



LANGUAGE POLICY AND PROPOSAL

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Abstract

The following paper introduces a language policy proposal for the public school teachers about training courses. The main aim of this program is to improve linguistic skills public secondary schools' teachers. Training programs that prepare teachers to work as EFL and ESL teachers in educational system often focus more classroom activities, classroom-based strategies without sufficient attention to the external policies. In addition, this program aims to improve the educational system.

Key words: language policy, training courses, classroom activities, classroom-based strategies, language-learning programs, public schools.

As every country has own educational, Uzbekistan also its own educational system. Certainly, every country has to make its own rules and laws to improve the national literacy of residents.

Educational system is divided into several stages: pre-school education (kindergarten), secondary public schools, college/academic lyceums, higher educational institutions. Through a yearly course of intensive English language instruction, offered at regional institutions, the program prepares non-native speakers of English to reach B2-C1 level of CEFR band score.

Introduction to language policy in Uzbekistan

Even though language-learning programs have existed in education system of Uzbekistan since 1932, significant changes took place after it gained its independence in 1991. "In July 1992, the Ministry of Education promulgated the Education Act, which emphasized revision of the current curricula and textbooks, which were set up in the Soviet era and were unable to cope with the global education and the rapidly growing demands of Uzbek learners. Hence, it has become essential to update the existing curricula for all disciplines, including foreign languages, so that they





correspond to the current economic, social, and political realities of Uzbekistan” (Hasanova, 2007).

Nowadays it is important to know English language at the higher institutions, at the works. To know language gives more opportunity to hire good works and to study at the higher universities in Uzbekistan or even abroad. Teaching English and stressing its importance have become more essential than ever before and has been successfully integrated into the education system of Uzbekistan, starting from the first grade of elementary school to the higher institutions. By the decree of the president of the Republic of Uzbekistan with no.1875 at the public secondary schools begins English language teaching from the 1st grade. In addition, there are electronically books: student’s book, workbook, teacher’s book for kids with fully activities and games. In this period, children are taught by communicative language teaching method. The learners will be able to practice learning by heart poems, word expressions, little stories, questions and answers, dialogues.

Observations of current situation at public schools in Uzbekistan

The next decree with the number 610 of the president of the Republic of Uzbekistan was adopted about passing the exam B1 level on CEFR gives a chance for Institution entrance candidates. It was helpful for all candidates who want to enter institutions relating to English language.

Moreover, at the public institutions, lyceums, colleges and at the universities are requesting B2 CEFR level from the teachers too. In addition, about last decade IELTS, TOEFL, CEFR certificates were demanding and needful between candidates of bachelor degrees.

I agree with this point of view about the lack of attention in teacher training and preparation and professional development. In real, in our situation status of teachers was lower. Now by the order decrees of the Head of government salaries of the teachers are raised systematically. Furthermore, we need teacher training courses, preparations and certainly, we should know our duties relevantly with students. First, we should love our professions as well. Secondly, we need modifications and supports with proposals, instructional methods and professional developments.

Not only developing classroom level, but teachers also need to improve their language backgrounds, skills, conventional thinking.





Clear recommendations to affect change and a suggested timeline with anticipated results. Based on these actors of the society and educational system as teachers, instructors, deans, rectors, administration leaders also students need to work hard together getting to the objects and goals.

Assessment should also be addressed in an LPP proposal, exactly for an academic setting. Giving opportunities to the teachers, all administrations, teachers, and students should work hard together with good motivation; help each other on developing countries' educational spheres.

To write LLP proposals promotes the self-efficacy of teachers, strengthening their knowledge. When the result empowers the EFL/ESL teachers, they become community leaders able to write even kind of policies.

Detected deficiencies.

According to Huttova/Silova (2002), in-service training institutions have not changed much since the collapse of the Soviet Union. From that time at the public schools were held grammar translation method for teaching pupils. That approaches were also good, but nowadays, it is very important to study and work by communicating with another countries. Teachers should teach the young generation with new modern pedagogical technologies with authentic materials. Since ten years were developed English proficiency testing systems as IELTS, TOEFL and CEFR. It is a good point. Nevertheless, there are some problems with schoolteachers. I think, there is less effect teaching on training institutions.

The main aim of this proposal to investigate and to help for applying in-service trained teachers in Uzbekistan. Lack of the good knowledge of English language and effective methods caused to encounter with many English using difficulties. In-service training programs are intended to keep practicing teachers up-to-date and working hard on educational sphere.

Inventory and Recommendations

Taken all these blunders and faults into consideration, here it is important to stress the importance of new language policy proposal, which will introduce a modern program to balance the current situation. Famous “unpeeling the onion” metaphor, firstly used by Ricento and Horenberger (1996) suggests that this process goes through various stages from “unpeeling” to “cooking”. However, DJ Kaiser suggests a different





approach, called “growing your onion” (2018) which again proposes different phases and include diverse actors of both major and minor stages.

In my point of view, it would be better to study at the courses, which teach CEFR, or IELTS courses. These courses will be more efficient for teachers than Friday sessions. After the candidates have been grouped into classes with similar level, the program itself can be introduced in the following way as a suggested timeline:

- Pre-IELTS – 3 months
- IELTS Introduction – 3 months
- IELTS Foundation – 3 months
- IELTS Graduation – 3 months

All four skills are expected to be activated: speaking and listening /writing and reading of both formal and informal language to communicate, listen and produce own ideas and reflections independently. To check students’ progress both formative and summative assessments are recommended.

Courses are going to be held by teachers of Universities or IELTS/CEFR Trainers. Courses will be more efficient and get achievements.

At the end of the program needs analysis is recommended to be conducted to identify feelings and achievements of graduates.

After conducting needs analysis, if any cases of insufficient practice are detected, then the program is expected to extend to certain timeframe to meet the goals and objectives of the training program as well as to provide qualitative education.

In the end of the courses teachers can be send to the English –speaking countries to improve their knowledge, practice.

In this situation, Teachers are expected to take one-year course at the regional Universities three times a week while integrating their practice in their workplace without tearing themselves away from their everyday tasks and duties. Also this practice will allow students to enhance their linguistic skills and a new approach to their studies is expected to integrate successfully with their direct and indirect responsibilities in their workplaces.

In addition, to study English well, and work hard on educational sphere gives more opportunity to understand cultures between nations.





Conclusion

Actors at a major stage will include representatives of Ministry of Public Education, Ministry of Higher Education, Innovation centers and Ministry of Finance to study the project and approve it, and Ministry of Higher Education to approve syllabus of the training program.

Actors at a minor stage will be trainers, teachers from the universities, course book designers, professors who can work with advanced learners.

Funding and sources

For the successful launch of this program, funding is needed to conduct it for following purposes:

- Designing the course book, publishing it
- Providing with technical equipments
- To improve the educational sphere
- Designing the study halls
- Purchase of digital gadgets
- Payment for foreign experts and local teachers
- Weekly travel expenses to English-Speaking countries

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