BELIEFS ABOUT ENGLISH, LEARNING, LANGUAGE TEACHING AS A PROFESSION, THE PROGRAM AND THE CURRICULUM

Shokhakhov I.S., Kalibekova L.A., Ormakhanova G.S., Zhekebay A.D., Sandybaeva A.G.
South Kazakhstan State University named after M. Auezov, Kazakhstan, Shymkent

English represents different things to different people. For some it represents the language of English literature. for others it is the language of the English speaking world. Some associate it with the language of colonialism. Others see English simply as a means of doing business and making money. Peoples´ views of English, or of any language, are influenced by contacts they have had with the language and its speakers. In the case of English, or the language you teach these contacts vary significantly from one individual to another. These beliefs can be clarified by considering questions like these:

- Why do you think English is an important language?
- Do you think English is more difficult to learn than other languages?
- Which dialect of English do you think should be taught?
- Do you think it is important to speak English with native-like pronunciation?
- Do you think English has any qualities that make it different from other languages?

Although teachers´ beliefs about English may sometimes represent stereotypical impressions, these beliefs do nevertheless express realities which may influence classroom practices.

Any language teaching program reflects both the culture of the institution, as well as collective decision and beliefs of individual teachers. Some programs may have a distinct philosophy aiming to implement the following beliefs about curriculum processes:

- decentralized curriculum planning
- a needs- based curriculum
- a range of teaching methodologies
- learner- based classrooms
- autonomous learning
- authentic materials
- multiculturalism

Teachers also have specific beliefs about problems with the programs they work in, which they may pass on to new teachers who enter the program. For example,

Teachers tend to work in isolation from each other.

Teachers do not have much understanding of the overall philosophy of the program. There is no proper way of placing student into the most appropriate classes. There are too few teachers´ meetings. The assessment instruments we are required to use do not match the communicative approach we are trying to implement.

Bibliography:

1. Abbott, G.,D. McKeating, J. Greenwood, and P. Wingard. 1981.//The teaching of English as an international language. A practical guide. London: Collins.
2. Baddeley, A.1990.//Human memory: Theory and practice. Hove: Lawrence Eelbaum Assosiates.