

PRE-SERVICE TEACHER DEVELOPMENT PROJECT: IDEAS AND PRACTICE

У статті розглядаються проблеми організації методичної підготовки майбутнього вчителя іноземної мови у мовному педагогічному вузі та пропонуються шляхи їх вирішення в межах системного підходу.

Pre-service teacher development is of great importance to students, because future teachers should not only have a good command of the language they are going to teach, but they should also know and understand the many aspects of teaching methodology so that they may be more prepared for 'real world' teaching [1:14].

A lot can be learned by autonomously observing colleagues, and reading, but a great deal should also be done through participation in graded pre-service projects designed to build up the students' initial training. Thus all 'newly born' teachers should complete a well designed PRESETT programme, which will help to make a world of difference to how they will teach in schools[2:38].

We believe that a pre-service syllabus embraces several different areas, such as: pedagogic techniques, materials development, classroom management skills, professional development, applied theory etc.

Each of these areas could be viewed and defined as a separate syllabus, but since we are dealing with the students of the Faculty of Foreign languages, we are making an attempt to create a definite project on developing the professional skills of a future teacher of English. The project is based on the state syllabus of the pedagogical institute and implies a 5-semester preparation for future teachers. The whole course consists of 120 hours, comprising different teaching modes:

1. teacher-centred mode—appropriate for lectures on methodology, brainstorming sessions, panel work at practical classes, methodological competition, etc.
2. practical class mode—includes peer teaching, micro-teaching situations, role plays, and simulations
3. workshop mode—this implies material production, lesson planning, textbook analysis, the design of texts, and the development of visual aids
4. individual mode—is good for private studies, attending lessons at school, doing sound and video individual, one-to-one trainee evaluation, implementation of classroom research, and working on independent projects.

The main idea of our project is laying emphasis on self-directed teacher development. Therefore a student is provided with:

- ◆ plans for lectures
- ◆ lists of recommended literature
- ◆ fundamentals of each problem
- ◆ questions for control
- ◆ glossary of methodological terms
- ◆ questions for discussion
- ◆ tasks for designing teaching materials
- ◆ multiple choice tests
- ◆ sound individual
- ◆ video individual
- ◆ video fragments of class procedure

All of this will enable the students to upgrade their knowledge and to acquire professional skills.

The pre-service teacher development starts with the 6th semester and covers such problems as: aims and content of teaching English at school, principles of teaching English, means of teaching English and teaching pronunciation, vocabulary and grammar. The 7th semester touches on the problems of teaching listening comprehension, speaking (monologue and dialogue), reading, writing, lesson planning, evaluation, and extra curricular work.. These semesters end with a written creative test, which is aimed at testing students' knowledge and understanding of these techniques. Apart from all teaching modes enumerated above for this initial stage of teacher development we also suggest two special workshops, which the students can choose according to their interests.

1. The practical design of Audio and Video materials for English Language Teaching.
2. Using computers for teaching purposes.

During both the 6th and 7th semesters students are required to work much on their own. For this purpose they are given a number of sound lab assignments, which are to be done in the language laboratory and a set of video lab assignments on the material studied, which are carried out in the video centre.

The 8th semester is devoted to the first phase of student teaching or practice. At the end of this teaching practice there is a methodological competition between the students to assess students' first steps in their profession. This competition consists of different practical tasks. The students also perform role plays based on their teaching experience.

The 9th semester has a longer independent practice at the schools (lasting about two and a half months), which enables the students to master teaching techniques and to carry out their individual research at school. At the end of the practice the students have the second part of the methodological competition, where the students can nominate the brightest student teacher, who showed the best results during their independent practice at school, for recognition.

The students are also required to attend two workshops which have to particularise their interests after their independent school practice. We believe that since they are becoming more mature and have already acquired the basic

skills of teaching, the students can now differentiate their own needs and interests and join SIG's (Special Interest Groups). These workshops address specific purposes in methodology:

1. Teaching English to young teachers.
2. Learner- based approach to teaching English at school.

Moreover, all the students must carry out research at their school on a topic that they are most interested in, and write a course paper explaining the results of their research. They are to defend the main points of the paper at a conference specially dedicated to it. Thus, at the end of their studies they experiment as both young teachers, and as young scholars making the first steps in their research and achieving career goals.

Graphically the pre-service teacher development syllabus may be presented like this:

Semester	Theme of Learning	Teaching Mode	Hours	
6	Methods of foreign language teaching	Teacher-centred	2	
	Aims & content of teaching	Teacher-centred	2	
		Practical class		2
		Individual		4
	Principles of teaching	Teacher-centred	2	
	Teaching pronunciation	Teacher-centred	2	
		Practical		2
		Workshop		2
		Individual		2
	Teaching vocabulary	Teacher-centred	2	
		Practical		2
		Workshop		2
		Individual		2
		Individual		2
Teaching grammar	Teacher-centred	2		
7		Practical	2	
		Workshop	2	
		Individual	2	
	Teaching listening comprehension	Teacher-centred	2	
		Practical		2
		Workshop		2
		Individual		2
	1. Teaching speaking (monologue)	Teacher-centred	2	
		Practical		2
		Workshop		2
		Individual		2
	2. Teaching speaking (dialogue)	Teacher-centred	2	
		Practical		2
		Workshop		2
		Individual-		2
	Teaching reading	Teacher-centred	2	
		Practical		2
		Workshop		2
	Teaching writing	Teacher-centred	2	
		Practical		2
Workshop			2	
Individual			2	

Semester	Theme of Learning	Teaching Mode	Hours
7	Lesson planning	teacher-centred	2
		Practical	2
		Workshop	2
		Individual	2
	Testing and Evaluation of Pupils' Achievement	teacher-centred	2
	Extra – curricular work	Workshop	2
		Individual	2
	Student Interest Groups (SIGs)		
	Practical design of audio and video Materials in teaching	Workshop	10
	Using computers for teaching English	Workshop	10

Semester	Theme of Learning	Teaching Mode	Hours
8	Practice at schools		
	Methodological Olympiad part 1		

Semester	Theme of Learning	Teaching Mode	Hours
9	Independent practice at schools		
	Methodological Olympiad part 2		
	Student Interest Groups		
	Teaching English to Young Learners	Workshop	10
	Learner -based Teaching of English at School	Workshop	10
	Individual research in methodology	Individual	
	(course paper)		

In illustration of the above-described theses we present in detail one theme of the project - Teaching Pronunciation[3:55].

Teaching Pronunciation.

A. the Teacher-Centred Mode.

1. Lecture plan.

- Role of correct pronunciation in language learning. Aims, tasks and content of teaching pronunciation.
- Brief characteristics of the phonic system of the English language as compared with that of the mother-tongue.
- Techniques of teaching pronunciation and intonation.
- Typology of phonetic exercises.

2. LIST OF RECOMMENDED LITERATURE.

1. Rogova G.V. Methods of Teaching English.1983.-Ch.5
2. Renworthy, J. Teaching English Pronunciation. -Longman.
3. Baker,A. Tree or Three? An Elementary pronunciation course. -CUP,1991.
4. Baker, A. Ship or Sheep? An Intermediate pronunciation course. -CUP, 1991
5. Baker, A. Introducing English Pronunciation. A Teacher's Guide t. «Tree or Three?» and «Ship or Sheep?»-CUP, 1992.
6. Laroy, C. Pronunciation. - OUP, 1996.
7. Celce- Murcia, M.; Brinton, D.;Goodwin, J. Teaching Pronunciation. - CUP, 1996.
8. Андреевская-Левенстерн Л.С. Методика преподавания французского языка в США.- М.,1983.
9. Методика обучения ИЯ в США. -1981.- С.156-176.
10. Основы методики преподавания//ИЯ.-1986.-С.149-159.
11. Павлова С.В. Обучение иноязычному произношению на коммуникативной основе.//ИЯШ.-1990. -№1.- С. 29-32.
12. Бужинский В.В. Работа над английским произношением на начальной ступени коммуникативного обучения иноязычному говорению.// ИЯШ.-1991.-№ 4. - С. 43-47.
13. Сучасна технологія навчання іномовного матеріалу в середніх навчальних закладах.- Київ: Ленвіт, 1996.-С. 55-60.

3. Fundamentals:

1. Groups of English Phonemes:

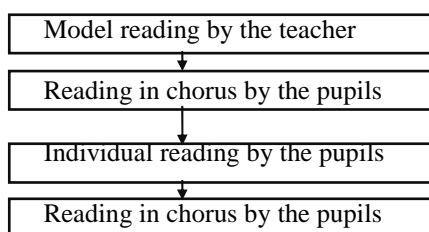
- a) vowel phonemes/short and long/;
- b) diphthongs which are strange to the Mother tongue;
- c) consonants which have their positional variants.

2. By pronunciation habits we mean habits of phonemically correct pronunciation in speech of all the sounds studied and recognition of all the sounds while listening to the speech of others.
3. By intonation habits we mean habits of producing intonationally and rhythmically correct speech and comprehension of the speech of others.

4. How to present a new sound:



5. How to conduct a phonetic drill:



4. Glossary.

Buzz Words	
approximation	pronunciation habit
criteria	pronunciation minimum
consonants	received pronunciation (R.P.)
diphthongs	reception exercises
imitative vs analytical- imitative	reproduction exercise
Intonation	selection
phonic material	transcription
phonemic hearing	vowels
phonic system	acoustic system
kinesthetic images	approximation
deterioration	pronunciation habit
intonation habit	imitative approach
analytical approach	recognition exercises
imitative approach	articulation exercises
reproduction exercises	intonation drill
phonetic drill	

↗ articulation ex.
↘ speech ex.

5. QUESTIONS FOR CONTROL.

- 1) What is pronunciation?
- 2) What is the aim of teaching pronunciation?
- 3) What is a pronunciation habit?
- 4) What is an intonation habit?
- 5) What is meant by the idea of approximation in teaching pronunciation?
- 6) What is the content of teaching pronunciation?
- 7) What are the criteria of the selection of the phonic material?
- 8) What approaches to teaching pronunciation do you know?
- 9) What is the technique of the presentation of a new sound?
- 10) What types of exercises are used in teaching pronunciation?
- 11) What are the tasks of a phonetic drill?
- 12) What techniques are used for a phonetic drill?
- 13) What is the role of songs, poems, jazz-chants in teaching pronunciation?

B. The Practical-Class Mode

1. Questions to be discussed:

1. Aims and tasks of teaching pronunciation at different levels according to the latest school syllabus.
2. Content of teaching pronunciation:
 - a) comparative analysis of the phonic systems of the mother-tongue and the target language;
 - b) interrelation of pronunciation, vocabulary and grammar habits.

3. How to teach pronunciation and intonation.

2. Practical tasks to do:

- 1) Make up a catalogue of exercises for teaching pronunciation;
- 2) Act out fragments of a lesson:
 - on presentation and primary assimilation of the phonemes
 - on organizing a phonetic drill based on working at a particular sound;
 - on organizing a jazz-chant-centred phonetic drill;
 - on organizing a verse /poem /-centred phonetic drill
- 3) Design a visual or technical aid for teaching pronunciation.

3. Multiple choice test.

1. Correct pronunciation is:

- a) necessary condition of communication;
- b) an unimportant factor.

2. The main aim of teaching pronunciation at school is:

- a) to pronounce the most important sounds correctly;
- b) to form pronunciation and intonation habits.

3. The first group of exercises to teach pronunciation is:

- c) speech exercises;
- d) reproduction exercises;
- e) reception exercises.

4. The English literary pronunciation is called:

- a) received pronunciation;
- b) colloquial.

5. The school syllabus presupposes the study of:

- a) 6 types of intonation patterns;
- b) 4 types of intonation

6. Distribute the sounds /m, t., g, s, r, k, w, q, h, h/ into 3 groups:

- a) the sounds which don't need any special explanation or drill;
- b) the sounds which require corrections;
- c) the sounds which require special demonstration.

7. Pupils should hear first a particular sound:

- a) separately/ in isolation;
- b) in a speech pattern;
- c) in a word.

8. We should start teaching pronunciation with:

- a) speech exercises;
- b) articulation exercises;
- c) reception exercises;

C. The Workshop Mode.

1. Sound laboratory work.

1. Give the Ukrainian equivalents of the following methodological terms: approximation; acoustic system: intonation drill; deterioration; recognition exercises; reproduction exercises.

2. Answer the question:

1. What is pronunciation?
2. What are the pronunciation habits?
3. What is the content of teaching pronunciation?
4. What are the aims of teaching pronunciation?
5. What approaches to teaching pronunciation do you know?
6. What can the principle of approximation be applied to?
7. What ways of conducting a phonetic drill can you suggest for the intermediate level?

3. Listen to the tasks and try to solve them.

a) Listen to two ways of the presentation of the sound. Which is to your liking? Say why.

5 «A»

5 «B»

Today we'll learn a new sound

Have you ever blown out a candle?

It is not Ukrainian

How did you do it? That's right.

Look at me and pronounce [w]

This is a new sound we are going to learn.

b) Listen to the teacher's work at the formation of the pronunciation habit of the sound []

Comment on it .

Children you pronounce the sound [] it is not «z».

You can't say «z». Put tip of the tongue between your teeth. Say []

c) Listen to the tongue twister and say at the drill of what sound it is aimed:

I'd like a cup of coffee hot

From the proper copper coffee pot.

d) Listen to the poem and suggest your techniques for a phonetic drill:

Why do you cry, Willie?

Why do you cry?

Why, Willie, why, Willie, why, Willie, why?

e) Suggest your technique for a phonetic drill:

I'd like a cup of coffee hot

From the proper copper coffee pot.

2. Tasks for laboratory work at school.

Tasks	Student's notes
<p>1) Please write here anything the teacher says before a phonetic warm-up.</p> <p>2) Please write here any sounds the learners concentrate on.</p> <p>3) Please write here any sounds mispronounced by the learners.</p> <p>4) Please write here anything the teacher used for a phonetic warm-up.</p> <p>5) Please write here anything you've noticed about the intonation habits of the learners.</p> <p>6) Please write here anything the learners train in chorus.</p> <p>7) Please write here anything the learners train individually.</p> <p>8) Please write here if the teacher uses any recorded speech for a phonetic warm-up.</p> <p>9) Please summarize your observations here.</p> <p>10) Please write here any feed-back you would like to give to the teacher.</p>	

Video Laboratory Work.

Topic: «Teaching Pronunciation»

Level: Elementary

I. Pre - viewing activities

- 1) Define the aim of teaching pronunciation at secondary school.
- 2) Speak about the aims and place of phonetic drill at the English lesson.
- 3) Speak on the usage of technical aids and teaching materials in teaching pronunciation.
- 4) Speak about the affective modes of teaching pronunciation.

II. While-viewing activities.

1. Say whether the phonetic drill is connected with the topic of the lesson, how it helps the teacher to fulfil the practical aim of the lesson.
2. Say how the teacher organized the phonetic drill and comment on its effectiveness.
3. Comment on the teaching aids used at the lesson for teaching pronunciation.
4. Voice your opinion on the teacher's pronunciation. Does it serve a model for pupils?
5. Comment on the way the teacher uses tape-recording for the sake of intensification of teaching pronunciation. Do you approve of it?

III. Post-viewing activities.

1. Evaluate the teacher's and pupils' activities at the lesson. Speak about the feed-back of the pupils.
2. Say if there is something at the lesson you disagree with. Say how you would like to change it.
3. Suggest your own techniques for teaching pronunciation at the elementary level.

1. Doff, A. Teach English - A training course for teachers.- Cambridge: CUP, 1991.- 286 p.
2. Harmer, J. How to teach English.- London: Longman Group, 1991.- 296 p.
3. Сучасна технологія навчання іншомовного матеріалу в середніх навчальних закладах/ Під ред. С.Ю. Ніколаєвої.- К.: Ленвіт, 1996.- 96 с. (Вип. 2. «Бібліотечка журналу «Іноземні мови»).

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- використання звукозапису в навчанні іноземних мов;
- особливості викладання іноземних мов у вищих навчальних закладах.

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