

TEACHING SPEAKING IN THE NEW CURRICULUM

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New Generation School Teacher is a project initiated by British Council Ukraine and Ministry of Education and Science of Ukraine. The aim of the project is to improve the quality of pre-service training for future teachers of English (PRESETT) in Ukraine.

Having analysed the current situation with pre-service education and training for EFL teachers in Ukraine the project team revealed the necessity for curriculum change to prepare skilled, competent and professional teachers of English referred to international standards. Data from the Baseline Study carried out in 2013 and 2014 in several universities of Ukraine has become the basis for the renewal curriculum. The special focus of the project is Methodology which appeared to cover only 3% out of all the subjects learnt in universities. The newly developed core curriculum in Methodology differs greatly from existing one in terms of content, years of study, number of hours, approaches to teaching and learning, assessment specifications. These changes can be clearly seen on the example of the module "Teaching Speaking".

Teaching Speaking is a compulsory module which is supposed to be taught in Year 3, Semester 5. The aim of the module is to develop learners' pedagogical awareness of teaching and assessing speaking.

The objectives of the module are shaped in the way that by the end of the module, students will:

- be able to use basic concepts and terminology for teaching speaking;
- be aware of curriculum requirements for teaching speaking;
- have acquired a basic understanding of psychological, physiological and phonological features of speech production;
- be familiar with different types of spoken production and spoken interaction, and their relevance to learners' communicative needs at different language proficiency levels according to purpose;

- be able to develop both sociolinguistic competence and pragmatic competence at a basic level;

- be able to evaluate, select and adapt different tasks and activities to facilitate speaking (structured output activities: information gap and jigsaw activities; communicative output activities: role play, simulation, discussions, story telling, story completion, etc.);

- be able to anticipate learner's possible phonological problems and L1 interference in speaking and suggest ways of overcoming them;

- be aware of speaking tasks and activities sequences and able to plan segment of a lesson that focuses on developing speaking skills;

- be able to assess learners' speaking skills and to give feedback

- be able to integrate listening and speaking skills.

The topic areas are generated to make up an Indicative content of the module (thus not everything is necessarily covered during it):

- basic concepts and terminology for teaching speaking;

- curriculum requirements for teaching speaking for different purposes;

- psychological, physiological and phonological features of speech production;

- sociolinguistic competence and pragmatic competence;

- types of spoken production and spoken interaction;

- strategies for developing learners' speaking skills;

- tasks and activities to facilitate spoken production and spoken interaction;

- speaking tasks sequences;

- ways of integrating listening and speaking skills.

It is noticeable, that in the new curriculum, instruction and all classes in general are to be held in English, unlike in the existing practice where native language (Ukrainian) is also involved. As opposed to traditional reading lectures and mainly having seminars/or practical classes new approaches to teaching and learning include interactive lectures, task-based sessions, discussions, self-study, workshops, microteaching, reflective journal, portfolio.

Learning outcomes are of retrospective character and are all linked to objectives. As a result of learning on this module, students should have demonstrated ability to:

- anticipate problems learners face in speaking and make suggestions to solve them;
- evaluate, select and adapt tasks and activities for different speaking purposes;
- select teaching strategies that are appropriate for the purpose of speaking;
- prepare a segment of a lesson with task sequences and integrated listening and speaking skills.

Suggesting ways to assess students' progress we bear in mind several things. In the first place, assessment should be related directly to the learning outcomes. Secondly, we will not be able to assess everything that is taught and learned on the module. And finally, it is of vital importance to state clearly and beforehand the assessment task and the criteria for evaluating it.

