

LANGUAGE PLANNING AND POLICY PROPOSAL, GOALS AND OBJECTIVES

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Abstract

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.

Keywords: Planning, policy, proposal, goals and objectives, ESOL training, e-version of learning materials.

Introduction

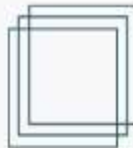
The project involves actors such as: local community whose opinion, interests and needs play a crucial role; teachers are the main and the last mediator between language policy and learners; directors of the schools (manager-organizer) who are in charge of organizing the courses on time and refurbish 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.

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.

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.

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).

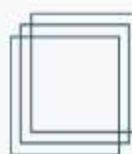
As President ShavkatMirziyoev (2018) drawing attention on the importance of bringing up the mature generation in the society, noted that Uzbek people lost the time in vain when they did not pay attention on raising cadres with intellectual potentials and developing rare talents and argued that "we have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

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.

Inventory

English is on demand in schooling system, however, local schools and other establishments incapable to address the ever- growing requirements of English learners due to the deficiency of financial backing and inadequate teacher education and training (Hasanova, 2007). Hence, it needs to be supported financially and morally in order to



help learners facilitate the learning process and progress and develop up to the standard (B1 level) and above of it.

The training course will be conducted by two ESOL teachers from Webster University and they are held at the classrooms of schools # 47 and 9. They will be organized with necessary furniture (tables, chairs, boards) by school principals (manager-organizers). However, in order to conduct high-quality English lessons, classrooms should correspond with world standards of language teaching. The schools' classrooms are lack of Information and Communication Technologies-TVs, projectors, computers, copy-machines (personal observation, 05 Feb 2020).

The inventory which are recommended to furnish the English rooms.

Schools #	School # 47	School #9	School # 46	Total amount
TV (quantity)	3	3	2	8
Projector(quantity)	1	1	1	3
Computer(quantity)	3	3	2	8
Copy-machine(quantity)	3	3	2	8
Books (quantity)	750	750	500	2000

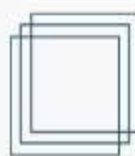
Each school is supplied with at least 1 projector except computers which supports to work with projectors. First, projectors are useful to conduct presentations (to enhance speaking skills) and TVs are essential to play video and audio recordings (to improve listening skills). Second, copy-machines are used to provide handouts while it is essential to conduct an effective lesson (to generate motivation). Finally, books are the integral part of the current project which help to develop critical thinking (to raise reading literacy).

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.

The ESOL classrooms are mostly made up of talk which are considered to be the main mediator of learning. The values of these classes are creating a safe learning environment and providing for learners enough time on task with correlation of balance and variety strategies.

The research was carried out in England in 2003 which had been supported by National Research and Development Centre for Adult Literacy and Numeracy to identify and document effective practice from both theoretical and practice-oriented perspectives. The ESOL Effective practice project aim was to recruit and collect background data on 250 students, assess their achievement and attitudes during the year, observe the



strategies that the teachers used and match up those strategies with changes in the learners' acquisition and attitudes. The progress was obvious both from test scores and learner interviews. Based on findings, the main outcome of these strategies was that the learners performed best on the grammar and vocabulary when they were taught neither excessive nor poor of each (Baynham, M., Roberts, C., Cooke, M. & Wallace, C. 2007). The similar ESOL teacher education program was conducted in Florida which revealed an effective program model for teacher candidates. Scores from Likert scale ranged from average to exceed expectations and data from class observations revealed ESOL strategies were effectively used in elementary classrooms (Wheeler, D., L. & Govoni, J., and M. 2014).

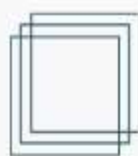
The training courses will introduce teachers with ESOL methods and techniques to conduct English lessons effectively which are popular in teaching ESL and EFL learners in most countries. The project's objectives of ESOL classrooms to enhance learner-centered approach, however, not disconnecting off the explicit presentation. By implementing ESOL methods, English learners will develop four language skills: speaking, listening, reading and writing. ESOL classrooms give opportunities to develop reading skills such as skimming, scanning, reading out loud, exploring the ideas, evaluating, comparing concepts and making inferences, interpreting and integrating ideas.

Exploring the curriculum of Training course provided by Ministry of public Education, one cannot find points on developing English learners critical thinking skills and implementation of differentiated instruction in the classroom (Curriculum of Training of PEW, 2020), whereas, PISA's criteria of reading comprehension include making straightforward inferences, examination and evaluation of content and textual elements (PISA, 2020).

ESOL methods are one of the effective methods to awake students' motivation on reading. Some of the ESOL teachers, having observed their classroom, noted that reading out loud, lending picture books, free voluntary reading could make their learners enjoy reading and some mentioned that their learners advanced their proficiency level, as measured in tests of comprehension (Janzen, 2007).

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