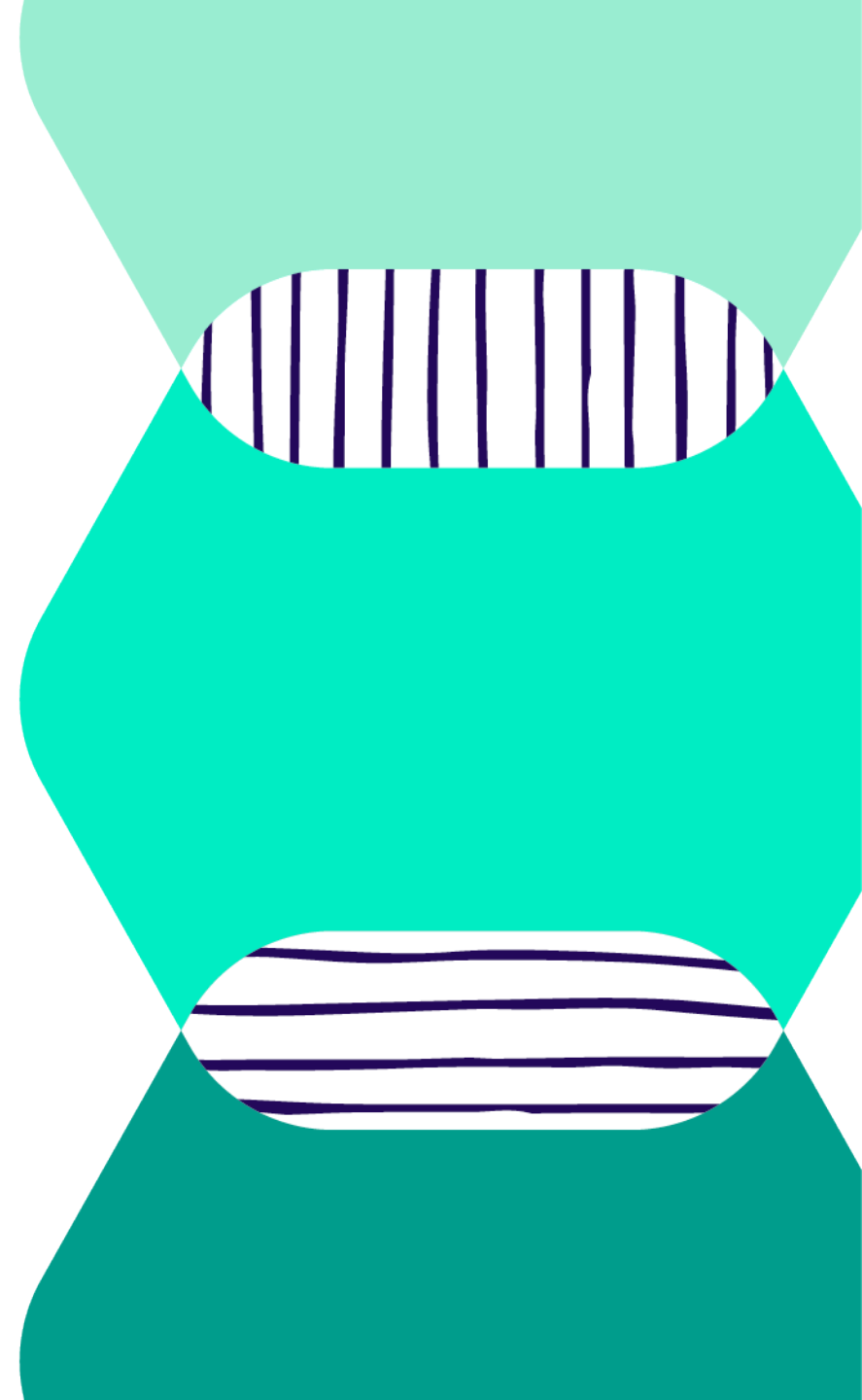


Accelerating English Language Learning in Central Asia

Strand 1

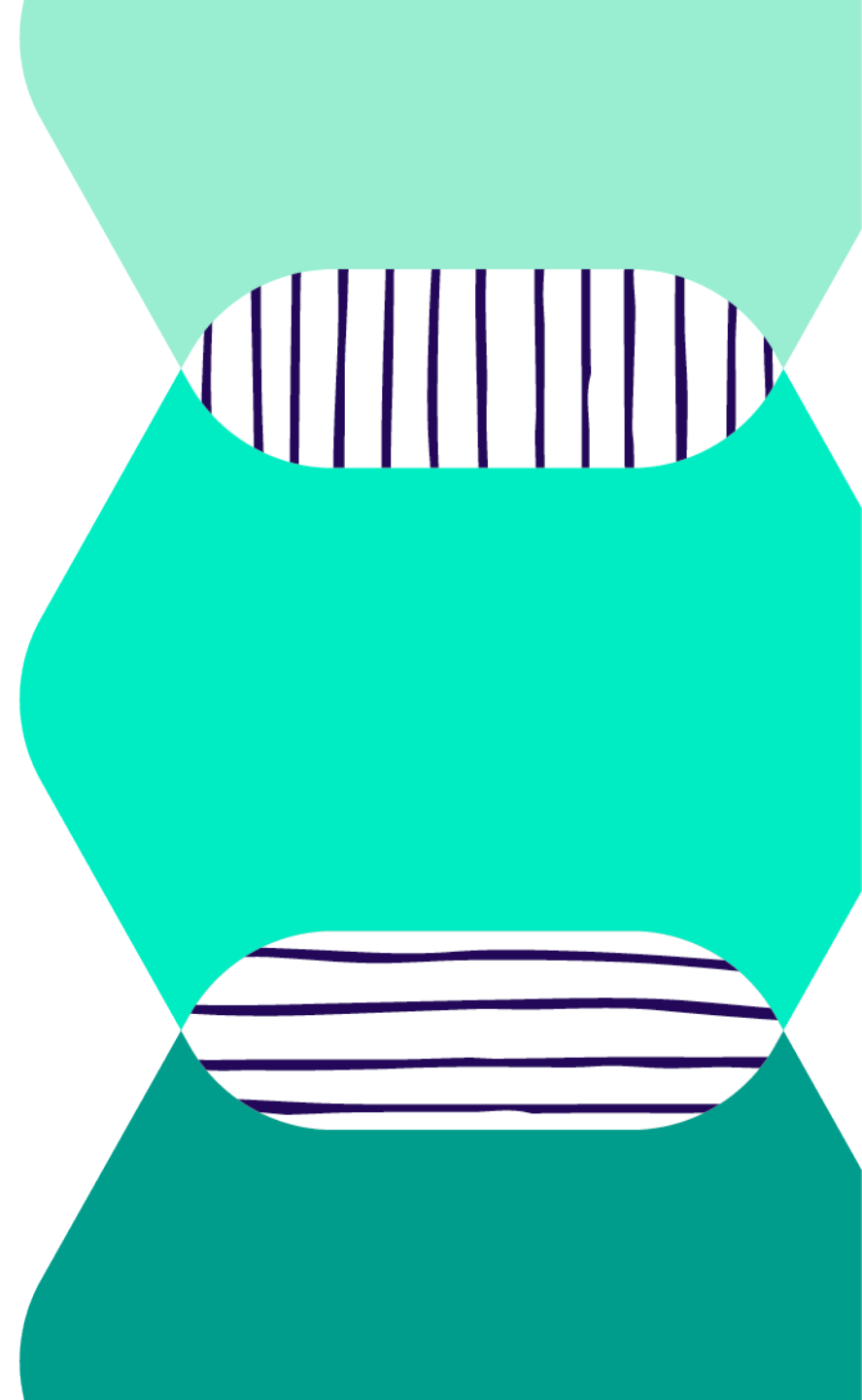
Mini-Projects and Next Steps

Session 3



Today's aims:

- Review the proposed mini-projects
- Clarify project aims, activities and expected outcomes (feedback and comments)
- Identify any questions or areas requiring further development
- Agree on priorities for the next month
- Give project leads space to reflect on their plans and support needs



Our Journey So Far

Project ideas → Strand 1 meeting (Guide) → Project development meeting→

Proposal submission → Feedback and comments returned → Today: Finalising
project development and preparation → Next meeting: Review progress



Project Overview: Turkmenistan

AELLCA III Mini-Projects Turkmenistan

4 projects | 2 institutions | 2 pathways



1



Structural Curriculum Enhancement and Institutional Modernisation of ESP

- Institution**
International University for the Humanities and Development (IUHD)
- Pathway 3**
Curriculum & Institutional Development
- Lead team**
Maya Orazova, Hurma Sultanova, Jahan Saparova, Soltangul Arazmedova
- Target group**
ESP students in Law, International Relations and International Economics
- Focus**
Modernising ESP provision through structural curriculum development and institutional enhancement.

FOUNDATION & PLANNING

2



Innovative Approaches in ESP: Trilingual Contexts & AI-Driven Tools

- Institution**
IUHD
- Pathway 1**
Teaching & Materials Innovation
- Lead**
Maya Orazova
- Target group**
Undergraduate students in Law, International Relations and World Politics
- Focus**
Teaching legal, diplomatic and political terminology through trilingual contexts and AI-supported tools.

TEACHING & MATERIALS INNOVATION

3



Modernising ESP Course Materials for Law Students

- Institution**
IUHD
- Pathway 1**
Teaching & Materials Innovation
- Lead**
Orazsoltan Annamyradova
- Target group**
Law students
- Focus**
A semester-long pilot to modernise ESP course materials through the use and adaptation of Market Leader (Business Law).

TEACHING & MATERIALS INNOVATION

4



Developing a CPD Framework to Enhance the Soft Skills of PRESETT Students

- Institution**
Magtymguly Turkmen State University
- Pathway 3**
Curriculum & Institutional Development
- Lead**
Jahan Shaveliyeva
- Target group**
PRESETT students
- Focus**
Developing a structured CPD framework to strengthen soft skills and professional readiness among future English teachers.

CURRICULUM & INSTITUTIONAL DEVELOPMENT



Common thread

ESP development → Innovation → Materials → Professional development

Two pathways

1



Teaching & Materials Innovation

3



Curriculum & Institutional Development

Project Overview: Tajikistan

AELLCA III Mini-Projects Tajikistan

5 projects | 2 institutions | 3 pathways



1



Implementing a Peer-Supported CPD Cycle for Student-Centred and Inclusive English Teaching



Institution
Tajik International University of Foreign Languages named after Sotim Ulughzoda (TIUFL)



Pathway 3
Curriculum & Institutional Development



Team
Gulzira Sobirova, Maliha Odinaeva, Mehrubon Amoni, Parvina Mirzoeva



Focus
Establishing a peer-supported CPD cycle to promote student-centred and inclusive approaches to English teaching.

2



Implementing Inclusive Assessment and Feedback for Written Works of Students



Institution
Khujand State University – Oriental Languages Department (KSU)



Pathway 2
Assessment & Feedback Development



Target group
Students producing written work



Team
Parvina Rizoeva, Mutriba Karimova, Nigora Salimova



Focus
Developing more inclusive approaches to assessing and providing feedback on students' written work.

3



Peer Observation and Mentoring for Inclusive and Innovative PRESETT Practices



Institution
Khujand State University – Faculty of Oriental Languages (KSU)



Pathway 3
Curriculum & Institutional Development



Team
Shamsiddinova Nazira, Rashidova Dilafruz



Focus
Developing a peer observation and mentoring framework to support inclusive and innovative practices in PRESETT.



Note: Project title/focus requires further clarification.

4



Developing Inclusive and AI-Supported Speaking Activities for Undergraduate English Students



Institution
Khujand State University – Faculties of Foreign Languages & Oriental Languages (KSU)



Pathway 1
Teaching & Materials Innovation



Target group
Undergraduate English students



Focus
Designing and piloting inclusive speaking activities supported by AI tools.



Note: Project participants are not yet specified in the proposal.

5



Developing a Professional Practice Programme for Language Students through the International Relations Department



Institution
Khujand State University – International Relations Department (KSU)



Pathway 3
Curriculum & Institutional Development



Team
Ehsonzoda Malohat Ehson, Mirsaminova Guzalkhon Mahmudjonovna, Zokirzoda Jamshed Zokir



Target group
Language students



Focus
Developing a professional practice programme for language students through collaboration with the International Relations Department.



Note: Further clarification of the programme design and participant details is needed.



Common thread

From teacher development to student success



CPD



Assessment



Inclusion



AI-supported teaching



Professional practice

Feedback (Group discussion)

- What were your main takeaways from the feedback on your proposal?
- What would you like to revise, clarify or strengthen in your project?
- What are the key activities you will undertake over the next month?
- What support do you need from us/me or your institution to move forward?



What happens next?

- What is the first practical step you need to take?
- What can realistically be achieved during the mini-project period?
- What will you actually produce, pilot or change?
- How will you know whether the project has been successful?



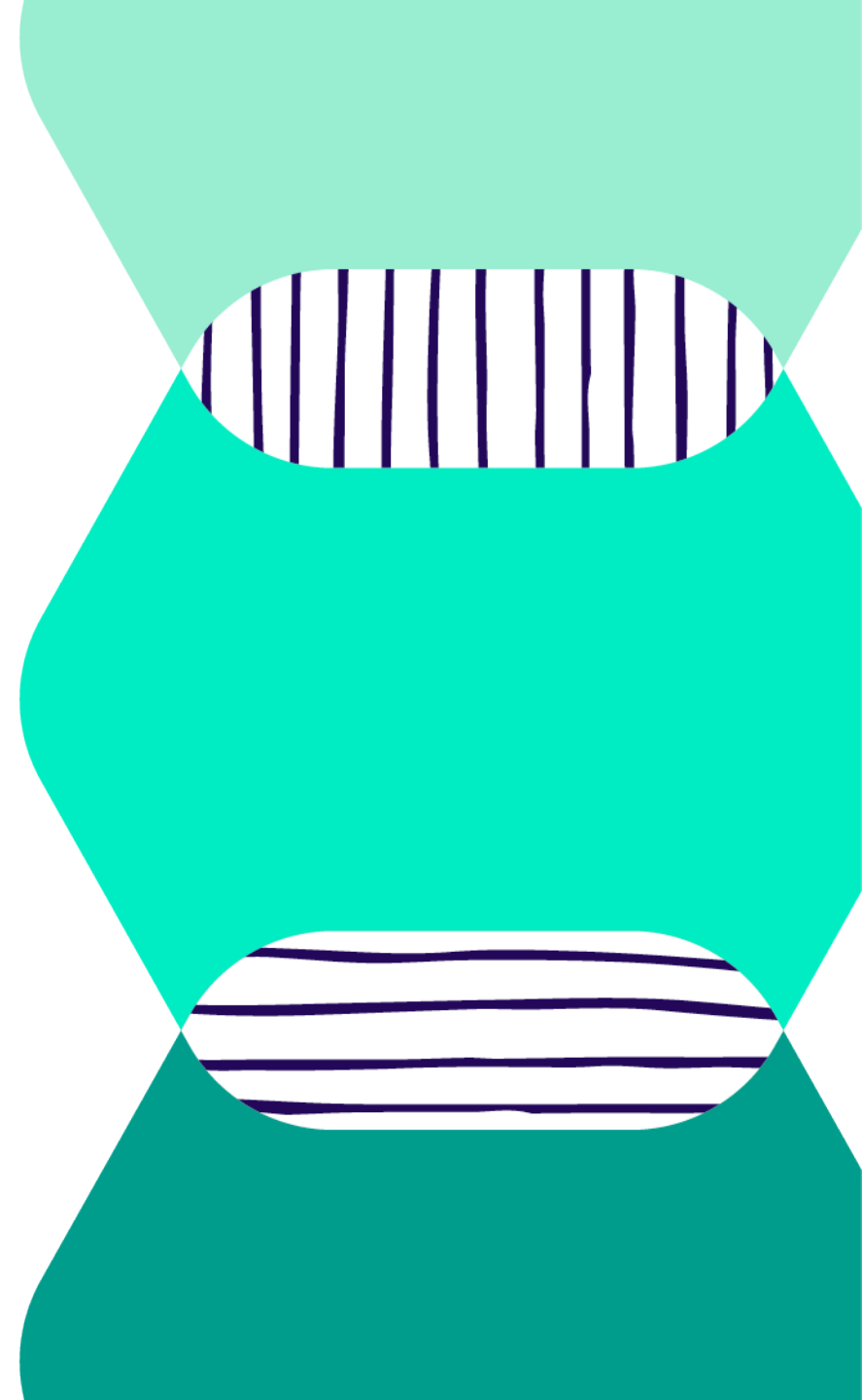
Planning the Next Month

Question	Your plan
What is our priority for the next month?	
What are your 2-3 key actions?	
Who will be responsible?	
Who else needs to be involved?	
What do you need to produce?	
What might be challenging?	
What support do you need?	



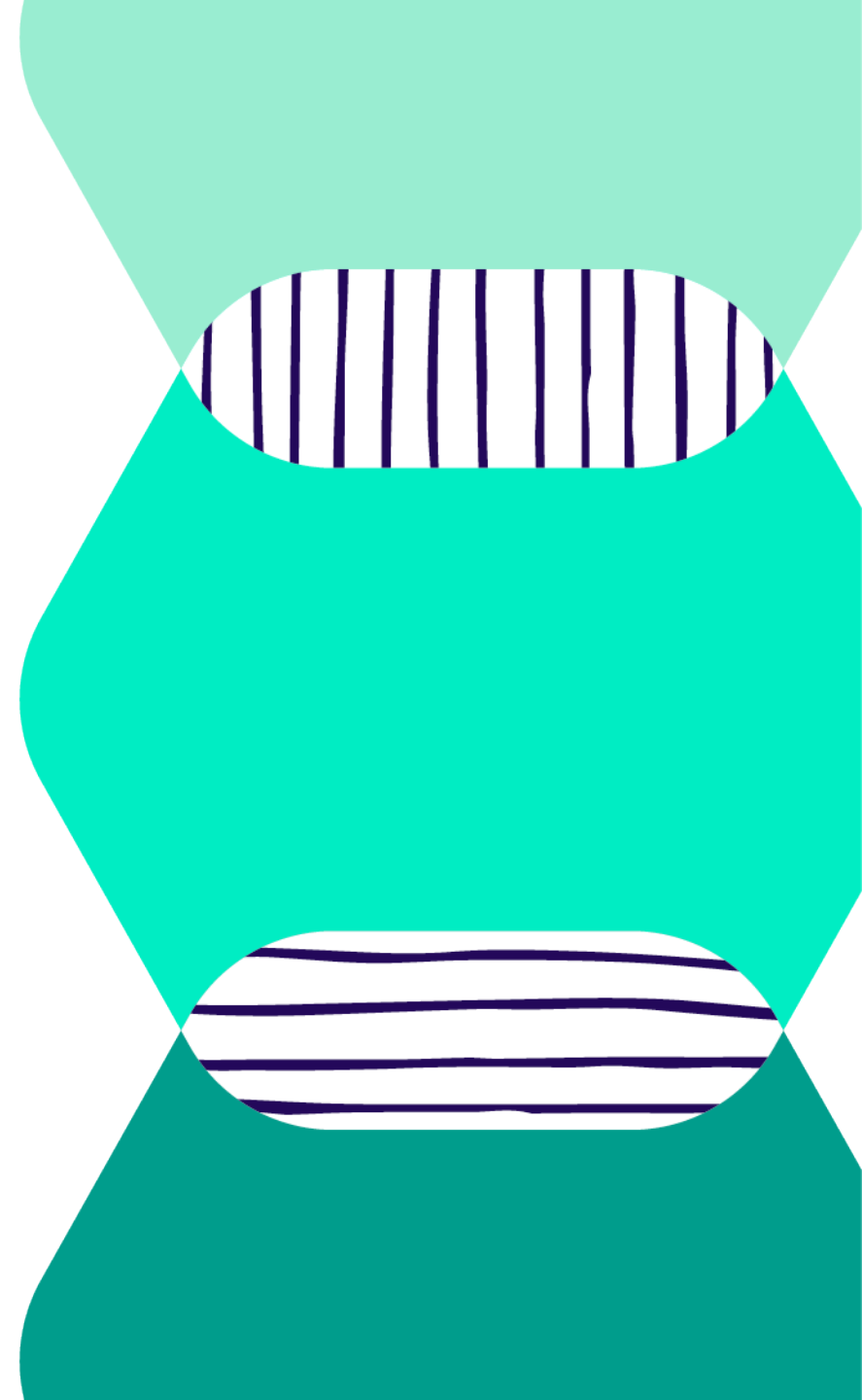
What Support Do You Need?

- What feedback would be useful?
- Do you need help refining the project?
- Do you need examples/resources?
- Do you need methodological support?
- Do you need help with evaluation?
- Do you need to connect with another project/team?
- Do you need anything from the AELLCA team before the next meeting?



Working as a Project Team

- How will you divide responsibilities?
- How often will you meet?
- How will you communicate between meetings?
- Who will coordinate the work?
- How will decisions be made?
- Are there colleagues or departments you need to involve?
- Do you need institutional approval or support?

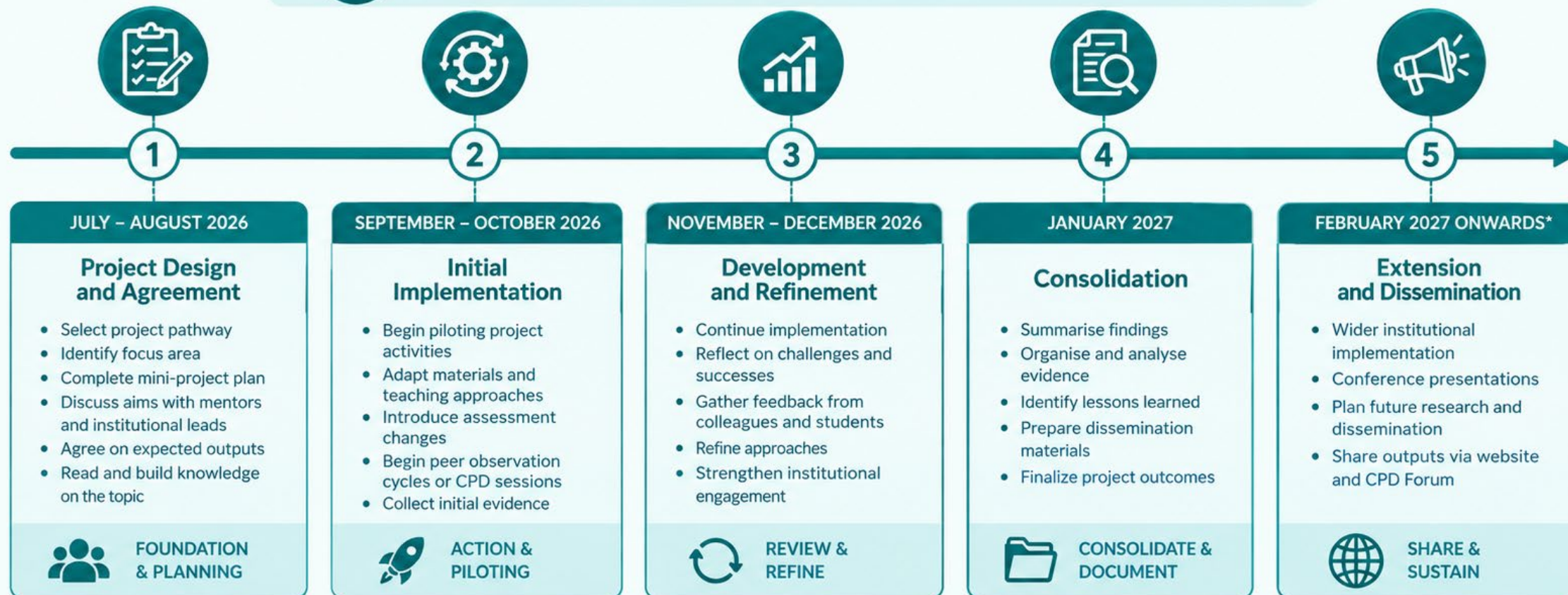


AELLCA III IMPLEMENTATION TIMELINE

A cycle of planning, implementation, reflection and dissemination



Strand 1 begins on 1 July 2026 and follows a structured cycle to support participants in creating meaningful, sustainable and impactful mini-projects.



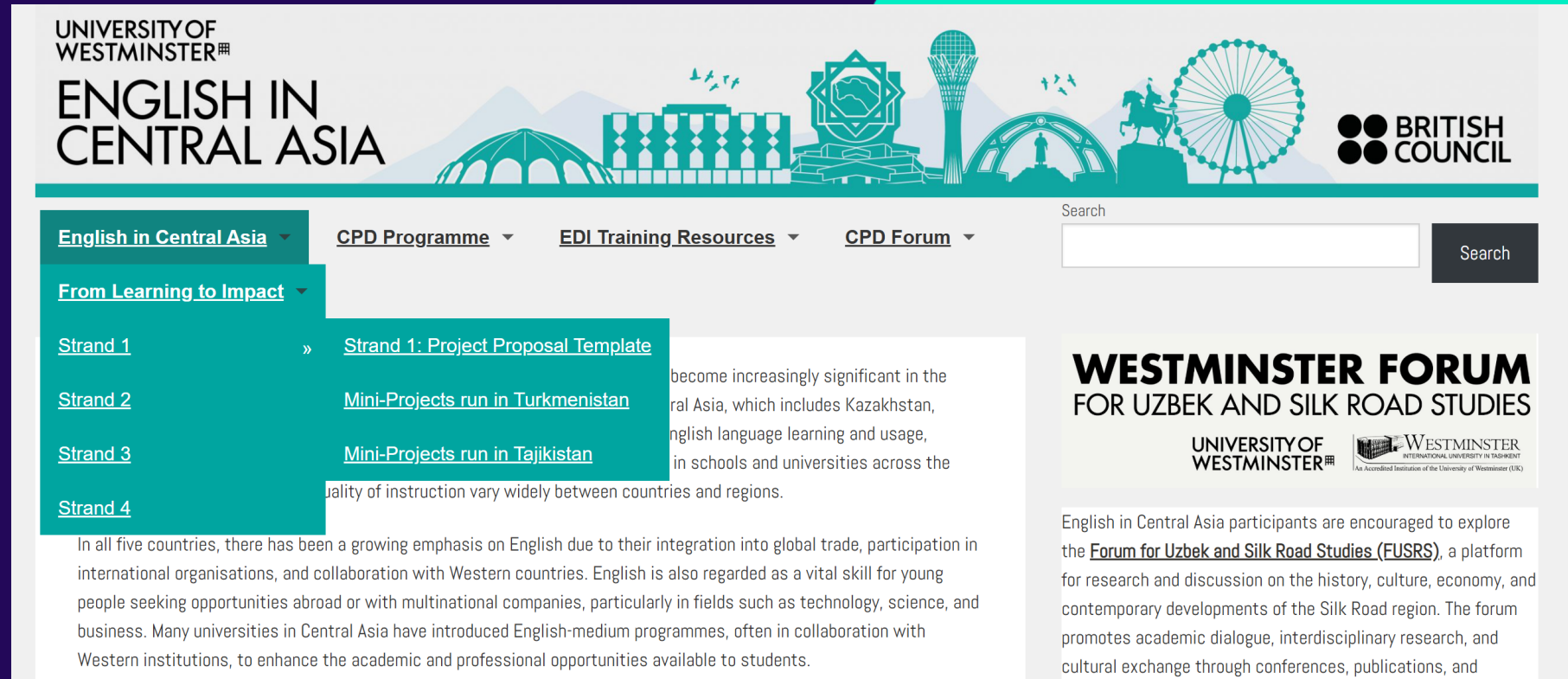
*If continuation funding is secured, participants may extend their work beyond February 2027 to deepen impact and broaden dissemination.



Before Our Next Workshop

Please email the necessary changes on the project website by 30 September to A.Bezborodova2@westminster.ac.uk

Project website: [English in Central Asia » From Learning to Impact](#)



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Strand 1 » Strand 1: Project Proposal Template

Strand 2 Mini-Projects run in Turkmenistan

Strand 3 Mini-Projects run in Tajikistan

Strand 4

become increasingly significant in the Central Asia, which includes Kazakhstan, English language learning and usage, in schools and universities across the quality of instruction vary widely between countries and regions.

In all five countries, there has been a growing emphasis on English due to their integration into global trade, participation in international organisations, and collaboration with Western countries. English is also regarded as a vital skill for young people seeking opportunities abroad or with multinational companies, particularly in fields such as technology, science, and business. Many universities in Central Asia have introduced English-medium programmes, often in collaboration with Western institutions, to enhance the academic and professional opportunities available to students.

WESTMINSTER FORUM FOR UZBEK AND SILK ROAD STUDIES

UNIVERSITY OF WESTMINSTER WESTMINSTER INTERNATIONAL UNIVERSITY IN TASHKENT (An Accredited Institution of the University of Westminster (UK))

English in Central Asia participants are encouraged to explore the [Forum for Uzbek and Silk Road Studies \(FUSRS\)](#), a platform for research and discussion on the history, culture, economy, and contemporary developments of the Silk Road region. The forum promotes academic dialogue, interdisciplinary research, and cultural exchange through conferences, publications, and

