



LANGUAGE PLANNING AND POLICY PROPOSAL FOR ESL OR EFL STUDENTS AND TEACHERS

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ABSTRACT

In this research proposal, we investigated the status of the novel decree, № 610, whether it is working effectively and efficiently. Both terms of micro and macro language are utilized to analyze the actual situation in Tashkent Railway Engineering Institute. The most important aim of the current research is to identify appropriate solutions and recommend effective proposals to solve challenges, which the Institute is currently facing. Several recommendations were given to solve current issues step by step on implementing the latest decree in Tashkent Railway Engineering Institute.

KEYWORDS:- Policy proposal, EMI, EAP, ESP, assessment, communicative language teaching, in-service training, teacher training, traditional approach, macro and micro-language planning.

INTRODUCTION

In our country, the role of the English language has been increasing day by day in both teaching and learning. There are immense, significant changes in EAP (English for Academic Purposes) and General English. However, ESP (English for Specific Purposes) is one of the challenging spheres in teaching the target language. Because it is difficult to educate any subjects in English. Taking into consideration all conditions, a novel decree has been declared (№ 610) by the Minister Cabinet of the Republic of Uzbekistan.

The goal of this decree is to implement English as a medium instruction in non-specific branches of education, especially in Higher Education System, and preparing competent, qualified specialists. Stroud & Heugh (2003) state that, "while micro-language planning can apply to many different areas of language planning, one of the significant sites for such work is language-in-educational planning". It means that majority of the language planning and proposals are created or designed for the goal of education.

METHODS



Context

In order to write a language planning and policy proposal, we have selected Tashkent Railway Engineering Institute. The institute is located in Tashkent city and it was founded in 1931 as The Railway Engineering Institute of Central Asia. In 1937, the name of the institute was changed to Tashkent Railway Engineering Institute. TashREI (Tashkent Railway Engineering Institute) has more than 300 educators (38 of them are doctors of science and professors; 129 of them are candidates of science and docents) and four faculties:

- organization of transportation and transport logistics
- electromechanical faculty
- construction faculty
- economics faculty

Moreover, there are 23 education departments with other specific centers such as information technologies and centers of information resources. Every year, the institute accepts nearly 1300 students. After observing and collecting data about the institute, we have interviewed some of the institute staff (teachers, deputy deans, and others) and made a survey among students, in order to clarify the implementation of decree #610. The aim of the survey was to identify how the realization of the decree is going on. While interviewing some of the institute officials and employees, we noticed that there were a number of alarming issues in implementing the decree. However, the decree (#610) is declared by the government, Ministry of Cabinet, and Ministry of Higher Education, it does not work efficiently and sufficiently. Therefore, we have decided to analyze difficulties, find shortcomings, and suggest an efficient proposal. After clarifying current issues, we have articulated specific goals and objectives in order to solve these problems.

Goals and objectives

One of the most essential aims of this research proposal is to identify the status of the novel decree, № 610, whether it is working effectively and efficiently. In that situation, we utilize both terms of micro and macro language in order to analyze the actual situation in Tashkent Railway Engineering Institute. “Most studies of micro-language planning have dealt with local implementation of macro-level policy and show that local agency is important in implementing multilingual education, especially where the languages involved are non-dominant languages” (Alexander, 1992). The next goal of the current research is to find proper solutions and recommend effective proposals to solve challenges, which Tashkent Railway Engineering Institute is currently facing. Kaiser (2018) states that “in articulating goals and objectives in an LPP proposal it is important to specify who has articulated these goals and objectives”. The goals and objectives of this proposal are connected with both macro and micro language planning.

The objectives of the research proposal are:

- identifying shortcomings and issues which are causing challenges while teaching specific modules through ESP (English for Specific Purposes) in Tashkent Railway Engineering Institute
- suggesting an appropriate proposal in order to overcome current issues in Tashkent Railway Engineering Institute
- familiarizing with educators’ and students’ understanding of English as a medium of instruction (EMI) in Tashkent Railway Engineering Institute

METHODS AND PRACTICES

While teaching English, institute teachers are utilizing GTM (Grammar Translation Method) and teaching the target language deductively.



Currently, solely EGP (English for General Purposes) is being taught not ESP (English as a Specific Purposes). Teaching English through a deductive way or using only traditional approaches does not guarantee positive results. Brown (2001) suggests that classroom activities should comprehensively focus on all of the components of communicative competence. It is clear that we are living in the post methods era. A number of approaches and methods have already been founded so far. The purpose of foreign (Mardievna, 2020) language teaching is not only to educate students and develop certain, speaking skills, but also to develop students' abilities: development, increasing interest in the foreign language they are learning, using the internal capacity of their memory, and building students' confidence in their own power. Therefore, we can easily differentiate and select appropriate teaching ways according to our learners' needs. It is a fact that there is no perfect approach. So that, instructors choose certain methods in teaching certain topics. By participating in in-service training, educators will be aware of task-based, content-based, communicative approaches. Additionally, they will learn to conduct classes inductively and utilize teaching approaches according to learners' language learning styles and strategies. "Instructional techniques in CLT must enable learners to participate in interaction with each other" (Brown, 2001). It means that utilizing CLT (Communicative Language Teaching) approaches will provide an active, interactive atmosphere and help acquire special subjects through the target language effectively and efficiently.

Culture

In the institute, there are four faculties and more than 300 teachers are working nowadays. Burke (2013) argued that who is in the classroom and how they make sense of others in the classroom directly affects the ways in which pedagogies are raced, classed, and gendered. The age of the

institute teachers is diverse, therefore, while acquiring ESP (English for Specific Purposes), old teachers may face more challenges than younger ones. However, they can achieve a high rate of success in both productive and receptive skills including reading and writing. Moreover, young instructors are better at productive skills rather than receptive skills. Therefore, while selecting teaching materials and organizing in-service training, ESP instructors take into consideration such aspects. Another challenge is selecting materials for diverse language learning styles and strategies. Kovags (2017) believes that teachers must improve a critical approach to available, suggested, and accredited textbook, which may be used in the language classroom and choose those which offer the best materials not only for the development of the four "traditional" skills (reading, listening, writing, and speaking) but also of the "fifth" skill, culture. ESP instructors are aware of such kinds of issues and they can suggest variations and solutions for these problems. By taking part in ESP training, teachers of the institute will get enough data about them. For instance, collaborative work with a group, preparing teaching materials according to learners' styles, interacting with learners, communicating with diverse language strategy users.

Actors

There are several actors in this research proposal. Zhao (2011) emphasizes four LPP actors: people with power; people with expertise; people with influence; and people with interest. According to Tollefson and Tsui (2004), "language policy studies should 'place individuals' language practices with the social, cultural, and political context in which they occur". The main and the most vital actors are educators and students because they are the main stakeholders of micro language planning. The teacher will be trained and after finishing in-service training, they will implement their



knowledge in teaching railway students. Both teachers and students will face challenges. Additionally, macro-language planning is also taken into account. Other stakeholders such as rectors, deans, and syllabus designers, ministry officers are also significant and priceless actors in this research proposal.

RESULTS AND DISCUSSION

Inventory

These goals and objectives will be achieved one by one in the planned time. Firstly, after interviews, we have clarified that in-service training courses must be organized for teachers. The reason for that, most of the faculty staff are not able to teach key subjects through English. Teachers are skillful, knowledgeable, and experienced in their fields, but their levels are not enough to conduct classes in English. According to Hadisantosa (2010), “most local teachers are not prepared for teaching their subjects using English as a medium instruction”. It is a fact that most of the math, science and other subject teachers are not able to conduct their classes by using English. Moreover, lack of necessary resources is one of the essential concerns, which resists implementing English as a medium instruction at the institute. The institute library has enough computers and e-books, materials but most of them are not in English or old ones. Therefore, stakeholders will design new teaching materials according to learners’ needs and levels. Taking into account all issues, we are giving several recommendations with rationales below.

Timeline

Several facts must be taken into consideration while implementing ESP (English for Specific Purposes) and EMI (English as a Medium of Instruction) in the institute. Acquiring a second language is not easy and cannot be achieved in a short period. Additionally, age, gender, social,

and other internal and external factors should be taken into account. Therefore, we will suggest a hypothetical timeline with several stages. In my point of view, 3 years would be enough to achieve respective outcomes. Kaiser (2018) advocates that a “timeline should be linked to the recommendations and can also serve to help prioritize recommendations”. In the first stage, teachers are engaged in-service training; in the second stage, the textbook will be designed according to stakeholders’ needs; in the third stage, encouraging successful educators financially. Before starting in-service training, educators will take placement tests, to identify the current level. Teachers will enroll in at least 3 to 5 months of in-service training respectively. In the second stage, stakeholders will learn the needs and levels of this language planning and the proposal’s actors (teachers and students). According to their needs, teaching materials will be designed and published. Finally, the institute teachers will take achievement tests or proficiency tests (based on IELTS) and high achievers will be awarded salary bonuses by the Ministry of Higher Education.

Target language

To create an effective and active language atmosphere, instructors should utilize modern, well-developed, communicative approaches and techniques in the classroom. Educators of the institute are skillful, smart, and experienced in their spheres. By enrolling in training courses, they will integrate their knowledge with the target language. After finishing in-service teacher training, institute teachers will amplify all four skills (reading, listening, writing, and speaking) and learn new appropriate approaches. Moreover, they will consolidate and enrich their vocabulary resources and instructional skills (Tangriyev, 2018). While teaching special subjects through English giving true instructions and selecting relevant teaching approaches, methods and techniques are some of the most



vital aspects. Furthermore, institute instructors will learn teaching content in the target language, implementing grammar through context, and differentiate language goals and language objectives in-service teacher training.

Stakes of Assessments

Some assessment tools can be suggested. We could suggest alternative and formative assessment tools rather than summative ones. Ross (2005) mentions that “the appeal of formative assessment is growing and that conventional summative testing of language-learning outcomes is gradually integrating formative modes of assessing language learning as ongoing process”. Before starting training, teachers will take placement tests to identify their level. According to the test results, teaching materials will be developed. During in-service training, progress tests will be taken by the administration to check how teachers understanding and learning topics. Although, we should take several factors while suggesting assessment types. The reason for that English will be taught as a second language. It means that it would be challenging for the institute teachers to assess language skills because they are not language teachers. Therefore, ESP instructors will teach the candidates basic assessment types. Finally, after finishing in-service training courses, candidates will take achievement tests. The reason for that, successful candidates will be awarded certificates, which give bonuses for the monthly salaries of teachers.

Funding & Reallocation resources

In order to design textbooks, the Tashkent Railway Engineering Institute budget will be required. Hiring ESP (English as a Specific Purpose) instructors demand a lot of money. Therefore, Ministry of Higher Education will be responsible for in-service ESP (English for Specific Purposes) and EMI (English as a Medium of Instruction) training. Furthermore, if the

instructor will be invited from one of the English-speaking countries, the organization will provide them with dormitory and other facilities. Sufficient money will be collected and utilized for the target. Firstly, required textbooks will be designed and printed. Providing necessary tools and things to design new teaching materials will be under the control of the institute officials. Secondly, another part of the money will be spent on in-service training and encouraging teachers financially. For this, the Ministry of Higher Education will be responsible.

CONCLUSION

Taking into consideration all above mentioned factors, issues, suggested solutions for the current problems, it is highly believed that, if this language planning policy and proposal is utilized properly, anticipated goals as well as expected outcomes will be achieved. Furthermore, in the following sentences a number of recommendations can be given to solve current problems on implementing the latest decree in Tashkent Railway Engineering Institute. Firstly, the institute educators should be involved in in-service ESP (English for Specific Purposes) and EMI (English as a Medium of Instruction) training. This training must be conducted by native English instructors or local, experienced ESP (English for Specific Purposes) teachers. According to Gardner (2001), “the teacher must have the training, personality characteristics, and ability to teach the fundamentals of the language to the students”. The educator should acquire pedagogical, language knowledge and specific skills if he or she wants to be a skillful teacher. Secondly, teaching materials should face both teachers’ and learners’ needs. According to Brindley (1984, 28) “the term needs is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectation, motivations, lacks, constraints, and requirements”. To identify



the needs and levels of teachers and students, a placement test will be taken by the institute administration.

Thirdly, after finishing in-service training, teachers will take achievement tests or proficiency tests (CEFR) and the most successful candidates should be paid bonuses for his or her salary. It will be effective for the institute and profitable for the academic staff.

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