

## **Adaptations for Teaching Students with Special Educational Needs ESL Context**

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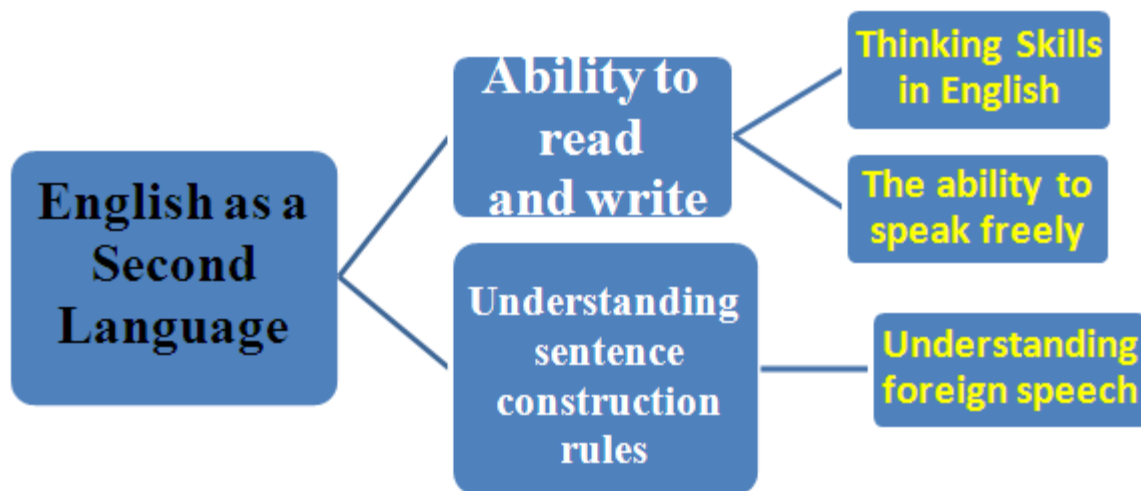
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**Annotation:** The article deals with the issues related to the problems of teaching English as a second foreign language (ESL). The process under study is complex and requires consideration of students' linguistic experience and reliance on a comparative

analysis of languages in contact in the learning process: English and the native language.

**Keywords:** ESL, student, method.

The methodology of English as a Second Language is communicative. All classes are practical. In each lesson, the students of our university in conversational practice reinforce the theory they have learned. The focus is on reading, writing and listening comprehension. All of the world's languages made up of specific structures. Some languages have a lot of them (as in Russian and Uzbek), and in some a little. Linguists, who developed the method of ESL 17 years ago, analyzed the structure of the English language and identified 80 sentence structures [5]. These 80 structures contain all of English grammar. Knowing them, a person easily and correctly use English both orally and in writing.



**ABLE 1. ESL WORKFLOW**

English as a Second Language is the name of the methodology that allows a person to learn English the way they learned their native language and learn to speak English fluently and beautifully and without hesitation as

they do in their native language. This is an international program developed jointly by American and Czech specialists [1].

The method consists of specific steps, the application of which allows achieving excellent results in students in a short time. During the training, we are very clear that the technology remains the same (no teacher can change it or add anything) [2], because it is the standard application of this technology that leads to amazing results.

In the 1990s in Prague, an organization that dealt with training and education found out that there was a very big demand in the Czech Republic to learn English – Prague is in the center of the Schengen area, you can move anywhere, but unfortunately, Czech people could not learn to speak English. The study revealed that all the methods used in schools, institutes and courses were not effective and did not lead to a person being able really learn to speak English quickly, and people had a strong frustration that they had studied the language for years but still could not work it in practice.

The methodologists looked at what methodology would be most successful and found that the way we taught our native language was the most effective, because 100% of the children spoke their native language, no matter how difficult the language was. So they analyzed the very way of teaching and found out what it was that allowed the children to learn their native language. Of course, we can say that children have a free memory and surrounded by their native language. However, at the same time, there were still methodical things that be transferred to native language learning. Therefore, ESL (English as a Second Language) technology was born [4]. First, they created the methodology, the way the words and grammar had to taught, what exactly had to done in the class and in what sequence. The task was to create a technology, a clear sequence of steps that will lead to 100% result. In addition, they did it – the technology created. Now they had to create the words and grammatical structures and break them down into levels of difficulty. Thus, six levels of English (from Elementary to Pre-Intermediate) created. Now it was just a matter of checking that all the words and expressions actually used by English speaking people. Therefore, they took the course and went to America, to Missouri, to St. Louis, to the Center, where Americans could help not only to revise the English itself in levels, but also to work out the methodology itself, because they had a certain technology of teaching, the use of which only increased the efficiency. There once again all the materials were rechecked by native speakers and finalized according to all the laws of successful learning [1]. In 1997, the first ESL center opened in Prague. In addition, in 2005 the first one opened, in Moscow and in Tashkent since 2007 using this method.

Thus, the ESL course is not part of the core curriculum of students studying abroad, such as GCSE or A-Level, being an additional option. It is offered only to students who have difficulty with the English language, which hampers the main learning process. For example, the child does not understand the teacher, cannot discuss freely in class, or cannot formulate his or her thoughts correctly, has trouble reading, etc.

Each student assigned a personalized learning plan, which reviewed regularly. ESL (ESOL, EAL or EFL) classes may substitute for lessons in a particular subject, such as those not taught in the student's home school, or that the student will not need in the future. ESL teachers work closely with subject teachers and tutors to ensure that the student receives the language support they need.

Lessons take place in small groups (2-5 people) or individually, which increases the effectiveness of the course. Children work on their language acquisition weaknesses, improving their spoken and written English, grammar, reading, listening and vocabulary.

The benefits of ESL. Studying English in a school or university as part of an ESL course helps:

- Improve your international language skills while you study, allowing you to take full advantage of the school curriculum, which is taught in English.
- Prepare for English exams including TOEFL, IELTS, and Cambridge Exams.
- Learn about the culture and customs of the country you study in, such as Britain or the United States.
- Immerse yourself in an English-speaking environment, both in class and at special events held as part of the course.

The acquisition of a foreign language by students does not occur spontaneously, as the acquisition of a native language, but is carried out in an organized way, in three stages – preschool education (kindergarten), school education (junior, middle and high school) and university. Unlike the native language, a foreign language represents for students a certain social, cultural and cognitive reality, with which students do not have the opportunity to contact constantly. Therefore, many scholars define this type of multilingualism as an artificial emergent learning multilingualism [4]. One of the main requirements of methodology has always been to create natural situations for foreign-language communication in various ways in the classroom. However, nowadays, by widely using multimedia and technical means of teaching, the teacher has the opportunity to create an authentic language environment in the foreign language classes.

In addition to transfer, with simultaneous learning of two languages there is interference, which manifests itself in the violation of the norms of a foreign language under the influence of linguistic phenomena of the native or another learner's language. The greater the differences between the language systems, the more often there is interference.

The phenomenon of interference observed in the process of learning phonetics, vocabulary, grammar – language skills, and in the process of learning speech skills and abilities – listening, reading, writing, and speaking. In addition, interference often occurs at the socio-cultural level due to insufficient knowledge of the features of the culture of the country of the studied language. Lexical interference is the use of foreign-language vocabulary in dialogic or monologue speech in the native or first foreign language. When learning English as a second foreign language because of a native language.

Thus, we can conclude that when teaching English as a second foreign language, a comparative-comparative analysis is necessary to help students identify both the features of similarity and difference between the two languages functioning in the learning process. Comparisons of language phenomena should be made at all linguistic levels and at all stages of learning.

The acquisition of several foreign languages is not an isolated process, but an interconnected and interdependent simultaneous learning of languages based on the results of comparative analysis of languages and on the linguistic experience of the learners.

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