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## **Balancing Acts: Harmony & Collaboration in Education**

In accordance with the UN 17 SDGs

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# **Project Proposal on “Enhancing Quality Education (SDG4) through Quality Teacher Training: Developing In-service Teacher Training for English Education”**

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## **ABSTRACT**

This project directly addresses Sustainable Development Goal 4 (SDG4) – ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. This proposal is for a two-year-long in-service teacher-training program. The main purpose of this project is to advance the quality of English language instruction all around the country. Acknowledging the central role of teachers in achieving this goal, the program aims to equip them with the essential pedagogical and area-related knowledge, skills, and best practices to advance the effectiveness of English language learning among their students. This project is planned as an urgent requirement to address the specific needs of teachers. These needs will be identified through a comprehensive needs assessment conducted at the program’s beginning through online platforms to increase the number of participants and to save time. The results will help to create training content and delivery methods that are directly connected to the challenges and opportunities encountered by teachers in various parts of the country. The nature of the program promotes continuous professional development (CPD) throughout the teachers’ careers. While doing that, it also promotes a culture of lifelong learning, which aligns with the core principles of SDG4 and guarantees the long-term sustainability of the project’s influences. Through equipping teachers with the essential pedagogical tools and nurturing a culture of continuous learning, this project aims to achieve considerable developments in the quality of English language education (ELE). This will directly interpret to improved learning results for students, contributing to a more inclusive and equitable education system and ultimately supporting the broader goals of SDG4.

**Keywords:** English language education, in-service teacher-training program, continuous professional development, Quality education, SDG4.

## **1. INTRODUCTION**

All Member States adopted the 17 Sustainable Development Goals (SDGs) of the United Nations in 2015 (THE 17 GOALS). Quality education, SDG4, being of the 2030 Agenda for Sustainable Development aims to ensure inclusive and equitable quality education while promoting lifelong learning opportunities (Goal4, n. d.). The main objective of this project proposal is to create a wide-ranging plan for improving the quality of education through in-service teacher-training programs for English language teachers across the country.

Quality education is essential for the overall advancement and success of individuals and societies. In this case, well-trained teachers play a pivotal role in delivering effective education, and thus, investing in their professional development is of utmost importance. This proposal aims to address the need for continuous training and support for educators to ensure they are equipped with the necessary English language teaching skills and knowledge to provide high-quality education in this globalized world. The project is entitled “Enhancing Quality Education (SDG4) through Quality Teacher Training: Developing In-service Teacher Training for English Education” because improving the quality of education without improving the quality of teacher education/training is not possible. As the English language is the lingua franca, teachers need to become highly competitive in this labor market to improve their income. It is a fact that a higher percentage of English language teachers are female, developing them professionally and improving their competitiveness in the labor market will clearly show its effectiveness on women's empowerment.

We propose an ambitious project aimed at promoting equal education to all interested parties without any discriminations (gender, race, nationality, age, religion, ethnic and cultural background, learning preference, physical abilities, and socio-economic status) by developing and delivering comprehensive resources and implementing training programs for teachers effectively support their students in mainstream schools. By equipping teachers with the necessary knowledge, skills, and tools, we can ensure that the quality of English language education will increase and students will receive the support they need to achieve their full potential.

## **2. PROJECT BACKGROUND**

On December 22, 2017, Our Hero Arkadag Gurbanguly Berdimuhamedov signed the Resolution approving the “Concept of improving the teaching of foreign languages” at the Meeting of the Cabinet of Ministers. Throughout the Concept, the issue of training and retraining of teachers, and the improvement of quality of educational and methodological base in the area of foreign language education is highlighted.

On the other hand, the 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, and SDG4 (Quality Education) among the 17 Sustainable Development Goals (SDGs), is vitally important in realizing other Sustainable Development Goals for the future of our planet.

The Turkmen State has developed a powerful educational infrastructure and robust pre-service teacher education programs for preparing teachers to teach English language effectively in their classrooms. However, teachers living in provinces and suburb areas of the provinces need in-service teacher training programs to meet the above-mentioned standards.

“Gujurly bilim merkezi” Economic Society is currently and successfully implementing an award titled: “Gujurly: English language courses to underprivileged youth”. With its highly academic, dedicated, collaborative, respectful and experienced team, “Gujurly bilim merkezi” will successfully realize the next project “Enhancing Quality Education (SDG4) through Quality Teacher Training: Developing In-service Teacher Training for English Education”.

### 3. OBJECTIVES

Our proposed project, “Enhancing Quality Education (SDG4) through Quality Teacher Training: Developing In-service Teacher Training for English Education”, addresses this critical need by providing 500-1000 teachers with comprehensive training in English language teaching methodologies and pedagogical skills. Experienced educators with international and national experience will lead this program. They will share best practices and innovative teaching strategies aligned with the latest trends of English language teaching in order to improve the quality of education. By participating in this program, teachers will gain the skills and knowledge to:

Improved pedagogical skills and instructional strategies among teachers.

Enhanced subject-specific knowledge and expertise.

Increased use of educational technology in teaching and learning processes.

Improved cooperation and knowledge sharing among English language teachers.

Advanced student commitment, accomplishment, and overall learning achievements.

As participants of a capacity-building project focused on quality education (SDG4), quality professional development and through participating in the seminars and workshops of this project, teachers will be able to:

- **Ensure inclusive and equitable quality education** and promote lifelong learning opportunities for English language teachers across the country, SDG4 (Goal4, n. d.)

- **Achieve gender equality and empower all female English language teachers** across the country, SDG5 (Goal5, n. d.)
- **Develop a set of inclusive education resources:** We will develop and implement in-service teacher-training programs to enhance pedagogical skills, subject knowledge, and instructional strategies. We will also create a range of resources, including lesson plans, assistive technologies, and assessment tools, knowledge pool, to empower teachers in accommodating every student in order to improve the quality of education. These resources will be tailored to various types of disabilities, ensuring inclusivity for all students.
- **Conduct specialized in-service teacher-training programs:** We will design and implement training programs to enhance teachers' understanding of inclusive education principles, provide strategies for adapting teaching methods, and enable them to effectively address the diverse needs of students. The training will focus on modern trends in ELT, practical approaches, classroom management techniques, promoting the use of educational technology in teaching and learning processes (even in low-resource contexts), fostering a culture of continuous professional development among English language teachers, and fostering positive attitudes towards inclusion.
- **Foster collaboration and support networks:** We will facilitate opportunities for teachers to collaborate and share best practices in English language education through workshops, online platforms (OPEN and other MOOCs), and peer mentoring. By creating a supportive network, teachers can learn from one another, seek guidance, and build a strong community committed to quality education. Through this project, we will Strengthen the collaboration between teachers, schools, parents, and educational institutions.
- **Monitor and evaluate the impact of the training programs on the quality of education:** Regular monitoring and evaluation will be conducted to assess the effectiveness of the project, identify areas for improvement, and make necessary adjustments. This will include feedback from teachers, students, and parents, as well as data analysis of academic outcomes, contests among the participants (online/offline), and overall student well-being. Monitor and evaluate

#### **4. EMPOWERING EDUCATORS – IMPROVES QUALITY OF EDUCATION**

This project tackles the challenge of equipping English language teachers with the latest pedagogical and methodological resources to integrate into their curriculum in order to improve the quality of education. Aligned with the principles of SDG4, this project will bridge the gap between training and implementation.



Traditional professional development often falls short of providing ongoing support for teachers integrating the latest trends in ELT. This project addresses this gap by creating an online professional network/ forums for discussions and exchange of experience besides its regular seminars and workshops all around the country. The research and team of dedicated specialists, trained through educational technologies, modern approaches in ELT, and pedagogy, will lead a series of workshops tailored to the needs of the audience.

## 5. PROJECT ACTIVITIES

The following activities will be undertaken to achieve the project objectives. They will be conducted all around the country, periodically throughout the year:

- **Needs Assessment:** Conduct a comprehensive needs assessment to identify the specific areas where teachers require training and support. This assessment will involve surveys, classroom observations, interviews, and focus group discussions with teachers, school administrators, education experts, and parents (students - optional). Collaborate with experts to improve the quality of education to develop high-quality, evidence-based resources that address the identified needs. Pilot-test the resources in select schools, gather feedback and make necessary revisions for refinement.
- **Curriculum Development:** Analyze the needs assessment results. Design and develop a comprehensive and well-structured curriculum for the teacher training programs, focusing on areas such as pedagogy, inclusive education principles, modern trends in subject-specific knowledge (ELT/ TEFL/ TESL/ FLT), assessment strategies, classroom management, and technology integration. Develop a detailed Action Plan in order to implement the curriculum all around the country. The curriculum will be designed to align with the latest educational trends and best practices keeping in mind SDG4 & SDG5.
- **Teacher Training Workshops & Programs:** Organize and deliver regular training sessions through workshops, and seminars for teachers, facilitated by experienced educators, subject matter experts, and technology specialists. These workshops will provide hands-on training, promote interactive learning, and encourage the sharing of best practices among teachers. Provide ongoing support and follow-up sessions to address individual challenges and reinforce learning. These workshops will be conducted similarly all around the country with our teacher-trainers, even in the suburban areas. Organizing hands-on extra-curricular activities, and language games (organizing Scrabble tournaments all around the country).

- **Online Learning Resources:** Develop an online platform or learning management system or knowledge pools (email groups / e-forums) to provide teachers with easy access to training materials, resources, and interactive modules. This platform will also serve as a space for teachers to collaborate, share ideas, and seek support from their peers while ensuring accessibility for all teachers.
- **Mentoring and Coaching:** Establish a mentorship and coaching program where more experienced teachers or education experts provide individualized support and guidance to less experienced educators. This program will enable teachers to reflect on their teaching practices, receive constructive and informative feedback, foster life-long learning and continually improve their skills.
- **Monitoring and Evaluation:** Implement a robust monitoring and evaluation system to assess the effectiveness of the teacher training programs. Develop evaluation frameworks and data collection methods to measure the impact of the project on student learning outcomes and teacher capacity. Collect and analyze data on academic performance, attendance, behavior, and student satisfaction. Conduct regular assessments, surveys, interviews, and focus groups with teachers, students, and parents to gather qualitative feedback. Classroom observations will be conducted to measure the impact of the training on teacher performance, student outcomes, and overall quality of education. Extra evaluation will be conducted through teacher contests quarterly, which will focus on teachers' CPD. Each contest will focus on a specific book on ELT (for the first registered one hundred participants hard copies of the books will be provided free). Contest winners will be awarded with free and discounted training vouchers from international certificate programs as TESOL / CELTA
- **Collaboration, support networks, and international experience:** Attend international and national conferences and other educational-scientific events to bring novelty into the field and cascading new knowledge. Organize regular workshops and conferences where teachers can share experiences, success stories, and challenges faced in their English language teaching and learning journey (this chain of events would be titled as "*My ELT Journey & Me*"). Establish an email group or online form/platform where teachers can connect, exchange ideas, and seek advice from experts. Implement a peer-mentoring program to facilitate knowledge sharing and support among teachers.

## 6. ADDRESSING THE NEED FOR CONTINUOUS LEARNING

“Gujurly bilim merkezi” Economic Society is dedicated to improving the quality of education in Turkmenistan. We believe that well-trained and motivated teachers are the cornerstone of a strong educational system. However, many teachers in our country face challenges in accessing effective in-service professional development opportunities. This lack of training can hinder their ability to implement innovative teaching methods and create engaging learning environments for their students. This project aims to bridge the gap between educational development and teacher preparedness by offering a sustainable professional development model. With up-to-date technics and technology in ELT, teachers will contribute to the quality of education.

## **7. EXPECTED OUTCOMES**

The positive impact of this project will extend beyond the participating teachers. By equipping them with effective teaching methods, we are expecting below outcomes:

- Enhance student learning outcomes and critical thinking skills.
- Foster a more engaging and interactive classroom environment.
- Promote collaboration and exchange of knowledge between U.S., Turkmen, and international educators and ELT experts.
- Improved pedagogical skills and instructional strategies among teachers.
- Enhanced subject-specific knowledge and expertise.
- Increased use of educational technology in teaching and learning processes.
- Strengthened collaboration and knowledge sharing among educators.
- Establishments of online forums for Turkmen ELT teachers (which later will be Turkmen English Language Teachers’ Association/ TELTA)
- Improved student engagement, achievement, and overall learning outcomes.
- National and International Presentations and Publications about the project acknowledging the grant providers' and supporters' help.

## **8. PROJECT TIMELINE**

The next proposed timeline is designed for a 24-month program beginning in September 2024 (based on the conditions). We should adjust the schedule based on the estimated training begins. In addition, we may probably want to add some specific dates and numbers for seminars and workshops where it is required. As the project will be implemented over a period of two years, the team will remain firm on the following key milestones:

- Needs assessment and analysis through an online survey: Months 1-2
- Curriculum and resource development based on needs analysis: Months 2-3
- Designing a detailed Action Plan for Training workshops: Months 4-5



- Design and delivery of teacher training programs: Months 4-22 / Ongoing
- Establishment of collaboration and support networks for teachers: Months 4-24
- Developing and improving an online platform: Months 4-24
- Mentoring and coaching program: Months 6-24
- Monitoring and evaluation of project outcomes: Ongoing throughout the project
- Preparing and submitting reports: Quarterly
- Preparing research based articles and presenting / publishing: Ongoing throughout the project

## 9. BUDGET

Recognizing English language teachers' current needs, this project offers a wide-ranging professional development program. The program will actively work in various parts of the country conducting needs analysis, developing curriculum accordingly, training teachers through seminars and workshops, and conducting the program evaluation. This project will focus on the improvement of the quality of education (SDG4) through providing quality professional development to enable teachers to integrate the latest trends in pedagogy and methodology of ELT into their curriculum to meet high standards.

The estimated budget planning and distribution for this project is as follows:

Portable over-head projector & other technological infrastructure  
 Developing Needs analysis and assessment  
 Developing Curriculum based on Needs analysis  
 Developing a detailed and well-structured Action Plan based on the Curriculum  
 Online platform development and maintenance  
 Delivering Workshops & Seminars (periodically)  
 Grant coordination & Project Management (monthly)  
 Organizing & delivering other training & extra-curricular activities (periodically)  
 Mentoring the training program -  
 Monitoring and evaluation activities -  
 Participating at the international conferences & events -  
 Inviting internationally renowned ELT specialists for seminars & workshops -  
 Publications in journals & as book chapters –  
 Publishing books on English language teaching methods (at least 100 copies)  
 Awards for the winners of the contests and competitions-  
 Stationary items

## 10. CONCLUSION

Enhancing quality education requires investing in the professional development of teachers. This project proposal outlines a comprehensive plan for implementing teacher-training programs to improve pedagogical skills, subject knowledge, and instructional strategies. By supporting teachers through continuous training and mentoring, we can create a positive impact on the quality of education and contribute to the overall development and success of individuals, societies, and the global world.

“Gujurly bilim merkezi” Economic Society has a proven record of accomplishment of implementing successful education initiatives. We possess the necessary expertise and infrastructure to manage this project effectively. We are confident that “Enhancing Quality Education (SDG4) through Quality Teacher Training: Developing In-service Teacher Training for English Education” will make a significant contribution to improving the quality of education in Turkmenistan.

By investing in the development of quality education and providing comprehensive training for teachers, we can create an educational system that values and supports the diverse needs of all students. This project aims to empower teachers (the majority of ELT teachers are female, women empowerment) to implement inclusive practices effectively and foster an inclusive learning environment where every student can succeed. We invite your support and collaboration to improve the quality of education not only in the urban areas but also especially in the suburban areas of the country without any discrimination. With your support, we can include everyone to our training program, so that qualified teachers may have better opportunities in the labor market. With your support, we can empower women, as the majority of English language teachers are female. With your support, we can train the teachers on inclusive education, so that no child left behind. Your support + our action = will improve the quality of education.

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