



Title: Organizing Teacher Trainings for Local School Teachers to improve Teaching English Proficiency

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Abstract

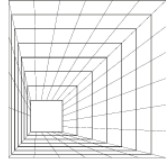
This thesis aims to investigate the effectiveness of teacher training programs for local school teachers in improving their English language teaching proficiency. The study will assess the current state of English language teaching in local schools and identify areas where teachers require improvement. Additionally, the research will analyze the benefits of teacher training programs and their impact on the quality of English language teaching. To collect data from local school teachers and administrators, a mixed-method approach including surveys, interviews, and classroom observations will be used. The findings of this study will provide valuable insights into the effectiveness of teacher training programs and their potential to improve the quality of English language teaching in local schools. The research will also contribute to the development of effective strategies for organizing teacher training programs that can enhance the English language teaching proficiency of local school teachers.

Key words: Globalization, teacher trainings, smartboard, placement test, teachers' trainers, Assistant teachers

Introduction

Globalization can be considered the forces which bring myriad changes and exercises on standards and demands in almost all societies all over the world. Like other spheres, Globalization has noticeable influence on the way of spreading languages and its communicative situations. English language is considered as popular language to learn due to its economic, technological, educational and social advantages (S. Kheng & Baldauf ,2006) Therefore, many countries have been promoting the effectiveness of teaching and learning foreign languages in order to gain reputation in the globe in this cutting-edge period by arranging several linguistic projects.

For last 2 decades, Uzbekistan has been paying attention to bring more improvements of English language education in local educational institutions, for this reason, The Government is cooperating with English speaking countries to attract more native speakers of English to train local school educators. Although numerous facilities and resources are being created by the authority, the situations of teaching English in some public schools which are located in rural areas are still inadequate and teachers working there have been utilizing traditional and



ineffective ways in their teaching practice. To achieve our national goals, we need the help of foreign and professional Uzbek instructors to train school teachers working in ESL and EFL settings. This is the best way to achieve the target by conducting trainings for them with the help of the national and prefectural governments as well as foreign and national agencies although it is demanding project for the staff and organizations involved in the project.

Literature review:

According to Kachru (1990), there is no other languages which have as much influence on the world as English did, for this reason, English is promoted by both expanded and outer circle countries. Uzbekistan is considered one of countries which is trying to move from the expanded circle to outer circle. After Uzbekistan became independent from the Soviet Union, a new era started in teaching English as a foreign language at all educational institutions. Hasanova (2007) pointed out that because of for this reason, the government started to offer cooperative contact to foreign agencies like British Council and The United States Agency for potential developments in language learning. Moreover, in 1990s years, CLT was promoted and supported in many formal conferences by the local educators as well as invited foreign teachers (Matskevich, 2002). However, so far some local schools are utilizing old traditional methods in their teaching process. In order the English language role as the first way of international communication and the citizens' favorable attitude toward it, English began to be taught and learnt widely in Uzbekistan, to tackle this problem still existing in learning foreign languages, the President of Uzbekistan, Shavkat Mirziyoyev signed a Presidential decree "On measures to further improve foreign language learning system" on the 10th of December in 2012. Very crucial rule was made by the President so as to develop teaching English system in Uzbekistan. From that year, English will be taught from the 1st grade in all local schools situated in the area of Uzbekistan. That was accepted as a drastic change in teaching foreign languages in our country. At the beginning of this project, it seemed a bit difficult for teachers for school teachers who were not accustomed to conducting lessons for kids. According to the Presidential Decree, the teachers who are able to get English proficiency level CEFR certificate from the State Testing Centre can get extra 15 % salary for urban and 30 % salary for rural areas. It has been a wonderful motivation for school teachers to be trained and be expert at their professions.

In order to handle several problems related to teaching and learning foreign languages, as Kaplan (2011) claimed, forming certain language policy and planning at micro and macro is the first important step to for every country to encourage its populations. This language proposal is at micro level. According to Liddicoat & Baldauf (2008), micro or local language planning was appeared after macro level one began to widely used in many countries. Micro level Language planning may be formed by a particular group of language users. Although this project is going to be supported by the national government, it has been issued by local school teachers and it is orientated to tackle the problems existing in this educational organization. However, after implementing this project at one school, it can be recommended to utilize in all local public schools in Uzbekistan. Therefore, this program will be at macro level, as Macro language planning is frequently large scale and systematic, involving specific actions that are planned and carried out in order to spread language policies and to obtain certain results in the whole country (Kaplan, 2011)



Educational context

This proposal covers about the improvements of Teaching English Proficiency level in the local public school which is situated in the eastern district of Samarkand legion. This proposal is focused on organizing teacher trainings with the help of trained local instructors and foreign trainer who have internationally-recognized qualifications at national public school which is located far from the city center in order to ameliorate local teachers' knowledge and teach them contemporary effective methods and approaches and techniques. This proposal is issued by 24th public elementary school teachers who want to attend teacher trainings organized by native speakers of English language in order to improve school educators' qualifications and knowledge in methodology and pedagogy. If we are able to involve 10 teachers who have been working at this local governmental public school, they will share their insights and qualities with other educators who have been teaching in neighboring areas. This school was established in 1992 when children living there used to commute to the school located far from their homes. English is taught 10 hours per week and this school is not specialized in any subject.

The improvements of teaching foreign languages at educational establishments situated in Uzbekistan have been given high importance since our country became independent. Therefore, myriad improvements and drastic changes in Education system have been carried out by the government. According to Hasanova and Tatyana's project (2007), "Major educational reforms in the late 1990s brought about the revision of curricular standards for foreign language teaching in Uzbekistan". After the Soviet Union fell, favorable attitude toward learning English appeared among language learners since English could be considered as the language of international communication. However, there are still besets with addressing the requirements of most school educators in grades B2 or C1 through the development of training and materials to strengthen teacher expertise, strengthening teachers' qualifications in using various productive methods in teaching practice and attracting professional native teachers as teacher trainers. If school educators are received adequate trainings with the help of professions, noticeable improvements will be seen in English language education.

71 public schools exist in Narpay district. Almost over 200 educators have been teaching General English as a foreign language for many years. In order to acquire enough knowledge about more productive methods, approaches and techniques, teacher trainings should be carried out by native and professional local trainers. Although textbooks for schoolchildren have been changed according to principles of teaching English, some school teachers are accustomed to utilizing old traditional **methods** called GTM (Grammar Translation Method) and approaches which are not as productive as they are expected, for this reason, 10 English teachers working at 24th public school are expecting to be trained and exchange experience to learn Direct, Audio Lingual methods and Communicative Language learning approaches. This TTP project will be carried out in local school where pedagogical capacity of English teachers is low. This project consists of three main phases to identify needs of English teachers. In the first stage, this project will be discussed and planned with non-native school educators and native professionals. In the second level, the needs of school English teachers will be analyzed taking existing problems into consideration. In the final step, taking funding, design and time into account, necessary technical tools, important resources for the program and all documents will be gathered and formed.



Goals and Objectives:

The basic goal of this project is to conduct productive and informative lessons for English language learners by organizing trainings for school educators in the school No_24. Another important goal of the TTP is that more teachers need to be involved in this project in order to get B2 and C1 level in CEFR, IELTS and TOEFL.

The main **objectives** include:

1. providing authentic materials and resources for teachers to create real English atmosphere in classes
2. improving local school educators' knowledge in organizing effective and engaging lessons
3. attracting professional native language teachers as trainers
4. providing enough funding for the program

Inventory and Gap

There is the room for teachers to use school computer to search necessary internet sources and some authentic materials and few foreign newspapers collected in the school library for English teachers working there.

Other comfortable facilities should be organized at school so that we can attain the goals of the project. Only whiteboards and computers are available at school. However, internet is not available to search needed information and sources for both teachers and learners. Moreover, the classrooms specialized to learn English need to be provided with modern computer with headphones, projectors and smartboards to increase Teaching English Proficiency Level at this educational institution.

Recommendations

Appropriate plans and documents for organizing teacher trainings will be analyzed with the help of responsible authorities of educational institutions and professionals work for foreign organizations. After conducting trainings for local school teachers, they will be able to conduct lessons using contemporary methods which will bring improvements in teaching practice. Therefore, I can recommend that the brochures and presentations involving useful data to improve skills and pedagogical abilities of school teachers need to be made by trainers to share with other school teachers who are not able to attend these trainings. After implementing this project, we should organize other trainings courses for other teachers working at other schools by involving these 10 teachers who will attend this project.

I have been motivated to work on this program after reading the project carried out by Gunma Prefectural Women's University in Japan between 2005 and 2006. Although there had been has been noticeable developments in English Proficiency in several educational establishments located in Japan, teaching English in Japanese society at large did not see myriad improvements in training school educators by professionals. As many foreigners visited Gunma in order to make research, project and as tourists, University meant to organize that project to improve school teachers' knowledge in pedagogy and methodology. The stakeholders of the project were the National government, Prefectural governments, Foreign Language Research Institute and ALT (Assistant Language Teachers). As well as training teachers, the program aimed to change the system of entrance exams which means that more questions which demand listening ability need to be involved in examinations so as to improve listening skills of language learners.



Modifications:

Attracting more native speakers of English as trainers as well as instructors in order to motivate school educators to improve their qualifications and knowledge in the whole country. As we are living in cutting-edge period, implementing technology and tech tools in teaching practice makes lessons much more productive. In the project, focusing on improving listening ability was emphasized, however, integrating all language skills in entrance exams will make all teachers working on how to teach all skills at the same lesson. And I am going to add the statement about teaching English in early ages. Learning English in kindergartens is the most effective way to bring improvements teaching foreign language system.

Suggested timeline:

In the 1st year, all preparations for teacher trainings like necessary documents, needed technical tools, convenient locations and plans for attracting native trainers will be made:

1st phase. March, 2021 -Submission of proposal

2nd phase. April-May, 2021- Expected Grant Notifications

3rd phase. June- August, 2021- Obtain technology and prepare locations

4th phase. September – December, 2021- Attract professional native trainers

Within 2nd year:

5th phase. January – May, 2022- Organize informative and engaging trainings for local school teachers

6th phase. June- August, 2022- Analyze outcomes and implement this project in other local schools.

Target language:

This project mainly focuses on improving school teachers' **English** language proficiency level by applying successful trainings for them. The program can be organized gradually so that comforts for foreign trainers should be created.

Assessment:

In order to check their gained knowledge in all skills, at the end of each session, every school educator should conduct demo lessons and invite their colleagues and teacher trainers in order to show effective shifts in their lessons. Moreover, they will be asked to get international certificates like IELTS, TOEFL and national CEFR certificate.

Political and Administrative Setting

In almost all local schools, political rules and administrative rules have been changed since Uzbekistan became independent. For instance, all school authorities should provide necessary technical tools and facilities for English teachers since the national Government has given a high priority to use Communicative Language Teaching principles after Uzbekistan achieved independence.

Culture

As we involve teachers as learners in this project, it is a bit alien for them to attend trainings after school lesson since mostly they prefer to spend their half day with their family. However, taking this issue into account and in order to create more chances for them, we are planning to substitute other teachers for them and ALTs will be teaching their students until this project is finished to make the procedure of the project successful



Actors:

The involved subjects of the project are 10 English teachers at the local school in Samarkand region. Institutions and organizations are the national government, the authority of Samarkand region, 24th public school and stakeholders are the director and staff of a local school, the leader of Samarkand and the government. English teachers working at other schools located in the same district are going to be involved as assistant teachers.

Funding:

Purpose	The amount of money
Hiring a native trainer	10000 \$
Buying smartboards and projectors	2800\$
Purchasing computers	25000\$
Textbooks and resources	2300\$
Salary of Uzbek trainers	4000 \$
Comforts of a foreigner	2000\$
Documents	1000\$
	Total: 47 100

The Funding includes for the implementation of technology, computers and authentic materials and resources for teachers. To attract native teachers, we need financial support by the government as well as the authority of Samarkand region and the director of the school. The amount of total budget intended to gain by the help of the national government, and Prefectural government is 47 100 \$. In order to learn effective teaching methods, hiring a native trainer has been planned and 2000 \$ per month and total 10 000\$ for 5 months has intended to give as a salary. For 2 smartboards and 2 modern projectors, 2800 \$ has planned to spend. 10 state-of-art computers with headphones will be bought and possible ammount of money for them is 25 000 \$. For Internet access and auhtenic textbooks and needed sources, 300 \$ and 2000 \$ will be spent on respectively. As assistant teachers, 2 Uzbek Trainers will be involved, 2000 \$ per year and total – 4000\$ will be paid to them. For a native trainer's needs, transportations and their comforts, 2000 \$ will be spent on. The rest of the budget will be saved for forming documents and unexpected situations.

Reallocation of resources:

The project needs modern technical tools like smart boards and projectors, authentic materials and textbooks, computer with headphones for trainers to make their sessions more effective and successful. There is one computer room for IT lessons, we are going to reequipped for English teachers and old computer will be taken to another room and reallocated for school teachers to make projects and research.

Conclusion

After implementing this project in a certain local school, educators working there can get more knowledge in English language acquisition. They can get clear comprehension about how to teach language learners effectively as well as to learn how to use state-of-art tech tools to make lessons more informative and involving. Because of insufficient teacher education and lack of financial support, they have not met international standards in ELTP (English Language Training Program). Because of the lack of some comforts in rural areas, myriad learners who



are good at acquiring foreign languages are not able to improve all skills, for this reason, training school educators is the most significant overcome to achieve high proficiency in both teaching and learning processes. We have already realized the importance of English for our professional growth and achieving success in global community (Petzold & Berns, 2000).

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