

სწავლების მეთოდოლოგია Methodic of Teaching

The Role of a Teacher in Teaching a Foreign Language

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The article deals with the role of the teacher in today's language classroom. It is evident that language teaching and investigation are progressing at a very accelerating rate. Previously, it was believed that the only basic tool a language teacher needed was a sound knowledge of the language. Now we know that linguistics is not the only area in which a language teacher should be trained. The importance of sociology and psychology and an extensive training in pedagogy is being recognized. The importance of these disciplines can be seen by analyzing the three main areas in which the approach to language teaching has recently changed.

Emphasis on the individual learner. *Each learner is seen as an individual with distinct needs, learning styles, and attitudes. Not only do different learners have different learning styles, but an individual learner utilizes different approaches to learning at different stages in the learning process.*

Eclecticism. *Having come to the realization that each learner possesses distinct cognitive and personality traits, it can be concluded that one teaching methodology will not be appropriate for all students. The recent tendency has been towards eclecticism, selecting materials and methods from various sources. This puts a much larger responsibility on the teacher, for now he should be familiar with a wider range of materials, exercises and activities.*

Communication in a Social Context. *One must also possess the appropriate schemata regarding the culture of the language in order to understand the communication and be able to respond properly. Recent research shows that communicative language teaching is among the most successful methods for enhancing learners' communication skills due to its emphasis on real-world communication and student participation.*

In conclusion, it is evident that the role of the language teacher today is not as simple as it once was. Teachers should have a broad background knowledge of the social environment of their students, different

pedagogical techniques, social and cultural aspects of the language. For a language is much more than lists of vocabulary and sets of grammar rules.

Key words: the role of the teacher, language classroom

Language teaching and investigation are progressing at a very accelerating rate. Previously, it was believed that the only basic tool a language teacher needed was a sound knowledge of the language. Now we know that linguistics is not the only area in which a language teacher should be trained. The importance of sociology and psychology and an extensive training in pedagogy is being recognized. The importance of these disciplines can be seen by analyzing the three main areas in which the approach to language teaching has recently changed.

Emphasis on the individual learner. The focus has shifted from the teacher to the learner. The focus on communicative language teaching has been to ‘promote the development of functional language ability through learner participation in communicative events’ (Savignon, 2006:675) and to develop a pedagogy based on learners’ needs. Teacher acts as a facilitator in the learning process.

Learners are at the center of instruction. That means that the teacher’s role has changed when compared to previous methodologies such as Audiolingualism and the Direct Method. The teacher is now seen as a facilitator in the learning process, and some of the responsibilities attributed to them are:

- a. Setting the communicative context of the lesson;
- b. Managing learners and creating opportunities for communication;
- c. Maintaining learner motivation;
- d. Establishing a welcoming and safe environment;
- e. Giving instructions and setting activities;
- f. Monitoring learning and providing constructive feedback;

Each learner is seen as an individual with distinct needs, learning styles, and attitudes. Not only do different learners have different learning styles, but an individual learner utilizes different approaches to learning at different stages in the learning process.

Eclecticism. Having come to the realization that each learner possesses distinct cognitive and personality traits, it can be concluded that one teaching methodology will not be appropriate for all students. The recent tendency has been towards eclecticism, selecting materials and methods from various sources. This puts a much larger responsibility on the teacher, for now he should be familiar with a wider range of materials, exercises and activities.

Communication in a Social Context. Previously, students demonstrated “linguistic competence” (Chomsky) but not “communicative competence” (Hymes). Now we recognize the

importance of what a language does (function) as well as what it is (structure) and what a language does is enable us to communicate. It is not enough to acquire knowledge of linguistic structure .One must also possess the appropriate schemata regarding the culture of the language in order to understand the communication and be able to respond properly. Recent research shows that communicative language teaching is among the most successful methods for enhancing learners' communication skills due to its emphasis on real-world communication and student participation. CLT is a superior method because it gives students the resources they need to thrive in various linguistic and cultural contexts. This method enables students to use the vocabulary and structure that corresponds to a specific social situation. Hence the growing importance of sociology in language teaching.

We have already mentioned that a teacher is now seen as a facilitator in the learning process, she must manipulate much more information in several different areas of knowledge. The problem lies not only in the amount of information to be mastered but in the application of that knowledge to a practical situation. In order to help learners improve their communicative competence, it is important to provide a range of practice activities. Although the ultimate aim is genuine communication, there is room for activities and exercises that ensure students practice language in a more controlled manner, focusing on the development of accuracy. These should not, however, be the only source of language practice. Activities that focus on the development of fluency are a vital part of a Communicative Approach lesson, as they give learners the opportunity to communicate meaning. The language teacher should have access to three main types of information about her students: 1) psychological factors, 2) personal needs, 3) social factors.

The first type of psychological information the teacher must be aware of is knowledge structures her students possess. This knowledge will help the teacher determine the average level of the class and identify which students may need extra work to bring them up to this level and which students are beyond it and could therefore better concentrate on more advanced projects.

The second type of information required for effective teaching is students' needs. What do the learners want and need to get from the course? Will they have to read scientific texts or do they simply want to learn a few phrases for their vacation? Do they need general or medical vocabulary? It is important for the teacher to discuss these needs with them for different reasons. It will help her to select and present materials in the most appropriate way. Second, by voicing these needs, students will clarify them in their own minds and be able to formulate realistic goals to work towards (L. Champeau de Lopez, 1994: 17).

The social factors are the third major type of information important for the teacher. The teacher should be aware of important factors in the students' social environment that might affect the process of learning. Psychological factors such as attitudes and self-esteem are known to affect language learning, but these attitudes and self-images are largely influenced by the people closest to us: family, friends, professional colleagues, etc. Accordingly, the lack of progress of a student in a language course may not be due only to a lack of language aptitude.

In conclusion, it is evident that the role of the language teacher today is not as simple as it once was. Teachers should have a broad background knowledge of the social environment of their students, different pedagogical techniques, social and cultural aspects of the language. For a language is much more than lists of vocabulary and sets of grammar rules.

Language is a form of communication among individuals in a specific context. It is a way of thinking and processing information. It is a symbol of a culture and of personal identity.

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რეზიუმე**

სტატია ეხება მასწავლებლის როლს თანამედროვე ენის გაკვეთილზე. ცხადია, რომ ენის სწავლება და კვლევა უაღრესად დაჩქარებული ტემპით განიცდის პროგრესს. წინათ მიიჩნევდნენ, რომ ერთადერთი მთავარი ინსტრუმენტი რასაც უცხოური ენის მასწავლებელი საჭიროებდა იყო ენის მყარი ცოდნა. ახლა ჩვენ ვიცით, რომ ლინგვისტიკა არ არის ერთადერთი სფერო, რომელიც ენის მასწავლებელს უნდა ჰქონდეს შესწავლილი. აღიარებულ იქნა სოციოლოგიაში, ფსიქოლოგიაში და პედაგოგიაში ინტენსიური მომზადების აუცილებლობა. ამ დისციპლინების მნიშვნელობას დავინახავთ, თუ გავანალიზებთ 3 ძირითად სფეროს, რომლებშიც ენის სწავლებისადმი დამოკიდებულება ბოლო დროს საგრძნობლად შეიცვალა.

აქცენტი ინდივიდუალურ მოსწავლეზე. თითოეული მოსწავლე განიხილება, როგორც ინდივიდი გამორჩეული საჭიროებებით, სწავლის სტილითა და დამოკიდებულებით. არა მხოლოდ სხვადასხვა მოსწავლეებს გააჩნიათ ერთმანეთისგან განსხვავებული სწავლის სტილი, არამედ თითოეულ ინდივიდს აქვს განსხვავებული მიდგომა სწავლისადმი სწავლების პროცესის სხვადასხვა ეტაპებზე.

ეკლექტიზმი. იმის გაანალიზების საფუძველზე, რომ თითოეულ მოსწავლეს გააჩნია გამორჩეული კოგნიტური და პიროვნული თვისებები, შეიძლება დავასკვნათ, რომ ერთი სწავლების მეთოდოლოგია ვერ იქნება მორგებული ყველა სტუდენტზე. ბოლოდროინდელი ტენდენცია არის ორიენტირებული ეკლექტიზმზე, რაც მდგომარეობს მასალებისა და მეთოდების შერჩევაში სხვადასხვა წყაროებიდან. ეს ბევრად მეტ პასუხისმგებლობას აკისრებს მასწავლებელს, რადგანაც ასეთ შემთხვევაში ის

უნდა იცნობდეს და იყენებდეს მასალების, სავარჯიშოებისა და აქტივობების უფრო ფართო სპექტრს.

კომუნიკაცია სოციალურ კონტექსტში.

იმისათვის, რომ შედგეს კომუნიკაცია და შევძლოთ სათანადოდ რეაგირება, საჭიროა გვქონდეს შესაბამისი წარმოდგენა ენის კულტურაზე. ბოლოდროინდელი კვლევა გვიჩვენებს, რომ კომუნიკაციური მიდგომით ენის სწავლება ითვლება ერთერთ ყველაზე წარმატებულ მეთოდად ენის შემსწავლელთა კომუნიკაციური უნარების გასაძლიერებლად, რადგანაც აქცენტი კეთდება რეალურ გარემოში კომუნიკაციაზე და სტუდენტთა ჩართულობაზე.

დასკვნის სახით შეგვიძლია განვაცხადოთ, რომ უცხოური ენის მასწავლებლის როლი არც ისე მარტივია, როგორც ერთ დროს იყო. მასწავლებლისთვის აუცილებელია გარკვეული ფონური ცოდნა, თავისი სტუდენტების სოციალური გარემოსა და ენის სოციალურ კულტურული ასპექტების შესახებ, ასევე პედაგოგიური მეთოდების ფლობა, რადგანაც ენა ბევრად უფრო მეტია ვიდრე ლექსიკა და გრამატიკული წესების ერთობლიობა.

საკვანძო სიტყვები: მასწავლებელი, როლი, უცხო ენის გაკვეთილი

რეცენზენტი: პროფესორი: ელენე აკშებაევა