



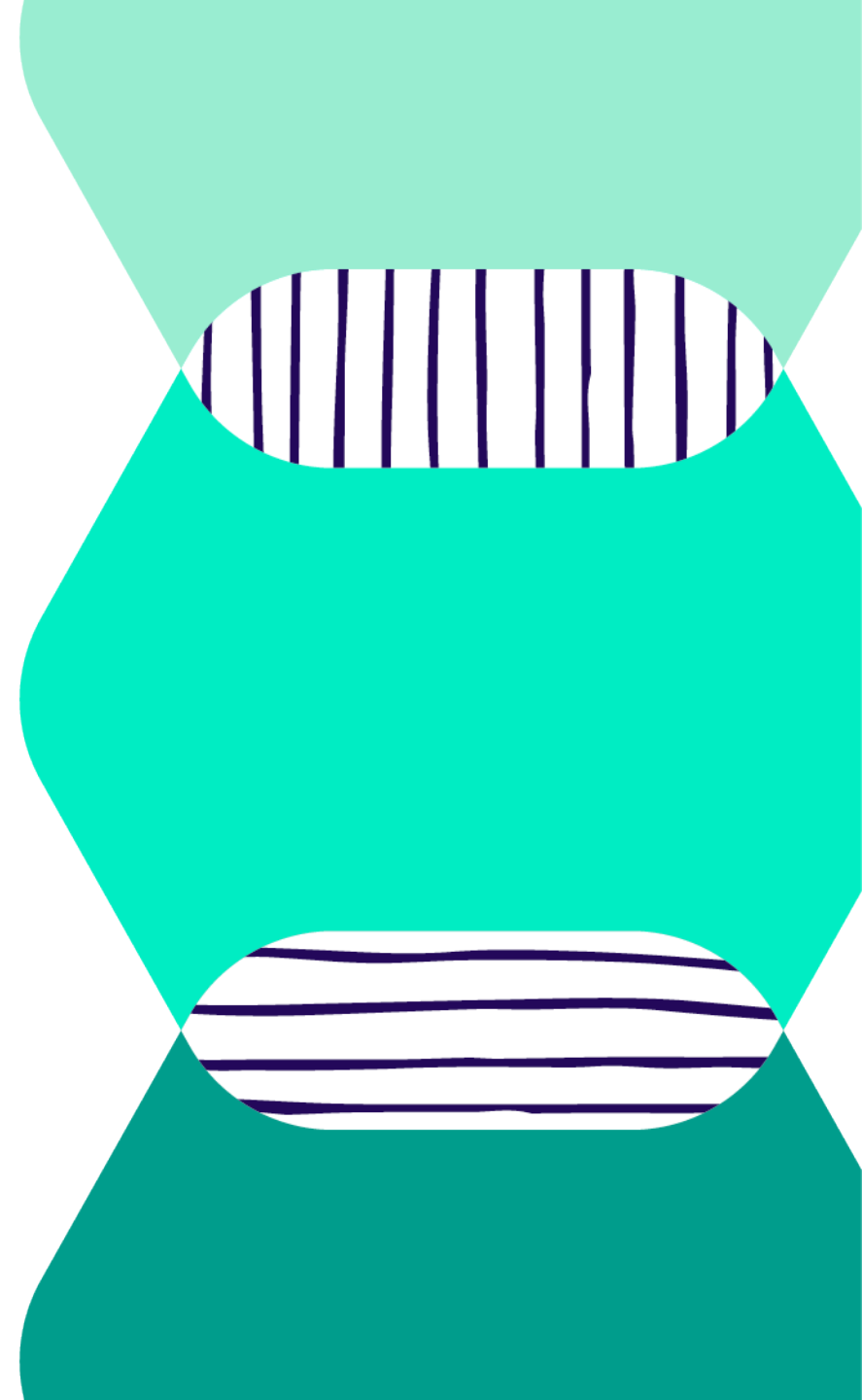
Accelerating English Language Learning in Central Asia

Strand 1

Mini-Project Meeting: Developing Project Proposals

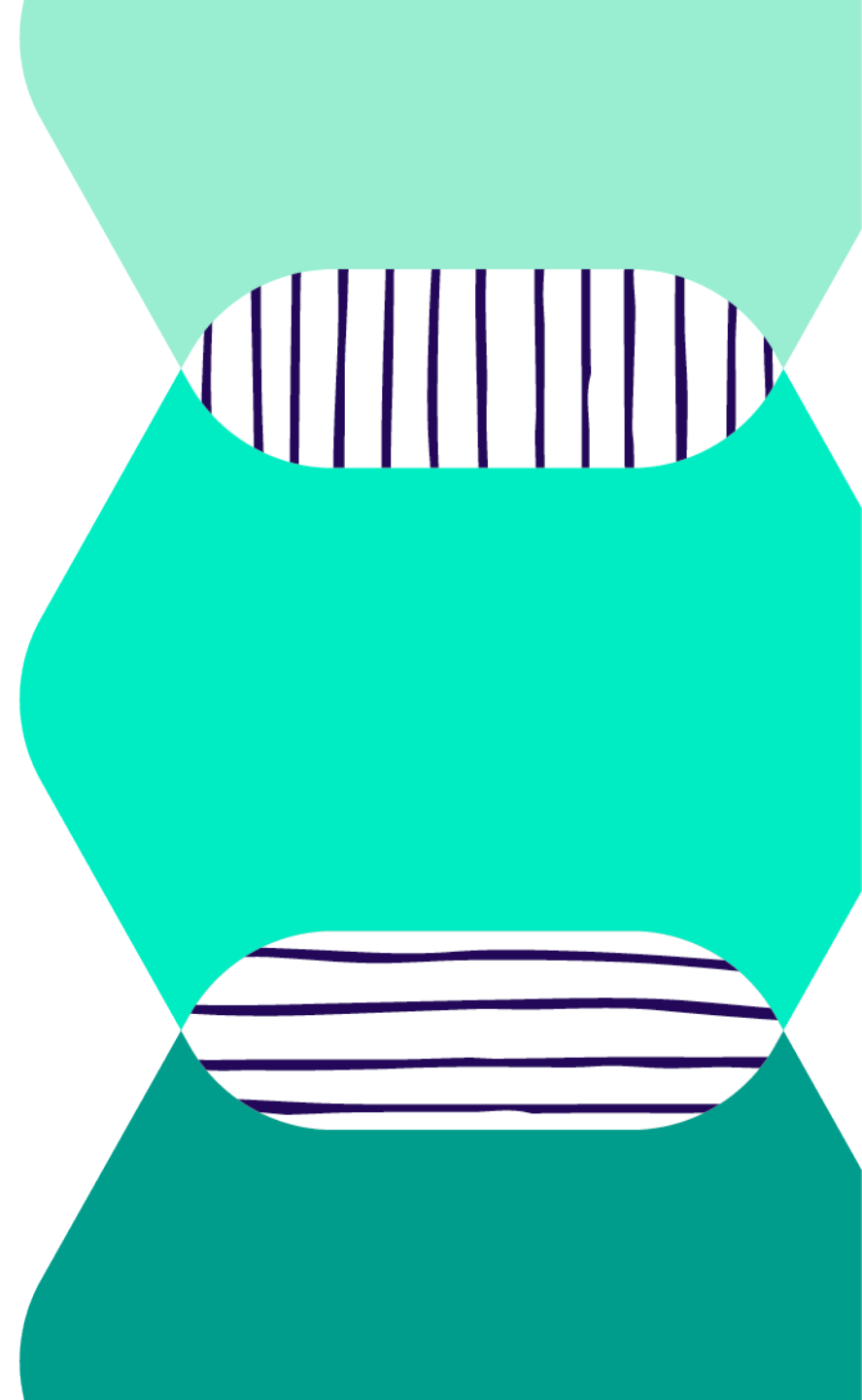
Session 2

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By the end of this session, you will:

- clarify and refine their mini-project ideas;
- ensure their projects are focused, realistic, and achievable;
- receive feedback on their proposed aims, activities, and expected outcomes;
- start developing a clearer plan for completing their Strand 1 project proposal.



—.. THREE PROJECT PATHWAYS —..

Flexible pathways to support innovation, improvement and institutional development in English language education.



PATHWAY 1

Teaching and Materials Innovation

Focuses on improving teaching practice through the adaptation, redesign and implementation of teaching materials, methodologies and classroom approaches.

Participants may work on:

- ✓ Adapting existing teaching materials
- ✓ Redesigning classroom tasks
- ✓ Trialling new teaching strategies and methods
- ✓ Integrating digital tools and technologies
- ✓ Developing resources for active, student-centred learning

Possible outputs:



- Adapted lesson materials
- Micro-teaching demonstrations
- Reflective teaching portfolios
- Peer observation reports
- Resource banks for sharing



PATHWAY 2

Assessment and Feedback Development

Focuses on strengthening formative and summative assessment practices to improve fairness, transparency and student learning.

Participants may work on:

- ✓ Redesigning assessment tasks
- ✓ Improving feedback practices and literacy
- ✓ Introducing peer- and self-assessment
- ✓ Aligning assessments with learning outcomes
- ✓ Developing assessment criteria or rubrics

Possible outputs:



- Revised assessment tasks
- New rubrics or marking criteria
- Student feedback analysis
- Assessment guidelines for colleagues
- Examples of inclusive assessment



PATHWAY 3

Curriculum and Institutional Development

Designed for those in leadership or senior roles to develop sustainable structures for teaching, curriculum and CPD within their institutions.

Participants may work on:

- ✓ Reviewing and enhancing curriculum elements
- ✓ Embedding inclusive and innovative practices
- ✓ Developing internal CPD units or structures
- ✓ Establishing peer observation or mentoring systems
- ✓ Strengthening collaboration and communities of practice

Possible outputs:



- Curriculum enhancement proposals
- Departmental CPD frameworks
- Peer observation systems
- Mentoring structures
- Institutional T&L guidelines



**EMBEDDING WELLBEING
AND INCLUSIVITY
ACROSS ALL PATHWAYS**

Wellbeing and inclusivity are core principles that should shape every stage of planning, implementation and evaluation.



Student wellbeing



Inclusive participation



Diverse learning needs



Equitable teaching and assessment



Supportive and reflective cultures

Progress Check (10 minutes)

Discussion/Poll:

- What idea or area of development are you currently considering for your mini-project?
- Which Strand 1 pathway does your idea connect to?
- What progress have you made since the first meeting?



From Idea to Project (25 minutes)

- **Practical** (addresses a real teaching, assessment, curriculum, or professional development need within your institution)
- **Focused** (has a clear, achievable aim and a manageable scope)
- **Context-sensitive** (is adapted to your local context, priorities, and institutional needs)
- **Reflective** (includes opportunities to evaluate, review, and improve practice throughout the project)
- **Collaborative** (engages colleagues, departments, or other stakeholders where appropriate)
- **Sustainable** (has the potential to continue beyond AELLCA III and contribute to long-term institutional development)

From Idea to Project

A. Identifying the Focus

What is the project about?

- What area of teaching, assessment, curriculum, or CPD do you want to develop?
- Is this a current challenge, an opportunity, or an area for innovation?
- Why is this important in your context?

Consider:

- What evidence or experience suggests this area needs attention?
- Who is affected by this issue?



From Idea to Project

B. Defining the Scope

Is the project realistic and manageable?

- What can realistically be achieved within the Strand 1 timeframe?
- Is the project focused enough?
- What elements should be included or excluded?

Ask yourself:

- Can I implement and evaluate this project with the available time and resources?



From Idea to Project

C. Identifying Potential Impact

What difference will this project make?

- Who will benefit from this project?
- How will teaching, learning, assessment, or professional practice improve?
- What change do you hope to see?

Possible areas of impact:

improved student engagement; stronger assessment practices; better teaching resources; increased collaboration; enhanced professional learning.



Developing the Project Proposal Structure (35 minutes)

• The Strand 1 Project Structure •

Every mini-project proposal should answer seven key questions:

1	What is the project?	→	Project Title	
2	Where will it happen?	→	Context	
3	Why is it needed?	→	Identified Need / Focus Area	
4	What do you want to achieve?	→	Project Aim(s)	
5	What will you do?	→	Planned Activities	
6	How will you know it worked?	→	Evidence of Implementation and Impact	
7	How will it continue?	→	Sustainability	

**Project
Proposal
Template**

Developing the Project Proposal Structure

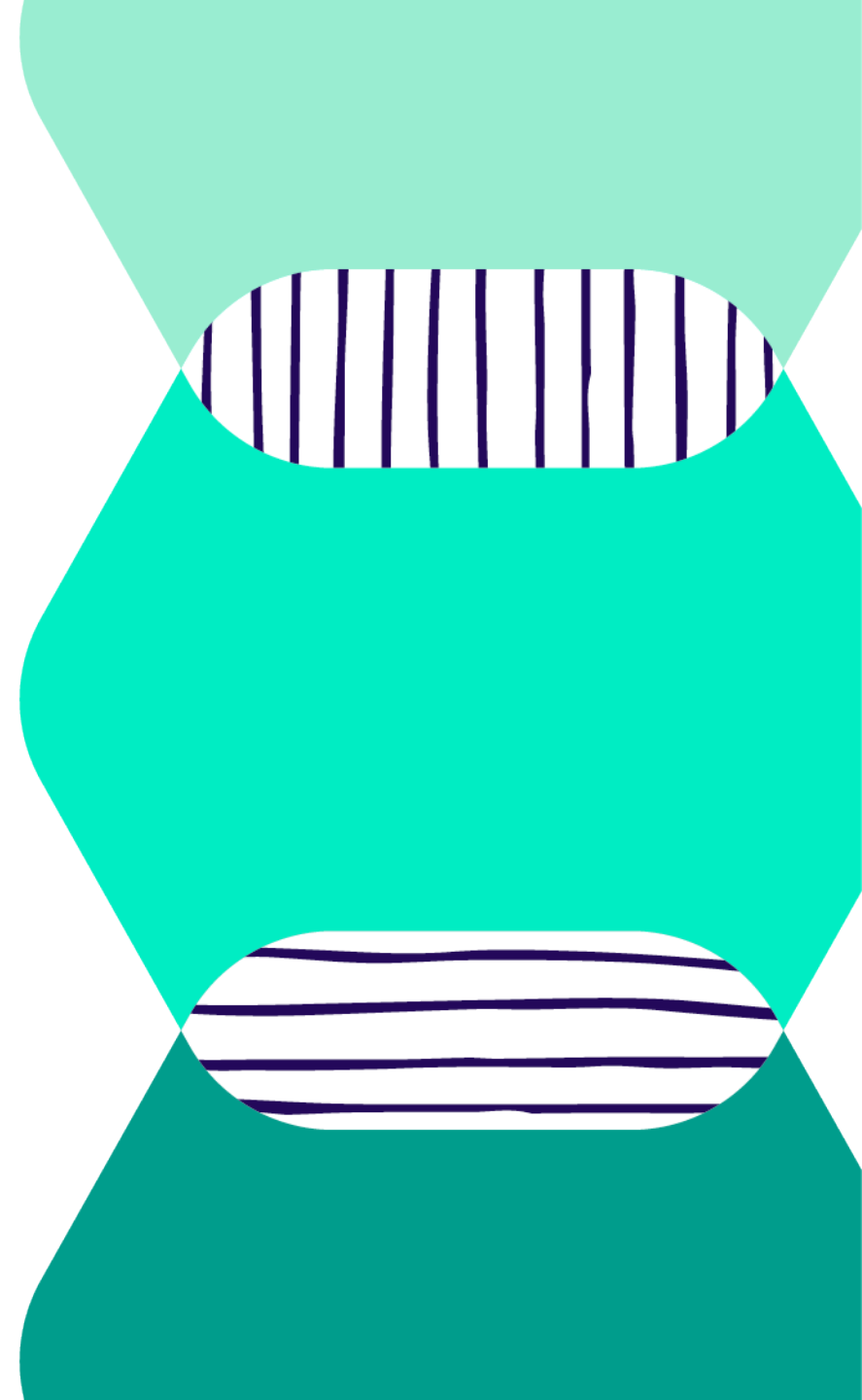
1. Project Title

Your title should be:

- ✓ clear
- ✓ specific
- ✓ focused on development or improvement

Ask yourself:

- Does my title show what I want to change or develop?
- Is it realistic for a small-scale project?
- Would someone understand the focus immediately?



Example:

✗ Improving English Teaching

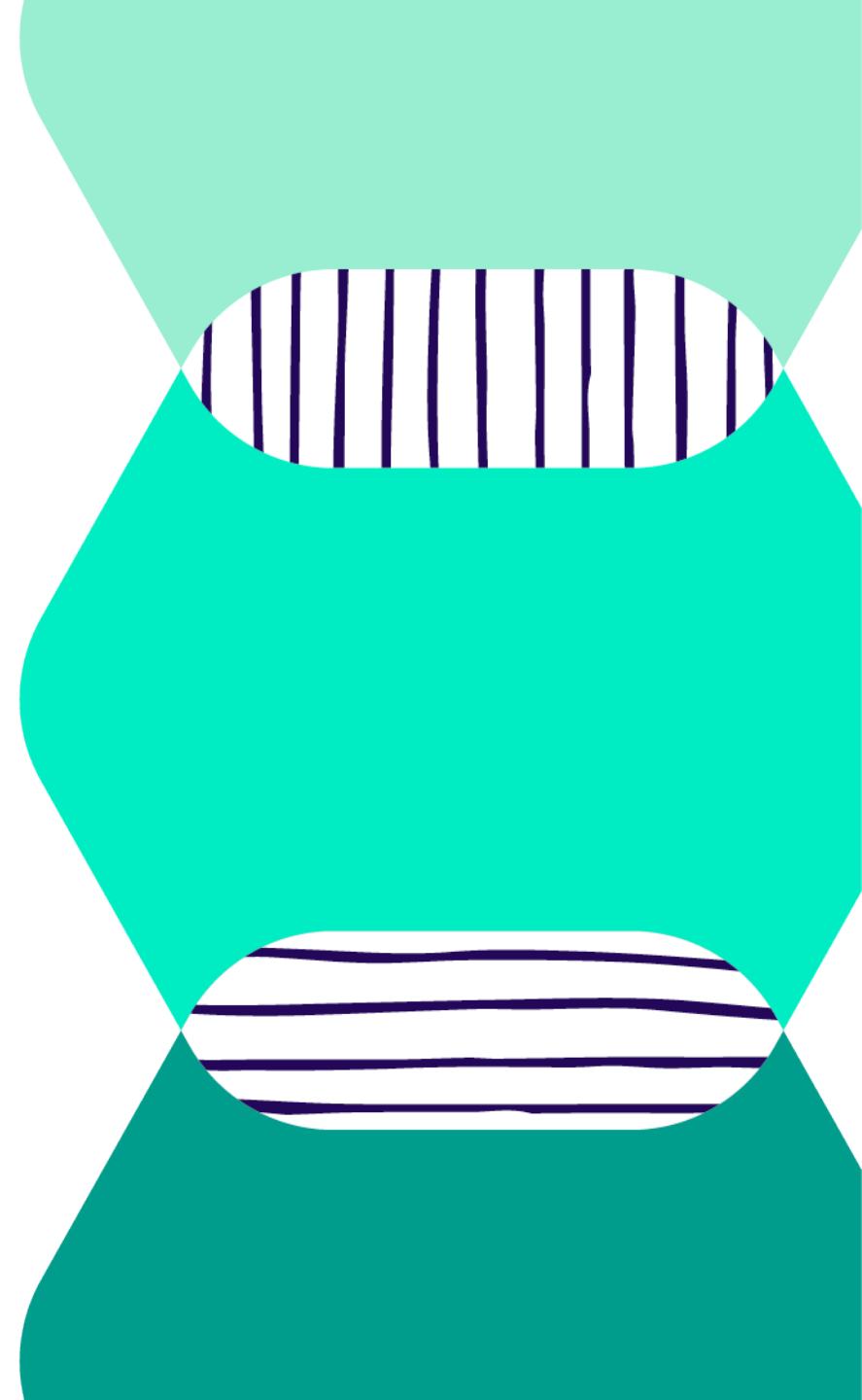
✓ Developing Interactive Speaking Activities for First-Year English Students

✗ Improving Student Learning

✓ Enhancing Student Engagement through Interactive Speaking Activities in First-Year English Classes

✗ Assessment

✓ Developing Formative Assessment Strategies for Undergraduate English Writing Courses



Developing the Project Proposal Structure

2. Context

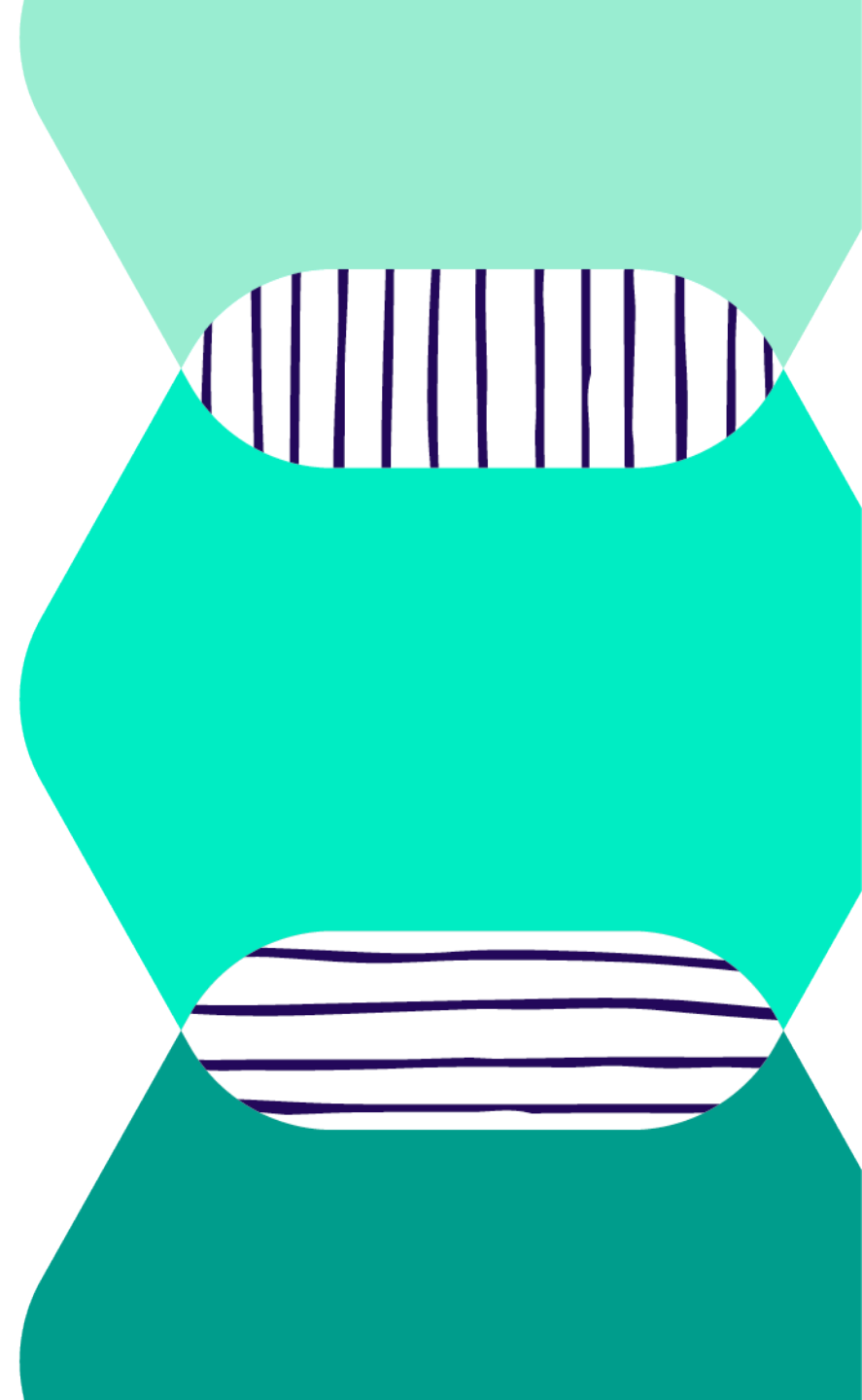
Where will your project take place?

Describe:

- institution/university/department or faculty/programme/module/ student or staff group involved/teaching or professional context

Guiding questions:

- Who is involved?
Where will the change happen?
What is the current situation?



Developing the Project Proposal Structure

3. Identified Need or Focus Area

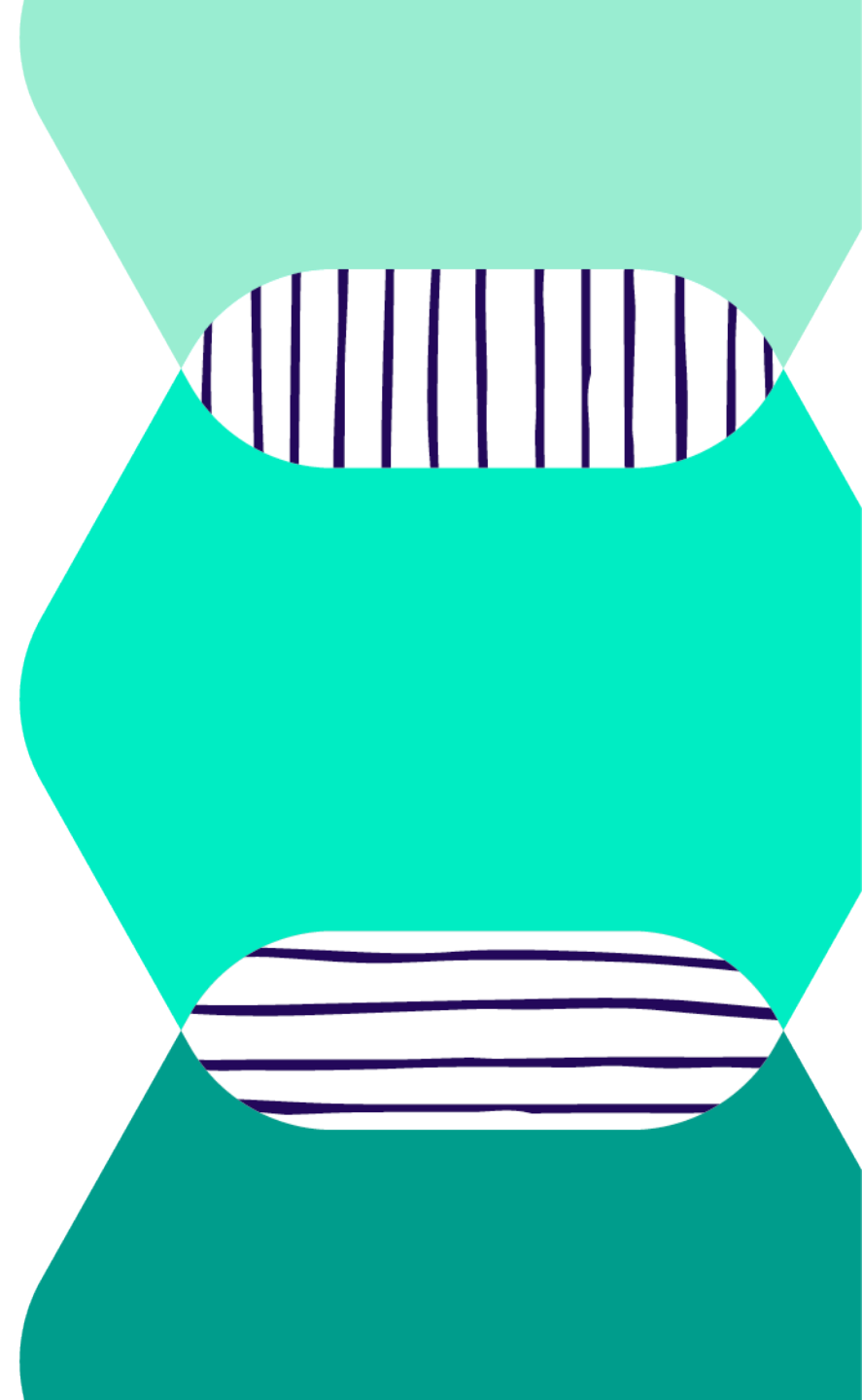
What challenge or opportunity does your project address?

A strong proposal explains:

Current situation → Need for change → Proposed improvement

Consider:

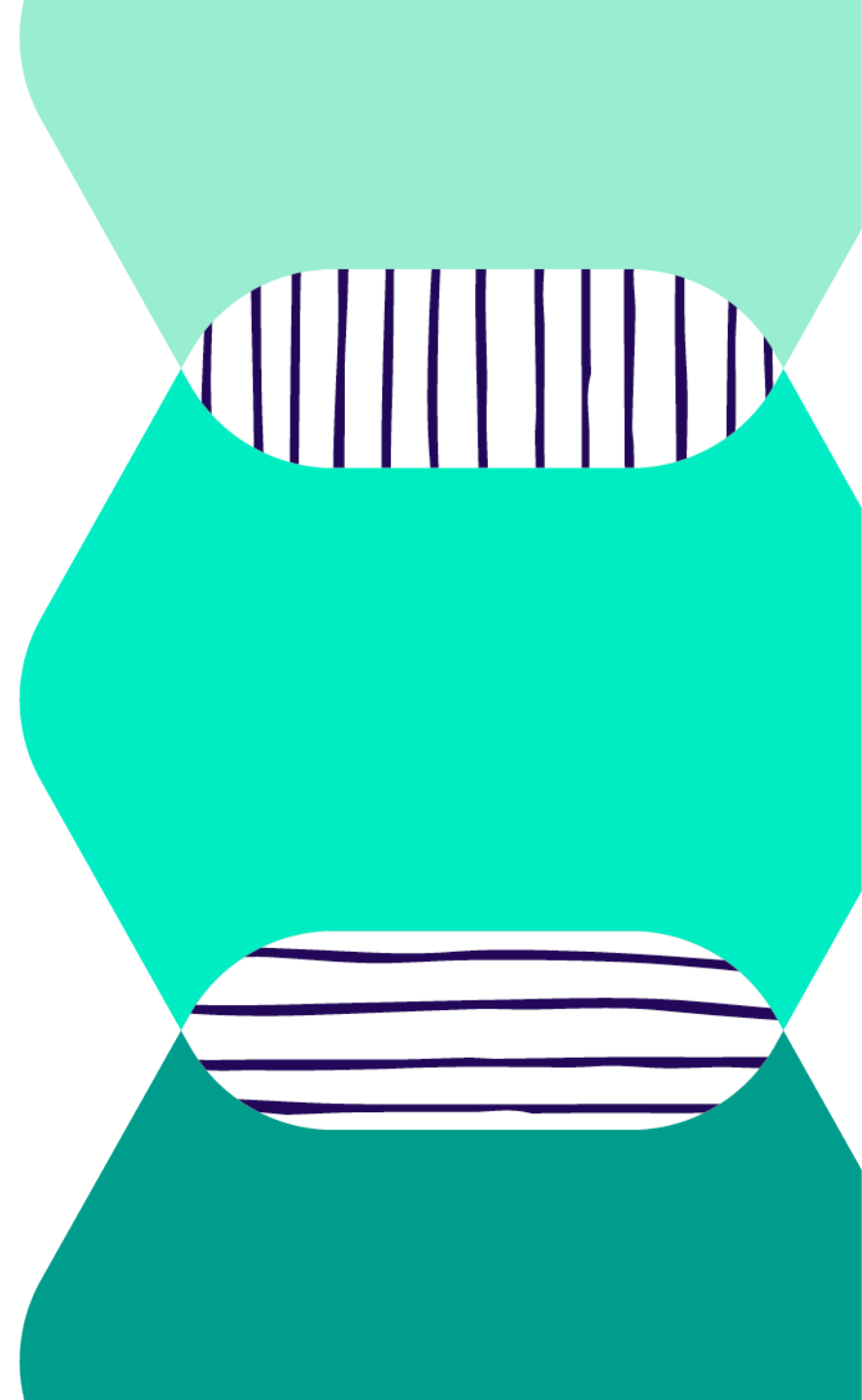
- What problem have you noticed?
- What evidence or experience shows this is important?
- Who is affected?
- Why does this matter?



Developing the Project Proposal Structure

Complete this sentence:

“This project is needed because currently _____.
This affects _____. Therefore, I want to explore
_____.”



Developing the Project Proposal Structure

4. Project Aim(s)

What do you want to improve, develop, or change?

Your aims should be:

- ✓ realistic
- ✓ specific
- ✓ achievable within the project timeframe

Example:

✗ “To improve English education in my university”.

✓ “To improve students’ engagement with academic writing through redesigned formative feedback activities.”

Developing the Project Proposal Structure

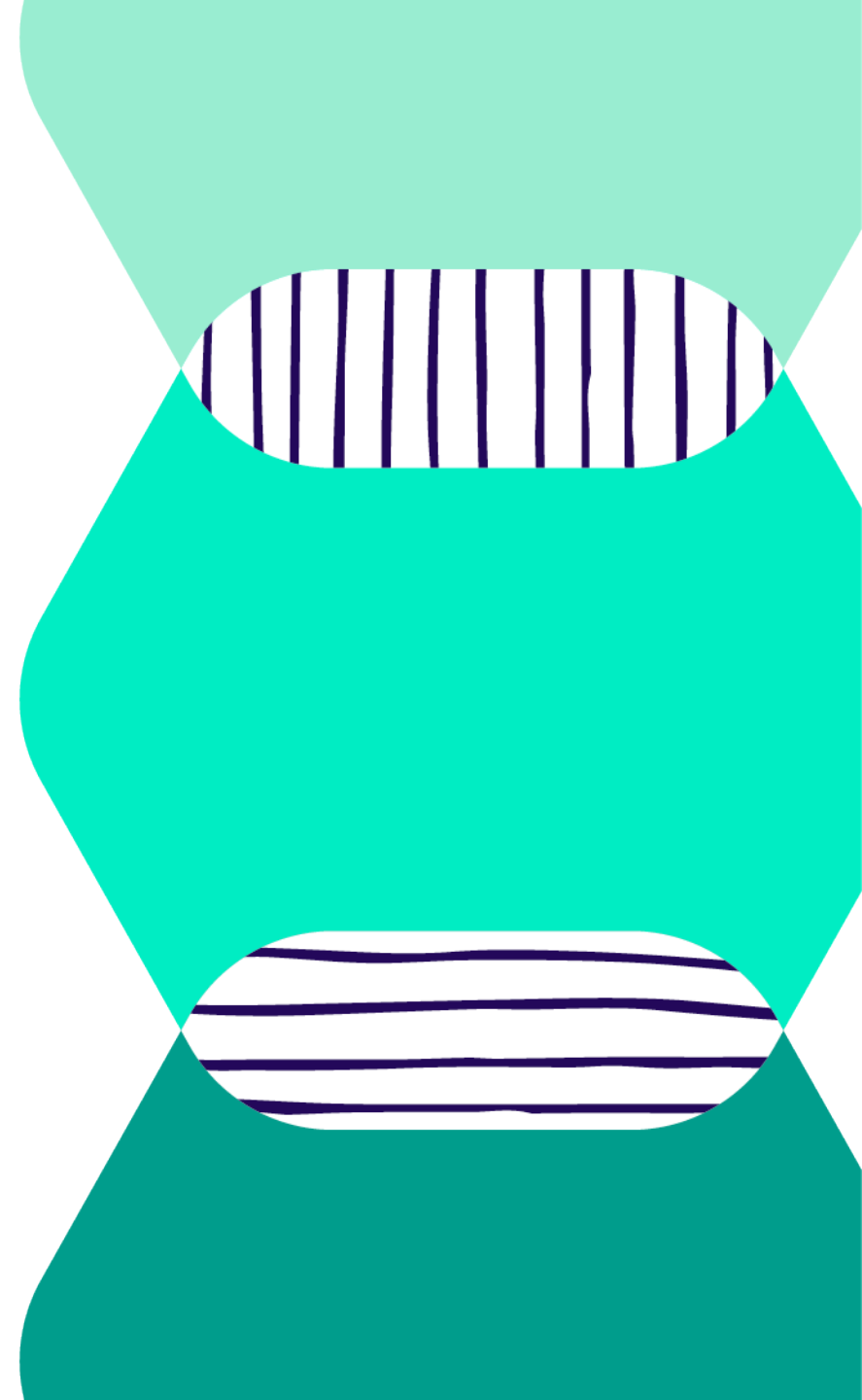
5. Planned Activities

What will you actually do? Think about:

Before implementation: What preparation is needed? What resources need to be developed?

During implementation: What will you introduce, test, or change? Who will participate?

After implementation: What feedback will you collect? How will you reflect and improve?



Developing the Project Proposal Structure

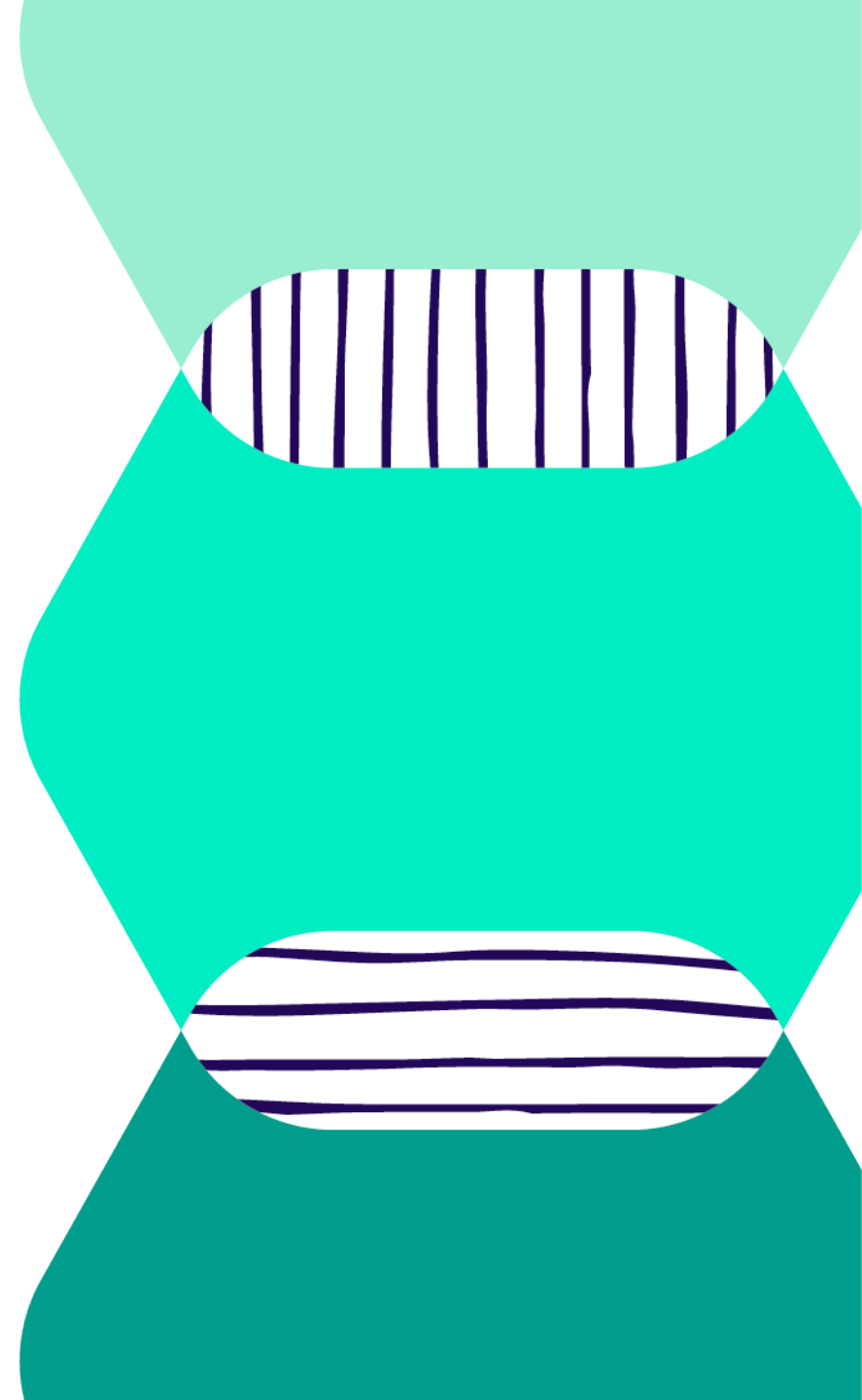
6. Evidence of Implementation and Impact

How will you show your project made a difference?

- Lesson materials/assessment tasks/ workshop materials/ reflection notes/ evidence of impact/ student feedback/ peer feedback/ observation notes/ examples of student work

Ask yourself:

- What evidence will show that my project achieved its aims?



Developing the Project Proposal Structure

7. Sustainability

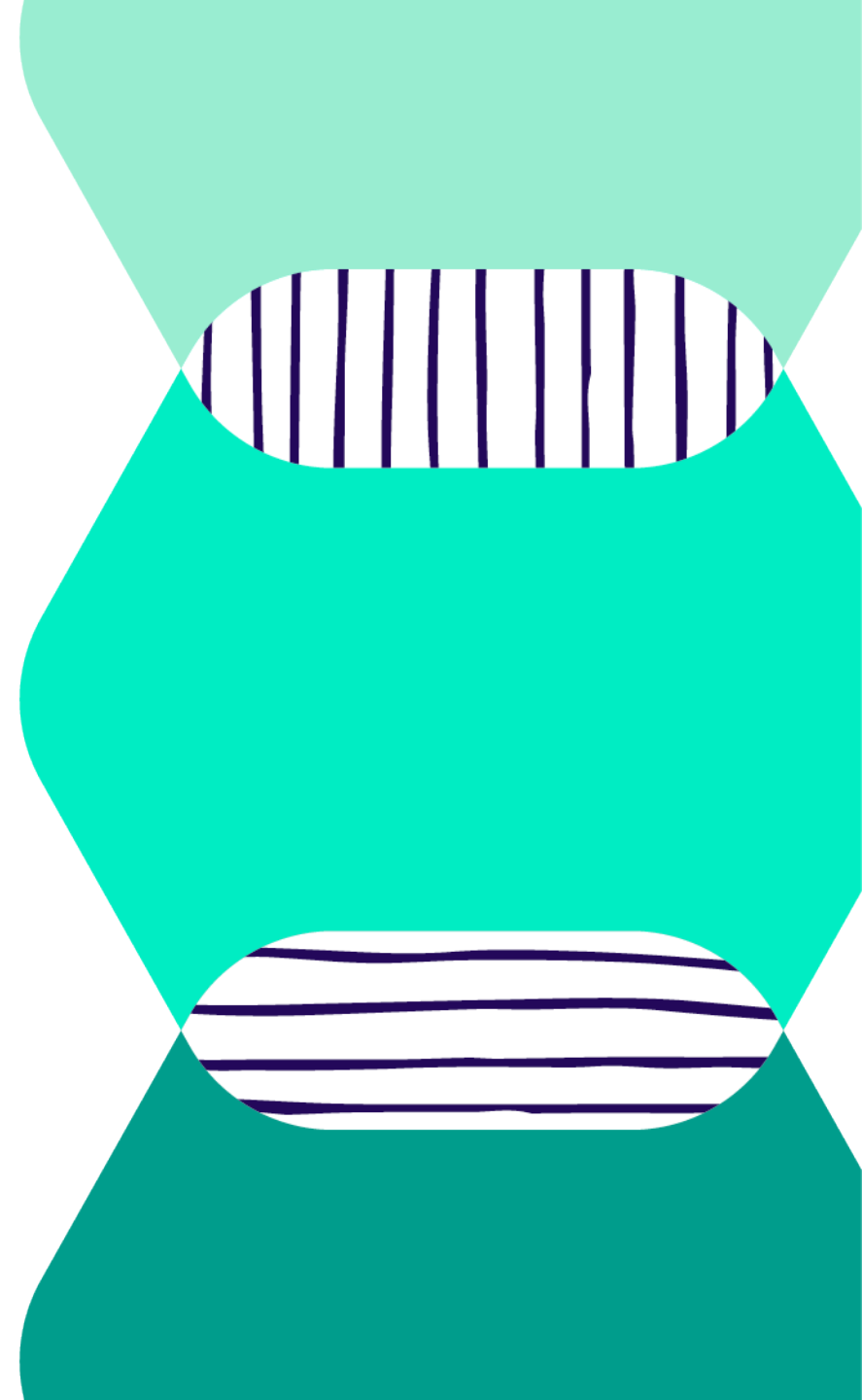
How can this continue beyond AELLCA III?

Possible continuation:

- sharing resources with colleagues
- integrating changes into modules
- developing CPD activities
- expanding to other classes/programmes
- creating departmental resources

Guiding questions:

- Who/how can someone continue this work?

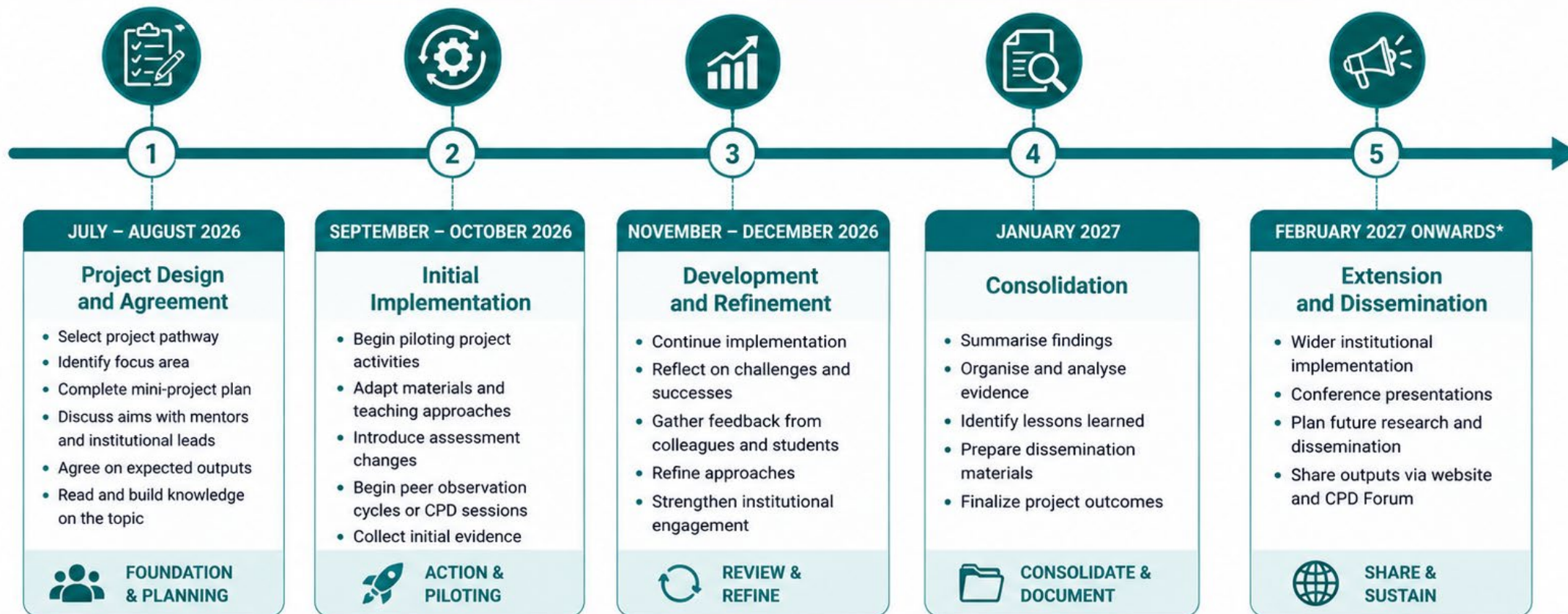


STRAND 1 IMPLEMENTATION TIMELINE

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 use the Project Proposal Template and email it by 4 September to A.Bezborodova2@westminster.ac.uk

An online copy is available on the project website: [English in Central Asia » Strand 1: Project Proposal Template](#)



Strand 1: Mini-Project Proposal

This proposal template is designed to help you translate professional learning into sustainable institutional practice through a focused, practical mini-project. The proposal is intended as a planning document rather than a fixed contract. Throughout Strand 1, you are encouraged to refine your ideas in response to mentoring, reflection, feedback from colleagues and students, and the realities of implementation. Remember that your mini-project should be:

- Practical
- Focused
- Context-sensitive
- Reflective
- Collaborative
- Sustainable
- Inclusive

The aim is not to produce a large research project but to implement a manageable initiative that contributes to meaningful improvements in teaching, assessment, curriculum, or professional development within your institution.

Please complete each section of the proposal by typing your responses in the "Click or tap here to enter text" fields provided. Before writing, read the Information section ① that precedes each part of the proposal. It contains guidance, prompting questions, and examples to help you develop a clear and focused response. Use questions to develop a clear and well-structured narrative that explains your proposed project.

Please ensure that:

- Your responses are specific to your own institutional context and proposed project.
- You stay within the recommended word count for each section. The word limit is intended to help you produce a focused and concise proposal (~900-1200 words).

Participant(s) name and last name: Click or tap here to enter text.

Institution: Click or tap here to enter text.

Department/Faculty: Click or tap here to enter text.

Email(s): Click or tap here to enter text.

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