

Tbilisi State Medical University
Georgian Language Preparation Educational Program
"Georgian as a second language"

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2023

Name of the program - educational program of training in the Georgian language. (for Abkhaz speakers / Azerbaijani speakers / Armenian speakers / Ossetian speakers).

Program duration/volume - The program comprises 60 ECTS credits.
30 ESTC credits are taken in the first semester, and 30 ESTC credits in the second semester.

Language of Instruction -Georgian

Program Objectives

The goal of the program is to teach Georgian as a second language. The program should provide the graduate with relevant knowledge of the Georgian language that the graduates will be able to:

- successful communication in the Georgian language;
- Adequate understanding and writing down narrative topics of different types (both oral and written) for different purposes, for different audiences (clarifying the structure of the text and understanding the that story's narrative structure is a **combination of plot and story elements**);
- Further deepening and enrichment of knowledge and acquiring skills of the Georgian language independently (the so-called "learning to learn" component).
- Knowledge, appreciation, and respect for Georgian linguistic and cultural identity and values;

To solve these tasks, the following competencies are achieved:

- using grammatical (syntactic and morphological) rules, transforming vocabulary into meaningful expressions, and creating constructions built to match the norms of the Georgian language (linguistic competence);
- Selection and use of linguistic forms according to the situation (sociolinguistic competence);
- clarifying the structure of oral and written text and understanding and understanding the connection between its parts (discourse competence);
- Orientation freely in the given socio-cultural environment (taking into account the Georgian national-cultural specificity): mastering and using the strategies of expression of opinion, argument, discussion and presentation (socio-cultural competence);

- mastering and using skills necessary for ensuring adequate self-expression of a person in a given social environment (social competence);

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learning outcomes

Knowledge and understanding

The graduate knows/has ability:

- Basic issues of phonetics, morphology, and syntax of the Georgian language;
 - Vocabulary of the Georgian language;
 - possesses general sectoral (medical and its adjacent fields) vocabulary and phraseology, which is needed to continue studying at the program of their choice at Tbilisi State Medical University;
- skills

A graduate can/has ability:

- practical use of the Georgian language for written correspondence and oral speech;
- the ability to listen, understand, evaluate, analyze and translate, interpret, and reproduce different types of text in the Georgian language;
- Ability to effectively obtain information on the Georgian language independently or with minimal assistance;
- the ability to express one's attitude, taking into account the norms of the Georgian literary language;
- participation in the discussion using professional terminology;

Responsibility and autonomy

A graduate evaluates and knows:

- Georgian language, as the state language of Georgia, which helps to strengthen the civic consciousness;
- The student knows/recognizes cultural diversity and its importance in the formation of modern civil society;

The graduate has:

- Ability to manage own learning process and define needs. Able to: plan and organize material, divide tasks into stages, and plan execution strategies.

learning outcomes

Knowledge and understanding

The graduate knows/has:

- Basic issues of phonetics, morphology, and syntax of the Georgian language;
- Vocabulary of the Georgian language;
- possesses general sectoral (medical and its adjacent fields) vocabulary and phraseology, which is needed to continue studying at the program of their choice at Tbilisi State Medical University;

skills

A graduate can/demonstrate:

- practical use of the Georgian language for written correspondence and oral speech;
- the ability to listen, understand, evaluate, analyze and translate, interpret, and reproduce different types of text in the Georgian language;
- Ability to effectively obtain information on the Georgian language independently or with minimal assistance;
- the ability to express one's attitude, taking into account the norms of the Georgian literary language;
- participation in the discussion using professional terminology;

Responsibility and autonomy

A graduate evaluates and knows:

- Georgian language, as the state language of Georgia, which helps to strengthen the civic consciousness;
- The student knows/recognizes cultural diversity and its importance in the formation of modern civil society;

The graduate has acquired:

- Ability to manage own learning process and define needs. Can plan and organize gathering of teaching material, divide own tasks into stages, and plan study strategies.

Program description

At Tbilisi State Medical University, the curriculum " **Georgian as a second language** "is intended for non-Georgian-speaking students enrolled at the above mentioned University , according to the rules of student enrollment. program based on the Law on Higher Education of Georgia.

These are the representatives of different ethnic groups of Georgia, who studied in their native language at school, and due to the problems related to teaching Georgians in the educational space, they have a poor command of the state language.

The Georgian Language Center ensures the preparation of students in the Georgian language in such a way that the student has sufficiently developed language and communication skills to be able to study in the educational program of his choice in a higher education institution in the Georgian language (listening and understanding the content of studies, learning and establishing communication with professors and peers). Also, to have a successful social and personal relationship in the Georgian language, to process, convey, and put into practice the field literature, and to further deepen and enrich the knowledge and skills of the Georgian language independently.

The program consists of 18 syllabi. In the first semester, students will take six 5-credit courses (each course is presented in two versions: A and B block courses. Allocation to each block is carried out based on the results of the pre-tests - depending on the learner's initial language skills, it is determined which block the student will be enrolled in).

Program description

Teaching in block A is carried out based on more contact hours (each course within the block A, is determined by 5-hour contact hours per week; the course is built based on **intensive teaching strategy** and ensures that the language competencies of the students of this block are closer to the competences of the students of block B at the end of the first semester. Teaching methods and strategies in the context of intensive language teaching will be discussed.

In the second semester, there are 6 compulsory courses, which serve to develop the learner's language skills in different areas (reading, writing, listening-speaking, vocabulary and grammar, orthography-spelling); In addition, the program includes a component of intercultural education, which is presented in the form of a course - "Tolerance and diversity" - and is based on the principles of integrated language and subject teaching.

The 6th course - medical lexical units, - taking into account the professional choice of the students, involves the teaching of the terminology, sectoral vocabulary, and specific constructions, which are specific to the field of medicine and are characterized by sectoral characteristics.

To form groups, students are interviewed to determine their level of Georgian language proficiency.

At the Georgian Language Center of Tbilisi State Medical University, groups of type A and B are being formed, which makes the learning process more dynamic, student-oriented, and interesting. Levels are determined based on the Resolution #394 of the Government of Georgia (Resolution #394, date: 30. 06. 2020).

Prerequisites for admission to the program

According to Article 52 of the Law on Higher Education of Georgia, an applicant who has passed one of the following tests at the unified national exams has the right to study at the program:

- a) Azerbaijani language test of general skills;
- b) Armenian language test of general skills;
- c) Ossetian language test;
- d) Abkhaz language test;

To continue studying in the program, the entrant must pass the minimum level of competence in the mentioned exams.

Teaching and learning methods

The maximum number of students in a group does not exceed seven students.

- The course is structured with the PBL teaching method and is interactive and student-oriented, which implies the maximum involvement of the student in the learning process.
- Two main language teaching methods are used: direct and audio language teaching methods.
- During the second semester of study, students begin to work on (medical and related to medicine) literature and study-specific, but general phraseology and terminology, which gives them important and necessary skills and knowledge to continue studying at a medical university.
- No intermediate language is used. Teaching takes place exclusively in the target language.
- Pantomime, gesticulation, real objects and visual materials are used in teaching.
- Grammar is taught by induction method (the student learns grammatical language forms by presenting them);

- Spoken language is central (including pronunciation);
- Attention is focused on question-answer forms;
- Specific vocabulary is taught through the demonstration of objects. Abstract vocabulary is taught through associative ideas;
- Speaking and listening skills are taught at the same time;
- Correct pronunciation and grammatical constructions are important;

To the courses and their goals, various teaching methods are used:

Group work, discussion, brainstorming

Develops communication skills, and helps enrich vocabulary and existing theoretical knowledge.

- Case analysis - the student develops critical and synthetic thinking skills. Helps to enrich the thematic vocabulary.
- Modeled situations and role-playing games - adjusting the role by the situation selected in advance, thematically, the student develops the skills of practical application of the acquired knowledge and effective communication skills.
- Ability to work on a book - within the framework of the program, students learn a variety of strategies for working on a book and reading (syllabically, silently, quickly, aloud reading; cursive, selective, cognitive strategies), per the study modules and the level of language proficiency, the teacher advises students (individually/in groups) on different difficulty and style texts. They learn to work with different types of dictionaries. In the second semester, students begin to read specialized (biology, anatomy) literature, their language comprehension, and study medical vocabulary items.

Oral and written presentations - students develop the skills to communicate effectively with an audience.

- Written assignments - allow the student to improve his writing skills. Per their vocabulary and theoretical knowledge, they should express their opinion on this or that issue in writing. Also, the student acquires functional writing (statement, explanatory card, etc.) skills.

- the so-called Peer Review (mutual assessment) - the teacher offers students to correct the mistakes made in written or oral speech (does not mean editing) with other students. Also, the material, that the student has mastered well and completely, should be explained to another student who had some problems with understanding the same material. Such activities help the student to consolidate knowledge, self-evaluation, determine his own needs, and plan and manage his own learning process. In addition, it helps the student to become more empathetic and tolerant toward others.
- Movie screenings - common group movie screenings are organized for students in the second semester of study. Students watch both Georgian and Georgian-translated films they are familiar with. A discussion is held after the film screening. This method helps the student to improve listening-comprehension skills and vocabulary and develops the skills of synchronous analysis of received information and quick feedback.
- Extracurricular activities: the teacher advises the student on various types of tasks: it can be keeping a diary, short notes of news programs, or reading additional literature. These activities contribute to the continuity of learning during the holidays.
- In addition, the Georgian Language Center supports students' social or cultural initiatives (events, field trips, etc.).

Methods of achieving learning outcomes:

Methods and strategies for second language teaching, learning, and assessment are diverse; It is envisaged to use all the proven methods and approaches that give effective results in terms of increasing language competencies:

-Lectures using visual aids (charts and other graphic means, banners) and modern technical means: audio tape recorders, film showing-discussion, computer games;

-Practical lessons (seminars): work in small groups and pairs; problem-oriented learning; discussion of modeled situations; role-playing and situational games;

-oral presentations;

-Portfolio production.

(Note: each syllabus is accompanied by a detailed description of methods, strategies, and techniques appropriate for a particular course).

Student Knowledge Assessment system

The strategy of evaluating the student's achievements corresponds to the requirements of administrative-legal acts of the TSMU and the assessment regulations of the student's achievements based on transparency and fairness. The components of a student's evaluation are midterm and final assessment, the sum of which determines the student's final evaluation.

The maximum evaluation of a training course/module is 100 points. It comprises an intermediate assessment, that corresponds to the sum of the points obtained according to the knowledge assessment methods/parts (attendance, daily student activity, colloquium, presentation, etc.) within 60 points and the final exam assessment within 40 points.

A student who can get 51 points with the sum of the minimum positive evaluation of the intermediate exam and the final exam will be admitted to the final exam. The maximum evaluation of the study course is 100 points (the sum of the intermediate evaluations and the final evaluation). The evaluation system with all the components received by the student provides for:

Five types of positive evaluation:

A) excellent - 91-100 points of the evaluation.

(B) Very good - 81-90 points from maximum marks;

(C) Good - 71-80 points from maximum marks;

(D) Satisfactory - 61-70 points from maximum marks;

(E) Sufficient - 51-60 points from maximum marks;

Two types of negative assessment:

(FX) Did not pass - 41-50 points from maximum marks, which means that a student needs harder work to pass and is granted one additional attempt with independent work;

(F) Fail- 40 points and less from maximum marks, which means the performance a student is not sufficient and he/she has to learn the subject from the beginning.

The program is structured into modules, which are made up of training courses. Each training course is intermediately evaluated independently. Based on the specifics and principles of language proficiency and knowledge assessment, colloquiums and the final semester exam are combined for all courses (i.e. in a module) and are conducted in combination (written (reading-writing skills) and oral (listening-comprehending skills)).

At the end of the semester, the student receives one grade. The training course is evaluated in the form of midterm evaluations. Each course is evaluated with 60 points. Intermediate assessment for the course includes the following methods/parts: a) academic activity - 15 points b) written assignments - 15 points c) oral assignments/quiz - 5 d) so-called Peer Review - 5 points e) Colloquium - 20 points (2 x 10 points).

The final exam is a combination of oral and written components (both are mandatory). The exam is evaluated with 40 points. The written component combines the competencies of writing, reading, and practical grammar and is evaluated with 30 points, while the oral component includes communication and listening-comprehension skills and is evaluated with 10 points. The student who scores at least 27 points in total in the module is allowed to take the final exam, i.e. If the student receives the minimum intermediate grade and the minimum exam grade, 51 points can be accumulated.

The student must earn at least 24 points out of the available 45 points to be considered his final exam passed satisfactorily. Accordingly, the minimum threshold score for each course is 4. In case, the student fails to overcome the threshold in one of the courses at the final exam, he/she retakes the re-examination in the entire module (for all study courses);

The student has the right to take the additional exam in the same semester. The interval between the final and the corresponding additional exam should be at least 5 days. If the student does not get a positive grade on the re-examination, he will have to retake the module.

Preparatory course graduates meeting and experience sharing

After graduating from the preparatory course, successful students are enrolled in the relevant faculties of Tbilisi State Medical University.

They later organize meetings with preparatory course students to share their experiences and answers to their questions; These meetings can help preparatory course students to plan prudently the learning process and increase their motivation.

Study Program Program Structure

N	Code	Name of the study Course	ECTS	Student's hourly Woprkloead					Exam Format Venue	Prerequisites for the study course	Stdy Semester		Teacher
				Contact hours			Independent work	Total			Fall semester	Spring semester	
				Lecture	Seminar/wor rkshop	Practice							
1		Communication aspects of Georgian language (1)	5		15	60	135	210	Combined Georgian Language Center	passing Unified Entry Exams/for Georgian Language			D.Kukhianidze T.kanteladze E. Baramashvili T. Gogolauri
2		Georgian language communication functions (reading1)	5			75	135	210	Combined				N.Datiashvili
3		Georgian language communication functions (writing 1)	5			75			Center for georgian language				Ts. Dvali Ts. Kiria
4		Georgian language communication functions (understanding 1)	5			75	135	210	Written Exam for georgian language				K.Kochiashvili M.Shengelia
5		Georgian language communication functions (apeaking 1)	5										
6		Practical issues of georgian grammar	5			75	135	210	Center of languages				L Shalvashvili

N	Code	Name of the study cours	ECTS	Hourly workload of the students					Written Exam	Prerequisites for study course	Semester		Lecturer/Teacher
				Contact hours			Independent work	Total			Fall Semester	Spring Semester	
				Lecture	Seminar Workshop	Practical /Lab work							
1		Integrative teaching of language and subject (medicine)	5		15	60	135	210	Combined /	passing Unified Entry Exams/for Georgian Language			D.Kukhianidze T.kanteladze E. Baramashvili T. Gogolauri N.Datiashvili Ts. Dvali Ts. Kiria K.Kochiashvili M.Shengelia L Shalvashvili
2		strategies to reinforce English speaking	5			75	135	210	Combined /				

3		Tolerance and diversity	5			75			Georgian Language Center		
4		Free Writing	5			75	135	210	Writing Georgian language Center		
5		Spelling and orthography of Georgian Language	5								
6		Practical Grammer of Georgian language (verb)	5			75	135	210	Writing Georgian language Center		

