

INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGIES INTO THE COURSE OF ENGLISH TEACHING METHODOLOGY

We live in the age of Information Society that influences our everyday life and the system of education in particular. Computers, mobile phones, different gadgets and Internet are part and parcel of modern children's life. So, nowadays teachers should accept this fact and try to acquire new professional skills necessary for their educational activity in the Information Society.

We classified *professional skills* according to the components of teachers' pedagogical activity and divided them into the following groups:

- *cognitive skills*, connected with the analysis of information and educational activity (pupils', colleagues' and the teacher's own activity);
- *project skills*, connected with setting long-term tasks and planning educational activity for the course of studies and sets of lessons;
- *constructive skills*, connected with defining near-term tasks and planning educational activity for the separate lesson;
- *organizational skills*, connected with the organization of information and educational activity;
- *communicative skills*, connected with the establishment of relations and communication with pupils, colleagues, pupils' parents, etc.;
- *integral information skills*, connected with using Information and Communication Technology (ICT) in teachers' professional activity (integral skills are included into all components of the pedagogical activity) [1, c. 151].

Professional skills can be formed only in the corresponding activity. That is why the formation of integral information skills is possible only in the process of using ICT in all kinds of educational activity (cognitive, project, constructive, organizational and communicative). Thus ICT should be integrated into the process of professional training of prospective teachers.

One of the disciplines that are included into the system of professional training of prospective FL teachers is English Teaching Methodology, which mostly contains the following themes in its curriculum: 1) Methodology of teaching English as a science; 2) Teaching pronunciation; 3) Teaching vocabulary; 4) Teaching grammar; 5) Teaching listening comprehension; 6) Teaching speaking (monologue and dialogue); 7) Teaching reading; 8) Teaching writing; 9) Lesson planning; 10) Testing and evaluation of pupils' achievements [2; 3; 4]. Some textbooks of Methodology contain the separate theme "Teaching English by means of computer technologies" [3, c. 220-240] or the materials of specialized courses connected with using ICTs in the professional activity of a FL teacher [4, c. 340-407].

In our opinion, ICTs can be integrated into the course of English Teaching Methodology through giving students computer-oriented tasks aimed at forming all

groups of their professional skills within the themes mentioned above. Some of the sample tasks are suggested below.

Task 1 aimed at forming cognitive skills of analyzing lessons conducted with ICTs (theme “Teaching vocabulary”).

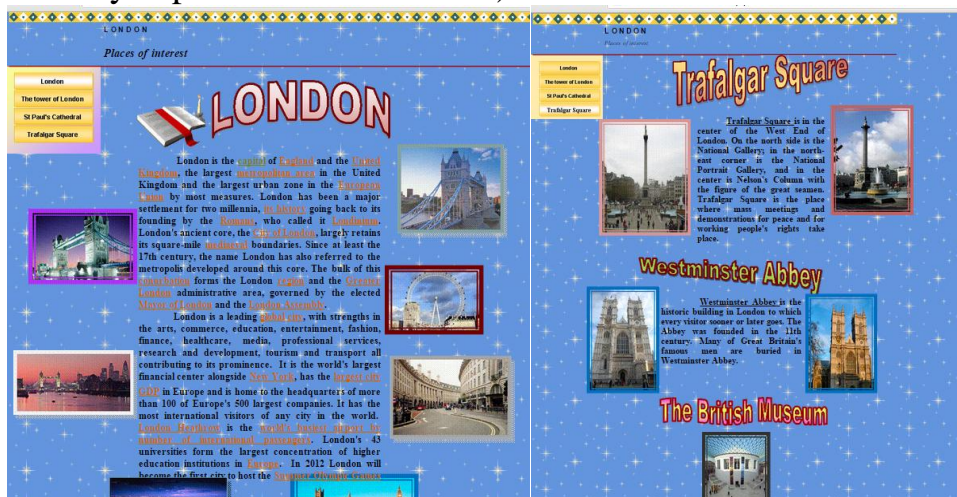
Read the lesson plan “Disasters” [3, c. 234-236], name its teaching aims, level of pupils and technical requirements. Answer the following questions: 1) What stages is the lesson divided into? What means of ICTs are used at the lesson? How do they help to achieve the aim of the lesson? Is it possible to conduct a similar lesson without using ICTs? What should be changed in this case? What other means of ICTs would you use to practice vocabulary related to disasters? Suggest your ideas for improving the lesson.

Task 2 aimed at forming project skills of planning educational activity for the set of lessons with the usage of ICTs (theme “Teaching grammar”).

Plan what computer-oriented activities you will use for teaching the grammatical topic “Past Simple” at the elementary level during the next several lessons. Think what means of ICTs you will need (CD-ROMs, online tests, Power point presentations, etc.). Plan what materials you are to make yourself and what programs you need for that (Microsoft Word, Microsoft Excel, authoring tools, online generators, etc.). Plan in what way you have to prepare a computer room for these activities (install all the necessary software, upload electronic tests on the computers, make a list of web-exercises, create catalogues on the desktop of the computers, etc.).

Task 3 aimed at forming constructive skills of designing electronic materials by means of ICTs (theme “Teaching reading”).

Create your own web-site on the topic “London” with the help of the program Microsoft Publisher (the sample web-site designed by a student of the Zhytomyr Ivan Franko State University is presented in Picture 1).



Picture 1. A screenshot of two pages of the web-site created with the help of the Office program Microsoft Publisher

Make some tasks aimed at teaching reading to intermediate students using the web-site. What modes of reading (analytical, synthetic, skimming or scanning) would you choose at the English lesson based on the materials of your site? What modes of reading are the most suitable for working with the texts in the electronic form, in your opinion? For what modes of reading is it better to use paper books?

Task 4 aimed at forming organizational skills of systematizing information presented by means of ICTs (theme “Teaching pronunciation”).

Make an electronic catalog of didactic materials (exercises, rhymes, songs, tongue twisters, etc.) for teaching pronunciation. In your catalogs make the following subcatalogs: a) exercises that can be presented to pupils in a printed form; b) exercises that can be done by pupils only on the computer but without any connection to the Internet; c) exercises that can be done by pupils only on the computer online (the sample tasks of three types are presented in Picture 2).

Vowel Sounds Crossword Puzzle
Fill in the puzzle spaces with the words represented by their phonetic symbols.

Across

- 2. /bɔɪ/ (3)
- 3. /hɪəʔ/ (4)
- 5. /gɜ:l/ (4)
- 7. /ʃʌt/ (4)
- 8. /ʃɜ:t/ (5)
- 10. /bʌn/ (3)
- 11. /bɪəd/ (5)
- 12. /beɪ/ (3)

Down

- 1. /baɪ/ (3)
- 2. /bi:/ (3)
- 3. /hɜ:ts/ (5)
- 4. /bɜ:n/ (5)

Word Bank

Bay Sead
Beard Bud

Single vowel sounds practice test 1

Question 1 of 6: Point Value: 10

Click on the vowel sound that is in the word HORSE.

/ɔ:/ /ɜ:/ /u/

/u:/ /ɜ:/ /ə/

Feedback

Correct

Next Question

Submit

Score so far: 0 points out of 0

How much wood would a woodchuck chuck,
If a woodchuck would chuck wood?

Скорость 1 Скорость 2 Скорость 3

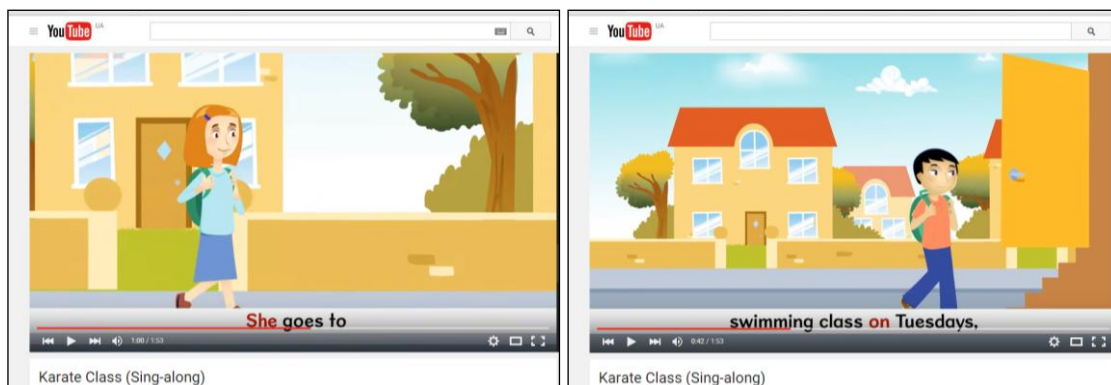
Speak

Авто Настройка Select Справка Закреть

Picture 2. Screenshots of a printed worksheet [5] (to the left), an exercise from the CD-ROM “Professor Higgins” (at the bottom) and an online test [5] (to the right).

Task 5 aimed at forming communicative skills of discussing teaching materials with colleagues using ICTs (theme “Teaching speaking”).

Look through the teaching video for primary pupils «Karate Class (Sing-Along)» on You Tube [6] (two screenshots of the video are presented in Picture 3). Think of the school topics that can be taught with the help of it and the ways it can be used for teaching speaking (monologue and dialogue) to primary pupils. Put “like” or “dislike” and leave a comment about the video. Discuss this video with your group mates using the frame for comments. Don’t forget to be friendly, polite and informative (don’t “flood”) in your comments.



Picture 3. Screenshots of the teaching video «Karate Class (Sing-Along)».

The tasks suggested in the article do not cover all the themes that are taught in the course of English Teaching Methodology and do not show all means of ICTs that can be used in the process of methodological training. So, our further research and publications will be devoted to the description of other activities aimed at forming professional skills of prospective FL teachers in the Information Society.

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доступу: <http://www.esltower.com/pronunciation.html>

6) CD-ROM «Профессор Хиггинс». – ИстраСофт, 1997.

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