



LANGUAGE PLANNING AND OBJECTIVES

Zumrad Khodjjeva

Lecturer at Samarkand State Institute of foreign languages

Abstract:

English plays a special role in the newly emerged independent country like Uzbekistan. Growing awareness that English is a key to success in the global community, people are eager to learn English. However, my personal study shows that system of teaching language still needs to be modified in order to suit to the standards of global competence.

Keywords: Planning, ESOL training, English scholastic books and fairytales, e-version of learning materials.

Introduction

The Regional Public Council and in collaboration with Webster University seeks funding for 1 year for 2020-2021 to operate ESOL training courses for teachers and with implementing English scholastic books and fairytales in the schools' libraries. The project is supported by Decree of the President of Uzbekistan PD #1875 of 10.12.2012 (Appendix 1) about "on measures of implementation of the foreign languages system" and the recent Presidential Decree #5538 of 5 Sep 2018 (Appendix 2) "on additional measures to improve the management of public education system". The goal of the current project is to increase teachers' expertise by introducing ESOL methods and activities and develop English learners' proficiency level to B2 by enhancing competencies on critical reading skills and generating students' motivation on entrance examination. According to research, which was conducted in three neighborhoods, learning English is on high demand, however, the local schools are not providing the expected results.

In order to make the teacher training course convenient, learning materials will be sent via practitioners' e-mails. Along with existing resources (classrooms of the schools for training, e-version of learning material), there are some lacking materials such as projectors, TVs, computers, copy machines and books which are the integral parts of modern language teaching classrooms.

Main part

Being an effective program in many countries, ESOL courses helped a huge number of non-native speakers of English be confident individuals, successful in attaining language skills, and gaining employment (ESOL, 2015-2016). For the justification of this statement serves the examples of ESOL training courses conducted in Scotland, England and Florida where the program met the set goals and sometimes exceeded the expectations.



According to the project, the courses (on 1 phase) are going to be held in two schools # 47 and 9 whose classrooms will be reallocated to the training courses with modern teaching technology of English classrooms. The classes will be conducted 2 days a week with weekly assignments. At the end of the course, the practitioners will make a portfolio. On the second phase, schools' libraries will be supplied with English books and the teachers will implement the ESOL methods in their classrooms and develop learners' critical thinking ability.

The project involves actors such as: local community whose opinion, interests and needs play a crucial role; teachers are the main and the last mediator between language policy and learners; directors of the schools (manager-organizer) who are in charge of organizing the courses on time and refurbish the classrooms; ESOL trainers (from Webster University) conduct the training courses for schools' teachers. Furthermore, on state-level planning, the current language policy and planning proposal is supported by Presidential Decree # 1875 10.12.2012 and Cabinet of Ministers' Decree #175(Appendix 3) "on measures to promote cooperation of educational institutions and Family institution of 'Barkamol' generation and Citizens' Self-governed bodies" whose activities are represented by Regional Public Council.

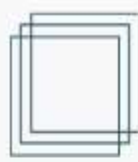
Some of financial support on repair works in the classrooms will be covered under the to the program "Prosperous Neighbourhood" PO # 5386 29.03.2018(Appendix 4).

The training course will last for 2 months which will be in phase one, and the teachers will implement the gained knowledge in the classroom in phase two. The outcome of project will be controlled and examined at the end of each month of schooling year.

The LPP Proposal is looking for the fund to support an ESOL training courses for English teachers and further, implement English books in the classrooms. The course is planned to conduct in Namozgoh neighborhood territory. The tackling of the issue may bring a change on increasing the efficacy of English teaching and consequentially, Els' learning outcome in 3 neighborhoods of Samarkand city. These 3 neighborhoods are: Namozgoh, Furkat and Marokand. They are bordered with each other.

The neighborhoods were organized and developed in Soviet Union. Different nationalities, such as Uzbeks, Tajiks, Russians and Tatars live there. The Namozgoh was named after the mosque which was constructed in 17 century. The population accounts for 2265 people, among them 217 are children of 7 to 16 years old. The quantity of students who entered the tertiary institutions makes up 2% in 2019 (Information about citizens of Namozgoh N., 2020).

The next neighborhood is named "Furkat" which was established in 1967 after the famous Uzbek poet "Furkat". The population of this area is 1793 people. 16% of young people study at tertiary institutions of Uzbekistan and abroad (Information about citizens of Furkat N., 2020). Coincidence or not, the name of the poet served as requisite to bring up not a little important people of Samarkand. According to Ibrahimova that it is known as neighborhood of science people, literary scholars, poets and literary critics



(2010). For example, Nuriddin Shukurov (literary critic), Dushan Fayzi (poet), pr. Orifkromov (literary scholar, social activist), Rahmatillo Kungurov (linguist) etc.

The third neighborhood is known as “Marokand” which was formed 1989. The area consists of 1810 people where 8% of young people attend tertiary establishments (Information about citizens of Marokand N., 2020).

Most people work abroad and majority of them want their children to study at schools which are in the center of Samarkand. As they believe that the quality of education is better than at their school (personal communication, 02 Feb 2020).

The problem that combines all these communities is the low percentage of enrollees in the State and International Universities despite a rich history with well-known linguists of the past in this territory.

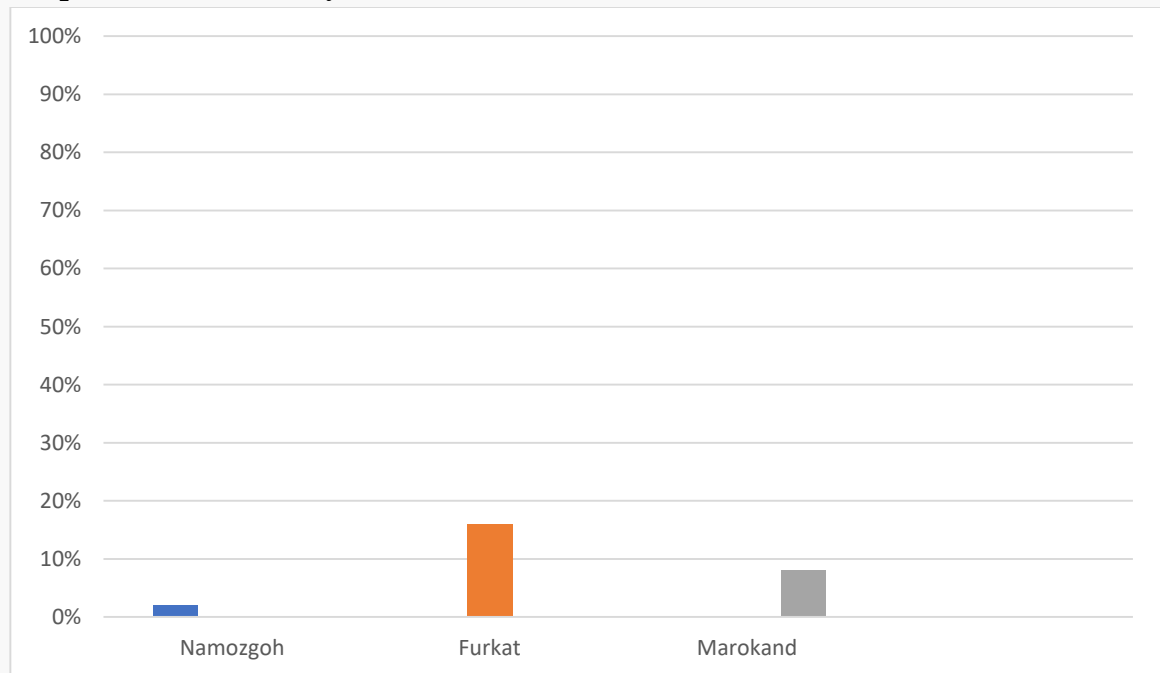


Figure 1. The percentage of students entering the tertiary institutes and universities for 2019 in 3 neighborhoods

According to the location, only school #47 refers to all these neighborhoods (Passport of the Neighborhoods, 2020) however, majority of pupils attend the schools # 9, 46. In order to take preparatory classes, children have to take busses or taxis to attend other city schools and language centers. The schools were established during the Soviet Union. In order to find out a real situation, different teachers’ English lessons were observed in these schools. The lessons were more teacher-centered and the grammar-translation method was more favored where pupils participate actively in translation of the sentences and writing the formulas of verb tenses. Surprisingly, some learners (pupils of 10th grade) were hardly saying the alphabet (personal observation, 05 Feb 20). Their English proficiency level ranges from A1 to A2 in 11th grade, whereas their level should



be at least B1 to pass the State Entrance examinations (Curriculum of 11th grade, 2020). As it was pointed out by Baldauf, Li and Zhao (2008) that it is teachers who are the gatekeepers whether individually or with cooperation with learners, while dealing with applying language policy inside the classroom. It is teachers who have potentials to regulate the outcome of required program (Martin, 1999). Therefore, teachers take training courses every 3 years based on requirements stated by Ministry of Public Education. The program is supported by Presidential Order-5538 5 Sep 2018(Appendix 2) “on measures to reach the rating of Republic of Uzbekistan to the top 30 countries in PISA (The Program of International Student Assessment) by 2030” (Curriculum of training course of PEW, 2020). It focused on measuring how well learners use their knowledge and skills in solving problems in reading, mathematics, science and collaborative problem solving among 15 years old students around the world (PISA, 2020). However, based on personal observation, schools’ English teaching processes less correspond with State program’s requirements provided by Ministry of Public Education. Figures show by themselves that very low percentage of children can enter high-education institutions (Figure 1).

Motivated by Decree of the President of Uzbekistan PD #1875 10.12.2012 (Appendix 1) about “on measures of implementation of the foreign languages system” and Presidential Order #5538 5 Sep 2018 (Appendix 2), “on measures to reach the rating of Republic of Uzbekistan to the top 30 countries in PISA (The Program of International Student Assessment) by 2030”, the proposal is going to meet earlier and new expectations of the country’s policy on education system. As it was pointed out by Bloomaert (1996) that the relationship between language planning and political activities which without connection, language planning fails to be implemented if, there is no connection between language planning and political activities” and it should serve for modernization and benefits for developing societies (Kaplan, 2011).

As President ShavkatMirziyoev (2018) drawing attention on the importance of bringing up the mature generation in the society, noted that Uzbek people lost the time in vain when they did not pay attention on raising cadres with intellectual potentials and developing rare talents and argued that “we have no right to ignore them anymore”.

Conclusion

According to the program, the goal is to improve the teaching system of English according to the standard of the world requirements, to enhance reading literacy and to increase the number of the neighborhoods’ enrollees to State and International Universities.



Objectives:

Teachers

- Implement ESOL methods effectively in the classroom
- Enhance teachers' knowledge on differentiated instruction
- Be able to develop activities using authentic material appropriately
- Develop learner-centered classroom

Learners

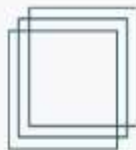
- Generate learners' motivation to read in English
- Develop learner autonomy
- Develop learners' ability of thinking critically
- Develop abilities to use the skills of listening, speaking, reading and writing for the purposes of obtaining and providing information.

The proposal will help practitioners attain ESOL methods focusing on developing reading skills along with critical thinking ability in their classrooms.

In the first year of the project, a training course is going to be a piloting course which will involve 3 schools' teachers (schools # 47, 9, 46) in order to identify the progress of the program in their classrooms after taking a course. In the second year, it will involve other schools of rural areas to cooperate and take the training courses.

References:

1. Baldauf, R. B., Jr, Li, M.-L.& Zhao, S.-H. (2008) Language acquisition management inside and outside of school. In *Handbook of educational linguistics* (pp.233-250). New York: Springer.
2. Baynham, M., Roberts, C., Cooke, M. & Wallace, C. (2007). Effective teaching and learning ESOL. Retrieved 06 Feb 2020 from www.nrdc.org.uk
3. Cabinet of Ministers' Decree No 175. *Measures to promote cooperation of educational institutions and Family institution of 'Barkamol' generation and Citizens' Self-governed bodies* p. 1. 19 Jun 2012.
4. Cabinet of Ministers' Decree No 1026. *Measures for retraining of educators and organization of their training* p.1.28 12 2017
5. Cheng, N., L. (2004). Hong Kong SAR. In W. K. Ho&R. Y. L. Wong (Eds.), *Language policies and language education: The impact in East Asian countries in the next decade* (pp. 100-114). Singapore: Eastern Universities Press.
6. Chua Siew Kheng, C. and Baldauf Jr., R. (2011) Micro Language planning. In *Handbook of research in second language teaching and learning*. p. 944
7. Curriculum of 11th grade (2020). Ministry of Public Education. Tashkent
8. Curriculum of training course of Public Education Workers, (2020). *Modern approaches and innovations in teaching English*. Ministry of Public Education. Tashkent.



Internet resources:

Hasanova, D. (2007). Teaching and learning English in Uzbekistan. *English Today* 89, (23), No1 Cambridge University Press. Retrieved 03 Apr 2018 from <https://www.cambridge.org/core>