

## PROPOSAL FOR ENHANCING TEACHERS' COMMUNICATIVE LANGUAGE TEACHING APPROACH WITH TEACHER-TRAINING SESSIONS AT SCHOOL NO. 36 IN YOZYOVON DISTRICT, FERGANA REGION

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**Abstract:** *This article proposes a new and revised policy on English language instruction and use in the classroom. This policy focuses on School No. 36 in Yozyovon district, Fergana region. This project offers a single primary idea to enhance the system of teaching English with modern methods and approaches with the help of organized teacher-training programs. This fundamental idea, in relation to these proposals, focuses on adjustments to the In-Service Teacher Education, which focuses more on enhancing teachers' skills and proficiency in teaching communicatively. The plan addresses national policies and legislation and contains goals and objectives based on the suggestions, as well as a recommended schedule, actors and stakeholders, and other implementation difficulties.*

**Keywords:** *Educational setting, national political and administrative setting, stakeholders of the policy, In-service teacher Education, teacher-training programs, actors of the policy.*

**Annotatsiya:** *Ushbu maqola ingliz tilini o'qitish va sinfda foydalanish bo'yicha yangi va qayta ko'rib chiqilgan loyihani taklif qiladi. Bu loyiha Farg'ona viloyati Yozyovon tumanidagi 36-maktabga qaratilgan. Ushbu loyiha tashkil etilgan o'qituvchilar malakasini oshirish dasturlari yordamida ingliz tilini zamonaviy uslub va yondashuvlar bilan o'qitish tizimini takomillashtirish bo'yicha yagona asosiy g'oyani taklif etadi. Ushbu asosiy g'oya, ushbu takliflar bilan bog'liq holda, o'qituvchilarning malakasini oshirish tizimiga tuzatishlar kiritishga qaratilgan bo'lib, u ko'proq o'qituvchilarning kommunikativ o'qitish mahoratini oshirishga qaratilgan. Reja milliy ta'limga doir nizomlar va qonunlarni ham ko'rib chiqadi va taklifning maqsad va vazifalarni, shuningdek, ishtirokchilar va manfaatdor tomonlarni va boshqa loyina amalga oshirishdagi qiyinchiliklarni va ularning yechimlarini o'z ichiga oladi.*

**Kalit so'zlar:** *Ta'limni amalga oshirish tizimi muhiti, ta'lim berishdagi ijtimoiy va siyosiy muhit, loyihadan manfaatdor tomonlar, o'qituvchilar malakasini oshirish, o'qituvchilarni tayyorlash dasturlari, loyiha ishtirokchilari.*

### Context

Because of its importance as a language of worldwide communication as well as people's choices and positive attitudes toward it, English is becoming a significant aspect of education all over the world. A lot of students are acquiring English to increase their chance of getting successful employment. The same example of these changes can be seen in the education and legislative systems of the Republic of Uzbekistan. According to the National Program of Preparing Cadres, in the third stage of the program, each new specialist undergoing the higher education system must know at least several foreign languages to correspond to the current political, economic, and social needs of the Republic. Uzbekistan is becoming one of the nations with a public education that pays special attention to enhancing English language teaching to be able to respond to the evolving changes in various aspects of the world. On Resolution of the Cabinet of Ministers of the Republic of Uzbekistan (PD - № 5117) on May

19, 2021, "On Measures for the Effective Organization and Popularization of Foreign Languages Studies," is intended to create conditions for students to develop basic language skills (listening, reading, writing, and speaking) and broaden students' horizons, increase their potential, and increase their competitiveness in the labor market by mastering at least two foreign languages.

After Uzbekistan gained independence, a new era for English education began in the country. Because of the English language's importance as a lingua-franca and a lot of people's positive attitude towards this language, English has become a widely learned language in Uzbekistan (Hasanova, 2007). In the 1990s, however, radical changes were made to the teaching of English as a major foreign language. In particular, the Ministry of Education developed new state educational standards in 1998, finding that curricula and textbooks from the former Soviet era could not meet world education standards and the country's acute language needs. These standards have led to the creation of a new curriculum that will improve the quality of education, students' knowledge, and critical thinking skills in the student-centered classroom. The ministry of education, in collaboration with British Council experts, organised a new curriculum, communicative textbooks, and a short-term teacher training course. And, of course, the main task of the new curriculum was to meet the requirements of world educational standards. Moreover, according to Hasanova (2007), "Among the changes by foreign language designers was a more gradual shift from traditional grammar-translation methods to communicative language teaching approaches so that students develop not only linguistic knowledge but also improve their communication skills." Since the first introduction of the new curriculum, communicative language teaching has been supported and targeted as a successful and efficient approach to teaching English both by local and foreign experts. However, most of these teachers' newly acquired methods, approaches, and activities have failed to reach the language classroom because of insufficient teacher training and budget problems. Every three years, teachers must attend in-service teacher-training institutions' 114-hour training courses. In-State Standards, the objectives of this training are mentioned as helping teachers to keep track of revised language curriculum, improve their expertise in teaching, and enhance the effectiveness of classroom instruction. But Huttova and Silkova (2002) blamed these institutions for not providing the required information in terms of their objectives. Instead of implementing the objectives of their programs, such as instructing students on new student-centered, interactive teaching and learning methods, teacher trainers often focus on information such as new decisions, laws, and regulations. Although such a claim was made in 2002, unfortunately, the situation in teacher training institutions has not yet changed drastically.

This project offers a single primary idea to enhance the system of teaching English with modern methods and approaches with the help of organized teacher-training programs. This fundamental idea, in relation to these proposals, focuses on adjustments to the In-Service Teacher Education, which focuses more on enhancing teachers' skills and proficiency in teaching communicatively. The plan addresses national policies and legislation and contains goals and objectives based on the suggestions, as well as a recommended schedule, actors and stakeholders, and other implementation difficulties.

### **Educational context**

Public school No. 36, established in 2000 as part of the public education system in Nurafshan Street, Yazyovan district, Fergana region, is a non-profit educational organization that provides students with completely free and equal education. Currently, the total number of students in the school is 930, and the school includes 33 classes from 1st grade to 11th grade. Currently, the school has a total of 60 highly qualified teachers, 9 of whom are English teachers. Classes at the school are conducted in Russian and Uzbek, and English is taught as a foreign language. When it comes to English lessons, these lessons are conducted in small groups where the whole class is divided into two. Out of nine English teachers in the school, two are highly qualified English teachers. Three are in the second qualification category. One has a CEFR C1 certificate. The other five teachers are ordinary specialist teachers with no qualification category. English lessons at school start from the primary level, which is carried out only as a game and with interesting activities. From the 2nd grade onward, the skills of writing and learning letters and basic words in English are formed. In grades 3 and 4, primary grammar and vocabulary are taught in preparation for the secondary level. At the secondary level, students begin learning general English. Finally, when it comes to the 9th, 10th, and 11th grades, students are taught more integrated skills. English lessons are normally taught in groups of 15 people, 3 times a week in the form of 45-minute lessons in the morning schedule. Although teachers have sufficient technical facilities in the school, most English lessons are still based on the old grammar-translation method and very few on the communicative approach. School English teachers have sufficient proficiency in English language skills but are not methodologically effective.

The Decree of the President of the Republic of Uzbekistan dated May 19, 2021 (PD -№ 5117) stipulates those teachers with English language proficiency equal to C1 will receive an additional 50% increase in their salaries. Teachers play the role of instrumental motivation to work on their proficiency levels, but teachers are still not motivated to learn how to improve effective and modern methods of improving the English language proficiency of students as well.

The school is one of the best English language schools in the district and always wins the English language Olympiad with reading and grammar competency-based tests at the district level, but when it comes to the regional level, where students are scored according to their proficiency in all four skills, our Olympiad students get lower scores.

To identify the need for this proposal, an initial survey was conducted among all of the teachers at the school in the form of an interview. In the interview, several questions about their attitude towards CLT and efforts to implement it in the language classrooms were raised. I also observed the lesson observation notes of the head English teacher, whose job is to observe the teacher's paperwork and their lessons to give methodological guidance and feedback. According to the survey, 7 out of the 8 teachers struggle to use their theoretical knowledge of CLT in practice. The other two teachers do not even have any idea about CLT and its importance. It became clear that the teachers usually do not use any technological devices in their daily teaching practices. They only rely on this equipment, like smart boards, speakers, and laptops, while they are conducting demonstrative lessons for their colleagues, school administration, or any inspector. Neither of the teachers are aware of the ways of designing an effective lesson plan specified for CLT.

### Goals and objectives

As Kaiser (2018) mentioned, it is really important to identify and express the goals and objectives of the proposal because of its close connection with the context. The purpose of my proposal is to develop and support the ability of schoolteachers to teach with a communicative approach, introducing new techniques, methods, and activities into their teaching to enhance the communicative skills of the students. To achieve this main goal, the following important objectives must be considered:

Involve foreign professors or specialists in teaching English as a foreign language as a one-month training method for teachers. (It is advisable to involve professors from prestigious foreign universities working in Uzbekistan, such as Webster.

During the training, teachers will be able to teach SIOP and similar lesson plans, which are currently effective, and develop the ability to create independently.

During the training, teachers will be able to find appropriate, up-to-date communicative activities for the lesson in all four language skills and be taught how to modify them based on their students' English language competencies and needs.

Involve schoolteachers in a week-long training session to attend.

After successfully completing training, award certificates to teachers who passed the final exam, which can result in a salary increase of up to 50%.

Creating an effective communicative language environment among teachers

### Inventory

According to Kaiser (2018), it is a part of establishing the "gap" through listing available and known resources and lacking or insufficient items to implement the proposal and achieve its goals and objectives. All of the goals and objectives that are mentioned above will be achieved one by one in a planned time period.

### Books and materials

Even though all teachers are given methodological guidebooks, these books do not meet the needs of the new system.

Most of the materials in the school library are out of date and need to be updated. That is way, up to date teaching materials and syllabus according to the teachers' needs will be designed by stakeholders of the proposal.

Provide teachers with articles and textbooks related to the topic of CLT.

Choose a class and students to create a mock classroom environments with some intended problematic situation to administer a final assessment for teachers' in the form of mock classroom situations with students.

### Technology

There is an available room to conduct the teacher-training sessions but without necessary equipment of special English classes.

Computers and headphones are missing in the room.

Because of technical issues, audio and video materials do not work.

Lack of whiteboards and projectors

Create an opportunity for communicative English class trainings with providing computers and headphones, speakers as well as projectors and equip the room with the necessary materials and tools based on the nature of these aspects of English.

### 3. Staff

Invite experienced TESOL and TEFL specialists to conduct teacher-training sessions and offer a real assessment at the end of the program.

Invite famous people in their field of education who can give valuable speeches and guidelines based on the system.

### Recommendation

The domination of the grammar-translation method in class leads students to become fluent in a language's written sentence construction principles but still struggle to utilise that language effectively for meaningful communication (Richard, 2006). As Belchamber (2007) concluded, CLT has a lot to offer the EFL (English as a Foreign Language) instructor, whether it is helping mixed-ability classrooms, boosting motivation, guiding students away from a form-focused approach, and toward fluency, or fostering learning. In Uzbekistan's English language-teaching system, CLT has also been supported by international and some local English educators and curriculum developers, but because of insufficient teacher training and a lack of financial support, CLT is still a topic of discussion rather than a classroom-implemented approach. Thus, one-month teacher training programs should be implemented that can involve international experts and professors from prestigious international universities like Webster. The Cabinet of Ministers of the Republic of Uzbekistan's resolution (No 312) on May 19, 2021 "on Measures for Effective Organizations of Foreign Language Learning" is intended for the establishment of mobile groups for the professional development of teachers of foreign languages, and these mobile groups, firstly, for the training of teachers of educational institutions located in remote areas or with low performance in teaching foreign languages, are intended to be involved.

It is important to motivate teachers with salary bonus to implement acquired methods during the training in the classroom which makes the proposal more effective because the positive effect of the salary bonus was already seen after the 50% bonus for C1 Decree of the President of the Republic of Uzbekistan dated May 19, 2021 (PD -№ 5117) stipulates those teachers with English language proficiency equal to C1 will receive an additional 50% increase in their salaries. After this decree implemented, 40% of teachers have already increased their English proficiency levels

In terms of the assessment of a teacher's methodological knowledge of the CLT, both theoretical and practicum should be implemented. The theoretical part of the test can be based on lectures and articles as a written assignment, while the practicum might be based on the real classroom environment and students. ESOL and TEFL experts, can observe the teacher's way of teaching at the end of the training session and give their feedback and score accordingly. Teachers can also benefit from peer-to-peer feedback from other group members of the training.

### Timeline

Although organising teacher training programmes on Communicative Language Teaching may seem easy, many steps are required to develop and implement this program. So, the hypothetical time periods that include all three phases will be presented.

In the first phase, it is really important to find an expert TESOL and TEFL teacher to conduct the training sessions that last one month and equip the rooms with the best technological devices. This last phase will take a month.

In the next phase, these experts work with stakeholders of the program, such as the director of the school, the head of the district public education department, and the head English methodologist teacher, to design the plan or syllabus of the training program after identifying the needs of teachers, students, and educational institutions that are involved in the training. Before starting the training program, a diagnostic test on CLT theories will be taken to identify the current level of strength and any weak areas in their knowledge that need to be addressed throughout the program. According to the results of the diagnostic test and survey among students and the methodologist head teacher, the syllabus for the programme will be designed and then, one-month training program will start. Two months will be spent achieving this phase.

After the results of the final assessment of the program are released in the third phase, the successfully passed teachers will be awarded certificates that can give them a financial bonus for their salaries. This phase demands one week.

**Target language**

Experts in TESOL and TEFL employ contemporary technology, communication techniques, and training methodologies to create an environment that is conducive to language acquisition. The target skills that the teachers will have to acquire by the end of the lesson are:

Week 1	What is the communicative teaching approach and its components? How to create an effective communicative language environment among students.
Week 2	Communicative Language Teaching activities in: Reading Listening Speaking writing
Week 3	Communicative Language Teaching in: Speaking writing Critiques of the communicative teaching approach
Week 4	How to prepare a lesson plan How to organize an annotated lesson plan The lesson plan is known as SIOP.

**Assessment**

Both summative and formative assessment tools will be implemented throughout the program. A diagnostic test will be administered to identify the weaknesses and strengths of the involved teachers on CLT at the beginning of the program, and the syllabus of the program

will be designed accordingly. During the teacher training program, some progress tests are taken to check how teachers are acquiring and understanding new information, and those tests have more formative characteristics rather than summative ones. According to Ross (2005), "formative evaluation is getting popular, and traditional summative testing has progressively blended formative forms of measuring language acquisition as a continuous process." Moreover, formative assessments provide teachers with a low-stakes environment to check their progress. At the end of the training sessions, an achievement test is taken, and successfully graduated teachers will be awarded certificates that can offer monthly salary bonuses.

### Actors

Since Cooper (1989) regarded the function of the actor as the first component to launch any LPP program, the concept of "actor" is one of the fundamental components of language planning and policy. Zhao and Baldauf (2008) divide actors into four categories based on their experiences with Chinese language policy.

In the proposal, the Ministry of Public Education is described as "people with power." That includes the Ministry of Education and other responsible officials, like local educational leaders. The actors' contribution to the plan is to involve TESOL and TEFL experts and finance this process. At the end of the program, the ministry will also support successful teachers financially as a salary bonus.

"People with expertise" is another actor in this proposal, which includes TESOL experts to conduct the training program and design the syllabus. At the end of the program, these actors will assess the achievements of the involved teachers and give certificates.

The next actor in the proposal is "people with influence." The proposal invites famous people in the field of education and those who have succeeded in the CLT process to give valuable speeches and guidelines based on the system. This could be a well-known educator in the community.

The last type of actor in the plan is "people with interest," including English language teachers, students, and student's parents. Zhao and Baldauf (2018) refer to the final category of actors as "People with Interests," which includes regular people who lack both authority and personal status (2008).

### Funding and reallocation of resources

Necessary tools	Amount of money	Investors
TESOL and TEFL expert	1000\$	The Ministry of Education
A Computer	600\$	The Ministry of Education
Famous pedagogue to give speech	100\$	District Public Education Department
A Projector	700\$	The Ministry of Education
A Smart-board	200\$	The ministry of public education
Books and materials	200\$	School officials
<b>Total</b>	<b>2200\$</b>	

The resources can be reallocated. For example, a computer, projector, smart-board, and materials will be used in the process of organising English language classes more communicatively.

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