

Introduction to Central Asia Languages and Cultures

Unit plan: Language diversity in Central Asia (Uzbekistan)

| Theme |
|--|
| <ul style="list-style-type: none">• Nationalities• Languages• Identity |
| Social Justice Issues and Intercultural Competence Development |
| <ol style="list-style-type: none">1) Explore the ways in which linguistic diversity mediates social justice in Central Asia due to of historical migration and economic globalization.2) Focusing on the linguistic dimensions of economic inequality, cultural domination, and imparity of political participation.3) Identify domains that are critical to social justice, such as identity, education, employment, and community participation. |
| World Readiness Standards |
| 5 Cs implemented in this unit: <ol style="list-style-type: none">1) Communications: <i>Interpersonal Communication: Students will interact and negotiate meaning regarding the topic of work and diversity inequality.</i>2) Connections: <i>Students will engage with maps that display ethnic diversity, languages, career-related websites, which will allow them to expand their knowledge of other disciplines (geography, politics, linguistics, economy, and history) while using the language to access and evaluate information and develop critical thinking.</i>3) Cultures: <i>Students will be able to investigate and reflect on different practices (interview setting), products (images and maps), and perspectives (what are these practices and products telling us about the belief system of a given culture?)</i>4) Comparisons: <i>Students will be able to compare the language used in the working world of the target languages with their own, as well as to reflect on the role of these practices, products, and perspectives in their own cultures.</i>5) Communities: <i>Using social media, students will be able to explore and interact with communities and individuals that are part of the diversity and workforce. They will learn from other's experiences and share their own.</i> |
| Critical Cultural Awareness and Essential Questions |
| <ol style="list-style-type: none">1) Products: Maps and infographics regarding diversity and languages in Central Asia (Uzbekistan): Who lives in those spaces? What are their similarities and differences? Names, food, clothing, traditions, etc.2) Practices: Language, behaviors or diverse traditions in Central Asia (Uzbekistan): Are they inclusive? Who sets them? Is anyone left behind?3) Perspectives: Reflection on what these products and perspectives can tell us about our societies and the relations of power. |

Social Justice Standards and Intercultural Communication Objectives

Identity

- Students will be able to describe their names, family history and cultural backgrounds and can describe how their identity is informed and shaped by their membership in multiple identity groups.
- Students will be able to describe all of their group identities and the intersection of those identities create unique aspects of who they are and that this is true for other people too.

Diversity

- Students will be able to interact comfortably and respectfully with all people, whether they are similar to or different from them.
- Students will be able to interact and respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.

Justice

- Students will be able to explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

Action

- Students will be able to express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias.
- Students will be able to have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when they disagree.

Students will be able to gain both the linguistic and the critical awareness objectives. The unit plan template shared above is based on the Glynn, Wesely, and Wassel (2014).

References

Glynn, C., Wesely, P., & Wassell, B. (2014). [Words and Actions: Teaching Languages through the Lens of Social Justice](#). American Council on the Teaching of Foreign Languages.

Piller, I. (2016). [Linguistic diversity and social justice](#): An introduction to applied sociolinguistics. Oxford University Press.

Standards

[NCSSFL-ACTFL Can-Do Statements](#)

[NCSSFL-ACTFL Intercultural Can-Do Statements](#)

[Social Justice Standards](#)

Handouts

Diversity Discussion starters: <https://www.mentoring.org/wp-content/uploads/2020/03/Diversity-Discussion-Starters.pdf>

Hot moments in the classroom: <https://www.bgsu.edu/content/dam/BGSU/center-for-faculty-excellence/docs/ResourcesforManagingClassroomConflict/Hot-Moments-Handout-UMICH.pdf>

different languages.

| Languages | Area | Reflection |
|------------------|-------------|-------------------|
| Uzbek | | |
| Russian | | |
| | | |
| | | |
| | | |
| | | |
| | | |

4. Survey and Interview. What foreign languages are popular in Uzbekistan Why?

| Language | Setting: K-12, Higher ed, private | Reflection |
|-----------------|--|-------------------|
| Russian | | |
| English | | |
| Arabic | | |
| Korean | | |
| Turkish | | |
| Japanese | | |

5. Inquiry. Identify how similar Turkic languages are. Find 10 words that are similar cognates in several languages.

| Uzbek | Uyghur | Kazakh | Kyrgyz | Azerbaijani | Turkish | Turkmen |
|--------------|---------------|---------------|---------------|--------------------|----------------|----------------|
| ona | | | | | | |
| ota | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

6. Interview. What alphabets are used in Uzbekistan? Why?

7. Writing and comparison. Write 5 words using different alphabets: Latin and Cyrillic. How similar or different are they?

8. Research. Identify how people greet each other in Uzbek.

| Greetings in Uzbek | When it is used and why | By whom | Gender | Age |
|---------------------------|--------------------------------|----------------|---------------|------------|
| Assalomu-alaykum! | | | | |
| Xush kelibsiz! | | | | |
| Yaxshimisiz? | | | | |
| Esonmisiz? | | | | |
| Qalaysiz? | | | | |

| | | | | |
|--------|--|--|--|--|
| Salom! | | | | |
|--------|--|--|--|--|

9. Research. Identify how people greet each other in different languages in Uzbekistan.

| Language | Greeting | Similarity or difference |
|-------------|-------------------|--------------------------|
| Uzbek | Assalomu-alaykum! | |
| Kazakh | | |
| Kyrgyz | | |
| Uyghur | | |
| Azerbaijani | | |
| Turkmen | | |
| Turkish | | |

10. Interview. Find 5-7 people who speak different languages in Uzbekistan. Ask them to provide you sentence examples that you come up with. Ask them how they feel when they say this sentence and why do they select these words or sentences. Example table below.

| Language | Speaker 1 | Speaker 2 |
|----------|-------------------|---------------|
| English | Hello! | Good morning! |
| Uzbek | Assalomu-alaykum! | Xayrli tong! |
| Kazakh | | |
| Kyrgyz | | |
| Uyghur | | |
| Turkmen | | |
| Turkish | | |

Day 2: Identity (self, gender, age, status, etc.)

Face to face/ or synchronous activities

1. Warm up

Writing exercise: “Think about the language or languages in your life. What do you like about these languages? Why is language important to you? What other feelings do you have about language?”

2. Weekly Discussion topics. Linguistic diversity. Select your role to get ready for the discussion.

Weekly form

| Name | Role | Discussion starter #1 |
|------|---------------------|---|
| | Facilitator | Use the role sheet to facilitate the discussion. |
| | Speech Evaluator | Use handout for speech evaluation to get ready for your evaluation and feedback speech. |
| | Speaker | Use handout for speech evaluation to get ready for your speech. |
| | General evaluator | Provide oral feedback. Provide constructive feedback. |
| | Grammarians | Use handout for speech evaluation to get ready for evaluation of people’s speech |
| | Timer | Use a template to write down timing. |
| | Table topics master | Use the discussion starter questions and add your own ones. |
| | Historian | Use a template to write down interesting and memorable moments in the class. |

3. **Weekly Presentations.** Bring your research and inquiry findings to the classroom. Prepare a presentation about language diversity in Uzbekistan. Select one language to talk about. Fill out a signup sheet to select the language.

| Your selected language | Speaker name | Your presentation title |
|------------------------|--------------|-------------------------|
| Uzbek | | |
| Kazakh | | |
| Kyrgyz | | |
| Uyghur | | |
| Turkmen | | |
| Turkish | | |
| Korean | | |
| German | | |

4. What baby names are common in Uzbekistan? Which ones are in trend?

| Boys | Girls |
|------|-------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

5. Discuss why some baby names are in trend.

| Names | Inquiry findings |
|-------|------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

6. What is your name and what does it mean? What is the story of your name? Who selected it and why?
7. **Inquiry.** Identify names of celebrities in Uzbekistan with different ethnic origins. How have they landed in Uzbekistan? In your opinion, what languages do they speak? Check your answers by asking questions from your teacher.

| Name of the celebrity | Field | Native language | Correct/Incorrect |
|-----------------------|--------------|-----------------|-------------------|
| Oksana Chusovitina | Gymnastics | Russian | |
| Jenisbek Piyazov | Opera singer | Karakalpak | |
| | | | |
| | | | |
| | | | |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

8. There are many songs with girl's names. Select a few of them and analyze why are they in trend and how does affect societal image about these names.

| Song name | Singer name | View numbers |
|------------|---------------|--------------|
| Komila qiz | Shohruxxon | |
| Saida | Farrux Raimov | |
| Guli | Bojalar | |

9. Concept of relationship in Uzbek.

| Role | Expectations | Power issues |
|-----------------|--------------|--------------|
| father | | |
| mother | | |
| daughter | | |
| son | | |
| grandchild | | |
| mother-in-law | | |
| daughter in law | | |

10. Gender role. Professions.

| Male | Female |
|------|--------|
| | |
| | |
| | |
| | |
| | |
| | |

11. Interview. Concept of love. In Uzbekistan, people do not say to their family members about their love directly. How do they express it and how is it communicated among people? Why is it like this?

12. There are several relationship names that are used towards non-relatives. Towards whom are they used and why?

| Word | Reflections |
|--------|-------------|
| Otaxon | |
| Aya | |
| Aka | |
| Opa | |
| Onaxon | |
| Xola | |
| Amaki | |
| Kenayi | |

13. The concept of respect and empathy. How people show their respect for elderly in communication?
How about children?

| Relationship | Reflections on perspectives: A way of respect towards others |
|--------------|--|
| Elderly | |
| Women | |
| Husband | |
| Wife | |
| Children | |
| Parents | |
| Relatives | |
| Neighbors | |
| Strangers | |

Day 3: Maps, regions, dialects, and media

Asynchronous activities.

1. **Interview.** Dialects in Uzbekistan. Find a speaker of different region and ask them to provide a sentence example using one topic. Identify the language specifics and reflect on them.

| District name | Dialectal version | Comments |
|---------------|-------------------|----------|
| Toshkent | | |
| Samarqand | | |
| Buxoro | | |
| Namangan | | |
| Xorazm | | |
| Qashqadaryo | | |
| Andijon | | |

2. Research. Select 10 loan words used in Uzbek and investigate their original and current meanings. Are their meaning the same or changed over the time? Reflect where they came from and why they were adopted.

| Loan word | Origin | Original meaning | Current meaning |
|-----------|---------|------------------|-----------------|
| non | Persian | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

3. Research. What newspapers are published in Uzbekistan? In what languages?

| Newspaper title | Idea/Mission | Alphabets used | Languages | Website |
|------------------|--------------|----------------|------------------|---------|
| Toshkent oqshomi | | | Uzbek Russian | |
| Kun.uz | | | | |
| | | | | |
| | | | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |

4. Translations. Interview a local Uzbek language speaker. Ask about their favorite movies. Identify movies that are translated into Uzbek from other languages. Why do you think they were translated into Uzbek?

| Translations | Topic of the movie | Reflections |
|---|--------------------|-----------------------------|
| Movies translated from Russian | | |
| 17 moments of Spring | World War II | Propaganda, soviet ideology |
| | | |
| Movie translated from Turkish | | |
| Choliqushi | Love and cheat | Cultural exchange |
| | | |
| Movie translated from Arabic | | |
| Our Prophet | Religion | Values, identity |
| | | |
| Movie translated from Hindi/Urdu | | |
| Zita and Gita | Love | Entertainment |
| | | |
| Movie translated from Korean | | |
| | | |
| | | |
| Movie translated from English | | |
| | | |
| | | |

5. **Survey or Interview.** Favorite song. Create a survey about popular foreign language songs in Uzbekistan and find out why are they in trend in Uzbekistan.

| Language | Song title | Reflections |
|----------|------------|-------------|
| Indian | | |
| Turkish | | |
| Persian | | |
| | | |
| | | |
| | | |

6. What languages do you speak? Where and when did you learn them? How were these languages introduced to you? Have you ever experienced translanguageing?
7. Research. What forms of translanguageing happens among people in Uzbekistan? In your local community?
8. Find and ask an Uzbek speaker who grew up using the Cyrillic alphabet in Uzbekistan. Ask that person to write 5 words using different alphabets: Latin and Cyrillic. Are they correctly written?

Why or why not? If possible, find an Uzbek speaker who grew up using the Arabic alphabet too (most likely in Afghanistan or China).

- Interview. Identify what social justice issues are touched upon in these movies and how language diversity is relevant to this movie.

| Movie title | Year | Language | Social justice issue | Ideology |
|-----------------------|------|----------|----------------------|----------|
| Sen yetim emassan | | | | |
| Toshkent - non shahri | | | | |
| Mahallada duv-duv gap | | | | |
| Super kelinchak | | | | |
| Issiq non | | | | |

RESOURCES

Maps

Central Asia Ethno-linguistic groups:

https://commons.wikimedia.org/wiki/File:Central_Asia_Ethnic_en.svg

Uzbekistan

Political Map: <https://www.nationsonline.org/oneworld/map/uzbekistan-political-map.htm>

People: <https://www.britannica.com/place/Uzbekistan/People>

Languages: https://uz.wikipedia.org/wiki/Devonu_lug%CA%BBotit_turk

Sources for the facilitator

[The Social Justice Syllabus Design Tool: A First Step in Doing Social Justice Pedagogy](#) (Veri, M. J., Eliason, M., Hermoso, J. C. R., Bolter, N. D., & Van Olphen, J. E. (2019).

[Adobe Resources for Social Justice Education](#)

[Teaching Justice: Resources for the Times](#) (Wabash U)

[Anti-racism and Allyship in the classroom](#)

[Diversifying Course Content](#) (University of Oklahoma)

<http://www.spanishforsocialjustice.com/>

<https://deislt.arizona.edu/>

Multicultural Game design: <https://multiculturalkidblogs.com/2020/05/25/unique-diversity-activities-5-language-games-to-play-with-bilingual-books/>

Infographics and statistics

<https://www.gazeta.uz/oz/2021/08/19/population/>

<https://review.uz/uz/infograph>

<https://sifatli.uz/novosti/17808-ozbekistondagi-etnik-ozchiliklar-tarixidan-boltiqliboyi-xalqlari-ozbekistonga-qanday-kelib-qolgan.html>

<https://shosh.uz/ozbek-halqi-etnik-tarihini-organishda-hitoy-manbalarining-ahamiyati/>