

## LANGUAGE PROPOSAL ON TEACHER DEVELOPMENT

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**Annotatsiya:** Hozirgi zamon talabi insonlar qay soha vakillari bo‘lmasinlar, o‘z ustida muntazam ishlab, shaxsiy rivojlanishni doimiy an‘analariga aylantirganlaridagina professional bo‘lib borishlarini taqozo etadi. Aynan shu kabi kadrlarni rivojlantirish uchun turli kurslar tashkillashtirish hamda ushbu kurslarni moliyalashtirish uchun esa turli loyiha ishlari qilib, xususiy hamda davlat tashkilotlariga taqdim qilinishi diqqatga sazovorki, ushbu davr talabiga mos kelishini ta’kidlab o‘tamiz. Quyidagi taqdim etiladigan material esa O‘zbekistonning ma’lum bir hududida tashkil etilishi kerak bo‘lgan kadrlarni malakasini oshirishga yo‘naltirilgan, loyihani ishi tayyorlashni o‘rgatuvchi maqoladir.

**Kalit so‘zlari:** loyiha ishi, moliyalashtirish, baholash, tashkilotchilar, ishtirokchilar, ma’lumot.

**Abstract:** Modern era requires people to become professional. To be professionals they need to work regularly on themselves and make personal development their permanent tradition, no matter what field they are in. We emphasize that it is noteworthy that various courses are organized for the development of such personnel, and various project works are presented to private and state organizations for the financing of these courses. The material presented below is an article aimed at improving the qualifications of personnel to be organized in a certain region of Uzbekistan, and explains how to prepare of project work.

**Key words:** project work, financing, evaluation, organizers, participants, date.

### Context

Contemporary, developing in a super-fast pace world requires societies not to leave behind the changes occurring today. Subsequently, that refers to the language acquisition as well. English teachers having been significantly prioritized in Uzbekistan, because of language policy which is being held actively by current government, are demanded to be

multi-functional in order to catch up with this high tendency of language learning and assessing as well. As the language is becoming more and more common for the most parts of the world it is appearing to be more obvious to acquire it as a second language is likely crucial for young generation.

The current issue for the English teachers from distant rural areas of the country is to involve them in the courses to enhance both their pedagogical and language knowledge. Once learning English is highly requested, checking student's knowledge is also recommended to be designed appropriately. In turn, English teachers are coming up with new problems as proper assessment or designing of well- suit tests and assignments for the students. For that purpose, variety of tests are suggested to check a learner's proficiency, such as TOEFL (mostly TOEFL IBT in Uzbekistan), IELTS (up 5.5 band score is required applying for Uzbek state Universities), APTIS (for English teachers to find out their proficiency level) and State Foreign Language Proficiency Testing (designed according to CEFR Framework requirements and is specified for both teachers and students). Besides, different Olympiads, competitions in terms of language learning are being held which requires high knowledge and competency of test designing and assessment. However, except from ready- made tests or assessment tools it would be preferable to make up their own assessing product.

This proposal is to aid English teachers of distant district of Kashkadarya, Kitab,so that they can perform well, firstly, at assessing, designing tasks and tests. Secondly, teaching English enhancing their level in the language significantly. By the Resolution of the President of the Republic of Uzbekistan dated May 19, 2021 No. PP- 5117 "On measures to bring the promotion of foreign language learning in the Republic of Uzbekistan to a qualitatively new level" school teachers are motivated to take Proficiency exams and get Certificate with the results C1 level according to the CEFR. Especially, there is necessity of support for public school English teachers as they have restricted budget for special courses which cost an arm to

leg for them. Although a number of projects are intended to improve English literacy of the teachers, not all of them are able to have that opportunity as a matter of the facts related with job hours, family problems together with the factor of the location and specialists. For instance, teachers of schools are required to train for upgrading and retraining courses every five years by the presidential decree “On enhancing organization of teacher training in the system of qualification upgrading” which was established in 2021, February and made significant changes in the previous one (lex.uz). Nevertheless, now teachers, particularly English tutors are given opportunities to attend those courses in a remote mode, chances are being wasted in terms of a number of factors which were mentioned above. Meanwhile, the similar issues were observed in different parts of the world, for example, Hossein (2016) researched familiar case in rural areas of Bangladesh pointing out the main factors. He stated in this situation both English learners and teachers should be motivated to gain effectiveness of delivering the language, as to speed up the success of foreign language learning is partially connected with motivation (Gardner, 2006).

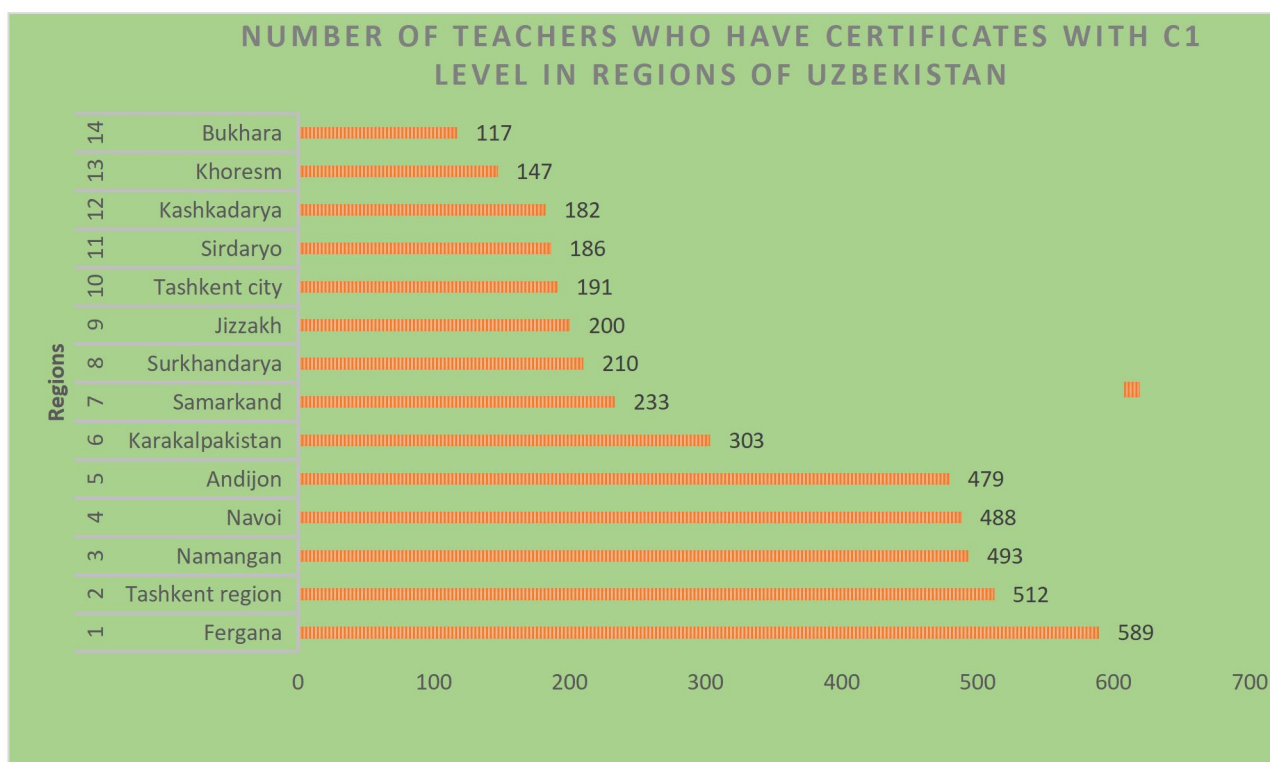
### **Educational Setting**

Concerning on the future generations and the quality of their education Uzbekistan is striving to be in a leading countries row. This leads to the requirement of the English teachers of all educational institutions, particularly specialists at schools, being more qualified and skilled than before. However, not all schools are equally provided with the specialists as a matter of the fact that regions are located in far distance from the central educational system. The Diagrams 1 and 2 are likely to be evidence of the fact that teachers of provincial schools along with urban specialists tend to participate professional development course.

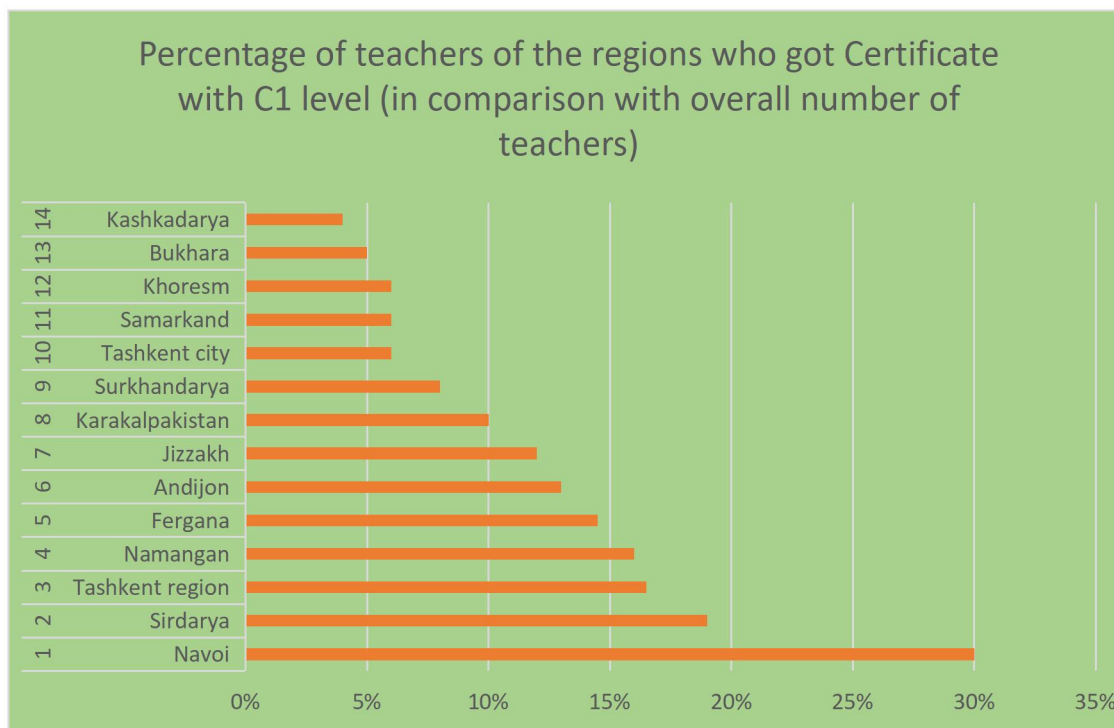
According to the statistics provided by the official website of Ministry of Education, uzedu.uz in the republic out of 501,044 school teachers 53,000 are English teachers. In turn, Agency for promoting foreign language learning in its official site, lpa.gov.uz published out

the statistics on number of teachers who received Certificates with C1 level according to the CEFR in 14 different regions of Uzbekistan. Subsequently, 338 out of 4494 Kashadaryan English teachers belong to the region Kitab. According to the language policy of receiving C1 level language Proficiency Certificate and getting 50% extra payment of a teacher’s salary has already been put into action and till December, 2021. Only five out of 338, even less 2%,

LPP Report on the number English teachers who received Language Proficiency Certificates in October and November, 2021.



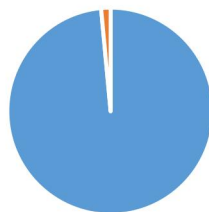
(Diagram 1)



(Diagram 2)

English teachers of Kitab got C1 level and accordingly are getting 50% extra money additional for their salary. However, this is extremely small number comparing to other areas such as Kiziltepa district in Navai where 30 English teachers out of 232 are owners of C1 levelled Certificates or Tashkent city where nearly 40 teachers of common public schools (not specialized) got certificates with scores equal to C1 (Pie charts 1,2). Taking the number and percentage of Kitab English teachers as a whole, the amount is clearly not sufficient for the district with 93 schools and more than 50,000 pupils. This indicates English teachers of the district should be trained as Crandall and Miller (Celce- Murcia, 2014, p.642) stated that short courses with ELT colleagues are one of the best ways organizing special development institutes for English teacher learning from other instructors and teachers feeling renewed.

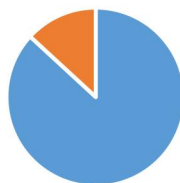
Overall percentage of the teachers with and without Foreign Language Proficiency Certificate (C1) in Kitab district, Kashkadarya



■ 1 Teachers without Certificate (C1) ■ 2 Teachers with Certificate (C1)

(Pie chart 1)

Overall percentage of the teachers with and without Foreign Language Proficiency Certificate (C1) in Kiziltepa district, Navai



■ 1 Teachers without Certificate (C1) ■ 2 Teachers with Certificate (C1)

(Pie chart 2)

This issue is tightly connected with the location because the district surrounded by mountains is located far southern part of the Kashkadarya region. As a matter of that fact, not all teachers could participate various meetings and workshops organized by Karshi State University time by time. Even if they are sent for mandatory preparation for enhancing their qualification they have to arrive to the capital city of the region, Karshi.

### **Political/Administrative Setting**

By the decree of the Republic of Uzbekistan dated December 10<sup>th</sup>, 2012, number PP-1875 “On measures to further to improve the system of learning foreign languages” the future of the English language teachers intended to be not the same as it had been before. Once

foreign language policy was investigated in macro level in the country and subsequently the implementation of the decree did not make both learners and language instructors to wait long. Exchange programs started to be released along with State grants. Furthermore, almost all schools were equipped with at least one projector and 3 lap-tops, also, loudspeakers were provided.

The changes continued with another decree signed in May 2021 by the second president of Uzbekistan, Mr Shavkat Mirziyoyev, entitled “On measures to promote foreign language learning in the Republic of Uzbekistan to a fundamentally new level”. Accordingly, a program was set to achieve high results and as previous minister of Education Shermatov Sh assumed by 2030 approximately 5300 of teachers ought to get international and state language proficiency certificates equal to C1 level. Although the state educational authorities started to bolster teaching and learning process of the language, for instance inviting 27 foreign teachers with the help of The USA Embassy, not all regions are getting that aid.

Every single action, policy, project, workshops, webinars, training courses are directed to empowering teachers’ existed knowledge. The recent decree which was mentioned earlier motivates language teachers to continual professional education, [Richards and Farrell (2010, p.3) identified teacher education connecting the two expressions: training and development. Therefore, taking everything into account organization of outlined course for school English teachers.

## **Culture**

In every essential project that is intended to be designed cultural issues and varieties have to be taken into consideration in order not to face with challenges of national issues at the duration of the program. As the national mentality are often noticed in the distant regions of the country teachers are believed to be with strong beliefs of traditional creeds and lifestyle.

Being aware of those difference and views the project proposal should be made suitable for the participants. For instance, family conditions as a number of female teachers (almost all of them as 95% of the possible participants are assumed to be women) are married and in traditional Uzbek families, women are considered to be at home before the sunset and be engaged with household chores. Besides, the location should be in the center as from the participants are invited from different parts of the district, because of the road issues which is likely to be an objective for some of them might be avoided before the project is launched. As Edwards and Newcombe (2005) stated to ensure successful appropriate language proposal “geographical and linguistic realities need to be included”. Except the ones which mentioned there is no any cultural drawbacks that might bother to meet the expectations.

**Goals and objectives.** The aim of the current proposal is to train English school teachers of rural area of the country, namely Kitab district, attaining to improve their receptive and productive skills along with teaching them to design tests and assessment rubrics on their own according the topics that they teach in the future. By the end of the project they will be able:

- ✓ To improve their academic writing skills, precisely responsive and extensive writing;
- ✓ To improve their Speaking skills in English
- ✓ To implement reading and listening techniques while being tested;
- ✓ To find out the technique of text mapping while designing listening and reading tests and assignments.

### **Inventory**

Location of the project is appointed to be in specialized school #1, in Mustakillik street of Kitab district. The school is providing 5 ordinary classrooms with basic equipment as



chairs, five white boards and a hall along with the canteen for a whole working day. Also, the IT room of the school is facilitated to conduct practical parts of the sections.

Additional to existed inventories, a number of items have to be purchased from the fund to be supported, such as projectors, loudspeakers, demonstrative flashcards in accordance with printed materials. Although the school's support in terms of equipment is provided, there would be still necessity in laptops which may be asked participants to bring their personal those due to the fact that the amount of budget is not sufficient to cover buying laptops for all participants.

**Recommendations.** The more foreign language teachers, particularly English teachers are educated or trained the better results can be viewed in terms of a language learning, especially during the period when macro language policy is held with the intention of getting high proficiency of competence of English learners. According to the statistic which is depicted by the website [ef.com](http://ef.com) relying on data provided by the World Bank, Uzbekistan got 88<sup>th</sup> place on literacy of English language among 112 countries, 18 place out of 24 Asian countries which presented very low index in 2021. Relying on the data which clearly lead to the solution of implementing teacher training courses as much as possible to boost the quality of their educating process immensely in a short period of time. Briefly, it can be comprehended that, there is a huge gap between existence and expectations. Those expectations of the government which is clear by the presidential decree mentioned in Political/Administrative setting are precise and achievable although existing situation in terms of teaching English is likely to lack noticeable efficiency and reliability currently.

These assertions are met by a question whether there have been either a project or proposal with the same purposes earlier. As mentioned from 2012 there have been dozens of that type of proposals which appeared to be of little help for far distract English tutors. But, recently, active exchange programs have started to be piloted. For instance, a number of

American teachers were invited, with initiatives of former Minister of Education Mr. Shermatov, to travel around the country and to exchange experience with the local teachers in 2021, May. This program is still on the process and on some particular scales meeting its objectives slowly but surely. Besides, another program “Full Bright” proposed by the US Embassy in which English tutors of public lyceums, schools and colleges are participating and winners of this exchange program are boosting their methodological, pedagogical and linguistic knowledge practicing in the US annually. Still, these actions are not sufficient in terms of the teachers who equally desire to improve their pedagogical and methodological abilities alongside language competence if we striving to upgrade the index which ought to be with a high rate. As these two programs are approving their efficiency both from the motivational and educational point, it would be highly recommendable to invite foreign teachers whose first language is English.

The project is expected to be successful and efficient as two experienced US teachers are invited to join it with the support of The US Embassy in Tashkent. Moreover, 5 assistant tutors, gradulators of MATESOL Webster University in Tashkent, with a fluent English speaking alongside 5 in-service teachers from local methodological support and from the school #1 are responsible staff for the project.

**Suggested timeline.** The tutoring period is designed from the perspective of the participants and trainers timetable. As long as teachers have to work during the daytime, the second part of the day is considerably suitable both for organizers and participants as well. The course duration is decided to be held for a month (4 weeks), almost on a daily basis (Saturdays and Sundays are day offs). Every day students have two lessons which last 3 hours with a coffee break time (one lesson- 80 minutes). Participants are made free from job duties after 12:15 p.m. and school is responsible to cover the road and lunch expenses from the fund of the director which is provided by the state budget.

Piloting the project. There are two phases which includes the first preoperational and the second main and assessing phases.

Phase 1 (4 or 5 days) includes the activities such as:

- Signing contract with a sponsor
- Selecting and purchasing necessary items and equipment for the course
- Inviting and arrival of foreign tutors along with the selection of the local teachers
- Arranging travel and buying tickets to the district

Phase 2 (2 or 3 days) is mainly connected with administrative affairs which deals with the following actions:

- Registration of the participants for a monthly course
- Organizing the educational atmosphere in a place where the course is planned to be held

Phase 3 (3 weeks) is the most crucial part of the project when the main course process is scheduled for a month and outlined as following:

- Teaching procedure
- Observing and monitoring the results; success and efficiency of the participants
- Evaluation and assessing time

## **Aspects**

**Target language skills.** Bearing in mind that the teachers (participants) are expected to boost their English as well as assessment tool designing skills, besides, foreign teachers are invited to give lectures and to maintain the practical part of the course, the language of the

class is decided to be only English with a level B2, at least B1 according to the CEFR (Common European Framework of Reference).

The course itself consists of two main aspects.

1. Language learning

a) Writing classes

b) Speaking classes

c) Reading and Listening classes

2. Language assessment and test designing

a) Assessing Writing and designing writing task

b) Assessing Speaking and designing question cards for candidates

c) Assessing receptive skills and designing tests them

**Assessment.** At the beginning, of the course, after registration process it is considered to take diagnostic test from the participants. For the sake of practicality, it is desirable to select tests with multiple choice distractors. Accordingly, for initial assessment as Brown (2010) offered administrators are suggested a checklist of features by analyzing and assessing the results of those tests using holistic rubric. Further, in the process participants are assessed by using formative assessment as a positive feedback provided to each their achievements and errors occurred during the course.

Moreover, for educational observation purposes alternative assessments such as presentations, reflective writings, online quizzes are implemented. To analyze and to “predict participants’ likelihood of future scores” (Brown, 2012, p.33) in terms of predictive validity

the assessment criterion as achievement tests will be taken in the end of the course. Tests are designed covering both productive and receptive skills of language scoring a candidate as in the rubric given below:

Scores	Level
100-86	C1
85-75	B2
75-65	B1
65-55	A2

The participants finished the course successfully both participating all lessons and taking tests will be provided by Certificates of the Embassy and Ministry of Public Education.

**Actors. Macro level:**

- The Ministry of Public Education supports the project with regulations and instructions as Kaplan (2011) explained the project ought not to be circumscribed by regulations of authorities rather it should operate in agreement with the government.

- Kashkadaryan branch of Agency for promoting foreign language learning- they assist with involving their specialists as Ager (2001 cited in Zhao, p.909) identified they can be categorized as “the ruling group” in this project

**Micro level:**

- Project organizer - Dinora Sodikova is a main actor of the ongoing project, who is responsible person for not only managing the course but also promoting enhancing and using the English language (Liddicoat and Baldauf, 2008).

- Invited professional language instructors (native speakers or close to native speakers) as Zao (2008) categorized refer to “people with expertise”.

- Local in-service teachers – people with interest stating by Zao and Baldauf (2008) are mainly attracted to the project from local schools and language learning centers.

- Participants (English teachers of Kitab district) – as “invisible planners” (Pakir,1994) are crucial in the process of the project to research and find out the effectiveness of the project. The volunteers, teachers, are registered from the various schools of the district.

### **Funding.**

#	Item description	Item quantity	Price per unit	Total
1	Journey expenses(fee, lunch ,dinner)			200\$
2	Accommodation of the teachers			200\$
3	Food, meal			300\$
4	Whiteboards	3 items	100 \$	300 \$
5	Projector	2 items	300 \$	600 \$
6	Laptops	2 items	300 \$	600 \$
7	Printed materials, stationary (pens, markers, paper A4, notebooks,			

	posture, the rest of the stationary will be released after the project implementation)			300 \$
8	Instructors' payment		1000 \$	2000 \$
	Assistant teachers		400\$	2000\$
9	In-service teachers' payment		1000 \$	1000 \$
Total amount		7500 \$		

### **Reallocation of resources.**

Due to the agreement and instructions of Ministry of Education the school #1 in Kitab district hosts the program providing 4 rooms equipped with chairs, boards. Two projectors are set in two different rooms to demonstrate materials, however, two of the other rooms are used for practical part of the course with the activities such as discussion, debates, role plays and writing tasks. Three whiteboards along with markers are given to the tutors of the rooms #1, #2 and #3. Printed sheets of paper of selected and planned materials are handed out participants every lesson. Between the two lessons there is a 20-minute where teachers are provided with meal and drinks.

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