

USING THE ENGLISH LANGUAGE FOR PRACTICAL PURPOSES

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ABSTRACT

This article deals with how to interact with colleges, read instructions, write memos, handle telephone calls, welcome, guests or customers and etc., in order to use the language for practical purposes

Key words: specific purposes, involve, competence, approach, efficiently, problems, a goal, aspirations, motivation, improve, development, process, new dimension

As we know the English teacher has an important role to play in helping learners become more aware of the problems related to their community life, who dedicate their time and energy to research current principles and practice in foreign language teaching discover and develop their own practice. The teachers spend most of their time in activities with students. The students try to learn how to think as good teachers, feel as teachers feel and do what good teachers do.

Teachers tend to teach their students as the teachers themselves were taught. When some of these students become teachers, they adopt the same approach, methods and techniques as their predecessors. Before we can know how to teach language effectively, we should know how it feel to learn language effectively. We would share thoughts with our colleagues and students. We try to think and create ideas. All activities which we can do during the lessons will help us to construct our own ideas about language learning and teaching. Because the best way to know what it means to be a teacher is to teach.

Language changes over the time. The language that we are using today is different from the language used by our great-grandparents. Because each of us has different ideas of things. Over time, small changes add up to big changes in how language is formed and used. During the lessons the global problem is how to use their new language in daily life. English for specific purposes helps the learner use the language for practice purposes. It has a noble goal it is one of the best approaches in the teaching of English as a foreign or second language. It helps us better understand the problems involved in language learning. We can not teach learners efficiently without paying attention to how they learn. The English teacher has an important role to play in helping learners become more aware of the problems related to their community life. It is important for the English teacher to know the aspiration and motivation of learners in terms of how they view themselves and how they think their use of English will help them improve their image as agents in their communities development process. There must be a regular interaction among students and between them and the teacher learners become more involved in discussions because they feel the importance of the points of view on problems related their community life and the community of the target language.

The main task to learn language better is the promote conversational skills in class. Teachers should use and adopt techniques according to the needs and interests of their learners. Pair work and group discussion are more effective methods during the lessons. Just of all the teacher should introduce to the learners a list of issues addressed by curriculum designers and the learners should feel free to add to the list any issues that they think are crucial to community life but which have been omitted. Together with the teacher learners select the most important issues to be studied during the lessons. Learners should first learn some debate strategies and a few language functions such as knowing how to introduce a problem, how to listen politely, how to interrupt politely, how to apologize and so on debate strategies and few language function to be discussed and do some brain-

storming all learners participate in the discussion and the teacher must try to know who can work best with whom. One of the main roles of the teacher is to encourage intra-group as well as intra-group communication. Every student must participate in discussions and the teacher helps some of the learners express their ideas. Finally the teacher asks for the suggestions, objections and comments on the topic. The discussions can be followed by an essay writing assignments asking each learner to present a point of view. In the essay they may agree or disagree with a given point of view. The learner should describe, criticize or prize a certain idea as well, depending on personal feelings about the problem. Vocabulary, grammar, pronunciation may be as a specific problems during the discussion. Each learner had the opportunity to be exposed to different approaches and to different solutions to the drought problem. English for development purposes class made them more aware of the challenges lying ahead. Obviously some pre-testing and post-testing is necessary. One the main differences between English for specific purposes and English for developing purposes is that, whereas ESP tries to provide learners with skill to communicate in the work field, EDP tries to heathen learners awareness in terms of the issues and problems related to the development of their communities or society at large. In EDP-teachers should use and adapt techniques according to the needs and interests of their learners. Student take part in discussions related to health, science, agriculture and education and come up with solutions to various problems learners sense of responsibility becomes greater, because they realize the importance of the ideas and points of view. As a general conclusion, we can say that English for developing purposes to be a viable theory for learners of English as a foreign language in developing countries.

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