the participants' responses in detail.

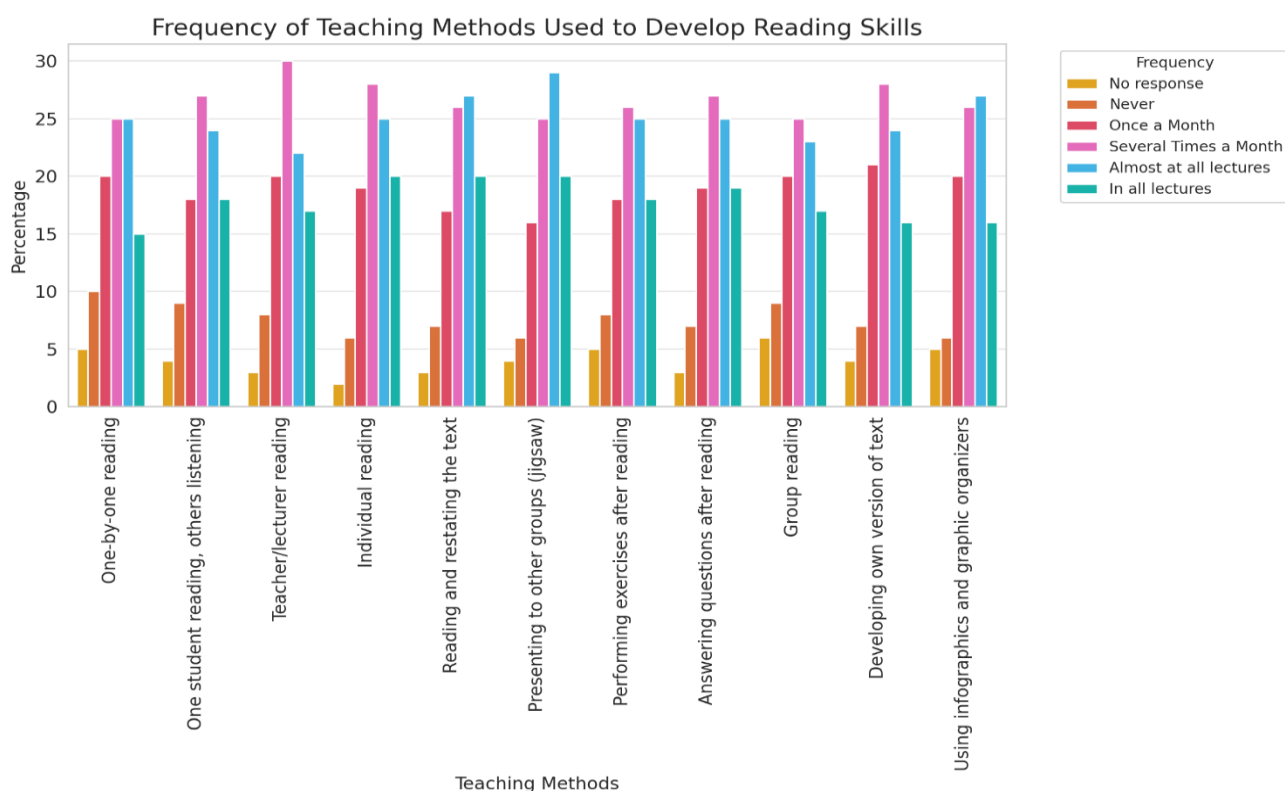


Figure 3. Frequency of different teaching methods used by teachers to develop reading skills

The approaches most frequently used to develop writing skills include filling in missing words in a text and correcting misspelled words or grammar mistakes. The least frequently used approaches are writing essays or papers, with 21–30% of participants reporting that their teachers never use these methods. Additionally, teachers rarely use rewriting exercises or dictation. This result is significant, as it highlights that teachers do not prioritize strategies focused on spelling and memorization, nor do they employ methods that promote higher-order writing skills such as synthesis and analysis. Instead, their primary objective remains the development of lexical and grammatical skills through mechanical drill rather than comprehensive writing skills. The figure below presents the distribution of responses in detail.

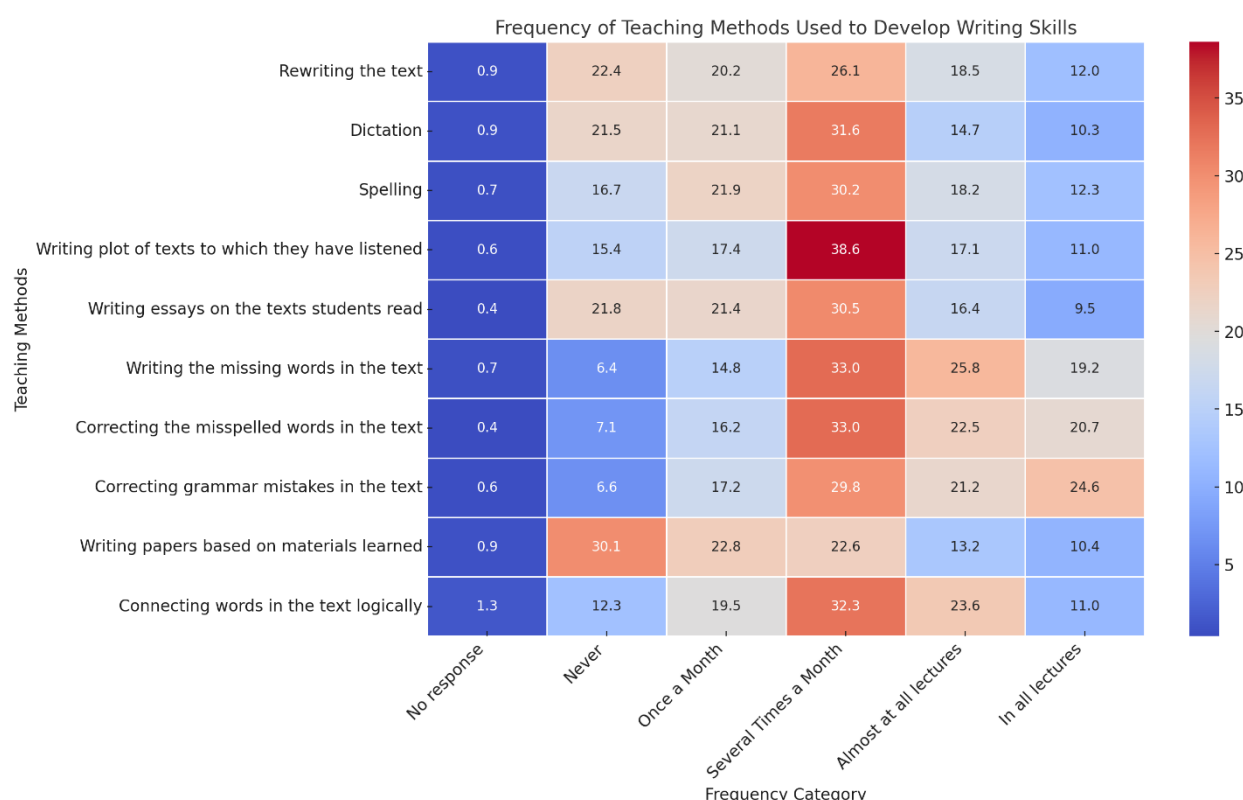


Figure 4. Frequency of different teaching methods used by teachers to develop writing skills

Although students indicated that teachers use diverse methods, the frequency of their use varies significantly. The teaching methods used nearly every day include learning new words from texts they have listened to, identifying grammar constructions in texts, engaging in discussions, and listening to and analyzing texts. However, 42% of participants reported that conducting interviews, an important strategy for developing listening and speaking skills, was never used by teachers. Student presentations were also identified as an infrequently used strategy. In summary, teachers' use of listening and speaking strategies is largely focused on knowledge, understanding, and application, with less emphasis on higher-order thinking skills. The figure below presents the distribution of responses in detail.

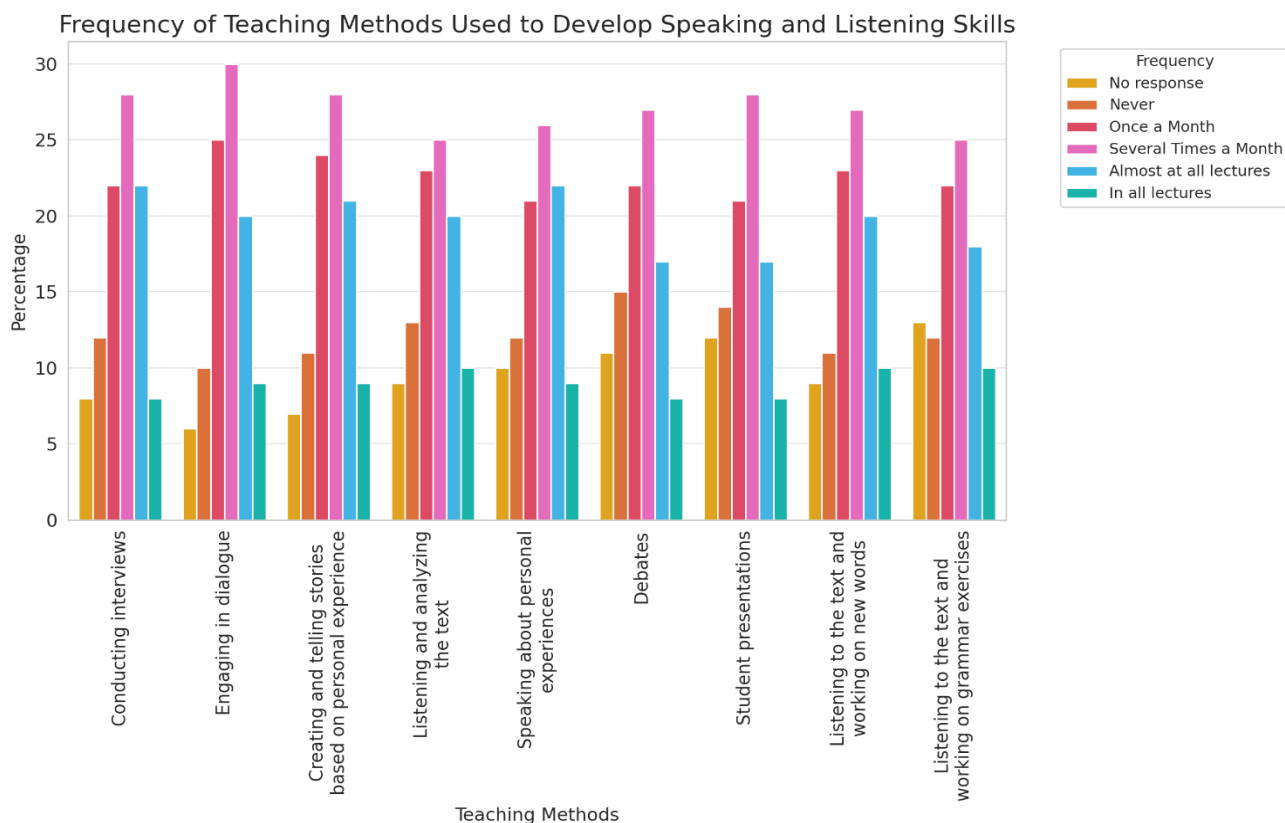


Figure 5. Frequency of different teaching methods used by teachers to develop speaking and listening skills

The questionnaire included questions about the approaches teachers use to develop students' metacognitive skills too. The results show that teachers employ diverse teaching methods for this purpose. A total of 76.6% of participants agreed that teachers use the methods aimed at developing students' metacognitive thinking, while only 7.4% reported that such practices were not used. Additionally, 16% of participants either did not respond to this question or were unable to provide a definitive answer.

Students reported that teachers use specific methods to develop metacognitive awareness with varying frequency, ranging from "several times a month" to "in all lectures." Specifically, 37% of participants indicated that teachers use "note-taking" several times a month. Additionally, 30% reported that "group or individual work after explaining new material" is used several times a month, while 26% stated that this method is employed in almost all lectures, and 21% indicated that it is used in all lectures.

Regarding the method of "summarizing," 33% of participants noted that it is used several times a month, 23% reported its use in almost all lectures, and 18% indicated that teachers employ this method in all lectures. Furthermore, participants stated that strategies such as "teachers explaining how to complete homework" and "teachers asking what was most important in the lesson" are used in all or nearly all lectures. In summary, teachers demonstrate a strong commitment to developing students' metacognitive skills, which is essential for their long-term academic success and facilitates their studies at the undergraduate level. The figure below presents the distribution of responses in detail.

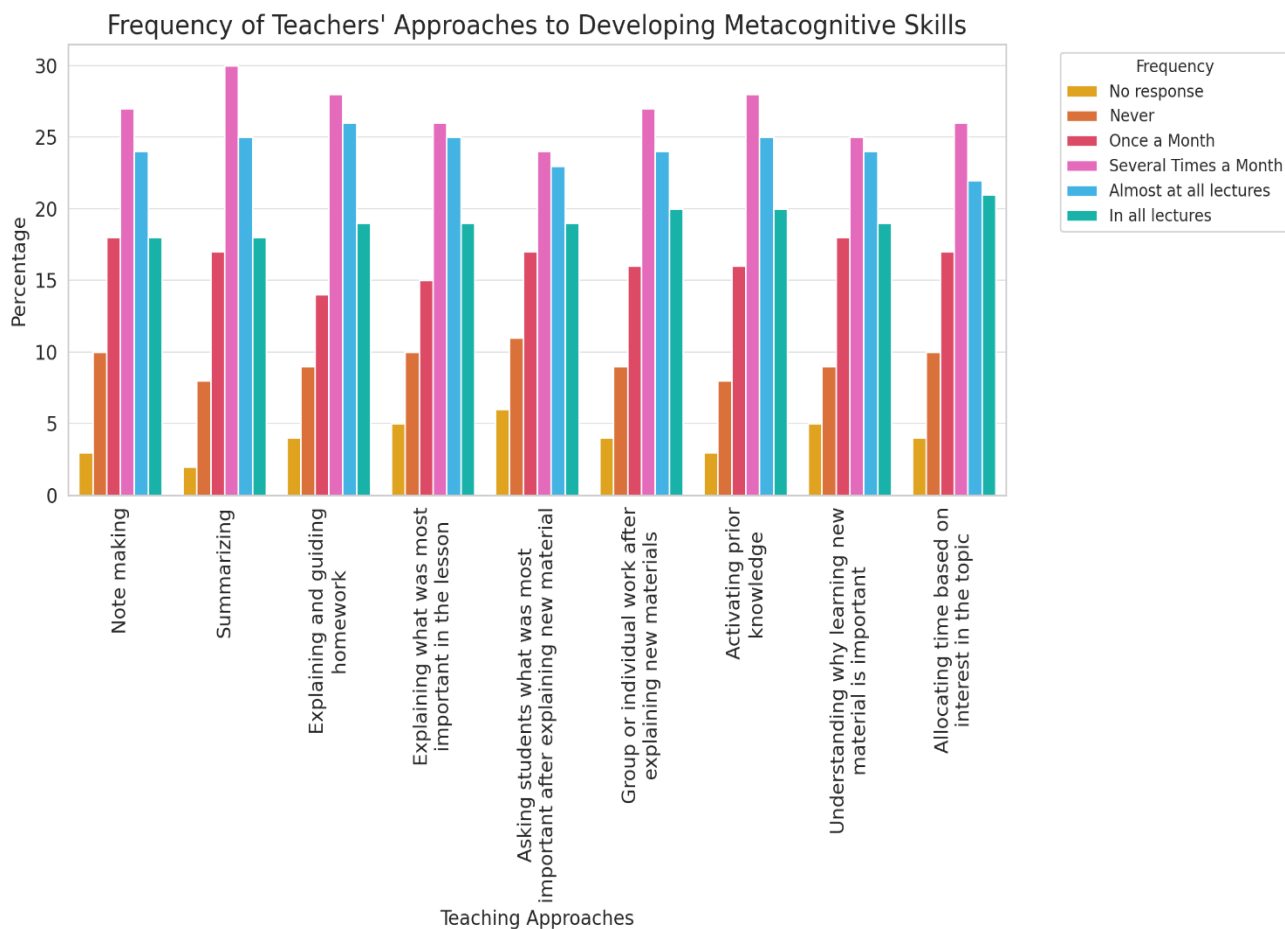


Figure 6. Frequency of teachers' approaches to developing metacognitive skills

Assessment of extracurricular activities as part of the teaching

The study also aimed to examine the integration of extracurricular activities into the teaching process. A total of 48.1% of participants indicated that extracurricular activities are incorporated into the program, while 31.9% reported the opposite. Additionally, approximately 10% of participants either did not respond or were unable to provide an answer to this question. The study examined the extracurricular activities most commonly used in the program and found that they lack diversity, with teachers primarily relying on a limited range of activities. One of the most widely used strategies is showing movies, whereas intensive courses and summer or winter schools are rarely incorporated. Therefore, diversifying extracurricular activities is a key area for improving the One-Year Georgian Language Program. The need for greater variety in these activities was also emphasized in the qualitative findings. Students in the program, along with undergraduate students and university graduates, highlighted the importance of extracurricular activities in their academic experience.

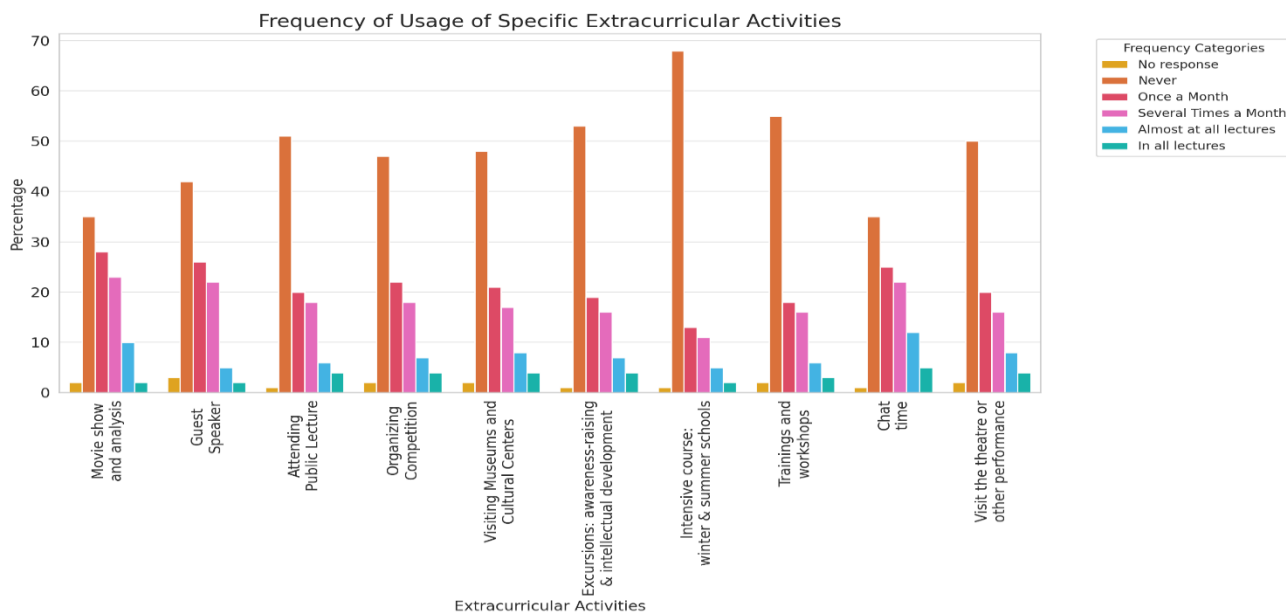


Figure 7. Frequency of usage of specific extracurricular activities

The study also examined the extent to which teachers integrate technology into the teaching process. Findings revealed that 44% of participants reported the use of online platforms, while 15% indicated that online platforms and technology were not utilized in the program. The study also examined the frequency of technology use for different teaching purposes. The findings indicate varying levels of integration: 1) Selection of Teaching Resources from Internet Sources – 25% of participants reported this occurs “sometimes,” 18% said “often,” and 8.7% indicated it is used “intensively.” 2) Use of Technology for Homework/Assignments – 22% of participants reported using technological and internet tools for assignments “often,” while 27.8% reported doing so “sometimes”. 3) Teacher-Student Communication via Technology and Online Platforms – This had the lowest reported frequency among survey participants. The figure below provides a detailed breakdown of teachers’ use of technology and internet platforms in the teaching process.

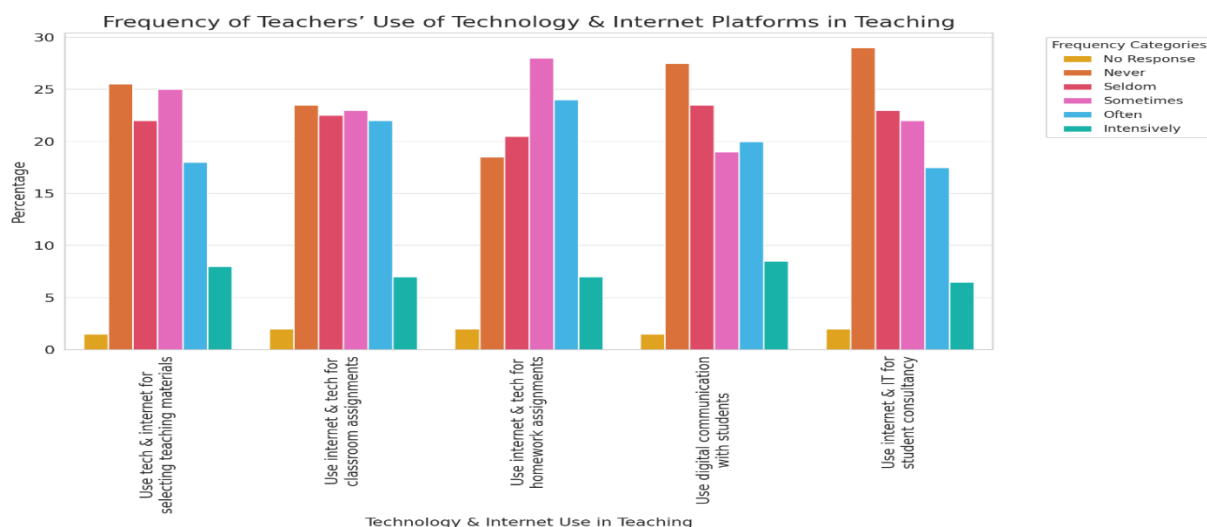


Figure 8. Frequency of teachers’ use of technology and internet platforms in teaching

Discussion

The findings of this study provide valuable insights into the current state of language teaching methods, resources, and skill development approaches in the observed educational context. In terms of teaching resources, the heavy reliance on textbooks (34.2% in all lectures) and writing exercises (34.9% in all lectures) reflects a continuation of traditional teaching practices, as highlighted in previous studies (e.g., Kumaravadivelu, 2006; Richards & Rodgers, 2014). This reliance on textbooks mirrors the Grammar-Translation Method (GTM), which emphasizes the formal aspects of language through direct instruction and explicit focus on grammar (Richards & Rodgers, 2014). However, the limited use of electronic resources and video materials (23.4% and 28.5% never used, respectively) stands in stark contrast to contemporary trends in language teaching that advocate for the integration of multimedia and digital resources. Such resources have been shown to enhance learner engagement and provide more dynamic and interactive learning experiences (Shadiev & Yang, 2020; Beatty, 2013). The underutilization of these digital tools suggests a gap between current pedagogical practices and the broader push towards technology-enhanced language learning, which can foster more interactive and personalized learning environments (Selwyn, 2021).

In terms of teaching methods, the results indicate that while teachers using a variety of methods, traditional approaches such as lecturing and grammar-focused instruction still dominate (40.7% and 46.6%, respectively). This aligns with the findings of Perera (2020) and Emaliana (2017) who highlighted the persistence of teacher-centered methods, despite the increasing advocacy for more learner-centered approaches, such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). The dominance of such traditional methods may limit opportunities for students to engage in meaningful interaction and collaborative learning, which are crucial for developing higher-order cognitive abilities like problem-solving and critical thinking (Anderson & Krathwohl, 2001). Furthermore, while methods such as role play and group work were acknowledged as valuable, their limited use (40% and 31.1% never used) suggests a resistance to shifting from direct instruction to interactive, student-centered approaches. This gap aligns with the observations in the literature, where the shift to more collaborative methods, which is important in CLT has not yet fully materialized in many contexts (Van Nguyen, 2010).

The findings related to skill development also show a clear emphasis on foundational skills such as reading and grammar. The frequent use of teacher-led reading and writing exercises focused on correcting grammar and spelling errors reflects an ongoing prioritization of language accuracy over fluency and communicative competence. This mirrors Tsui's (2001) observation that "A major concern of L2 teachers is how to generate rich and meaningful interaction in the classroom which will facilitate SLA. Many teachers find it difficult to engage students in interaction, especially in teacher-fronted settings" (p.120). The underuse of more creative strategies, such as infographics and graphic organizers, suggests an opportunity to incorporate more innovative and visual approaches that can support deeper comprehension and stimulate students' critical thinking (Harmer, 2015). Such strategies are consistent with recent trends in language education, where task-

based and content-based methods aim to integrate language learning with academic content to foster both linguistic proficiency and critical thinking (Pérez-Cañado, 2011).

Metacognitive skills, however, appear to be a stronger focus in the observed practices, with 76.6% of participants agreeing that teachers use diverse strategies to promote self-regulation and reflective learning. The frequent use of strategies such as note-taking, summarizing, and group work reflects an increasing awareness of the importance of metacognition in language learning. This trend aligns with the work of Zimmerman (2002), who emphasized the role of metacognitive awareness in fostering autonomy and lifelong learning skills. Teachers' focus on these strategies indicates a positive shift towards helping students not only learn the language but also understand and control their own learning processes, which has been shown to be a key factor in developing lifelong learners (Zimmerman, 2002). This goal is not always achieved by teachers, as Zimmerman emphasizes, "Although research findings strongly support the importance of students' use of self-regulatory processes, few teachers effectively prepare students to learn on their own (p. 69). The use of strategies for the development of meta-cognitive skills by teachers at the One-Year Georgian Language program aligns with the broader emphasis in contemporary language pedagogy on developing learners' ability to regulate their own learning, as advocated by cognitive and sociocultural theories of language acquisition (Vygotsky, 1978; Lantolf & Xi, 2023).

Conclusion

This study contributes to the understanding of current teaching practices in language education, revealing a predominant reliance on traditional, teacher-centered methods and an underutilization of technology and interactive strategies. The findings indicate that while foundational skills like reading comprehension and grammar are emphasized, more complex language tasks such as writing synthesis and critical thinking remain underdeveloped. The results suggest a need for the integration of more interactive, student-centered teaching methods, alongside a stronger emphasis on multimedia resources, to better align with contemporary pedagogical trends that prioritize active learning and higher-order cognitive skills.

The practical implications of these findings are clear: there is a need for teacher professional development programs that focus on the effective use of modern technology, the promotion of interactive teaching methods, and the incorporation of higher-order skill development in language education. For policymakers and educational leaders, these results underline the importance of providing teachers with the tools, resources, and professional support necessary to embrace more diverse and innovative teaching practices that can better prepare students for the challenges of the 21st century.

Future Research Directions

While this study provides a comprehensive snapshot of current practices, future research could further explore the reasons behind the limited use of interactive methods and technology in language classrooms.

Specifically, studies could investigate teachers' perceptions of the barriers to incorporating more innovative methods and resources, including factors such as professional perceptions and beliefs, lack of training, time constraints, or institutional resistance to change. Additionally, longitudinal research could examine the impact of integrating technology and interactive methods on student outcomes, particularly in terms of critical thinking, problem-solving, and language fluency. Finally, future studies might explore the role of culturally relevant materials and approaches in language teaching, given the growing emphasis on multicultural education and the need for inclusive curricula that reflect diverse student populations.

By addressing these gaps, future research can provide further guidance for enhancing teaching practices and better aligning language education with the evolving demands of global communication and digital literacy.

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