Language Training School

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Language Training School (LTS)

Layout

- Background information and mission of the school
- Organization of the School
- Institutional Development
- Changes/Results/Impact
- Future Plans

Language Training School (LTS)

Background Information

- The Language Center was established in the National Defence Academy of Georgia, in October, 2001
- The Language Center transformed into Language Training School (LTS)– 2011
- The School operates under authority of the TMEC– 2021
- It currently employs 42 teachers across four geographically separate locations.
- Every year the LTS offers various courses. Languages taught: English, German, French, Turkish, and Russian





Mission of the school

To provide Georgian MoD military/civilian personnel with language training wherein they develop their ability to communicate in the languages they study. The school fosters students' progress in the four skills – listening, speaking, reading and writing. Through a variety of courses which include general and military language, students are prepared to perform their duties in an international environment.

PROGRAMS

Intensive English Language Program – Survival

- Course duration – 20 weeks
- Main textbooks – Roadmap A1, Roadmap A2

Intensive English Language Program – Survival +

- Course duration – 14 weeks
- Main textbook – English File Pre-intermediate

Intensive English Language Program – Functional

- Course duration – 20 weeks
- Main textbooks – Roadmap B1, Roadmap B1+

English Language Refresher Program A1

- Course duration – 6 weeks
- Main textbook – English File Elementary

English Language Refresher Program A2

- Course duration – 6 weeks
- Main textbook – Roadmap A2+

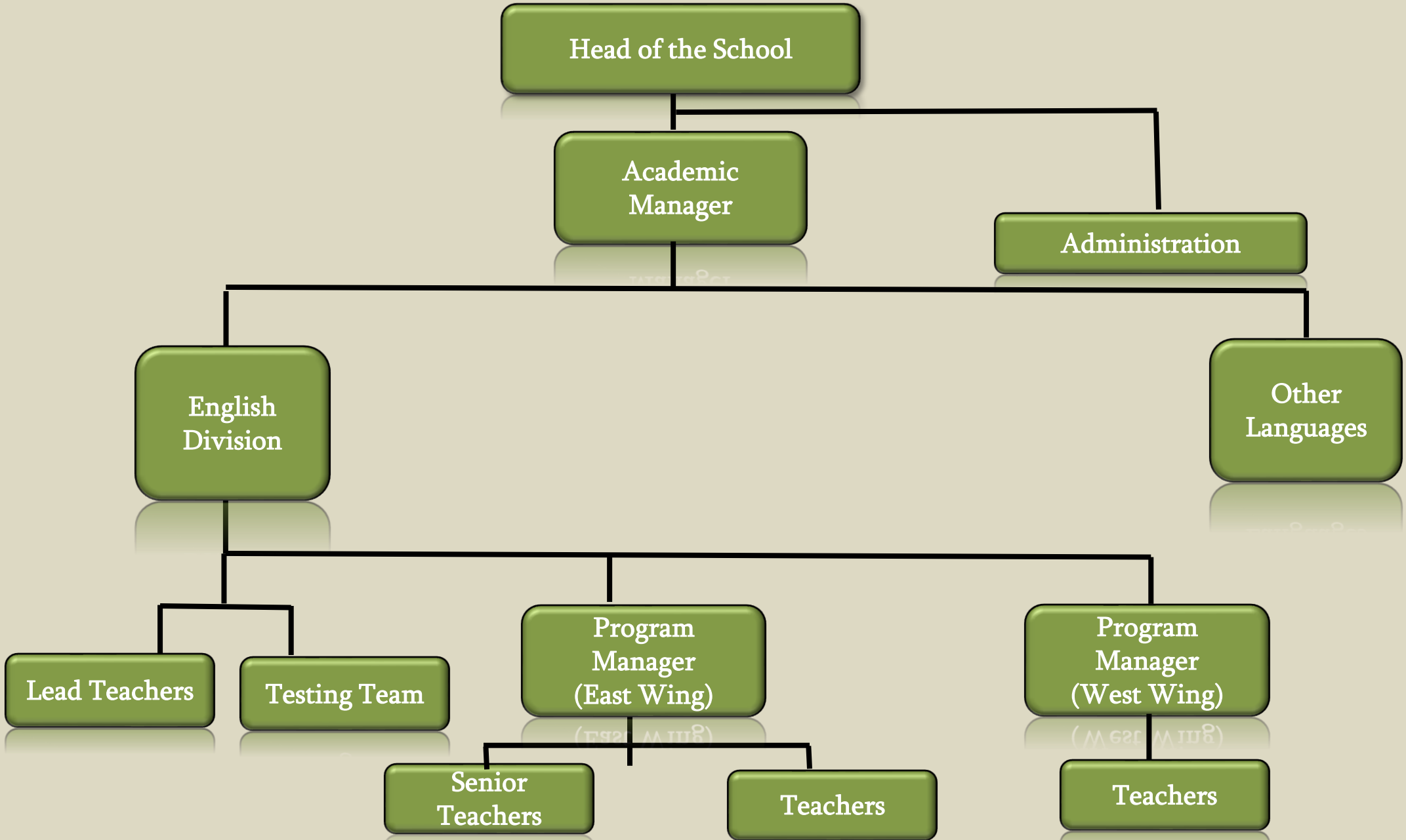
English Language Preparation Program for IMET (International Military Education & Training) – Level I

- Course duration – 12 weeks
- Main textbook – ALC (American Language Course) books 11-20

English Language Preparation Program for IMET (International Military Education & Training) – Level II

- Course duration – 12 weeks
- Main textbook – ALC (American Language Course) books 21-30

School Structure



Institutional Development

Following the **ELCD assessment**, several changes took place:

- Academic management structure strengthened through the creation of an Academic Manager role
- Academic work was reorganized
- Language programs were redesigned and improved
- Programs completion aligned with STANAG testing
- Closer cooperation with STANAG testing team was established
- Academic procedures and systems were developed and updated
- A quality assurance system was introduced
- ELCD-related objectives were systematically implemented and monitored

Why Change Was Necessary

Student and teacher feedback obtained through qualitative and quantitative research:

- **Questionnaires, interviews and stakeholder consultations** highlighted assessment-related stress
- **80%+ of students** and **70% of teachers** reported high stress
- Frequent **high-stakes testing** was identified as a key issue
- The pressure negatively affected the **learning environment and motivation**
- The assessment system needed to shift from **high-stakes testing → supportive, formative assessment**
- The aim was to **reduce stress, lower the affective filter, and support learning**

How the Changes were Achieved

1. **Assessment practices**

- Progress tests shifted from **high-stakes grading → formative feedback**
- Individualized feedback used to **guide learner development**
- Testing frequency was **reduced**
- Alternative assessment methods introduced:
  - Peer review
  - Self-assessment
  - Project-based learning

2. Teacher support

- Teachers received training in **formative assessment**
- Feedback practices shifted from **error correction → learning-focused feedback**
- Reduced testing also **lowered teachers' administrative workload**

3. Organizational support

- A clear **communication plan** was developed
- The purpose and benefits of the changes were communicated to **key stakeholders**
- Transparent dialogue helped build **understanding and support**
- Changes were aligned with **institutional priorities**

Impact on Stakeholders

Students

- Reduced test anxiety
- Lower affective filter
- More targeted and timely feedback
- Greater engagement and motivation

Teachers

- Reduced workload and stress
- More time for learner support
- Improved assessment practices
- Professional development opportunities

Academic Management

- Increased staff and student satisfaction
- Stronger academic support
- INSET opportunities for teachers

Ministry / Leadership

- Better understanding of the changes
- Stronger collaboration with stakeholders
- Improved language development across the organization

Overall impact

- A more supportive, learner-centered and sustainable assessment system

Way Ahead



1. Improving management processes

- Applying modern approaches to enhance efficiency of the school management processes;
- Further development of quality assurance documents and related Standard Operating Procedures (SOPs).

2. Improving teaching/learning and assessment

- Enhancing teaching methods to support diverse learning needs through regular teaching/peer/self observation sessions;
- Ensure a more flexible approach to teaching by incorporating diverse learning resources into the lessons to make learning more engaging and purposeful;
- Implementing better assessment strategies for effective learning evaluation.



3. Developing and updating curriculum and syllabi

- Continuously refining the curriculum to meet academic standards and emerging needs;
- Updating syllabi to reflect modern teaching practices and address students needs.

4. Maintaining high academic standards

- Ensuring alignment with the evolving needs of the Defence Forces of Georgia/MOD;
- Striving for continuous improvement in educational outcomes.

5. Trainings for continuous professional development

- Ensure the continued participation of teachers and management team in conferences, their professional growth and skill enhancement in line with educational best practices; This could be achieved with the support from DEEP.
- Continue organizing inset sessions which address the specific needs of LTS teachers to support their professional development.

Thank you