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**Communicative language teaching in Georgia : from theory to practice**  
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# **Communicative Language Teaching in Georgia**

**From Theory to Practice**

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**Communicative Language Teaching in Georgia**  
**From Theory to Practice**

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in 1980

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**In loving memory of my brother Eddie**





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As English is not my native language, and structurally very different from Georgian, I wanted to make sure that the quality of the text was free from inaccuracies, the task which is very difficult to accomplish. This is where Alex Thomson, a well-educated British gentleman, with a linguistic academic background and first-hand knowledge of the Georgian context, turned out to be very helpful. I am extremely grateful to him for relieving me from the stress of worrying much about the quality of the language used. Another person to whom I would like to express my gratitude is Vincent van Heuven. He was the one who helped me with the statistics, the area which was a totally ‘uncharted territory’ for me until I found myself in need of conducting statistical manipulations for analyzing the data for the present study. He was always ready to provide advice and consultation with regard to which statistical analysis methods to use as well as how to technically run them in SPSS. A word of thanks has also to be directed to Klaas van Veen for the time and advice that he provided for coming up with the methodology of data analysis for Chapter 7 of this dissertation.

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The picture on the cover has been created specially for this dissertation by my favorite uncle Dato Sikharulidze (even though I have no other uncles except him, I am sure even if I did, he still would be my favorite). So, I would like to extend my warmest thanks to him, as well as to my cousin Mariam Sikharulidze, who has also been very involved in coordinating the whole communication and detail negotiation process between Dato and myself. My heartfelt thanks to them.

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## The Grammar Lesson

By Scott Thornbury (2013)

The teacher enters briskly, taps the board:  
 ‘Now pay attention, class, and not a word.’  
 Her steely gaze subdues the general clamour.  
 ‘I’m going to teach the rules of English  
 grammar.’

‘I’ll start by explicating all the tenses,  
 Their forms, a few examples, and their senses.  
 We’ll finish, as is usual with a test.  
 A prize for which of you can answer best.’

*He always takes the bus* (she writes). ‘The present  
 (Though present, as we speak, it clearly isn’t).  
 We call this timeless present “present simple”  
*My tailor’s very rich* is an example.’

‘Now look at me,’ she orders, as she paces  
 Between the rows of startled little faces.  
 ‘I’m walking to the door. Now I am turning.  
 I’m teaching you the grammar. You are  
 learning.’

Intending that her actions be the stimulus,  
 She demonstrates the present tense  
 (continuous). ‘For acts that are in progress, it’s  
 expressive, and so it’s sometimes classified  
 “progressive”.’

‘Now, who is this?’ She shows a pic of Caesar.  
 ‘An ancient Roman?’ someone says, to please  
 her. She draws a Roman galley, oars and mast.  
 ‘*He came, he saw, he conquered*: simple past’.

‘And when he came, the weather – it was  
 pouring’. She adds this detail to her simple  
 drawing. And with a gesture eloquently  
 sinuous, she illustrates what means the past  
 continuous.

*I’ve been to China*. In my life. Just once.  
 Time not important. Use the perfect tense.  
*He lost the race since he had started last*:  
*Had started* represents the perfect past.’

‘Although it seems a little bit excessive,  
 We also use the perfect with progressive.  
*Have you been playing badminton?* is how  
 We ask if something’s happening to now.’

‘The future forms we’ll save until ... the  
 future. I think by now you have the general  
 picture. So pen and paper out – yes, you have  
 guessed it: I’ve taught you stuff and now it’s  
 time to test it.’

And this is how, as any learner knows,  
 The English language grammar lesson goes.  
 And this is why (the moral of my verse)  
 The English language learner can’t converse.

## **Abbreviations and symbols**

ANOVA	Analysis of Variance
CEFR	Common European Framework of Reference
CELTA	Certificate of English Language Teaching to Adults
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELT	English Language Teaching
ETAG	English Teachers' Association in Georgia
GT	Grammar Translation
ICC	Inter-class correlation
K	Symbol standing for Cohen's Kappa coefficient
F	Symbol used to refer to the effect size of an independent factor on the study outcomes
M	Symbol standing for group mean
MES	Ministry of Education and Science
MI	Multiple Intelligences
N	Number

NA	Natural Approach
NAEC	National Assessment and Exam Centre
NCFL	National Curriculum for Foreign Languages
NCTD	National Centre for Teacher Development
<i>p.</i>	Symbol standing for the statistical significance of the difference between groups
Pub. C.	Public Central (school)
Pub. P.	Public Peripheral (school)
Pri. C.	Private Central (school)
Pri. P.	Private Peripheral (school)
<i>r</i>	Symbol standing for the Pearson's correlation coefficient
SD	Standard Deviation
SPSS	Statistical Package of Social Sciences
T	Symbol standing for the teacher
TBLT	Task-Based Language Teaching
TELL	Technology-Enhanced Language Learning
TLG	Teach and Learn with Georgia

## Statistics Reference Page

*This page provides definitions of the statistical terms used in this dissertation*

**Analysis of Variance (ANOVA)** – is a statistical test concerned with comparing the means of two or more population samples (Butler, 1985:129).

**Bonferroni** – is a multiple-comparison post-hoc test that assumes equal variances in the data, and is commonly used with ANOVA (Butler, 1985:127-136).

**Brown-Forsythe test** – is a test for the homogeneity of variance within the groups under investigation. It is a more robust test that is very similar to Levene's test (Fields, 2012a:8).

**Cohen's Kappa** – is a statistical coefficient of the degree of inter-rater agreement on qualitative items. It is commonly measured when the raters' level of agreement on certain qualitative data has to be estimated (Haley & Osberg, 1989:90).

**Intra-class correlation (ICC)** – is a descriptive statistic used for measuring data in a quantitative manner. It detects the similarity level between units in the same group. The ICC is considered to be high when there is a low degree of difference between the ratings assigned to each item by the raters – if the raters give a similar assessment to the items (Fields, 2005:948-954).

**Cronbach's Alpha** – is a coefficient of internal consistency; it is commonly used as an estimate of inter-item reliability. A value of 7.0 or higher is normally considered to be acceptable (Tavakol & Dennick, 2011:53).

**Factor Analysis** – is a statistical tool used for data reduction and/or grouping purposes. This method investigates whether a number of variables of interest are linearly related to a smaller number of unobservable factors (Osborne & Costello, 2005:1).

**Test of homogeneity of variance** – is a test which checks how similar the level of variance within the dependent variables is (Butler, 1985:127-128).

**Independent-Samples T-Test** – is a statistical procedure that compares the means of two groups; this test can provide information with regard to whether the difference of the population sample means is significant (Butler, 1985:83).

**Levene's test** – is an inferential statistics test used to assess the equality of variances in different samples. It tests the condition that the variances of the samples are equal, indicated by the Levene Statistic. (Fields, 2012b:13)

**Paired-Samples T-Test** – is a statistical procedure that compares the means of two variables of a single group (Butler, 1984:178- 97).

**Pearson product-moment correlation coefficient** (referred to as Pearson's  $r$ ) – is a measure of the linear correlation (dependence) between two variables X and Y, giving a value between +1 and -1 inclusive (Butler, 1985:137-153).

**Repeated Measures ANOVA** – is a statistical test which compares how a within-subjects experimental group performs in three or more experimental conditions, or how the group is influenced by various independent factors. As the sample is exposed to each condition in turn, the measurement of the dependent variable is repeated (Fields, 2008:1).

**Shapiro–Wilks test** – is a statistical test of the hypothesis that sample data have been drawn from a normally distributed population (Fields, 2012b:8-9).

**Tamhane's T2** – is a multiple comparison, post-hoc, test which is normally used after ANOVA application to see where exactly the difference between groups lies. Tamhanes' T2 thus does not assume equal variances in the groups (Tamhane, 1979: 471-480).

**Varimax Rotation** – is an orthogonal rotation method of variable axes used in Factor Analysis. It helps maximize the variance of the squared loadings of a factor on the variables, which helps to group different variables under a single extracted factor (Brown, 2009:21).



## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENTS.....</b>	<b>vii</b>
<b>GRAMMAR LESSON.....</b>	<b>x</b>
<b>LIST OF ABBREVIATIONS.....</b>	<b>xi</b>
<b>STATISTICS REFERENCE PAGE.....</b>	<b>xiii</b>

### 1. INTRODUCTION

1.1 Changing foreign language teaching in Georgia .....	1
1.2 Aims of the present study and the research questions.....	4
1.3 Research questions .....	6
1.4 General approach to the presents study .....	7
1.5 Previous research and the significance of the present study.....	9
1.6 Dissertation overview.....	11

### 2. HISTORY OF LANGUAGE TEACHING METHODS

2.1 Introduction.....	13
2.2 Major methods in foreign language teaching .....	17
2.3 Alternative methods in foreign language teaching.....	18
2.4 The Communicative Approaches in language teaching.....	22
2.4.1 Communicative Language Teaching.....	23
2.4.2 Content-Based Instruction.....	24
2.4.3 Task-Based Language Teaching.....	25
2.5 Summary and post method perspectives .....	27
2.5.1 Summary of the teaching methods .....	27
2.5.2 The post-method perspectives .....	28

### 3. COMMUNICATIVE LANGUAGE TEACHING

3.1 Introduction.....	31
3.2 General background to CLT .....	32
3.3 Theoretical basis of CLT.....	33
3.3.1 Language theories .....	33
3.3.2 Learning theories .....	36
3.3.3 The concept of Communicative Competence .....	37
3.4 Course design and syllabus .....	40
3.5 Teacher roles.....	41
3.6 Learner roles .....	43
3.7 Communicative activities and classroom interaction .....	43
3.8 Teaching material .....	44
3.9 A critical look at CLT .....	45
3.9.1 Aimed at developing language fluency, not accuracy .....	45
3.9.2 Focus on oral aspect of the language .....	46

3.9.3 Unnecessary focus on some meta-linguistic skills .....	46
3.9.4 CLT and local contexts .....	47
3.9.5 Too demanding towards teachers as well as learners .....	49
3.9.6 CLT-related ambiguity .....	49
3.10 Potential challenges related to CLT.....	50
3.10.1 Lack of teaching skills and knowledge of CLT theory.....	50
3.10.2 Language proficiency factor.....	50
3.10.3 Classroom management-related problems.....	51
3.10.4 Communicative Competence assessment-related difficulties.....	52
3.10.5 Pre-determined curriculum .....	52
3.10.6 Negative effect of the previous exposure to grammar-driven teaching.....	52
3.10.7 Teaching material .....	53
3.10.8 Lack of time and expertise to prepare for CLT lessons .....	54
3.11 Conclusion.....	54

#### **4. TECHNOLOGY-ENHANCED COMMUNICATIVE LANGUAGE TEACHING**

4.1 Introduction.....	55
4.2 Importance of technology integration in CLT.....	56
4.3 Various forms of technology resources and CLT.....	57
4.3.1 Online communication opportunities and CLT.....	58
4.3.2 Other web-based resources and CLT .....	65
4.3.3 Other digital tools and CLT–Interactive white board .....	70
4.4 Summary of pros and cons of technology integration in CLT .....	73
4.4.1 Advantages of technology use in CLT.....	73
4.4.2 Challenges of technology use in CLT .....	76
4.5 Recommendations.....	79
4.6 Conclusion .....	82

#### **5. FOREIGN LANGUAGE TEACHING IN GEORGIA: FROM SOVIET TIMES TO THE PRESENT DAY**

5.1 Introduction.....	85
5.2 The Soviet era and language teaching .....	86
5.2.1 Socio-historic background .....	86
5.2.2 Language teaching methods and aims in Soviet times .....	87
5.2.3 Language teaching material in Soviet times .....	91
5.3 The post-Soviet period and the move towards CLT in Georgia.....	92
5.4 Governmental and non-governmental institution efforts.....	95
5.4.1 The National Curriculum for Foreign Languages.....	95
5.4.2 New teaching material.....	96
5.4.3 Priorities in teaching foreign languages.....	97
5.4.4 Project: Teach & Learn with Georgia.....	97
5.4.5 Professional development of language teachers.....	100
5.4.6 Efforts of the non-governmental organizations in Georgia.....	101

5.5 Technology-enhanced language teaching in Georgia.....	102
5.5.1 Developments in Technology-Enhanced Language Teaching.....	102
5.5.2 Proliferation of computer literacy in Georgia .....	105
5.6 Conclusion.....	106

## **6. FOREIGN LANGUAGE TEACHING POLICY IN GEORGIA**

6.1 Introduction .....	107
6.2 A way towards current communicative curriculum for foreign languages .....	107
6.3 The Current National Curriculum for Foreign Languages .....	109
6.3.1 The National Curriculum for Foreign Languages in Georgia .....	110
6.3.2 Standards for foreign languages.....	113
6.3.3 Recommended contents of the syllabus for foreign languages.....	115
6.4 Conclusions and discussion .....	115
6.4.1 Communicative basis of the NCFL of Georgia .....	115
6.4.2 Recommended assessment format for foreign languages in Georgia.....	116
6.4.3 Some inconsistencies and issues observed in the NCFL.....	116
6.4.4 Final remarks .....	118

## **7. ENGLISH LANGUAGE TEACHERS PERCEPTIONS OF CLT**

7.1 Introduction.....	119
7.1.1 The aim of the study.....	120
7.1.2 The theoretical background and the research questions.....	121
7.2 Methodology.....	121
7.2.1 Study design .....	121
7.2.2 Study participants .....	124
7.2.3 Data collection tools .....	126
7.2.4 Data collection procedure and obtained material .....	129
7.2.5 Data analysis .....	130
7.3 Study results .....	134
7.3.1 Interview results .....	134
7.3.2 Questionnaire results .....	144
7.4 Summary and conclusions .....	148

## **8. LEARNERS' ATTITUDES TOWARDS COMMUNICATIVE LANGUAGE TEACHING**

8.1 Introduction.....	153
8.1.1 The aim of the study.....	153
8.1.2 The theoretical background and the research questions.....	154
8.2 Methodology.....	156
8.2.1 Research design.....	156
8.2.2 Study participants.....	157
8.2.3 Data collection tools .....	158
8.2.4 Data collection procedure and obtained material .....	159
8.2.5 Data analysis .....	160

8.3 Study results .....	161
8.4 Conclusions .....	170

## **9. LESSON OBSERVATION**

9.1 Introduction .....	175
9.1.1 The aim of the study.....	175
9.1.2 The research questions.....	176
9.2 Methodology .....	177
9.2.1 Research design .....	177
9.2.2 Study participants .....	177
9.2.3 Data collection tools .....	179
9.2.4 Data collection procedure and obtained material.....	179
9.2.5 Data analysis .....	180
9.3 Study results .....	182
9.4 Conclusions .....	193

## **10. LEARNERS' COMMUNICATIVE PROFICIENCY IN ENGLISH**

10.1 Introduction.....	197
10.1.1 Discussion of the linguistic terminology used in the present study.....	197
10.1.2 Research question.....	199
10.2 Methodology.....	199
10.2.1 Research design.....	199
10.2.2 Study participants.....	201
10.2.3 Data collection tools.....	202
10.2.4 Data collection procedure and obtained material .....	207
10.2.5 Data analysis.....	207
10.3 Study results.....	209
10.3.1 The results of learners' communicative proficiency analysis.....	209
10.3.2 The comparison of the main results of the four studies.....	221
10.4 Conclusions.....	223

## **11. CONCLUSIONS**

11.1 Introduction.....	227
11.2 Summary of findings.....	228
11.3 Identified challenges and practical recommendations.....	241
11.4 Research strength and limitations.....	250
11.5 Suggestions for future research.....	251
11.6 Final conclusions.....	252

<b>REFERENCES</b> .....	<b>253</b>
<b>APPENDICES</b> .....	<b>281</b>
<b>Chapter 6</b>	
Appendix 6.1: The samples of the assessment task provided in the NCFL.....	281
Appendix 6.2: Recommended syllabus contentsvocabulary.....	282
<b>Chapter 7</b>	
Appendix 7.1a: Teacher interview (Georgian).....	283
Appendix 7.1b: Teacher interview (Translation) .....	284
Appendix 7.2: Teacher interview data analysis form .....	285
Appendix 7.3a: Teacher questionnaire (Georgian) .....	286
Appendix 7.3b: Teacher questionnaire (Translation) .....	289
Appendix 7.4: Interview results: CLT-related difficulties .....	292
Appendix 7.5: Teachers' attitudes towards CLT.....	294
Appendix 7.6: Teachers' evaluations of language activities .....	300
Appendix 7.7: Teachers' evaluations of CLT-related difficulties .....	302
<b>Chapter 8</b>	
Appendix 8.1a: Learners questionnaire (Georgian).....	305
Appendix 8.1b: Learner questionnaire (English).....	307
Appendix 8.2: Frequency analysis of the learner questionnaire data .....	309
Appendix 8.3: The effect of 'school type' on learners' attitudes towards CLT .....	314
<b>Chapter 9</b>	
Appendix 9.1: Observation form used in the study .....	316
Appendix 9.2: CLT principles observed in the English lessons in Tbilisi .....	319
Appendix 9.3: Inter-item correlation analysis: observation groups 1–7 .....	324
Appendix 9.4: The effect of the independent variables on teachers' performance.....	325
Appendix 9.5: 'School type' effect on the level of difficulty faced by the teachers .....	329
<b>Chapter 10</b>	
Appendix 10.1: CEFR descriptors: qualitative aspects of spoken language use .....	330
Appendix 10.2: Language evaluation form .....	333
Appendix 10.3: Learners' communicative proficiency assessment scores.....	334
Appendix 10.4: Correlation of the learners' prformance scores.....	335
Appendix 10.5: Learner speech samples – Levels A0-B2.....	336
<b>SUMMARY IN DUTCH</b> .....	<b>341</b>
<b>CURRICULUM VITAE</b> .....	<b>349</b>

