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Title of Project

Language Teacher Identity, Policy, and Ideology in Uzbekistan:

Teacher Training as Nexus of Practice

Research Supervisor

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TIRF Research Topic Investigated

Language Planning & Policy

Project Summary

The U.S. Department of State funds exchange programs that send U.S. citizens who are teacher educators to conduct English teacher training activities for local Uzbek teachers of English in Uzbekistan. U.S. teacher educators and Uzbek teachers of English orient toward language ideologies and exercise agency in accordance with their own identities as English teachers or teacher educators within these circulating discourses. Language ideologies evident in the policy discourse of these exchange programs as well as those of the Uzbek institutions circulate in these teacher training activities. These discourses in place and historical bodies influence and are influenced by interactions that take place in teacher training spaces/activities. We remain under-informed about how the language ideologies evident in these discourses (across and among discourses in place, historical bodies, and interaction order) impact language teacher identity development. The purpose of this study is to explore these impacts of language ideologies evident in circulating discourses on language teacher identity development in the context of U.S. Department of State funded English teacher training in Uzbekistan. This ethnographic case study applies nexus analysis as a conceptual framework to guide the focus and data collection of the study. Potential findings could inform the field about how U.S. funded English teacher education programs can support not only Uzbek teachers of English but also how these programs can approach teacher education in other countries in order to reach for the U.S. public diplomacy goal of mutual understanding through attention to the impacts of ideologies in local contexts.