



**Subject Benchmark Statement of Higher Education in Language Acquisition,
I and II Cycles of Higher Education
Levels VI and VII of the National Qualifications Framework**

I. Introduction

This sectoral benchmark is the standard of academic education, which defines the sectoral characteristics of the field of Language acquisition, reflects the minimum requirements for the relevant learning outcomes of Level 6 and 7 of the National Qualifications Framework and proper teaching-learning assessment methods and other essential characteristics to achieve them. The document also sets out all the minimum competencies required for a bachelor's and master's degree in philology, fields of study of linguistic-historical-cultural aspects of the country / region (indicating a detailed field), as well as a master's degree in translation studies. In particular, the specific range of knowledge, skills, autonomy and responsibilities that a graduate of bachelor's or master's education programmes will have. The sectoral characteristic of the field of Language acquisition can be extended to the educational programme, one of the goals of teaching and research of which is language/s proficiency.

Validity period of the sectoral benchmark is 7 years.

The sectoral benchmark aims to facilitate the development and elaboration of cycle 6 and 7 educational programmes in the field of Language acquisition , proper orientation within the field, promotion of international recognition of qualifications to be awarded, student mobility and employment of graduates in both local and international markets.

This sectoral benchmark is recommended for:

- the academic, invited and administrative staff of the higher education institution involved in the development and implementation of the educational programme;
- entrants who choose between fields that are included in the sectoral benchmark of language acquisition ;
- students who master the knowledge, skills and competences at levels 6 and 7 of the higher education qualification in the fields that are covered by the sectoral benchmark of language acquisition ;
- international students who intend to pursue educational programmes within the framework of exchange programmes and projects covered by the sectoral benchmark of the Language Acquisition ;
- employers who are interested in employing graduates of educational programmes relevant to the sectoral benchmark;
- education experts who are periodically tasked with evaluating, monitoring, or assessing the compliance of the educational programmes that are covered by the sectoral benchmark of Language Acquisition with current accreditation standards;
- members of the Accreditation, Authorization and Appeals Council who are involved in the process of evaluation of education programmes and in decision-making on their compliance with the accreditation standards.

This sectoral benchmark consists of the minimum requirements and regulations, which are required to be observed and fulfilled by all higher education institutions where the 6th and / or 7th level educational programmes of the National Qualifications Framework are implemented or planned, which are included in the sectoral benchmark of Language Acquisition . In addition, the content and form of bachelor's and / or master's degree programmes in higher education institutions, as well as teaching-learning and assessment methods, shall be determined by the institution itself in accordance with the legislation of Georgia and certain regulations.

The sectoral benchmark describes the learning outcomes linked to the fields of philology, lexicography, translation studies, studies of linguistic-historical-cultural aspects of the country / region, and other fields that foreign language/languages studies are based on, also describes methods of teaching, learning, and evaluation, and other essential information based on the specifics of the field.

The compliance of the bachelor's and / or master's degree programmes developed in the above fields with the sectoral benchmark can be monitored periodically or purposefully based on the current accreditation standards and relevant procedures.

The basis for the development and updating of the sectoral benchmark of Language Acquisition is to bring this document in line with the National Qualifications Framework and the existing requirements of the employment market.

II. Description of the Field of Study

The higher education institution is authorized to implement educational programme / programmes of Language acquisition of different profiles, i.e. of different structures, goals and content.

The profile of the Language acquisition education programme / programmes depends on the mission, human and material resources of the higher education institution and / or basic education unit, the tradition and future vision of the relevant institution and / or structural unit, existing and / or planned international cooperation, labor market requirements and on other factors.

The field of Language Acquisition includes several sectoral directions related to studying and mastering the language. Including: philology, fields of study of linguistic-historical-cultural aspects of the country / region, translation studies, etc. A separate field, in turn, is interdisciplinary and / or multidisciplinary and is based on teaching and research of disciplines and inter cultures. The above fields:

- Operate through a linguistic product - text;
- Establish and observe the language-communication rules and the conditions of their use;
- Observe linguistic and social phenomena in diachrony and synchrony;
- They study and compare social and cultural events in different linguistic spaces.

The composition of the fields / disciplines included in the field of study is diverse. An important part of the field of study is, on the one hand, the practical teaching of the target language / languages, which is a common basic competence of the field (one or several foreign languages to be studied); The field of study includes both modern and classical and other ancient languages, and, on the other hand, the accumulation of theoretical knowledge related to the specific language / languages to be studied.

In the above fields, depending on the goals of the education programme, the following sectoral competencies can be defined (optional): linguistic, literary, translation, socio-political, historical-cultural, cultural-transferable, technological and others. The selection of sectoral competencies depends on the programme profile and objectives.

The development of education programmes in the field of philology and field that studies the country/region via linguistic-cultural-historical aspects is carried out at the 6th and 7th levels of the National Qualifications Framework, and the education programmes of translation studies - at the 7th level of the National Qualifications Framework.

According to the decision of the Higher Education Sectoral Council of language acquisition (28.07.2022), the name of the fields of study of Italian philology and Spanish philology should be formulated as follows:

- 0231.1.7 Spanish Philology/ Spanish Studies;
- 0231.1.8 Italian Philology/ Italian Studies.

The presented modification implies the expansion of the philological profile in the programmes of Spanish Philology and Italian Philology with historical and cultural aspects of the region where these languages are spread.

Accordingly, Georgian educational space has developed higher educational programmes of Spanish studies and Italian studies, within the framework of which students can learn about linguistic, historical and cultural aspects of the country.

The academic degree in the narrow / detailed field on the level 6 of the National Qualifications Framework (indicating language / languages) is equivalent to the bachelor's degree in philology or in the field that studies the country/region via linguistic-cultural-historical aspects, while on the level 7 it is equivalent to master's degree in (indicating language / languages) philology, or in the field that studies the country/region via linguistic-cultural-historical aspects or in translation studies, or other fields.

Education programmes at the 6th and 7th levels of the Qualifications Framework in the above-mentioned fields are implemented in accordance with the legislation of Georgia (possible additional conditions will be written by the programme implementing institution within its own regulations).

The higher education institution is authorized to carry out education programme / programmes of language acquisition of one or both levels of the Qualifications Framework.

Depending on the history of teaching and learning of this or that language in Georgia, tradition, current situation and future development perspective, it is possible to start mastering this or that language not at the bachelor's level, but at the master's level.

Prerequisites for admission to a language acquisition education programme / programmes are determined by the relevant higher education institution.

III. Learning outcomes

The education programmes defined by the present sectoral benchmark should combine the practical and field-theoretical aspects of the study of the language / languages stipulated within the areas described in the Classifier of Fields of Study, on the basis of which the minimum orientation requirements for learning outcomes are achieved. The possible characteristics of the minimum range of learning outcomes are defined by the sectoral benchmark. The learning outcomes of a specific education programme are selected / formed taking into account the profile and goals of the language acquisition education programme. In addition, the higher education institution, based on the latest achievements / experience of international practice and field, as well as the recommendation of foreign partners participating in the education programme (if any), taking into account market requirements and other factors, may decide to determine additional learning outcomes within the education programme. This or that learning outcome can be achieved by combining both separate and different educational (teaching and / or research) components. The higher education institution is authorized to formulate the learning outcomes of the education programme without dividing them into three categories (knowledge and understanding, skill, responsibility and autonomy). Learning outcomes defined by the sectoral

benchmark can be reflected in the learning outcomes of both the programme and its teaching and research components.

3.1. Bachelor's Studies

Knowledge and understanding:

The graduate shall have:

Extensive knowledge of the target language / languages, of relevant cultural and social environment, which may include literature, history, culture, art, philosophy, religion and other aspects; Mastered one or more foreign languages from elementary user to competent user (knowledge level depends on the specifics of the target language / languages and programme profile).

The philological profile programme includes aspects of linguistics and literary studies; It may also cover issues related to translation and other detailed areas.

While, the programme that **studies country/region via historical cultural aspects** may include - politics, economics, geography, media, sociology, linguoculturology, anthropology and other aspects.

Upon completing the Language Acquisition programme, a graduate:

- **Identifies, describes and reviews** key issues, theories, principles and current issues related to the target language / languages, their historical-cultural and social environment.

The level of Language Acquisition as well as the list of learning outcomes depends on the profile and objectives of the programme.

Skills

A graduate:

- **Uses** the target language / languages both in written and oral communication, for different purposes and audiences (the level of use of the language / languages depends on the profile of the programme and the prerequisites for admission);
- **Uses** linguistic mediation skills and different ways of communication in intercultural communication;
- **Implements** a research / practical project / paper in accordance with pre-defined guidelines, taking into account the programme profile;
- **Finds and uses** written, oral and other sources available in Georgian and / or target language / languages, relevant multimedia and library resources;
- **Analyzes** individual issues related to the target language / languages, their historical-cultural and social environment using basic theories, principles and methods of the field;
- **Defines and distinguishes** the similarities-differences among different cultures, historical-cultural and modern relations between countries;
- **Uses** information and communication technologies in oral and written communication with the target audience effectively;
- **Participates** in sectoral **discussions, discusses** argumentatively and consistently in Georgian and / or in target language / languages.

Responsibility and Autonomy:

A graduate:

- **Recognizes and upholds** the principles of professional ethics and academic integrity;
- **Takes care** of his / her academic and professional development, **demonstrates** the ability to study independently, self-organize and manage time;
- **Demonstrates** the ability to organize time and labor in familiar and unfamiliar (unpredictable) environments, including interdisciplinary and intercultural environments.

3.2. Master's Studies

Knowledge and Understanding

The education programme of language acquisition at the master's level allows a student to be prepared for scientific-research work and pedagogical activity in a higher education institution, to change the specialty, to improve the qualification.

A Graduate of the MA programme in Language acquisition :

- **Demonstrates in-depth and systematic knowledge** of the target language / languages, relevant cultural and social environment, which may include language/ linguistic / literary / translational / lexicographic / historical-cultural / socio-political / corpus / ethnopsychological and other competences;
- **Identifies, describes and reviews** key and actual issues and current problems related to the target language / languages relevant to linguistics / literature studies / translation / lexicographic/ historical / cultural/ corpus / socio-political and other issues, the latest research methods and modern approaches.

The level of Language acquisition as well as the list of learning outcomes, depends on the profile and objectives of the programme.

Skills

A graduate

- **Uses** the target language / languages both in written and oral communication, for different purposes and audiences (the level of use of the language / languages depends on the profile of the programme and the prerequisites for admission);
- **Critically comprehends and analyzes** challenges and recent developments related to the target language / languages, their historical-cultural and social environment;
- **Analyzes** information / text / material in the process of learning, research and activity, **synthesizes, interprets and contextualizes** it from different perspectives;
- **Demonstrates** problem-solving, individual and team work, effective communication, presentation and interaction skills, taking into account the relevant environment, intercultural differences and cultural characteristics;
- **Develops** innovative approaches, new and original ideas, which are developed in the qualification thesis / project using information and communication technologies and presents to the academic and professional community in accordance with the principles of professional ethics and academic integrity.

Responsibility and Autonomy:

A graduate:

- **Demonstrates** the ability to study, research and work independently, thus contributing to the development of field knowledge and professional practice in the field / detailed field;
- **Demonstrates** the ability to think, reason and write, learn, research and work in familiar and unfamiliar learning and work environments, stressful situations;
- **Depends** on democratic principles and values; **Recognizes** the importance of intercultural differences and cultural diversity; **Demonstrates** tolerance for different opinions, cultures and denominations.

IV. Teaching, Learning and Evaluation

The issues of teaching, learning and evaluation in foreign language / language acquisition programmes are culturally labeled topics, the approach to which may have substantially different characteristics, not only in different countries, but even in the higher education institutions of one country.

Within the scope of this Standard, in accordance with international best practice, there are methods of teaching, learning and evaluation that can be used within the bachelor's and master's degree programme / programmes of foreign language acquisition . The specific methods of teaching, learning and evaluation and their use in the education programme are based on the target language / languages, level of teaching, prerequisite for admission to the programme, programme's profile and goals, as well as the experience and tradition of the institution implementing the programme. Within the framework of the foreign language / languages proficiency education programme, it is possible to use any method selected from the below list, as well as other methods.

If a bachelor's student acquires broad basic knowledge, the master's degree implies a research-based deep and systematic, intensive learning process that develops the student's ability to independently plan and conduct research, and this should be reflected in teaching, learning, and evaluation methods. Evaluation is usually multi-component and achievable based on specific, measurable criteria.

The teaching-learning process is directly related to the assessment, through which it is possible to determine the quality of the learning outcomes determined by the academic course and, finally, to the determination of the outcomes based on the goals of the education programme.

4.1 Teaching and Learning Methods

In the foreign language / languages proficiency education programmes, taking into account the above factors, it is possible to use the teaching and learning methods selected from the list below:

- Lecture;
- Seminar/Work group;
- Independent work;
- Research Seminar;
- Practical studies/Practices;
- Workshop;
- Laboratory work;
- Teaching/professional practice;



- Tutorial;
- Group or individual consultation;
- Teaching through information technologies;
- Pair work or group work;
- Role play and situational games;
- Collaborative learning;
- Brainstorming;
- Case analysis;
- Student processing the material independently and expressing / discussing thoughts on the relevant topic;
- Group discussion on a pre-prepared topic;
- Pair assessment;
- Commenting on texts, documents and other study materials or their excerpts for their contextualization, interpretation or analysis;
- Search, select and evaluate information on a specific topic, for example, using library resources, field bibliographies (including online databases);
- Direct study / critical reading (comprehension) of various primary texts, auxiliary scientific literature and other study materials presented in print, digital and / or other formats;
- Presentation of retrieved information and interpretations orally and in written form (essays, reports ...), including using digital technologies;
- Discussion and debates;
- Creative writing;
- Plan and implement a group and / or individual research project under the supervision of a supervisor or independently;
- Mosaic;
- Internship;
- Use of appropriate digital tools, software;
- Perform translation using technologies;
- Teaching by means of bilingual and other dictionaries; Use of virtual learning environment;
- Use of audio-video materials;
- Graphic organizers;
- A visit to a museum of various profiles;
- Visiting/sightseeing of the relevant historical-cultural monument;
- Teaching of language(s) in small groups;
- Extra-curricular activities;
- Invited speakers;
- Flipped classroom;
- Active learning;
- Mixed learning;
- Problem-based learning.
- Project-based learning;
- Student-oriented teaching;

- and others.

4.2 Assessment Methods

The logical final phase of the teaching-learning process is evaluation as one of the important, developing, defining and summarizing stages of the teaching process. Foreign language / languages proficiency education programmes, due to their multidisciplinary nature, use a variety of forms of assessment in the teaching process.

Evaluation forms (intermediate and final evaluation) provided for each academic course / syllabus of each foreign language / languages proficiency education programme may include assessment components that define the student's knowledge, skills and competencies:

- Oral examination;
- Written examination;
- Verbal inquiry;
- Written inquiry;
- Homework;
- Test with open and closed-ended questions.
- Online test, computer testing;
- Quiz;
- The principle of the open book;
- Essay;
- Written work/homework;
- Translation;
- Presentation;
- Report;
- Linguistic comments;
- Qualification thesis/project;
- Portfolio;
- Individual or group project;
- Dairy/Report of practice;
- Self-evaluation;
- and others.

V. Additional Information

5.1 Academic Staff

The implementation of bachelor's and master's education programmes defined by the sectoral benchmark of the language acquisition may be provided by the academic staff of appropriate number and qualification, as well as by invited specialists with relevant experience and competencies. Academic / invited staff should ensure the development of Level 6 and Level 7 sectoral education programmes defined by the sectoral benchmark of language acquisition and their sustainable, continuous development-oriented and effective

functioning; also to provide for students to acquire / develop the key skills, knowledge and competencies provided by the sectoral benchmark of language acquisition which, if successful, will facilitate the employment of a graduate in both local and international markets; This will allow the employer to select qualified and competitive staff within the criteria provided by the International Standard Classification of Occupations (ISCO-08).

5.2 Material Resources and Infrastructure

According to the International Academic Standard of Education, there should be a well-equipped learning space in the HEI, which should ensure the creation of the necessary environment and conditions for learning and research in the educational programmes defined by the sectoral benchmark of foreign language / languages proficiency as well as the achievement of stated goals and learning outcomes, given the specifics of the field.

In particular:

- Space and inventory required for the theoretical, practical and research component;
- Training / Scientific-research centers (if any);
- Information technology equipment and communication systems;
- Library required for the implementation of the programme and international electronic library databases, that are constantly updated.
- Relevant teaching multimedia materials;
- Other / additional material and technical means, which ensure the proper implementation of both local and international research, as well as the development of teaching-learning, intercultural awareness, self-confidence and other transferable skills;
- It is also desirable to gradually supply digital software envisaged by the minimum standard necessary for virtual learning environment in the fields of philology, the studies of country/region via linguistic-historical-cultural aspects, lexicography, translation studies and other fields related to the foreign language teaching-learning and research and to establish develop/improve their usage.

5.3 Internationalization

For the purpose of successful integration in the international education and research area, for internationalization and continuous development of the quality of education, in order to successfully implement BA/MA programmes in direction of foreign language/s proficiency, the following activities are desirable:

- Planning / implementing local and international meetings, conferences, seminars, seasonal schools, workshops, congresses, symposia and other events and active involvement of students in these activities;
- Consolidation of resources for professional purposes at a specific educational level, conducting additional lectures, courses, meetings and consultations;
- Planning / implementing extracurricular activities;
- Cooperation with foreign higher education institutions, scientific research centers and various international organizations.
- Finding grant resources;



- Internationalization of research and scientific productivity;
- Organizing student internships /placements in local public, private, governmental and non-governmental, as well as international organizations;
- Establishing links with local general, vocational and higher education institutions;
- The general standard of the sectoral benchmark, depending on the specifics of the field, can become the basis for the development of a short-cycle and vocational education programme within the framework of cooperation between a higher education institution and a vocational institution.

5.4 Local and International Labor Market Requirements

Following is desirable for the purposes of promoting international migration and / or employment in the context of labor market globalization:

- Introduction to International Standard Classification of Occupations (ISCO-08). *
- Continuous communication with local and international labor organizations and integration / introduction of additional standards, views and innovations in the programme.

* Available: <https://eqe.ge/res/docs/ISCO-08-Final-final.pdf>

Possible fields of employment:

- Local and international institutions;
- Local and international associations / unions / societies;
- Scientific, research and educational centers;
- Business and State structures;
- Preschool, general, vocational and higher education institutions
(Taking into account the legal restrictions in force in Georgia);
- Library network (national, scientific, educational, mass (public), children's, school, digital and specialized libraries, etc.);
- Editorial and publishing houses.
- Professional unions;
- Diplomatic missions;
- Public / private radio and television channels and media centers;
- Information and travel agencies;
- Tourism;
- Culture and Arts Units / Institutions (Public and Private)
/ Theaters, music and creative centers / museums / archives, etc.);

VI. Members of the Team Designing the Sectoral Benchmark

№	Name, Surname	Organization/Institution	Position
1.	Nino Kimeridze	LEPL – Ivane Javakhishvili Tbilisi State University	Associate Professor of German Philology at the Faculty of Humanities; Head of Accreditation, Research and Evaluation Department;
2.	Nikoloz Parjanadze	LLC - International Black Sea University	Professor of English Philology, Head of Research Projects and Innovations Department
3.	Tamar Shioshvili	International Black Sea University, LLC	Doctor of Philology Professor, Dean of the School of Education, Humanities and Social Sciences
4.	Nino Mataradze	LEPL - Ilia State University	Associate Professor of English and American Studies at the Faculty of Arts and Science
5.	Manana Rusieshvili	LEPL Ivane Javakhishvili Tbilisi State University	Professor at the Department of English Philology; Head of English Philology Department; Head of Bachelor's Programme in English Philology; Head of MA Programme in English Studies; Head of Doctoral Programme in English Philology;
6.	Teona Beridze	LEPL - Batumi Shota Rustaveli State University	Associate professor of German Language at the Faculty of Humanities
7.	Levan Tsagareli	LEPL - Ilia State University	Doctor of German Philology, Professor at the Faculty of Arts and Science at LEPL - Ilia State University.
8.	Ekaterine Gachechiladze	LEPL Akaki Tsereteli State University	Deputy Dean of the Faculty of Humanities, Associate Professor, Head of Bachelor's Programme in French Philology

9.	Keto Galoberi	LEPL - Sokhumi State University	Associated Professor, Head of French Philology Programme Direction
10.	Maka Kacharava	LEPL - Sokhumi State University	Doctor of Philology, Associate Professor, Head of the Bachelor's Programme in Slavic Philology and the Russian Philology Module of European Languages and Literatures, Head of the Quality Assurance Service of the Faculty of Humanities, Member of the Accreditation Council
11.	Marine Aroshidze	LEPL - Batumi Shota Rustaveli State University	Professor of the Department of European Studies, Head of three educational programmes in Slavic Studies
12.	Mamuka Butskhrikidze	LEPL Ivane Javakhishvili Tbilisi State University	Associate Professor of Hebrew Studies and Hebrew Philology at the Faculty of Humanities
13.	Marine Chachibaia	LEPL Ivane Javakhishvili Tbilisi State University	Associate Professor of the Teaching-Scientific Institute of Oriental Studies at the Faculty of Humanities; Head of the Department of Hebrew-Aramaic Studies
14.	Elisabed Bzhalava	LEPL - Ivane Javakhishvili Tbilisi State University	Head of the Bachelor's Programme in Turkish Studies, Member of LEPL Ivane Javakhishvili Tbilisi State University Strategic and Action Plans Monitoring Group and Representative Council
15.	Lile Tandilava	LEPL Batumi Shota Rustaveli State University	Associate Professor of Turkish Studies at the Department of Oriental Studies, and Head of the Bachelor's Programme in Turkish Philology
16.	Davit Gotsiridze	LEPL Ivane Javakhishvili Tbilisi State University	Professor of Russian Philology at the Faculty of Humanities
17.	Marine Aleksidze	LEPL Ivane Javakhishvili Tbilisi State University	Doctor of Philology Associate Professor, Faculty of Humanities Head of BA Educational programme in Russian Philology

			Co-Head of MA Educational programme in Slavic Philology
18.	Marine Giorgadze	LEPL Batumi Shota Rustaveli State University	Professor of the Department of European Studies - Classic Philology and Byzantine Studies; Dean of the Faculty of Humanities; Co-supervisor of three educational programmes (Bachelor of Translation Studies, Master of European Studies, Doctor of Literary Studies); Member of the Georgian Representation of International Associations of Byzantines, Patristics, Comparative Literature and French Renaissance
19.	Ana Chiqovani	LEPL Ivane Javakhishvili Tbilisi State University	Associate Professor at the Institute of Classical Philology, Byzantine Studies and Neo-Greek Studies of the Faculty of Humanities
20	Irine Darchia	LEPL Ivane Javakhishvili Tbilisi State University	Associate Professor of the Faculty of Humanities, Head of Bachelor 's Programme in Classical Philology, MA programme in Greco-Roman Philology and Head of Joint International Doctoral Programmes in European Literature, Expert of Higher Education Reform
21.	Aleksandre Chulukhadze	LTD The University of Georgia	Associate Professor, Head of the Department of Oriental Studies
22.	Tamar Mosiashvili	LEPL Ilia State University	Associate Professor of the Faculty of Arts and Science, Assistant to the Director of the Institute of Oriental studies (Cooperation with foreign scientific organizations)

23.	Darejan Gardavadze	LEPL -Ivane Javakhishvili Tbilisi State University	Professor of the Department of Arabic Studies of the Teaching-Scientific institute of Oriental Studies of the Faculty of Humanities, Head of the Quality Assurance Service of the Faculty of Humanities
24.	Nana Machavariani	LEPL Ivane Javakhishvili Tbilisi State University	Associate Professor of the Faculty of Humanities; Director of the Arnold Chikobava Institute of Linguistics, member of the Scientific Council of the same institute, chief researcher of the Iberian Caucasian Languages Department of the same institute;
25.	Kakhaber Loria	LEPL Ivane Javakhishvili Tbilisi State University	Professor of the Faculty of Humanities, Head of the Center for Scandinavian Studies, Head of the Scandinavian Philology Bachelor's Programme, Scandinavian Master's Programme, Head of the sub-field in Philology of Doctoral Programme in Scandinavian Philology
26.	Marine Kobeshavidze	LEPL - Ivane Javakhishvili Tbilisi State University	Associate Professor of the Faculty of Humanities; In the field of Western European Philology (Roman Philology - Spanish); Head of the Bachelor's Programme in Spanish Philology
27.	Maia Javakhidze	LEPL - Ivane Javakhishvili Tbilisi State University	Associate Professor at the Faculty of Humanities in the field of Western European Philology (Roman Philology, Italian Language)
28.	Levan Gigineishvili	LEPL - Ivane Javakhishvili Tbilisi State University	Full Professor at the Faculty of Humanities
29.	Natia Chantladze	LEPL Ivane Javakhishvili Tbilisi State University	Associate Professor of the Faculty of Humanities (Head of the Department of Armenology at the Institute of Oriental Studies); Head of the Bachelor's Programme in Armenology; Head of

			Armenology module of MA (Medieval Christian Eastern Philology // Armenian Philology) and PhD (Philology // Armenian Philology) programmes of Faculty of Humanities
30.	Tatia Memarnishvili	LEPL - Ivane Javakhishvili Tbilisi State University	Japanese language teacher at the Language Teaching Center
31.	Ana Gogvadze	LEPL - Ivane Javakhishvili Tbilisi State University	Chinese language teacher at the Language Teaching Center
32.	Merab Chukhua	LEPL Ivane Javakhishvili Tbilisi State University	Associate Professor, Head of the Scientific Institute of Caucasus Studies, Head of the Lexicology Department of the Arnold Chikobava Institute of Linguistics, Chief Researcher
33.	Lela Ebralidze	LEPL Ivane Javakhishvili Tbilisi State University	Assistant Professor
34.	Khatuna Beridze	LEPL Batumi Shota Rustaveli State University	Associate Professor in the field of English at the Department of European Studies, Associate Professor; Head of the Translation Module of the Master's Programme in European Studies, Head of the Center for Translation and Interdisciplinary Studies.
35.	Tea Petelava	LTD – The University of Georgia	Associate Professor of the School of Humanities
36.	Ketevan Tibua	The Branch of Goethe Institute in Georgia	Coordinator of the Department of Collaboration in the field of Education