

PLANNING LANGUAGE PROPOSAL ON “ENGLISH VARIETIES” IN UZBEKISTAN

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Abstract

English language is getting more and more globalized leading to the formation of its varieties in different countries across the world. In many countries English language is considered to be as a foreign or second language to learn for academic and personal goals. In Uzbekistan it is widely evident that many people learn English language as a foreign language in many educational settings. Many high educational institutions prepare English language teachers, and there are enough language courses that assist future teachers in developing their English language skills. Ergo, many students, who major in English language at high educational settings, are not fully aware of all English varieties and are not able to distinguish its types due to lack of practical part on the varieties of English

Key words:

English variety, English variants, language policy, World Englishes, dialects, language proposal

Introduction

English language is still in the process of getting more globalized across the world that many countries get to speak in English as their second language and in some countries people are learning as their foreign language. This process leads to the formation of the variants and variations of English language in different countries. The language policy proposal on “English varieties” worked out by the author of the given work entails a number of rationales behind to prove why it is of great essence to be included as a disciplinary course into the curriculum of high educational institutions of Uzbekistan. English language teachers should know all English variants and variations at proficiency level. Therefore, they should have a special practical course on “English varieties” in order to be able to speak, write and mostly differentiate English varieties as being specialists in English language.

Research method

A small scale research on identifying to what extent learners were aware of English varieties took place at Nukus State Pedagogical institute named after Ajiniyaz last year by the author of the given proposal. The research methodology was quantitative one; first, the learners were given questionnaire to identify how well they knew about English varieties. The results showed that 28% of the focus group could differentiate, whereas 72% of them could not. On the basis of the results of the questionnaire, which showed more practice was needed to implement and apply a new course on “English varieties”. The first year students have subjects and disciplines such as “Vocabulary in context”, “Grammar in context”, “Listening and speaking”, “Academic writing” on language courses alongside with other disciplines apart from their speciality. Some observation has been held in the lessons to identify to what extent teachers use American or British or other varieties of English. Mostly the teachers use British with American in mixture. The number of students in each group is between 12 and 15. There are national (karakalpak and uzbek) and European (Russian) groups. The backgrounds of the students are mostly karakalpak and uzbek, and few number of Russian students.

Literature Review

Many works were and have been done in the same field conceding to English variants and variations given in many contexts in the form of “World Englishes” and “English dialects” investigated by most of the linguists and methodologists. Teaching English varieties is mostly teachers’ responsibility such as creating

his/her own teaching materials, textbooks and designing lesson plans according the objectives of the new course “English variants and variations” to be implemented in Uzbekistan. Belibi (2013) suggested that the responsible teacher should have linguistic creativity. Kheng and Baldauf (2005) ratified that users of English language should choose one variant to use in order to be accurate. In Uzbekistan the learners will be able to distinguish and differentiate the different “World Englishes” and choose themselves when coming across after the course completion. Farrell and Martin (2009) emphasized that teachers first should start from their instructions in the lessons, the instructions should be given in all varieties of English. In the proposal some ways are suggested to English language teachers on how to give instructions to learners using different varieties of English not neglecting Standard English as well. Kirkpatrick and Deterding (2011) asserted that apparition of New Englishes was a natural process, and it should not be considered as an error. In the proposal some ways of the formation of new variations of English are highlighted as an endless process which learners as well as teachers in Uzbekistan should be on track to follow and know as a must in the special course. In Webster’s (2012) work some new methods and techniques in teaching English variants are suggested in details that are the main parts of the new textbook described in the Language Policy Proposal on “English variants and variations”. He also emphasized that being a globalized language variant, American English should be given a key attention alongside with other variants equally at high educational institutions.

Data Analysis

The given proposal is supposed and designed to take place in the context of Nukus Sate Pedagogical Institute named after Ajiniyaz. The reason why this institution was chosen by the author is due to the implemented small-scale research on the given topic “English variants and variations” by the same author. Apparently, In PRESETT (Pre-Service Teacher Training) curriculum there is a course “English as an international language” which teaches World Englishes on the 3rd year of study, and the difference between the suggested language proposal and the existed course is that learners have the latter one not on their 3rd year and the former one, opposed to the latter one, is mostly based on teaching and practicing English language varieties with comparative approach within its varieties and their language aspects more deeply on their academic year.

Based on the results and data collection, the objectives and goals of this language policy proposal are set. As known for all, there are many courses taught at high proficiency level on learning and developing English language skills; alongside with that, the given language policy proposal suggests some ways and techniques of implementing it as a course that ought to be included into the curriculum of educational system in the field of Foreign languages faculty. The goals lie in implementing “English varieties” course in order to assist all learners (future English language teachers) of Uzbekistan in achieving the level of other countries’ level of knowledge in English variants and variations and meet the standard level in English language in equal position with other developed western countries worldwide. Therefore, the implementation of the proposal should be prioritized. The actors at the macro level are Ministry of Higher Education, President of the Republic of Uzbekistan; the actors at the micro level are teachers, director of the institution, Head of the department. There are many situations encountered in many English learning classes – English language based disciplines taught during the four-year educational period when learners do not know if they hear the pronunciation of the same word in many ways so that some teachers use American, some use British or they speak in another accent that is totally unfamiliar to the learners, and they cannot distinguish and identify what English is correct and what is incorrect. British English is considered to be a norm for them. Stemming from this phenomenon, the objectives of the proposal “English varieties” are to enable learners to distinguish English variations and variants during one-year period of study, they will be able to speak them and be aware of which Englishes have their own written system used in official documents, and which ones are considered to be standardized after the course completion. It is known that English language teachers use different English variants in their speech. When the given proposal for suggesting for teaching variants and variations of English language is approved, then there are a number of steps to take. It is mostly the professionals’ responsibility to work out and create some textbooks and teaching materials for the new course. In one lesson a teacher will teach, for example, Singaporean English,

the next week it will be devoted to learning Australian English and so on. In one lesson it is quite difficult to acquire English variations and variants and deal with them to comprehend and use in practice.

Conclusion

The research methodology used was mainly quantitative. The focus group was given a questionnaire on checking how well they know the different between American and British English, more than half was not able to distinguish and both orally and in writing. The questionnaire is closed-ended type “Yes and No” options on the basis of numbers to count for yes and no answers. Turning to the data analysis, American and British English variants were taught and explained by the author, after having several lessons the learners were able to distinguish English variants. The learners benefit much from the given language proposal. After accomplishing the course, they get able to differentiate the variants and variations of English language both in writing and speaking and use them in practice.

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