

**Tashkent institute of textile and light  
industry**

# **ESSAY**

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## **Teaching English as a second language**

The teaching profession has historically used different names for these two teaching situations; however, the more generic term **teaching English to speakers of other languages (TESOL)** is increasingly used to describe the profession. Both native speakers and non-native speakers successfully train to be English language teachers.

The use of these various terms has led to confusion about the training options for both prospective students and for employers. Because there is no global standard for the training of English language teacher, it is important to look beyond the actual acronym/title to the components of the training program. Short term certificate programs that do not have an academic affiliation resulting in credits or degrees (such as CELTA or other non-credit programs) can be a good launching pad for beginning positions internationally, but they will generally not provide sufficient training for a career (unless a person already has substantial experience and a degree in a closely related field). People interested in pursuing a career as an English language teacher should invest in credit-bearing programs that result in a university recognized certificate or degree program (MA/TESOL, MA/Applied Linguistics) particularly if one wants to work in higher education. Because of the confusing certification situation, employers now generally look for a certificate that reflects at least 100 hours of instruction in order to determine if the candidate has sufficient preparation to begin teaching English. Institutions with higher standards will require applicants to possess a master's degree for employment.

People wishing to teach in the K-12 public school system in the United States will need a state-teacher certification at a minimum and an ELL Endorsement (or other state qualification) to be qualified to teach ELL.

When choosing a graduate program, it is important to determine if the program is designed to prepare students to teach in K-12 settings OR in adult education settings. Most programs are designed for one or the other, but not both.

But if teaching is seen as knowing what to do, the classroom context and the people in it become central and crucial. They are not just settings for implementation; they provide frameworks for knowing. In this third view, the 'it depends' statements which teachers often make are evidence of the highly complex, interpretative knowledge which they must have in order to do their work. Having established the nature and the role of needs analysis in the overall course development process, we now review the different approaches needs analyses have embraced since the coming of age of English for specific purposes (ESP). ESP writing instruction needs to pay greater attention to the contexts of professional writing and the ways in which writers collaborate to produce corporate documents of various kinds. While academic assignments are generally written individually, the university is a temporary and idiosyncratic environment which does not reflect the realities of corporate and scientific text construction. In those contexts, activities are less focused on the individual than on the transactions and collaborations of working in teams and groups, and for second language speakers, often with less engagement with native English speaker interlocutors and texts.

Needs analysis in ESP has a long history and is constantly evolving and redefining itself. Before the 1970s, needs analyses were based on teacher intuitions and sometimes-informal analyses of students' needs, as noted by West in his landmark state of the art article. It was in the 1970s that needs analysis first entered the literature on ESP as a formal concept and during this decade was largely defined in terms of the target situation analysis (TSA), what learners are required to do with the foreign or second language in the target situation. Moreover, as West points out, needs analyses have a basis, either explicitly or implicitly, in theory, and also in principle, "The type of information sought during a needs analysis is usually closely related to the approach to teaching and learning and to syllabus design followed by the analysts". The concept of needs analysis, hand - in - hand with an underlying theory, was first established by the Council of Europe with their model for describing the language proficiency of adults whose jobs entailed working in different countries in, what was then, the European Economic Community. According to Dudley Evan's integrated nature of ESP emphasize that approaches of teaching EFL and professional disciplines may be integrated. He supposes the need of interaction with other disciplines through teaching EFL and consciousness the essence of ESP by teachers is necessary. Hence, we can consider the usage of integrated approaches [3, 47].

As experiences show, English for specific purposes curriculum should be based on clearly defined priority issues, specific purposed materials, and materials helping to develop critical thinking. There are many books in the TESL/TEFL literature that deal with issues and critical thinking,

and these books cover the four skills (writing, reading, speaking, and listening) at all levels of proficiency. The curriculum designers should examine these books and select those that deal with themes and problems related to their community life. This is the moment when their expertise comes into play. For correct selecting, the content of conducting lectures the teacher must be well educated in given profession sphere. Teacher designs syllabus in collaboration with subject-teacher.

Predictions are never easy, but one certainty is that ESP's concern with mapping the discourses and communicative challenges of the modern workplace and classroom will continue. This distinctive approach to language teaching, based on identification of the specific language features, discourse practices and communicative skills of target groups, and committed to developing teaching practices that recognize the particular subject-matter needs and expertise of learners, remain its core strength. ESP is, in essence, research-based language education and the applied nature of the field has been its strength, tempering a possible overindulgence in theory with a practical utility. It is possible, however, to anticipate some potential developments in the coming years [4, 325]. First, it is likely that the expansion of studies into new specialist professional fields and written genres will continue. There are numerous genres that we know little about and others that are emergent and described only superficially. Many student genres, such as counselling case notes, reflexive journals and clinical reports, remain to be described while analyses of more occluded research genres, such as referees

reports and responses to editors' decisions, would greatly assist novice writers in the publication process. We also know little about the ways that genres form of "constellations" neither with neighboring genres nor about the "genre sets" that a particular individual or group engages in, or how spoken and written texts cluster together in a given social activity. In addition, and as we have mentioned earlier, the mix of academic subjects now offered to students impact on the genres they have to participate in, compounding the challenges of writing in the disciplines with novel literacy practices that have barely been described. Moreover, literacy demands are made ever more complex by the increase in the use of electronic written texts, the growth of workplace generifi cation, and the proliferation of written genres into ever more areas of our professional lives. Control of these genres can pose considerable communicative challenges to all professionals, but for ESP teachers they demand a pedagogical response as well. Second, it is also clear that much remains to be learnt and considerable research undertaken before we are able to identify more precisely the notion of "community" and how it relates to the professions and the discourse conventions that they routinely employ in written texts. Nor is it yet understood how our member- ships of different groups influence our participation in workplace discourses. For now, the term profession might be seen as a shorthand form for the various identities, roles, positions, relationships, reputations, reward systems, and other dimensions of social practices constructed and expressed through language use. Community, profession, and discipline, together with the practices that define expertise in them, are concepts which need to be further refined through

the analyses of texts and contexts. Third, ESP conceptions of literacy and writing instruction need to come to terms with the challenges posed by critical perspectives of literacy and teaching. Long - standing debates in the field have failed to resolve the issue of pragmatism versus criticality. This cuts to the heart of the ethics of ESP and the charge that in helping learners to develop their professional communicative competence, teachers reinforce conformity to an unexamined institutional and social order. The question, essentially, is whether ESP is a pragmatic exercise, working to help students to fit unquestioningly into subordinate roles in their professions, disciplines and courses, or whether it has a responsibility to help students understand the power relations of those contexts. This question is of central relevance to ESP writing teachers and it is becoming increasingly clear that the reciprocal relationship between theory and practice is a central concern for students, instructors, and the institutional contexts in which they meet. A fourth broad area is that of understanding the increasing role of multimodal and electronic texts in professional contexts. Scientific and technical texts have always been multimodal, but reports, brochures, publicity materials and research papers are now far more heavily influenced by graphic design than ever before and the growing challenge to the page by the screen as the dominant medium of communication means that images are ever more important in meaning -making.

Fifth, One major difference between instruction for academic and workplace contexts is that there is less consensus on the skills, language and communicative behaviors required in academic environments. It is also possible that text expectations may not only be linked to the values

and conventions of particular discourse communities but to either national or corporate contexts, so that communication strategies, status relationships and cultural differences are likely to impact far more on successful interaction. These are among the key issues that are emerging as important challenges which ESP writing teachers and researchers will need to confront.

In the last analysis, however, all teachers involved in English, primary or secondary, are regarded as responsible for the quality of the language skills of young people when they leave school, college or institute.

It often seems to the professional English teacher that in public discussions of English teaching everyone has a view of how things should be done, where there might be caution in the expression of opinions about the teaching of mathematics or science, or about the work of lawyers and doctors. In public debate, there is often an elemental polarization: between conservatives who consider that changes in ways of teaching grammar and spelling (among other things) are symptomatic of a more general social decay, and radicals who consider that progress will never be made until the outdated methods favored by the conservatives are utterly uprooted. As is often the case in other areas, most teachers are located at neither end of the spectrum, but are somewhere in the middle, where efforts can be made to unite, as judiciously as possible, the most effective aspects of the old and the new. This article outlines the problem of teaching English for specific purposes in technical specialties. We have discussed the functions of

teacher in technical classes and the role of teacher.

In recent years in the theory and practice of modern English for specific purposes education is highly imposed problem of formation of professional foreign language competence. That is the most important quality of professionals in the psychological full cooperation in professional communication in a foreign language. Many English teachers around the world are called on to teach English in job-related or career-related setting. Where English students are adults with a common professional interest in learning English, and this approach is often the most motivating and effective. The common factor in all English for specific purposes programs is that they are designed for students who have a common professional or job-related reason for learning English, a common context in which to use English, content knowledge of their subject area, and well-developed learning strategies. This means that the students bring to the class a reason for learning and a context for use of English, knowledge of the vocational or professional field, and well-developed adult-learning-strategies. In the society at large, teaching is generally seen as doing things - as behaviors and actions which lead hopefully to other people's learning. The problem is that this view of teaching as doing vastly simplifies an extremely complex process. It simplifies the process of teaching by not attending to the role that the teacher as a thinking person plays in it. We reframe our view in important ways when we see teaching as thinking and doing . Now teaching includes the crucial cognitive and affective dimensions which accompany and indeed shape the behaviors and actions which teachers do in classrooms. To understand how teachers cope with the

complexities of their work. We have to adopt a view which takes into account not only what teachers do, but also what they think about. This means looking at teaching from a different perspective. However, in the late seventies, when teacher-thinking research began to probe the actual planning processes which teachers use, some interesting findings arose. The findings are that teachers do not naturally think about planning in the organized formulae they are taught to use when in training. Further, if they do plan lessons according to this format, they often do not teach them according to plan. Teachers are much more likely to visualize lessons as clusters or sequences of activity. They will blend content with activity, and they will often focus on their particular students. In other words, teachers tend to plan as of doing things for a given group of students rather than to plan for a particular objective. Teaching is not simply thinking and doing, it involves context - who you are teaching and why- in profound ways. This may be why, when you ask experienced teachers about aspects of their work, they will often preface their responses with "It depends..." The following vignette illustrates this contingent sense of 'it depends' knowledge. If you stick to the view of teaching as behavior, we may be tempted to see such 'it depends' responses as reflection of the imprecise nature of what teachers know difficult to measure, let one assess. If we see teaching as thought linked to the behavior, we may see such 'it depends' statements as evidence of the individual and subjective nature of what teachers are thinking about. This can make measure such knowledge according to some general standard, as groups which are creating professional standards for teachers attempt to do, very difficult and messy.

