

# Online Teacher Training Program: Online T-60 project

Author(s), KADIROV TOHIRJON

## Abstract:

The following teacher training program is dedicated to analyze and help English language instructors in terms of developing their teaching skills. As the main objectives of this small-scale research are to analyze and compare online and offline teaching styles of conducting courses in different situations. Regarding this teacher-training program, several types of research methods are implemented in this research in order to get results that are more reliable.

**Keywords:** teacher training program, language features, language skills,

**EASIJ**

Accepted 7 July 2021

Published 11 July 2021

DOI: 10.5281/zenodo.5091046

About Author

**Author(s):**

**KADIROV TOHIRJON**

Independent researcher, Uzbekistan State University Of  
World Languages, Kichik Khalka Yuli Street, 21a, Tashkent,  
Uzbekistan

E-mail: [tokhirjon.kadirov408@mail.ru](mailto:tokhirjon.kadirov408@mail.ru)

## Introduction

### I. Context

It is clear thing that there is a strong demand to learn foreign languages in today's world. Especially, after becoming international language, English language begin to be learned by many people focusing on their need. Therefore, supporting their need can be issue at that time because there is lack of professional English teachers. That's why the government of Uzbekistan paid attention to the development of educational system of state and the important date in this field can be considered May 23, 2013 in which new educational policy is established. According to the Degree of President of the Republic of Uzbekistan (№ PD-1971) on measures of improving activities of Uzbekistan State University of Foreign Languages, foreign language teachers should take two-month training course in every three years. The fact that the training course is only available in the training center of Uzbekistan State World Languages University. Moreover, in his article on topic "English language teaching in Uruguay. World Englishes" Kaiser (2017) stated that various teacher training institutions should to be established for secondary and higher education system separately. It means that regional branches of teacher training center, which is helpful for teachers to attend, should to be established. It should to be taken into consideration that difficulties of teachers, online teacher training course need to be established for the benefits of teachers of Urgench State University. As it is mentioned above, every month hundreds of regional English language teachers come to attend training course, however their all needs are not taken into account in that training course. The interviews with regional English language teachers made that clear, significant part of teachers have a lack of knowledge on academic writing skills, which is very important feature for them to introduce themselves to the world as professional English instructors and create their professional works in the field of linguistics. As Paltridge et al. (2009) stated that teaching academic writing skills to teachers of other languages could be basis for their own teaching and development of pedagogical approaches that support their own researches. That's why new online teacher training program need to be organized to support the needs of regional English language teachers focusing on developing academic writing skills.

*Educational setting:* This program is organized for English language teachers of Urgench State University (UrSU). However, this program can be widely utilized by other regional universities in terms of concerning their need to online training courses. Urgench State University is considered as a unique university that consist of 10 various departments and involve eight thousand students which is situated in Khorezm region in western part of Uzbekistan. As, the program is intended for faculty of philology at the Urgench State University in Khorezm region. The interesting fact that the faculty of philology has 126 English language teachers who are supposed to attend gradually to training courses. Considering the degree of President (PD-1971) of Republic of Uzbekistan in 2013, all foreign language teachers of Urgench State University and other Universities should take two-month training course.

### Culture

According to information, which is given in university website, it is clear thing that the half of English language teachers at Urgench State University are female. Because of the Uzbek culture, instructors should to be warned about concerning the cultural differences because there is a huge difference. Instructors need to be more careful in their language usage during the classes. As Vygotsky (1978) analyzed this field well and stated that "use of language and communication

between teachers and learners has a huge impact to sociocultural factors of cognitive development". In addition, Woolfolk (2010) stated that language could be seen as significant part of cultural tool. He adds that computer or any other symbol of system tool that help people to communicate can be considered as cultural tool that affect to learning process. Moreover, time arrangement of online classes should not to be organized evenings because it can affect to the family concerning female teachers

## Methods

### II. Goals and objectives

The main goal of this proposal is to develop academic writing skills of English language teachers at Urgench State University (UrSU) and encourage them to create academic works in global standards.

*Objectives:* At the end of the teacher-training course, learners of this program will be able to:

- avoid plagiarism in academic writing
- use proper language in academic works
- utilize proper quoting , paraphrasing and summarizing
- cite properly in academic work
- utilize APA, MLA, and Harvard citation style in text-citation and in reference list

According to Reid (1993), the one of the biggest problem in teaching can be considered teaching writing to the students as well as to the teachers of English language. That`s why teaching academic writing skills is very important in the field of that education setting in order to achieve professional level of writing teacher.

*Available resources:* According to information from Urgench State University (UrSU) website and the interview from a teacher from UrSU, it is clear that the university has sufficient technology source in order to support online teacher training program, therefore the university was reconstructed fully two years ago. The university is provided with all modern technologies that involve new computers, projectors and smart boards that support teachers to take online training course. However, teachers of UrSU can face problems with technology resource.

*Inventory:* From the given information on UrSU website and interviews with teachers, it is obviously thing that Urgench State University is provided with technology that create availability to online teacher training program, including room accommodations. However, several technologies are needed to support the project. In order to implement the project, several recourses need to be organized by funders. In order to accommodate rooms with technology, two projectors, four web-cameras, four laptops and four microphones need to be provided, as training program goes online. Moreover, Wi-Fi hotspots need to be installed to the rooms to support the program with good internet speed. In addition, two professional writing instructors need to be involved to conduct online course to other teachers who are intending to develop their academic writing skills. As the project is intended to go online in order to create

*Recommendation:* One of the most important things in language learning can be considered that not only students have availability to develop their language, but also teacher should improve their language skills gradually. That`s why the proposal focus on online teacher training course that provide regional English language teachers with academic writing skills, which is crucial aspect to all English teachers of universities. As Vrasidas and Glass (2006) stated that online teacher training development is one of the key elements of success of professional English teachers. Moreover, Sajid

and Siddiqui (2015) researched that importance of academic writing skills in a higher education in Pakistan and demonstrated that academic writing skills is key element of successful English teachers to create academic works that support today's education system. Moreover, **Similar project** is organized by Higher Education Commission in Pakistan which focusing on professional development of in service English teachers in higher education system. That program's main aim was to improve academic writing skills and help them to utilize these skills in their pedagogical context. That online course was continuous and duration of course was one month at that time. However, that online program was successful because it created much opportunity to the professional development of English teachers in higher education system of Pakistan.

### **Timeline**

As it is mentioned above, duration of the program is two months. However, the program requires preparation in its pre-stage. Organization of this teacher training program can take for or five months preparation before starting courses considering some factors. It consists of three main phases that need to be done step by step.

*Phase 1:* rooms will be organized during one or two month, because the rooms should to be equipped with projectors, microphones, web-cameras, laptops and Wi-Fi hotspots. Moreover, it is related to funding, if the sponsors do not provide with fund on time, organizational factors can take more time than intended does

*Phase 2:* All English language teachers at Urgench State University (UrSU) will be trained to use applications (Udemy Teach) that provide teachers to attend online training classes. Almost half of teachers of philology faculty should to be disciplined to utilize application during a month because there are more than 100 teachers in this faculty.

- Professional English language instructors need to be involved to conduct online courses in distance. It would be better to get involve native professional English language instructors to the program. Considering facts above, it can be organized by British council or U.S embassy and it can take two months.

*Phase 3:* After having a four - or five-month preparation, the program goes to main stage of process. English language teachers at Urgench State University would have two months online training courses on the development of academic writing skills.

### **Results**

#### *Target language features*

Since it is a teacher training project, the language proficiency level of participants is quite high that is why the project requires at least upper-intermediate or advanced level according to the requirements of learning and conducting English as Second Language. As we know, academic writing skills can be conducted through several methods. Whereas, academic writing skills can be conducted through task- based learning or CLT according to teachers' way of teaching. As, the goal of the program is to teach academic writing skills to English teachers, it focuses on developing learners language skills. In terms of this proposal, learners of this program will learn:

- Cite properly in academic works
- Avoid plagiarism in writing
- Utilize proper language
- Precise word choice in writing
- Analyzing evidence and support strong argument

- Demonstrate a good understanding of grammar, organization, and punctuation
- Summarize, paraphrase and quote properly

### Actors

According to Zao (2011), the term “actor” is one of the key element of Lpp proposal and the main task of them is to support proposal by creating or funding the proposal. Actors in language policy proposals can be considered as sponsoring people or organizations as well as professional teachers. As Zao (2011) discussed actors from two main level “Macro level” concerning this proposal it can include government or large organizations and “Micro level” concerning this proposal; it can include teacher, program organizers or learners. In order to accomplish this Lpp proposal, several actors should to be involved to project. It is important to mention that the program comes from macro level, that`s why several actors come from macro level.

#### Macro level:

- *Ministry of Higher and Secondary Education* (the government of Uzbekistan) can be considered as main actor from macro level in this proposal because the ministry of higher education controls education system of the state.
- *British council and U.S embassy* - can be considered as large foreign course organizations that can provide with native professional English language instructors
- *Urgench State University* is last large institution that provide the program with building, rooms

#### Micro level:

- *Uzbektelecom JSC* is the best internet provider in Uzbekistan nowadays according to statistics of website goldenpages.uz. That is why Uzbektelecom JSC will help to support the proposal by providing Wi-Fi hotspots and limitless internet with high speed at Urgench State University.
- *Professional English language instructors*- are native professional instructors that conduct online course on academic writing skills.
- *Participants of the program*- English language teacher who works at Urgench State University

### Funding

Several technology sources such as laptops, projectors, web cameras, microphones will be funded and provided by The Ministry of Tertiary Education of Republic of Uzbekistan. British Council will provide with native professional instructors. Internet connection and Wi-Fi hotspots will be provided by Uzbektelecom JSC internet provider. The average amount of funding is following:

Nº	Quantity:	Costs:	Total:
1	Professional Writing Instructor 2	1000 \$	2000 \$ (for 2 month)
2	Internet provider	200 \$	200 \$ (for a year)
3	Wi-Fi hotspot 2	30 \$	60 \$
4	Web cameras 4	30 \$	120 \$
5	Laptop 4	400 \$	1600 \$
6	Projector 2	400 \$	800 \$
7	Microphone 4	30 \$	120 \$
			Total: 4900 \$



## Discussion

At the end of two-month program, in order to check how the program has worked, learners of program who take course are assessed gradually during the course. According to the syllabus requirement of the program, participant are assessed through continuous formative assessment, which involves weekly writing assessment.

Every week, the learners have to submit six reflection journals according to given task that holds 30% of their total score, in addition to this, learners are supposed to write two essay that 20% of their total score and 10 % will be given to attendance of learners to online classes. Finally, as summative assessment learners will have to write an academic written work on analysis of article and upload it to the site which supposed by program coordinator. It will go through plagiarism tool (such as turnitin). They will be assessed by their writing instructor. Final scores will be calculated through the site and average will be calculated.

Assessment:

Excellent	100-86
Good	85-71
Satisfactory	70-56
Failed	55-0

## Reallocation of resources:

As it is mentioned above, two rooms are provided by Urgench State University and accordingly, one projector, one web camera, one laptop, and one microphone will be settled to each room that are fully equipped. Furthermore, building which involve room- locations will be provided with Wi-Fi hotspot for internet connection.

Each instructor will be provided with one laptop, one web camera and one microphone. The rooms which are provided by British Council and U.S embassy for instructors will be provided with Wi-Fi hotspot with high internet speed.

## References

- Kaiser, D. (2017). English language teaching in Uruguay. *World Englishes*, 36(4), 744–759. <https://doi.org/10.1111/weng.12261>
- Reid, J. M. (1993). *Teaching ESL writing*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Hinkel, E. (2003). *Teaching academic ESL writing: Practical techniques in vocabulary and grammar*. Routledge.
- On measures to improve the activities of the Uzbek State University of World Languages” No. 1971 dated May 23, 2013
- Zhao, S. (2011). Actors in language planning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning: Volume 2* (905-923). New York: Routledge.
- Vrasidas, C., & Glass, G. V. (Eds.). (2006). *Online professional development for teachers*. IAP.
- Sajid, M., & Siddiqui, J. A. (2015). Lack of academic writing skills in English language at higher education level in Pakistan: causes, effects and remedies. *International Journal of Language and Linguistics*, 2(4), 174-186.
- Paltridge, B., Harbon, L., Hirsh, D., Shen, H., Stevenson, M., Phakiti, A., & Woodrow, L. (2009). *Teaching academic writing: An introduction for teachers of second language writers*. Ann Arbor, MI: University of Michigan Press.
- Vygotsky, L. S. (1978). *Socio-cultural theory. Mind in society*. Cambridge, MA: Harvard

University press.

Woolfolk, A. E. (2010). Educational psychology. Upper Saddle River. *New Jersey*. University webpage: [https://elprograms.org/projects/urgench\\_uzbekistan\\_urgench-state-university\\_2018-2019/](https://elprograms.org/projects/urgench_uzbekistan_urgench-state-university_2018-2019/)

### Cite this article:

**Author(s)**, KADIROV TOHIRJON, (2021). "Online Teacher Training Program: Online T-60 project", **Name of the Journal:** Euro Afro Studies International Journal, ([EASIJ.COM](http://EASIJ.COM)), P, 11 –18. DOI: [www.doi.org/10.5281/zenodo.5091046](http://www.doi.org/10.5281/zenodo.5091046), Issue: 7, Vol.: 3, Article: 2, Month: July, Year: 2021. Retrieved from <https://www.easij.com/all-issues/>

### Published By



AND

*ThoughtWares Consulting & Multi Services International ([TWCMSI](http://TWCMSI))*

