

COP WEBINAR 3 FOLLOW-UP DISCUSSION – SUMMARY OF COUNTRY DISCUSSIONS

Building and teaching the methodology component of the PRESETT programme

Across all five countries, there is a clear and unified goal:
To modernise English teacher education through English-medium, interactive, and practice-based methodology training.

Key Differences in National Emphasis:



KAZAKHSTAN

FOCUS: Professional identity and EMI decline
CONTRIBUTION: Mentorship and cultural renewal



KYRGYZSTAN

FOCUS: Structured systems and training.
CONTRIBUTION: EMI/EfT programmes, certification pathways



TAJIKISTAN

FOCUS: Confidence and supportive environments
CONTRIBUTION: Non-judgemental, collaborative teaching culture



TURKMENISTAN

FOCUS: Institutional implementation
CONTRIBUTION: Task-based learning, teaching portfolios



UZBEKISTAN

FOCUS: System effectiveness and policy leverage
CONTRIBUTION: Reform of practicum, need for authority-driven change



Core Themes Across All Five Countries:

- English as the Language of Instruction (EMI)
- Interactive and Practice-Based Instruction
- Strengthening Teaching Practice
- The Role of AELLCA

Cross-Country Challenges:

- Without stronger student English, EMI remains limited.
- Tutor confidence, skills gap, generational divide
- Policies exist, but not consistently applied
- Practice opportunities exist but are underused, insufficiently structured

Integrated Regional Reform Model in Kazakhstan:

Culture:

- Professional identity
- Mentorship
- Commitment to EMI



Integrated Regional Reform Model in Kyrgyzstan:

Systems:

- Structured training
- Certification
- Curriculum alignment



Integrated Regional Reform Model in Tajikistan:

Environment:

- Supportive, low-pressure learning spaces
- Collaboration and peer learning

Integrated Regional Reform Model in Turkmenistan:

Implementation:

- Institutional alignment
- Practical tools (portfolios, activity banks)

Integrated Regional Reform Model in Uzbekistan:

Policy Leverage:

- Engagement with authorities
- Top-down support for reform



The challenge is not what to do, but how to implement consistently and effectively at scale.

Strategic Recommendations

for methodology tutors

- Engage in Continuing professional development, peer observation and mentoring, reflective teaching practices
- Use: microteaching and simulation, activity-based learning, teaching portfolios

for universities

- Introduce phased EMI frameworks across degree programmes
- Strengthen student English support systems
- Redesign practicum models (structured mentoring, reflection)
- Recognise and reduce tutor workload barriers

AELLCA can become a central regional driver by expanding its role into: Community of practice, training and certification hub, resource platform, mentorship network, policy influencer.