



LANGUAGE HISTORY, PLANNING, AND POLICY PROPOSAL EXPLORATION

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Abstract: *This proposal focuses on improving English language proficiency among students at a secondary school in Keles, Tashkent region, by enhancing the way phonetics is taught. It aims to integrate innovative methodologies and motivational strategies into the phonetics curriculum to strengthen students' understanding and pronunciation of English. The proposal includes a review of current research in phonetics and didactics, along with an evaluation of phonetic content in established ESL textbooks. Emphasis is placed on the theoretical foundations of phonetics as well as effective teaching practices. By aligning phonetic instruction with proven educational methods, the proposal seeks to equip students with the skills needed for accurate and confident English communication.*

Key words: *phonetics, pronunciation, students, fluency, assessment, motivation, instruction, methodologies, resources, ESL, curriculum, evaluation, proficiency, feedback, sponsorship*

Language Planning and Policy Proposal Exploration Context

In order for students attending the Uzbek secondary school located in Keles, which is located in the Tashkent region, to acquire an excellent command of the English language, the purpose of this proposal is to make a suggestion for how phonetics should be taught to those students.

The aim of the proposal is to instruct phonetics and the application of phonetic principles using innovative methodologies and motivational plans.

The first investigates the aforementioned research in the fields of phonetics and didactics, The theoretical foundation of the phonetics portion is analyzed in order to come up with an effective evaluation of the phonetic material contained in the textbooks published by respectable ESL publishing houses.

In recent times, we have been emphasizing the significance of teaching phonetics so that students can become proficient in both its theory and its pronunciation.

In the part under "didactics," we will analyze earlier material that is pertinent to the instructional plan for this work.

Goals and objectives

The following are the goals and objectives for which the proposal was developed.

To assist all school students to achieve fluency in their speaking so that SWBAT:

- understand the content of the pronunciation in English
- distinguish the pronunciation between vowel and consonant letters
- analyze monophthongs, diphthongs, and triphthongs in English



- increase students' motivation in language learning

Inventory

The school currently has perhaps about 800 students enrolled.

There are even estimates that suggest that 300 of them could gain academically by receiving more assistance.

In order to organize additional classes for academic support, the following is a list of the resources that are required, taking into account the total number of students.

Needed, lacking, insufficient resources:

Classroom, human resources, a staff room, technical resources, teaching materials, assessment materials, and other resources.

Recommendations

For a variety of reasons, this proposal is extremely important for classroom teachers, student learners, educational institutions, and society as a whole.

Teach students to read and pronounce phonetic symbols, giving them a great advantage in improving their pronunciation.

Encourage them to check the phonetic pronunciation of new words by offering learners the opportunity to learn the accurate pronunciation of words with the help of a teacher or an English speaker.

Timeline

The class is offered twice during the course of the academic year, each time lasting for three months. The first one starts at the beginning of October and continues all the way through the end of December. The second one will take place from the beginning of March until the end of May.

Target language

The course focuses on general skills that are targeted to the needs and interests of the students in terms of the target language skills and methods that are covered.

The duration of each class is one hour, and there are three classes per week.

The first and third weeks are devoted to enhancing students' broad knowledge of English phonetics.

However, the second week concentrates on the complexities of phonetics in language skills as well as the assignments that students are responsible for completing.

It entails determining the overarching significance of a sentence in the context of brief oral texts and developing a vocabulary bank consisting of limited vocabulary and idioms, straightforward structures, and vocabulary that are relevant to the experiences and needs of the students and are utilized in everyday life and can be articulated and communicated via sound or technology.

Assessment

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, 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 early November (October 31 or November 1st, 2nd); 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
- Teachers
- Administrators
- Parents
- School administrators

Funding

Due to the fact that this is a paid course, the expenses that are required in order to supply students, instructors, and administrators with various additional necessities, such as computers, exam papers, lighting, and so on, can be compensated.

However, in order to get the project off the ground, the course will require a specific sum of money. Especially in the event that there are no readily available resources that the school is able to supply.

It is anticipated that the total amount spent on this proposal will be \$15,000 USD.

The project is expected to be sponsored by the grand organization listed below: Department of State Embassy of the United States in Tashkent Notice of Funding Opportunity (NOFO).

Reallocation of resources

The current proposal is a long-term solution that will be used until the actual difficulty in recruiting individuals is encountered.

However, after the issue is resolved, the requirement for taking a course to receive academic aid may become less urgent.



The school requires that all of the materials, including all of the technical equipment and classrooms, that were used for the offer at that time be returned to it.

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<https://www.state.gov/m/a/ope/index.htm> and 2CFR200

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