



IMPLICATIONS OF MACRO AND MICRO LANGUAGE PLANNING IN UZBEKISTAN

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Abstract: *The article ‘Growing Your Own Onion’ by DJ Kaiser provides a good and straightforward framework to write proposals, which can influence outer layers (higher levels) of language education. As he states, the emphasis is put more on the micro level so that teachers can clearly understand their role in making changes to meet learners’ needs. Liddicoat and Baldauf (2008) also claim that for the implementations on macro level to be effective, it is important to examine the process and its effects on micro level.*

Keywords: *micro language planning, macro language planning, growing your own opinion, language education.*

Introduction.

Macro language Planning is a formal document that includes clearly given policy, specific rules, goals and objectives of the language planning. However, in order to get a positive effect from macro language planning, micro levels should be available there since all issues that are connected with the language policy are related to the local and micro level. Our government has been paying attention to learning foreign languages, mostly English for the last 4-5 years. As we know, the spread of English is related to the modern global economy (Kaplan, 2001) and increasing the number of its learners can affect the spread of it not to the population of the country. Each language belongs to the speakers who use it without boundaries. It does not belong to the particular nation (Chua, Catherine Siew Kheng, and Richard B. Baldauf Jr., 2011).

The Ministry of education of our government has started Macro language planning and policy into practice with the help of micro context such as curriculum planners, educators, teachers, students, organizations and etc. It has started to develop the implementation of English from micro planning such as from schools and universities of Uzbekistan. Ministry of Higher education of Uzbekistan has started several courses to help teachers, such as training courses (TESOL, CELTA) and develop collaborative programs with foreign countries, including UK, USA in order to prepare better teaching resources. It is the fact that English is not only a lingua-franca here but also the most demanded language in many spheres of the country, nowadays. That is why language planning is improving from bottom to up, at the macro level, and there is a great role of teachers when it comes to implementing a language policy and enhancing it. Thus, in order to get positive and effective results, both macro and micro planning need to work together (Baldauf, 2006). They are not independent processes, but they connected to each other (Kaplan and Baldauf, 1997)

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American linguist Joshua Fishman (1987) defined language planning as “the authoritative allocation of resources to achieve language status and corpus goals, whether in connection with new functions that are aspiring or in connection with old functions that need to be performed more adequately”. The four main types of language planning are state planning (about the social



position of the language), corpus planning (language structure), language planning in education (teaching), and prestige planning (image). For instance, language planning in education refers to a broad range of decisions affecting the structure, function, and acquisition of language in schools. Early developments in language planning are categorized into two major periods, distinguished by a focus on the role of language planning in “modernization” and “development” on the one hand and critical analysis of power and ideology on the other.

In order to implement both macro and micro language planning, it is important to analyze and understand these processes thoroughly. Since micro and macro language planning are new ways in language policy development, we have to know about their outcomes and ways of implementation. According to Liddicoat and Baldauf (2008) when there are small number of speakers, it will not be practical to implement large scale language planning. Considering this, if a micro language planning is going to be implemented in Uzbekistan, it is essential to know how effective this will be and analyze its impacts. I suppose it also depends on teachers as well, because when a teacher can not use the program appropriately in the classroom, it may not work efficiently. So, while planning the program, the teachers should be involved in the process and understand it deeply.

In addition, the government must know that the implementation process will not work effectively quickly in linear order, however it might develop gradually step by step. Also, the government of Uzbekistan has to be ready for different outcomes as the language planning may not be successful because only teachers can not take the whole action. Since the Maori language had full reformation process it impacted on number of speakers of this language which resulted in language development (Amery, 2001). Overall, in order to implement such language planning in Uzbekistan, it important to analyze and learn outcomes either it works effectively or not and to involve the teachers in this process too.

Conclusion.

To reach the conclusion, I can say that if we do not involve teachers to implement language planning in local institutions, the result is likely to become counterproductive. The Government and instructors should try to fill some "gaps" in a language. By carrying out new effective programs cooperatively, we can achieve our goals successfully and we will be able to tackle many problems existing in a language. Ministry of Higher Education should focus on all educational aspects of our teaching system while creating special programs for teachers. It is also important to prepare large-scale programs in our educational system which cover all schools in urban and rural areas of Uzbekistan. Continuous language training courses should be developed in our country with the help of the foreign Higher Educational Institutions, such as Cambridge and Oxford, and invite professors and teachers. All in all, we should work collaboratively with foreign Higher Educational Institutions if we want to develop our teaching system.

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