LANGUAGE PLANNING AND PROPOSALS FOR FOREIGN LANGUAGE TEACHING IN SECONDARY EDUCATION

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ЯЗЫКОВОЕ ПЛАНИРОВАНИЕ И ПРЕДЛОЖЕНИЯ ПО ПРЕПОДАВАНИЮ ИНОСТРАННЫХ ЯЗЫКОВ В СРЕДНИХ ШКОЛАХ

CHET TILINI O'RTA TA'LIMDA O'QITISH BO'YICHA TILNI REJALASHTIRISH VA TAKLIFLAR

Annotatsiya

Ushbu maqolada O'zbekistonning Keles tumanidagi 18-sonli ixtisoslashtirilgan maktabda ingliz tilini o'qitishni yaxshilash bo'yicha tilni rejalashtirish va siyosat tashabbusi bayon etilgan. Sobiq Sovet Ittifoq davrida va undan keyin ingliz tilini o'qitishning tarixiy kontekstini e'tirof etgan holda, "Imlo bulbuli" loyihasi fonetik asosda o'qitish orqali o'quvchilarning talaffuz va nutq ko'nikmalarini yaxshilashga qaratilgan. Ingliz tilini ravon so'zlashni o'rganayotgan talabalarga mo'ljallangan loyiha bu tilni bilish darajasini oshirishning zamonaviy, qiziqarli usullarini, jumladan audio-vizual materiallar va imlo mashqlarini o'z ichiga oladi. Fonetik aniqlikka e'tibor qaratgan holda, tashabbus an'anaviy o'qitishdagi kamchiliklarni bartaraf etish va O'zbekistonning rivojlanayotgan ta'lim bosqichida ravon, ishonchli ingliz tilida so'zlashuvchilarning yangi avlodini rivojlantirishga qaratilgan.

Kalit so'zlar

fonetika, talaffuz, talabalar, ravonlik, baholash, motivatsiya, ko'rsatmalar, metodologiyalar, resurslar, ESL, o'quv dasturi, baholash, malaka, fikr-mulohazalar, homiylik.

Абстрактный

В данной статье описывается инициатива по планированию и разработке языковой политики, направленная на улучшение преподавания английского

языка в специализированной школе № 18 Келесского района Узбекистана. Проект «Spelling Nightingale», учитывающий исторический контекст преподавания английского языка в период распада Советского Союза и после него, направлен на улучшение произношения и разговорных навыков учащихся посредством фонетического обучения. Проект, разработанный для учащихся, стремящихся к беглому английскому языку, включает в себя современные, увлекательные методы повышения уровня владения языком, включая аудиовизуальные материалы и упражнения по правописанию. Уделяя особое внимание фонетической точности, инициатива направлена на устранение недостатков в традиционном обучении и воспитание нового поколения бегло и уверенно говорящих на английском языке в условиях меняющегося образовательного пространства Узбекистана.

Ключевые слова

фонетика, произношение, студенты, беглость, оценка, мотивация, обучение, методики, ресурсы, ESL, учебная программа, оценка, владение, обратная связь, спонсорство.

Abstract

This article outlines a language planning and policy initiative to improve English language teaching at Specialized School No. 18 in Keles District, Uzbekistan. Recognizing the historical context of English language teaching during and after the former Soviet Union, the "Spelling Nightingale" project aims to improve students' pronunciation and speaking skills through phonetic-based instruction. Targeting students who struggle with English fluency, the project incorporates modern, engaging methods to enhance language proficiency, including audio-visual materials and spelling exercises. With an emphasis on phonetic accuracy, the initiative aims to address gaps in traditional teaching and to develop a new generation of fluent, confident English speakers in Uzbekistan's evolving educational landscape.

Key words

phonetics, pronunciation, students, fluency, assessment, motivation, instruction, methodologies, resources, ESL, curriculum, evaluation, proficiency, feedback, sponsorship.

Context

According to Hasanova, D., & Shadieva, T. (2007), to better comprehend the current state of the English language in post-Soviet Uzbekistan, it is crucial to

analyze its function and place during the Soviet period[2]. After the Soviet government issued a directive in 1932 requiring all high school graduates to speak a foreign language, Uzbek schools and other educational institutions began to incorporate English into their curricula. For the majority of Soviet students, English education began in the fifth grade for them. Classes were 3 or 4 hours per week. In general, only the grammar-translation technique was used to teach foreign language courses. Nobody wanted to study since the lessons were so dull. Even after Uzbekistan's independence, there was a paucity of textbooks, and the methods of the former Soviet system were taught, and today, as the need for a foreign language, mainly English, grows, English is becoming more popular. Our state has implemented a lot of improvements in the teaching and study of the language. These educational changes have significantly assisted foreign language learning and teaching. In the following proposal, this offer was made for the language policy to be implemented in the specialized language school No. 18 in the city of Keles. The proposal is called "Spelling Nightingale" because, in this school, children are taught pronunciation to improve their speaking skills. Students who are enrolled in this school that specializes in teaching English, including those who are taking classes that provide intensive instruction in foreign languages, and who are having difficulty learning the language, are the target group for this course. In spite of the fact that the issue has been around for quite some time, there have been no suggestions made regarding how it should be resolved. It is highly hoped that the addition of a new class at the educational institution, designed specifically to fulfill the linguistic requirements of the students, will assist in the development of more engaging educational opportunities for the students as well as the training of more highly skilled professionals. Students attending an Uzbek language school in the city of Keles in the Tashkent region are the target participants for this project. The school specializes in teaching English as a foreign language. The purpose of this proposal is to offer how to teach phonetics to those students and encourage them to speak English fluently by learning phonetics. It helps students become fluent in English, which is why this proposal's purpose is to suggest how to teach phonetics to those students. The project's aims are to educate participants about phonetics and apply the principles of phonetics through the use of creative teaching methods and inspiring action plans. The phonetic parts are practiced in the classroom so that an accurate evaluation of the phonetic elements contained in textbooks issued by recognized ESL publishers may be carried out. In addition, students will improve their pronunciation and speaking abilities in a classroom that makes extensive use of technology through listening to the audio, watching videos, and interesting

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[2] Hasanova, D. (2007). *Teaching and learning English in Uzbekistan*. English Today, *23*(1), 3–9.

movies. Furthermore, in order to encourage students to improve their spelling ability, a number of spelling competitions, such as the "Spelling Bee," will be held among the students. We have managed to place a greater emphasis on the significance of teaching phonetics to ensure that students are able to grasp the pronunciation of English vocabulary in a manner similar to that of native speakers of the English language.

Educational Setting

The 18th specialized school in teaching foreign languages is located in the city of Keles. This school covers a broad range of subjects, including Uzbek language, literature, history, and information technology, as well as mathematics, physics, visual arts, chemistry, and music. There are five times English lessons for each class that is conducted here each week. Among them, the one mentioned above is famous and well-known due to today's attention to in-depth teaching of the English language in our country. There is usually a lot of competition among the candidates who want to get into this school for all of the parents in Keles who want their children to study English in this school. For instance, according to the most recent information available, more than 200 parents sent in the required documents for their children in order to enter the English language learning classes in 2021. However, only 175 of them were chosen to participate. There is a morning shift and an afternoon shift at the school. The language that is used for teaching is likewise different. Students have the option of taking the test in Uzbek or Russian, and either one is acceptable. There are a total of 1458 students, with 649 pupils enrolled in elementary school and 809 students enrolled in high school. Students in grades 1 through 6 attend classes during the afternoon shift, while students in grades 7 through 11 attend classes during the morning shift. At the moment, there are more than 450 pupils studying Uzbek, while approximately 1,000 students are enrolled in Russian classes. I will now provide a brief overview of our school. My intention as an English instructor was to help my students become more proficient in the English language, and one of the reasons I proposed this school was so they could attend it.

Goals and Objectives

Students who have a low level of language proficiency can have their understanding of English pronunciation and speaking skills improved with some assistance.

The following goals and objectives have been taken into consideration when writing the proposal.

➢ **Goals**
✓ improve the quality of the English language environment

✓   increase students' intrinsic motivation in language learning

✓   developing fluency of speaking skills in the Second Language Acquisition

➢   **Objectives**

✓   listening to English podcasts, songs, and some other scripts

✓   watching English movies with subtitles and without

✓   active participation in speaking clubs' activities

Political setting

The proposal should take into consideration a range of political and administrative considerations in its completeness. One of these is the "Approval of the Minimum Requirements for the Material and Technical Base, Qualified Teachers, and Educational and Methodological Support for the Implementation of Educational Activities Related to the Development of Foreign Language Teaching in Public Educational Institutions." This is one of the things that need to be done. Karimov I. (PD-No. 1971) Published on the 23rd of May 2013. First and foremost, in accordance with the decree titled "On measures to accelerate the equipping of foreign language classes of educational institutions in the Republic of Uzbekistan," in the year 2013, the nation will be furnished and supplied with modern information and communication technology, as well as educational and methodological tools and resources. In addition, a course syllabus is obviously necessary for every single class, and every class must have one. The outline of the suggested study group has been constructed with the primary lecture topics in consideration. At the same time, a portion of the time spent in class will be left without predetermined themes in order to give instructors and students the opportunity to collaborate on the development of a curriculum based on an approach that emphasizes problem-solving. Additionally, the plan needs to be made with the authorization of the Public Education Administration, mainly with the approval of the Deputy Chairman of Public Education for Educational Affairs, and then with the consent of the school director before it can be implemented.

Inventory

At this time, there are approximately 800 pupils enrolled in the school's upper classes. It is even estimated that an extra 300 of them can acquire academic support in order to increase their proficiency in the English language. In order to identify students, a survey was given to all of the students at the school, and the English language teachers at the school assisted in the identification process. The following is a list of the resources required, taking into account the total number of students, in order to organize additional classes for academic support.

Needed, lacking, insufficient resources:

Classrooms. Students often attend class in one of two different shifts. Therefore, despite the fact that the school is able to accommodate a particular number of pupils, it will be essential to locate more classrooms that are equipped with educational supplies such as blackboards, desks, and chairs.

Human resources. There is an obvious demand for experienced English teachers, as well as at least those who will be responsible for the placement of students, the hiring of staff, the preparation of monthly exams, and other organizational responsibilities.

Staff room. It should be possible for teachers and organizers to meet, have meetings, and print materials at a central location that is accessible to all of them. Desks, personal computers and printers, seats, and a conference table are required pieces of equipment for the staff room.

Technical resources. There is a demand for approximately four personal computers and two printers. The number of subjects offered is considered to be the minimum needed, but this number is subject to change depending on the number of students who are interested in taking the class. In addition, there is a requirement for 30 computers to be used in classes, as well as 38 sets of headphones for a series of listening exercises. At this time, schools need a minimum of four televisions so that students can watch movies and videos in English. For teachers to have access to diagnostics, monthly examinations, and final exams, as well as print the materials that are required for the lesson, they need four computers and two printers. Additionally, for continuous Internet connectivity, there must be two Wi-Fi routers.

Educational resources. The credible sites offer a selection of different selections for the study materials that can be used. Nevertheless, the instructors ought to adapt them so that they better meet the requirements of the students in their classes.

Assessment materials. It is possible to base diagnostic and final examinations on examples taken from internationally standardized tests. However, the questions for the monthly assessment need to be based on the material that has been presented.

Additional resources. Other things, such as printable sheets, whiteboard markers, rubbish bins, and a bookcase, are required as well.

The available resources consist of an electronic version of the instructional materials, a certain number of classrooms that have been equipped with all of the necessary equipment, and a predetermined number of instructors who are qualified to deliver the classes.

Recommendations

There has been a lot of research carried out in this area to provide evidence that further assistance is, in fact, beneficial. For instance, Balfanz et al. (2007) stated, "There is a huge need to create and deliver efficient means of giving students with the additional help and support they need in order to take and pass challenging courses..." assurance provided[3]. The mispronunciations made by students of foreign languages are the primary emphasis of this plan, which makes use of many forms of educational technology. It makes the assumption that learning activities are carried out through the use of a dialogue system, speaking clubs, or watching videos; a task or game orientation should not be interrupted by the student's pronunciation-related communication system, and the objective of the feedback system is to detect serious mispronunciations with a high level of reliability. It is necessary to have a corpus of speech that analyzes the quality of the pronunciation of a person in order to be able to detect mispronunciations. The traditional approaches to collecting corpus rely on phonetics for phonetic transcription and to evaluate the overall quality of the material. It has been claimed that a one-of-a-kind method can be used to collect classroom-level linguistic assessments of pronunciation quality by making use of non-expert, crowd-sourced, word-level pronunciation judgments. The only proven method for improving one's command of the English language is to engage in extensive practice, such as watching movies in English, listening to podcasts, and taking part in speaking clubs. If the students make errors, they will get feedback on those errors and remedy those errors as a result of this iterative dialogue. Using approaches that are based on technology in the classroom can make learning a foreign language in a group engaging, safe, and enjoyable both inside and outside of the classroom. According to Garcia and Menken (2010a), the process of writing LPP not only empowers teachers but also raises their awareness that they must negotiate and interpret the complex factors and elements that influence national and local language policies[4]. This is important because teachers are the ones who ultimately have to implement these policies. In particular, existing dialog systems that are used to execute tasks in natural language can be updated to allow technology-based learning to take place in the classroom. As a result, students are given the opportunity to participate in dynamic conversational practice in their target foreign language as a result of this. Furthermore, adaptive systems contain components that can identify misspellings and incorrect pronunciations and offer learners feedback on their performance.

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[3]Balfanz, R., Herzog, L., & Mac Iver, D. J. (2007). **Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions.** Educational Psychologist, 42(4), 223-235.

[4] Menken, K., & García, O. (Eds.). (2010). *Negotiating language policies in schools: Educators as policymakers*. Routledge.

This concept offers a solution to the issue of incorrect pronunciation in the speech of students learning a foreign language. This proposal describes our motivations, identifies our major assumptions, specifies our contributions, and describes our ambitions. The following paragraphs identify and comment on the additional advantages of the proposed student support course.

Students. The fact that some students in the class have a more difficult time learning a second language than others does present a challenge for those students. They are at risk of becoming unmotivated as a result of their constant poor grades. In situations like this, the support students are of enormous assistance to them, which "ensures successful integration... produces a positive learning experience" (Tamuliene, 2013, p.438). In addition, increasing a student's motivation can be accomplished through improved comprehension of essential concepts as well as the language being studied[5].

Teachers. Additionally, educators might benefit quite a bit from taking this course. To begin with, there will be greater staffing of teaching positions. Second, if a class that enhances students' language learning abilities and focuses on their struggles with giving assignments, pronunciation, and oral skills is successfully taught, the instructors who teach the fundamental classes will be able to teach their classes more effectively, which will result in increased levels of satisfaction from work and study.

School. The course may end up being to the school's advantage in terms of its reputation. In point of fact, the vast majority of students with a low level of English proficiency will not participate in English classes offered at other private language learning centers. In this manner, a school is in a position to raise its students' overall academic achievement by providing an academic support course that makes use of resources from the plan in addition to resources that are already in place, such as classrooms and certain types of technology.

Society. If there are educated students, there will be an increased number of educated individuals in the future. When working with educated employees, one might expect greater levels of success. People's levels of satisfaction and trust in the overall educational system of English language teaching will rise as a direct result of improvements in the learning results and the efficiency with which they are achieved.

Culture

The fact that certain students' parents are allowed to play a role in determining whether or not they pass a class is an example of a cultural phenomenon that could

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[5] Tamuliene, R. (2014). Adjusting College Students' Support Services to Students' Type: Lithuania's Case. *ScienceDirect.* pp.438-446.

have a significant effect on the proposal. The majority of parents in the city of Keles, which is located in the Tashkent region, pay closer attention to the choices their children make and maintain open lines of communication with their children's instructors in an effort to prevent any form of misbehavior. Keeping this in mind, it is the responsibility of the student's parents to advise the student's course instructor that the student is required to complete the course. In addition to this responsibility, teachers are accountable for maintaining continuous communication with parents regarding the academic and behavioral development of their students. The fact that teachers are the most respected employers in this area was yet another aspect of the local culture that had a role in the development of the proposal. The course is designed to assist students in maintaining this reputation when they leave school and in becoming language teachers themselves.

Timeline

The class is taken twice during the course of the academic year, and each session lasts for a total of three months. The first one officially begins at the beginning of October and continues all the way through the month of December. The second one starts at the beginning of March and goes all the way through the end of May. The first term gives students the opportunity to take courses and begin a new term, whereas the last term is timed to begin just before students start taking their final exams from their required courses.

The following estimated time allocations and phases are involved in the course:

For Students		
October 01-03	March 01-03	Student admission
October 03 December 25	March 03 May 25	The majority of the class time was devoted to focusing on improving students' language skills.
December 27	May 27	Additional support with the assignments of students
May 30		Oral presentation (Pronunciation &Speaking skills)
For Teachers		
September1- September 30	Procedures for the employment of teachers	
October 02-04	-The creation of a syllabus -The preparation of materials, including teaching and examination materials, diagnostic tests, and needs analysis	
October 04 December 30	Period of Teaching	
February 01 March 01	Working on the modifications required in both the course outline and the materials	
March 03	Period of Teaching	

May 30	
June 01-June-15	Improvements to the course syllabus and materials

Target Language Features

The focus of the course is on general skills that are adapted to the requirements and topics of interest of the students, both in terms of the methods that are covered and those that pertain to the target language. The primary objective of this course is to provide students with a more comprehensive understanding of English phonetics. Second, the development of phonetics in language skills includes the acquisition of a limited vocabulary as well as idioms that are pertinent to the experiences and needs of the students, that are used in daily life, and that may be articulated and conveyed via sound or technology. The following table provides an outline of the suggested materials and abilities that should be covered throughout the duration of the course. The first month is used as an example in the tables. You may find the complete version of the proposed syllabus in the Appendix.

	General language improvement	Academic needs
Placement test		
Week 1	Where we live	An approach to solving academic difficulties in spoken pronunciation based on students' needs
Week 2	Holidays	An approach to solving academic difficulties in spoken pronunciation based on students' needs
Progress check		
Week 3	I don't feel well	An approach to solving academic difficulties in spoken pronunciation based on students' needs
Week4	Sports	An approach to solving academic difficulties in spoken pronunciation based on students' needs
Progress check Monthly test		

Methods and Practices

It can be said that the class has focused on its intended outcomes. It is a language improvement that is integrated into the curriculum for the fundamental subjects that the pupils are studying. The current curriculum was established with all students in mind; however, if there is a need for an elementary school-specific version, one can be created. The present teaching strategies are extremely varied, taking into account the various backgrounds and experiences of the instructors. The majority of teachers implement communicative language teaching as a result of the curriculum requirements imposed by the educational institutions from which they

graduated. This strategy is highly useful for enhancing students' communication abilities and instructing them on how to utilize language rather than giving them knowledge about knowledge. Through the use of CLT, language is "viewed not as a static object to be learned, but rather as a set of procedures that enable individuals to communicate," as stated by Selce-Murcia and others (2014). (p. 458)[6]. The only reliable way for a learner of a foreign language to become fluent in the language is through extensive practice, which can take the form of activities such as watching movies in English, listening to podcasts, and taking part in speech clubs. The student is able to recognize their errors, receive feedback on them, and correct them as a result of this recurrent contact. Using technology-based teaching strategies in the classroom can make learning a foreign language not only secure but also enjoyable, and this is true both inside and outside of the classroom. Chris Conley (2010) suggests that in order" to solve a problem, one needs first to identify the problem, then formulate and convey the problem as code, and lastly, employ five dialog questions, as well as analyze, decide on a course of action, act, and then evaluate the effectiveness of the activity". This concept offers a solution to the issue of identifying improper pronunciation in the speech of those learning a foreign language. Students of foreign languages should put a significant amount of effort into perfecting their pronunciation. Even while the vast majority of adult native speakers speak with an accent, this does not automatically suggest that their pronunciation is incorrect. Native speakers have the ability to understand and accept minor differences in their language. It is difficult to draw a clear line between accented speech and wrong pronunciation, and even native speakers do not always agree that poor pronunciation is correct. It is generally accepted that there are instances of incorrect pronunciation, but the question that remains is where the boundary should be drawn. The best teachers are able to quickly determine which errors to overlook and which ones to call the student's attention to. If the teacher takes the time to correct each of his students' pronunciation errors and instructs them, there will not be any issues with their pronunciation.

Assessment

The findings of the study that was conducted by Bangert-Drowns and his colleagues in 1991 indicate that "frequent testing was related to greater levels of achievement; however, testing more than once every two weeks did not provide extra benefit" (cited in Williams, 2011, p. 5). Students' speech and accents are examined by knowledgeable teachers during the pronunciation evaluation process in English. Teachers then provide students with feedback in the form of written,

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[6] Celce-Murcia, M., In Brinton, D., & In Snow, M. A. (2014). Teaching English as a second or foreign language. Boston: National Geographic Learning.

audio, or oral comments. The feedback provides specific information regarding the strengths and weaknesses of the English pronunciation, including weak vowels, speed, and volume, as well as vowels, consonants, word stress, and phrase stress. According to the results of this study, an achievement test of assessment methods will be conducted twice a month, at the conclusion of each month. The first test, for example, will be done in mid-October (October 15-16); the second in mid-November. Each process review only looks at subjects from the preceding two weeks. Students take a monthly test after the second test. Students deliver their assigned project as a progress check assessment of their accomplishments for speaking and pronunciation skills. The assignments' ultimate products are submitted for monthly evaluation. Furthermore, at the outset of the course, a diagnostic test is administered to assess students' needs, their individual academic needs, and student profiles, as well as a sample of a standardized proficiency test. They take a sample of the standardized proficiency exam again at the conclusion of the session to compare the first and second results.

Actors

In either a direct or indirect capacity, the following actors will be involved in the implementation of the proposal:

•*Students* are the main policy participants. They are included in the proposal because they have the option of taking the course either individually or via a questionnaire. After their registration, their main responsibility is to study the course.

•*Teachers*. The importance of teachers' participation in this process cannot be overstated. Their responsibilities include the creation of syllabi that cater to the academic requirements and interests of their students; the development of evaluation tools such as diagnostic tests, placement tests, oral discussions, and debates; the administration of classes and examinations; and the checking and grading of student work.

•*School Administrators* are responsible for educational and financial matters such as student enrollment, teacher and student availability, teacher recruitment, equipment and facilities, student behavior, payment concerns, dealing with the distribution of salaries, and other similar matters.

•*Parents*. In addition, it is expected that parents will contribute their thoughts and opinions to the plan. In Uzbek society, parents are held accountable for some actions taken by their children while they are attending school. Parents have an influence on their children's decisions to take a particular class or not because of the importance they place on their children's education and how they choose to organize their time.

• *Government officials*. Officials from the government are required to take part in the event. They are in charge of the entire process of placing proposals and receive monthly reports on the progress of students as well as expenses. It should be noted that the roles of both macro-level (actors listed above) and micro-level (actors listed above) actors are important, as organizations and individuals at both levels must be involved for language policy to be successful.

Analysis and results

The costs that must be invested to supply educators and administrative personnel with other necessary equipment, such as computers, headphones, printers, television sets, projectors, furniture, Wi-Fi routers, test papers, lighting, and possibly even more, may be paid for by other parties. However, in order to get the project off the ground, it will need a specific sum of money. Especially in the event that the school does not have any readily available resources that it can offer.

Number	Description	Expected expenses
1	Administrator	200 USD
4	Part-time teachers*	1 300 USD
4	Personal computers	1 200 USD
34	Classroom computers	10 200 USD
4	Printers	800 USD
2	Projectors	400 USD
4	T.V.-sets	600 USD
38	Headphones	200 USD
2	Wi-Fi routers	80 USD
2	Speakers	90 USD
10	Paper	65 USD
40	Markers	20 USD
10	Furniture	640 USD
6	Litterbins	80 USD
TOTAL: 15 000 USD		

Note: It is only necessary to have funding for one semester at the beginning of the program. In the end, a nominal fee will be assessed for the class in order to cover the cost of paying the instructors' compensation.

It is calculated that the total amount of funding available for this proposal will be $15,000. It is anticipated that the key organizations listed below will provide sponsorship for the project: ***Notice of Funding Opportunities from the U.S. Department of State Embassy in Tashkent (NOFO).***

Conclusion and suggestions

The proposal that is being considered right now will involve a lengthy process. As part of the process of redistributing resources, classrooms in schools will be supplied with various equipment, including computers, as well as other

technical resources. The teachers have access to a staff room, various types of assessment materials, and personal laptops. The pupils are supplied with appropriate learning resources to assist them in their studies. On the other hand, the requirement that students must successfully complete courses in order to qualify for academic help may become less important. At that time, the school must receive all of the resources that were utilized in the creation of the proposal. This includes any and all technical equipment as well as classroom supplies.

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