

English as a Trademark of Modernity and Elitism

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Outline

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 - ▶ Theoretical Framework
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 - ▶ Research Methodology: Data Collection and Data Analysis
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Uzbekistan Map

<http://www.infoplease.com/atlas/country/uzbekistan.html>

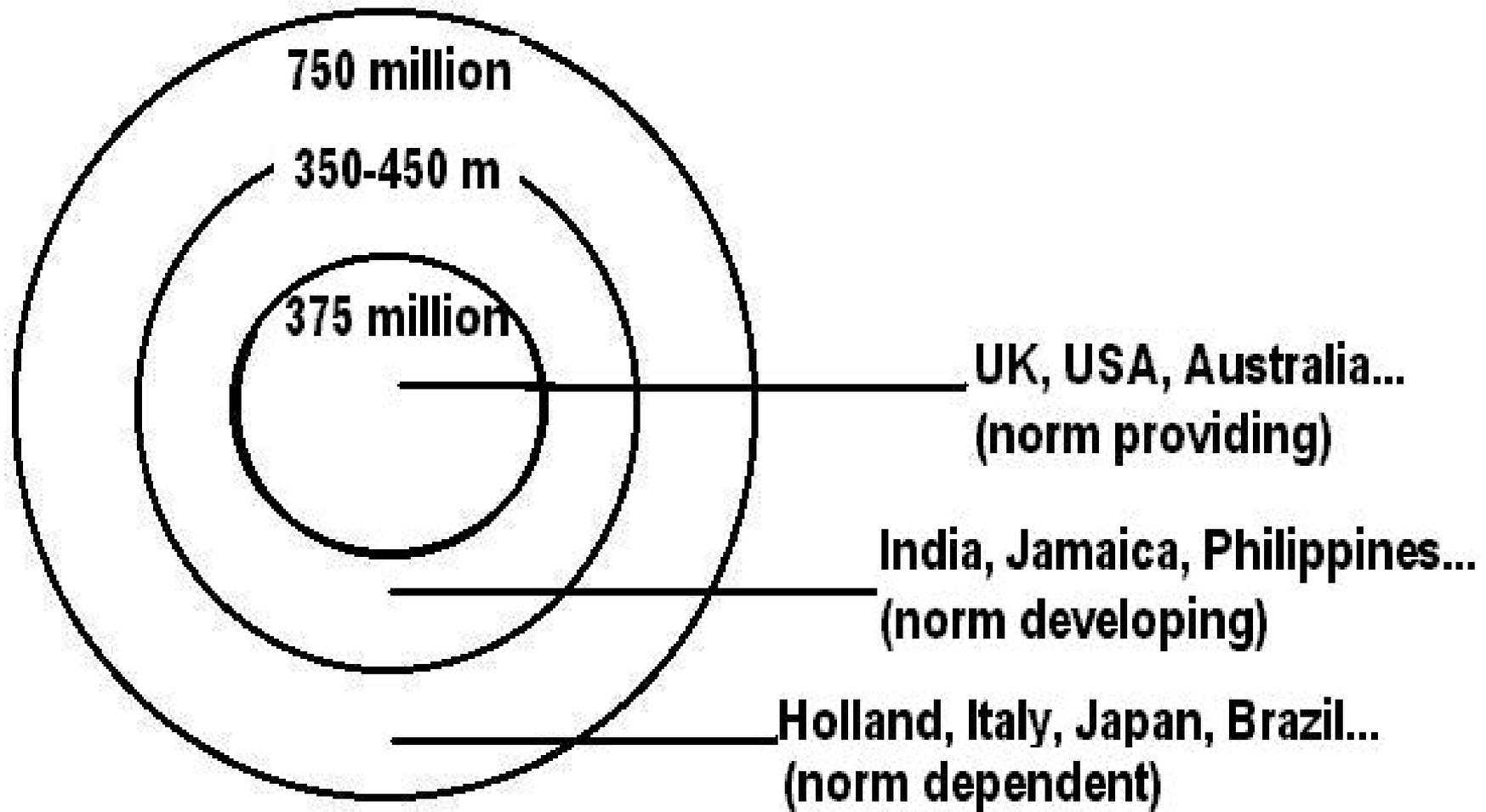


Uzbekistan: An Overview

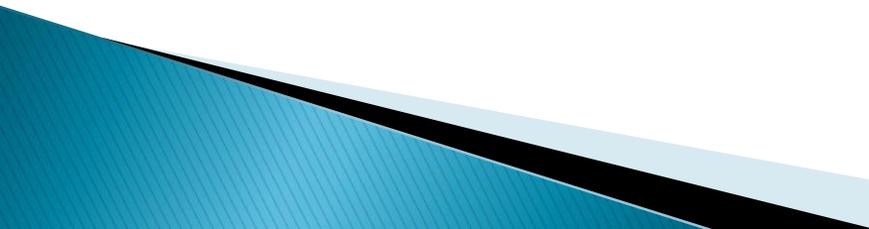
<https://www.cia.gov/library/publications/the-world-factbook/geos/uz.html>

- ▶ **Location:** Central Asia, north of Afghanistan
- ▶ **Area:** 447, 400 sq km
- ▶ **Population:** 29,199,942 (July 2015 est.)
- ▶ **Government type:** Republic, authoritarian presidential rule
- ▶ **Independence:** September 1, 1991 (from USSR)
- ▶ **Ethnic groups:** Uzbek (80%), Russian (5.5%), Tajik (5%), Kazakh (3%), other (6.5 %)
- ▶ **Languages:** Uzbek (74.3%), Russian (14.2%), Tajik (4.4%), Other (7.1%)
- ▶ **Literacy:** definition: age 15 and over can read and write
total population: 99.3%

Theoretical Framework: World Englishes; Kachru's (1985) concentric circles



English in Uzbekistan- The Soviet Era

- ▶ **English as a Foreign Language (EFL) education** was introduced in the early 1930s.
 - ▶ **Teaching methods-** grammar-translation and audio-lingual.
 - ▶ **Teaching approach-** prescriptive (formal and rigid with heavy emphasis on grammar and translation).
 - ▶ **Attitude towards English –negative:** English was considered as the language of capitalists and bourgeoisie.
 - ▶ **Variety of English-** British English.
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EFL Education in Post-Soviet Uzbekistan

Educational Reforms (early 1990s):

- ▶ Promote incorporating the new pedagogical methods and technologies into classroom teaching.
- ▶ EFL education starts as early as in preschool.

EFL methodology:

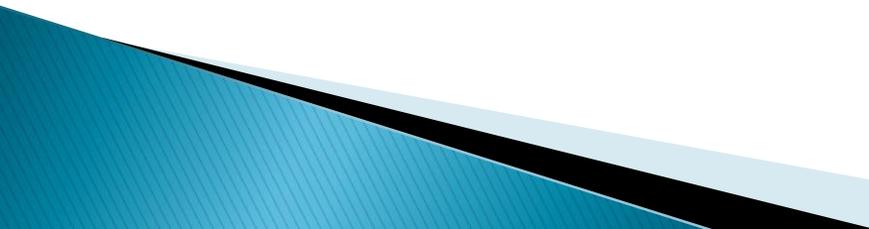
- ▶ the shift from grammar-translation methods to communicative language teaching (CLT).
- ▶ Variety of English- American English

The new curriculum: unable to provide teachers with clear subject objectives and learning outcomes;

EFL Education in Post-Soviet Uzbekistan cont.

- ▶ **Teacher Training:** insufficient teacher-training; local teachers lack practical understanding of the principles of CLT,
 - ▶ **Other obstacles delaying the implementation of CLT** are: (a) grammar-based standardized admission tests; (b) outdated textbooks and shortage of teaching materials; (c) lack of administrative support.
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Research Methodology

- ▶ **Method:** Qualitative
 - ▶ **Roles of the Researcher:** Participant Observer, Interviewer
 - ▶ **Research Sites:** Bukhara City, Shopping Centers, Schools, Language Centers
 - ▶ **Data Collection:** Observations, Surveys, Interviews
 - ▶ **Data Analysis:** Inductive (categories emerged from data); SPSS – surveys
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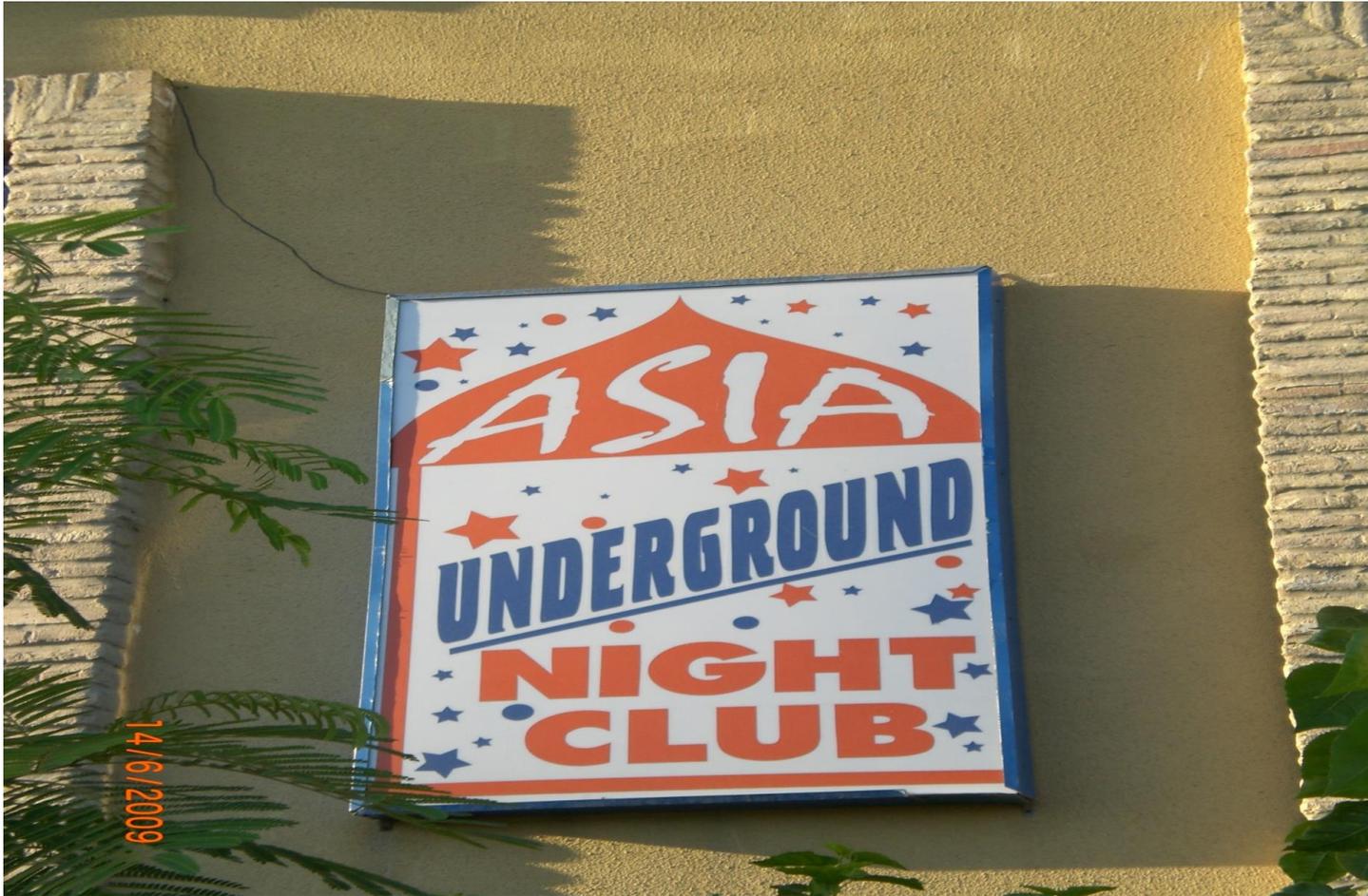
Users of English

- ▶ **Professional-** men & women 22 years of age and older, especially, computer scientists, doctors, CEOs, researchers, educators, employees of joint ventures, etc.
 - ▶ **Ambitious Youth-** high school students, college students, interns, etc.
 - ▶ **Pop music fans-** mainly teenagers and college students.
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The Interpersonal Function

- ▶ **Uzbek**- official language
 - ▶ **Russian**- the language of interethnic communication
 - ▶ **Spoken English**- non-Russian speaking people and native speakers of English
 - ▶ **Written English**- online chats, google, international publication
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English in public texts



English in public texts



English in public texts



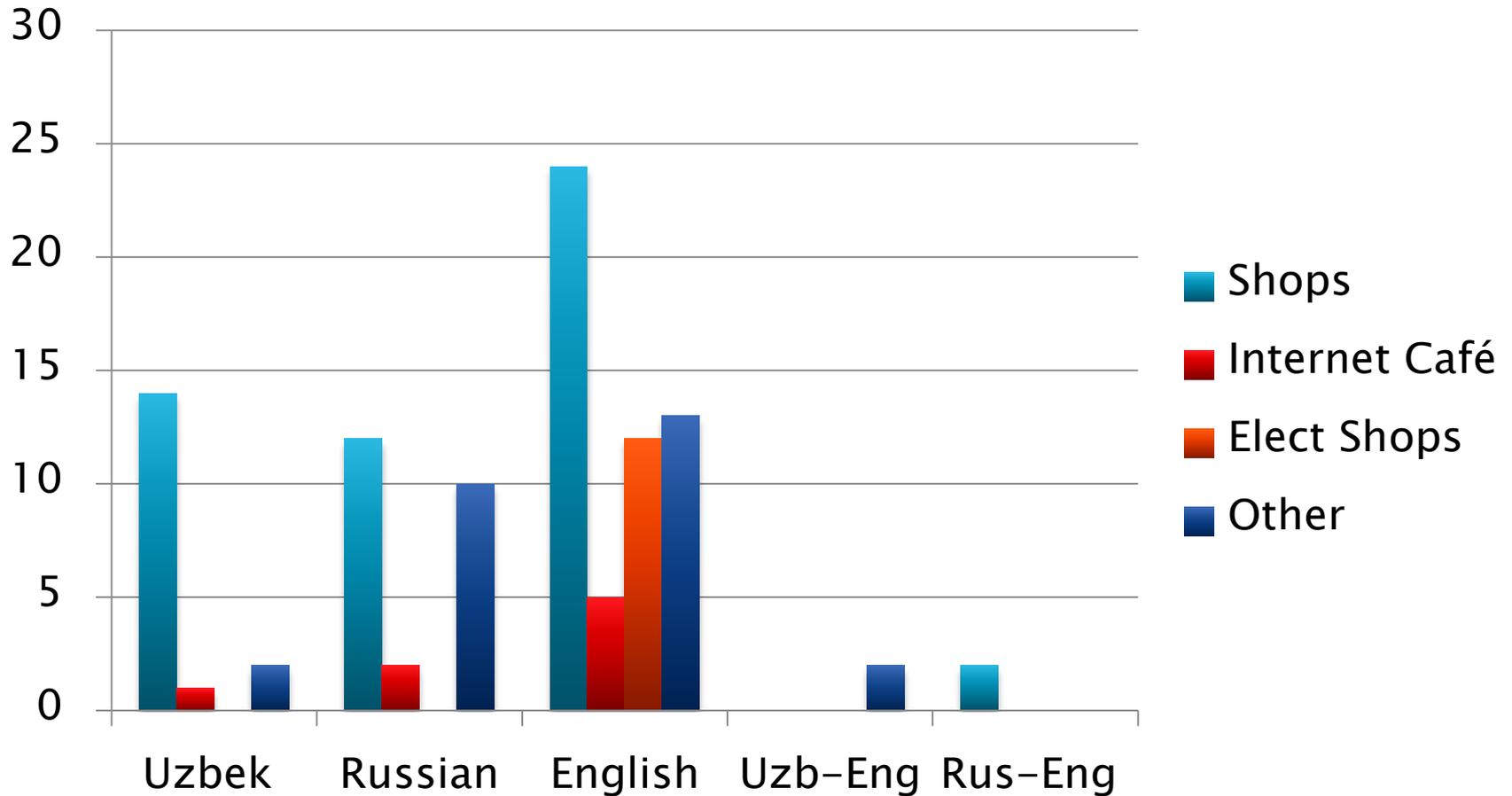
English Shop Signs in Bukhara



English shop signs in Bukhara



Summary of languages used in shops signs and services in Bukhara



Conclusion

- ▶ English is the most widely learned FL in post-Soviet Uzbekistan.
- ▶ English has become an indispensable tool for the achievement of personal growth, better career opportunities, and advanced education.
- ▶ The use of English in shops and service names is the result of globalization, elitism, late-fashion, and high quality.