

Language Planning and Policy Proposal

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Annotation: As the world has become more globalized, English has become the “world language”(Brutt Giffle,2002). English has been gaining its high status since it is a language of communication and exchanging ideas in the world, therefore, everyone who is involved in education, business and commerce is supposed to know the language at a certain level. Mufwene(2002) emphasizes that “English is the first foreign language in many Asian countries and is seen as the key determinant of economic survival for countries in a changing socio-economic ecology.

I. Introduction

As the world has become more globalized, English has become the “world language”(Brutt Giffle,2002). English has been gaining its high status since it is a language of communication and exchanging ideas in the world, therefore, everyone who is involved in education, business and commerce is supposed to know the language at a certain level. Mufwene(2002) emphasizes that “English is the first foreign language in many Asian countries and is seen as the key determinant of economic survival for countries in a changing socio-economic ecology. The language serves as a hope for many people with poverty-stricken background to develop personally and professionally and feel financially secure and keep up with the speed of globalization. Similarly, as one of the representatives of Asian countries “The people of Uzbekistan also realize not only that English is the dominant global language at present, but also that it is an indispensable tool for the achievement of personal growth, better career opportunities, and advanced education. Moreover, consideration of English as the most widely learned foreign language can be interpreted as Uzbekistan’s response to globalization and modernity.”(Hasanova, 2007,p. 289). Furthermore, knowledge of the English is considered “as a door to better employment and higher social status, as a way to gain prestige and as a sign of ‘distinction’ “(Bourdieu,1984 as cited in Nino-Murcia, 2003: p. 121) for younger generation. Following modernity and globalization people in Uzbekistan are mastering the language, however, majority of them have to take private tutorials, thus the proposal promotes the idea of emphasizing the role of state education institutions to expand the scale of the language within the country.

II. Context

Educational Setting

Kamwangamalu (2011) claims that “Language planning has been described as a government authorized, long-term, sustained, and conscious effort to alter a language’s function or form in society for the purpose of solving language problems” (p. 888). Depending on the definition by Kamwangamalu, this proposal also focuses on solving one of the notable problems existing in the society related to language improvement which is the need of language learners to take expensive private language courses in the pursuit of getting enrolled in universities or earning higher proficiency in the language due to the lack of teachers with adequate language proficiency level at education institutions within the country. “With the growing preference for and possibility of obtaining graduate and postgraduate degrees and training in the developed countries of the world, more young and ambitious Uzbeks are taking private English courses to improve their proficiency in both spoken and written English.” (Hasanova, 2007,p. 283). Based on the Decree of the ex-President of the Republic of Uzbekistan dated December 10, 2012, Number PP-1875 “On Measures to further improve the system of learning foreign languages” the necessity for learning English has considerably been increasing, as a result, universities and job markets are setting higher requirements for language proficiency which was B1 level for university enrollment in 2016 and changed to B2 in 2018. According to Hasanova(2007) “English is the most frequently chosen

major in the faculties of foreign languages. For example, in the Foreign Languages Faculty at Bukhara State University, out of 771 students enrolled in the 2004–5 academic year, 528 (68.5 per cent) chose English as their major, while 120 (15.5 per cent) majored in German, 75 (9.7 per cent) in French and only 48 (6.2 per cent) in Russian. According to Dollerup (1998), in the 1997–8 academic year at the Uzbek State University of World Languages in Tashkent, 3801 students were enrolled in the Faculties of English Philology, German Philology, Romance Philology, and Russian Philology, as well as English Education. About 60 per cent of this university's students majored in English. The popularity and dominance of English in faculties of foreign languages is the result of a rapidly growing demand for English in the job market."However, as more than 60% of adequately proficient teachers prefer working at private education institutions in the pursuit of higher salary, universities and public schools are suffering from the lack of language teachers who meet the qualification requirements of the Ministry of Higher Education of Uzbekistan. As a consequence, learners have to take high-priced private courses to develop their communicative speaking skills, academic writing skills and satisfy the demand of job employers or universities. Initial implementation of the project is planned to be regional that begins with the capital of Uzbekistan, Tashkent taking into consideration relatively huge number of language learners from the city. Overall number of public schools is 268, whereas there are 20 lyceums and 42 higher education institutions in the capital city all of which hold 2548 English teachers in total. Regarding the proposal, the current level of teacher is supposed to raise one level higher, that is, school and lyceum teachers are expected to get B2 level, while teachers at university should earn C1 level according to the CEFR benchmarks. The project is planned to initially establish at regional level which covers Tashkent city and if it yields prosperous results the scale of the project will be spread along a whole country.

III. Goals and objectives

The proposal aims at increasing the role of schools or educational institutions in providing high quality knowledge in language rather than high-cost private tutorials and reaching a whole provision of teachers at public schools and universities with certain knowledge that meet the requirements of the government through attracting professional teachers to state educational institutions via monetary motivation. "Teachers' motivation is important not only because of the implications for their own personal and professional development but it has been shown to improve teaching quality and positively influences students' motivation, their academic success and progress (Nir&Hameiri, 2014, as cited in Khalid HusnyArar&AsmahanMassry-Herzllah, 2016). The ultimate goal of the proposal stems from several objectives which are going to serve as main steps to take for successful implementation of the project: to increase overall proficiency of the teachers making them able to conduct the lessons on the basis of communicative language teaching and develop learners' productive skills; to encourage them to stay at schools or universities, instead of being attracted to private education centers, through offering higher earnings; to make the teacher able to take the advantages of prestigious teacher trainings with experts to be as experienced as to reflect all the language needs of the learners; to create opportunities for students to master the language step by step at state educational institutions for free of charge in order to meet the requirements of the next degree they are going to take.

IV. Inventory

When it goes about inventory there is adequate number of English teachers to provide all schools, lyceums or universities as supporting detail I would show a total number of graduate students of English language and literature faculty of Uzbekistan State World Languages University which is averagely 1200 per year. However, the problem is that not all of them are able to teach communicative speaking and interactional skills to students. Those who can meet the requirements of higher education tend to work at private sectors because of low salary at state institutions and burden of paperwork. So we need experts in teaching from foreign organizations to run teacher trainings and financial problems should be solved by government. Regarding the number of the English teachers in state education institutions that overall account to 2548 in Tashkent. To ensure the implementation of the project technological tools and adequate internet access is available as the UzTEA(Uzbekistan Teachers of English Association) takes the

responsibility for the provision of internet access, technological tools and venue for the event. When it goes about the gap in the sources there is a strong need for materials and teacher training experts. Relying in the calculations, to successfully implement the project 20 teacher training experts are needed, 5 of which are Uzbek experts, the rest is hired by Ministry of higher education from British Council according to a mutual contract.

V. Recommendations

In order to find a solution to the problem it is professional for the government to attract professional teachers to state education institutions through offering increased salary for those with higher proficiency in the language. Because as Muhammad Imran Rasheed, AsadAfzalHumayon, UsamaAwan&Affanud Din Ahmed (2016) mentioned “Compensation package is the biggest issue of teachers’ motivation”. One of the teachers in their research states that “We need maximum bonuses, monetary rewards and salary rises to fulfill our financial needs. Just like any other profession, we dream owning a car, a home sending our children to the top class schools and maintaining our status in the society. For this all, we need appropriate compensation packages at the institution where we work.” Besides, The Ministry of Higher education should organize periodical workshops, where teachers can meet and exchange experience on new methodologies, in cooperation with British Council or American Embassy through hiring experts in trainings from mentioned organizations to constantly update the knowledge of teachers with new methods and teaching techniques. According to Dimova’s (2005) study of English in Macedonia, “NGOs such as British Council and the US State Department’s educational programs serve both as English resources and active disseminators of English, which indicates that they may be considered some of the main factors in widening the ranges of functions, domains, and levels of English permeation in the country” (p. 192). Within its first ten years in Uzbekistan, the British Council had initiated a number of projects which made a significant contribution in the field of English education. (Hasanova, 2007, p. 283). As a matter of fact, British Council can offer invaluable help to provide materials and, from the perspective of human resources, experts for trainings. “Since the establishment of the British Council in Uzbekistan in 1996, it has been one of the leading international organizations promoting the spread of the English language and in creating learning and development opportunities for people in Uzbekistan by providing access to information, ideas and expertise from the UK and around the world” (British Council, 2006).

VI. Target language skills

Since majority of teachers learned the language through Grammar Translation Method they are inexperienced to conduct the lessons on the basis of CLT to improve interactional and communication skills of learners. Moreover, considering the scores from the common proficiency test, IELTS, writing skill is always overtaken by other skills among Uzbek candidates. For instance, a candidate who earned 8, 5 from reading section, 9 from listening, 8 from speaking, is likely to get 7 from writing. In turn, facts imply that learners mostly have challenges in mastering communicative speaking and academic writing skills. Thus, the project plans to develop and improve productive skills of teachers, so that they can be able to teach aforementioned skills to learners to enable them to use the language for real life situations upon communicating and simultaneously for academic purpose as well.

VII. The Stakes for Assessment

In order to identify current level of English language teachers needs analysis questionnaire, developed by British council, is conducted at regional level that involves teachers in schools lyceums and universities located in Tashkent city. In the next stage, diagnostic test (formative assessment is provided to teachers to find out their weaknesses and strength and the gaps to be bridged. Released outcomes of the test served to make holistic conclusion on the existing gaps in teachers’ knowledge. During 6 months teachers are given achievement tests 4 times to check the progress they are making and to make further improvement on teaching and learning process. In the end, educators are tested according to the standards of CEFR (summative assessment) to be qualified with a certificate depending on their achieved level and to check how successfully the project worked in regional scale. Depending on the results the scope of implementation of the project will be expended or reduced.

VIII. Actors

To successfully implement the proposal collaboration of government, the Ministry of Higher Education and Secondary Education and UzTEA are central bodies. The government will work on increasing the salaries, while the Ministry of education takes the responsibility for maintaining cooperation with aforementioned organizations and running teacher trainings. The trainings are mutually funded from the budget of Ministry and education institutions.

1. Government takes the responsibility to attract compatible teachers to state education system through offering increased salary to increase the reputation and importance of state institutions in extending the scale of English and ensure the provision of cadres who can satisfy the international requirements of job market in all spheres.

2. The Ministry of Higher and Secondary Education are the central contributors of the project since they are responsible to maintain cooperation with international NGOs to run teacher trainings with the help of international and local experts; sponsor trainings and hired experts; sign contract with Uzbekistan Teachers of English Association to take the advantage of available resources such as technological tools and host venue.

3. UzTEA is another influential actor involved in all the phases of the project to make it yield better results, since it is able to provide technological facilities and a setting to conduct trainings. Moreover, it also supplies involvement of local experts in teacher trainings and provide professional development of periodical workshops for teachers.

4. NGOs such as British Council and American Embassy are reliable suppliers of human and library resources such as international experts on teaching language and required materials for teaching. Since the British council has cooperated with The Ministry of Higher Education to implement a project on producing a series of textbooks for secondary school English classes, it also owns an opportunity to provide necessary materials.

5. Teacher- trainers and specialists are the individuals who make biggest efforts to increase current level of teachers to higher level develop their interactional and academic writing skills, incorporate teaching methodologies and techniques of teaching productive skills.

IX. Funding

The project is budgeted mainly by The Ministry of Higher and Secondary Education the expenses mainly spend on hiring human resources which may cost about 120.000\$ and teaching materials that accounts to another 5000\$. The payments of technological tools, renting of the host venue and periodical workshop conducted by UzTEA are covered by government budget. The expenses of proficiency tests are covered by the budget of government. Moreover, in the pursuit of financial and academic profit The Ministry of Innovative development is expected to invest approximately \$20.000 amount of money to contribute to the establishment of the project.

International specialists	\$120.000
Teaching materials	\$5000
Payments for technological tools, renting and workshops	\$15000
Test costs	\$8000
Overall: \$148.000	

X. Timeline

Since the project aims at increasing the role of state education institutions in providing knowledge of English language and it is a meso level project, the implementation of it is divided into three phases and last overall 12 months:

Phase 1 lasts for one month which concerns with the administration and results of needs analysis questionnaire and diagnostic tests.

Phase 2 is a primary step in the project, since this period of time is spends on training teachers during 6 months to improve their communicative interactional and academic writing

skills. Even though the lessons focus on the improvement of all skills generally, productive skills are emphasized considering lacks and weaknesses of teachers.

Phase 3 is a conclusive session of the project, which last for another 5 months. This time period is allocated to check ultimate achievement of the teachers after six-month trainings by the experts hired from British Council. Besides, after teacher are qualified to meet the requirements set by The Ministry of Higher and Secondary Education, the progress teachers make to increase the role of their education institutions is observed and evaluated. Then, accordingly final conclusion is made about whether to expand the scope of the project or not.

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