
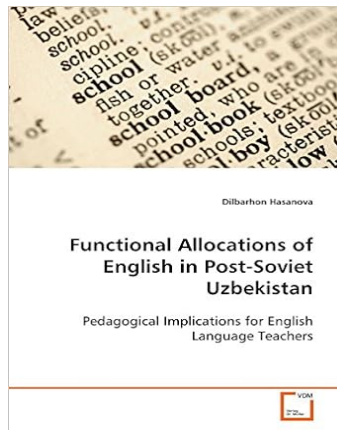


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Beschreibung:

Pedagogical Implications for English Language Teachers

This study investigates the functional allocations of English in educational and social contexts in Uzbekistan following the political changes of 1991. The study provides a rationale for making relevant changes to English education, draws implications for curriculum and teacher training, and makes suggestions for improving the teaching and learning of English in the country. The findings reveal that curriculum changes for English language education, which emerged as a result of educational reforms in Uzbekistan, have not been completely implemented mostly due to the shortage of financial support and insufficient teacher training. Because locally organized teacher training institutions are unable to provide effective education, the majority of English teachers lack both theoretical knowledge and practical understanding of the principles of new approaches to teaching foreign languages. Nevertheless, as a result of the unique role of English in the world, the Uzbek people's favorable attitudes toward the language and their effort to catch up with the Western world, English has become the most widely learned foreign language in Uzbekistan.