

## **ANALYZING THE CONTENT OF ENGLISH LANGUAGE SCHOOL TRAINING IN THE CONTEXT OF EDUCATIONAL SPACE INTERNATIONALIZATION**

**Introduction.** Detailed analysis of school English textbooks recommended by the Ministry of Education and Science of Ukraine is the first step for comparative analysis Ukrainian school textbooks and existing European and American models for further improvement of English textbooks according to the educational space internationalization taking into account communicative, learner-oriented and cultural approaches to the educational process arrangement.

The problem of the school English textbooks' analysis has been the subject of a considerable amount of researches in late 20<sup>th</sup> – early 21<sup>st</sup> century. It is important to emphasize that that this problem becomes urgent and relevant nowadays because of transformational, European integration and globalization processes in education. The issue of content, structure, criteria, ways of school English textbooks evaluation and their testing are considered by such famous scientists as Basay N, Bibik N., Bim I., Kalinina L., Madzigon V., Plahotnyk V., Redko V., Samoylyukevych I., Sketon P., Velychko L., Widdowson H., Willing K. and others.

**Aim** of the issue is to examine the stages and the criteria for organizing the material in the school English textbook, implementing the new scheme of its analysis taking into consideration the internationalization conditions of educational space.

**Discussion.** The recommendations of the Ministry of Education and Science of Ukraine according to the educational policy link the content of teaching foreign languages in secondary schools with the changes in the strategic development directions of the modern school foreign language education. The attention should be paid to the students' acquirement of the necessary life competencies that would allow future graduates feel comfortable in today's global multinational space [3]. It is caused by today's globalization and European integration processes, influencing all spheres of life.

The school textbook as a fundamental means of implementing modernized learning content, plays considerable role in changing the modern school foreign language education paradigm, which has the orientation on the communicative, learner-oriented and cultural approach.

As one of the famous researcher V. Redko mentioned that it is necessary to reinterpret traditional approaches to determining the content of teaching foreign languages and find appropriate ways and forms of its presentation in the textbooks [2, c. 16].

We are convinced that a detailed analysis of school English textbooks is the first step for comparative analysis of Ukrainian school textbooks and existing European and American models for further improvement of English textbooks according to the educational space internationalization taking into account communicative, learner-oriented and cultural approaches to the educational process arrangement.

We agree with the opinion of such scientists who believe that English textbooks which are recommended by the Ministry of Education and Science of Ukraine should be reviewed by a creative team that will analyse it from different points of view. So, Ukrainian professor V. Redko offers to commit to the discussion such professionals as a philologist who will assess the language aspect, a methodologist who will determine the effectiveness of the selection and methodology of teaching materials, a psychologist who will evaluate the correspondence of teaching materials to the students' age peculiarities, a doctor for the analysis of abundance of the required sanitary and hygienic norms etc. But also professor V. Redko adds that in spite of playing an important role in school textbooks' assessment the teacher not always can give objective and professional expertise [1, 6]. We are convinced that equally with students, parents, society the teacher is irreplaceable expert in the evaluation of the school textbooks' effectiveness.

Created expert committee evaluating the textbook as an object of study should be guided by clear evaluation criteria. На сьогоднішній день немає вироблених уніфікованих критеріїв оцінювання підручників з англійської мови з урахуванням вимог сьогодення. Nowadays we have no universal criteria analysis of school English textbooks based on current demands.

We would like to propose as an example the criteria for organizing the material in the English textbook, which we use with students from Foreign Languages Department of Pavlo Tychyna Uman State Pedagogical University studying the subject «Analysis of school English textbooks».

#### **Criteria for organizing the material in the book:**

- Relevance (how relevant is our exercise to our learners);
  - ✓ Learner centeredness
  - ✓ Appropriateness
- Transparency (what features of the book help teach and learn)
  - ✓ Clarity of aims
  - ✓ Clarity of presentation
  - ✓ Clarity of rationale
- Reliability (how consistent is a book in presenting the material)
  - ✓ Internal coherence
  - ✓ Methodological integrity

- ✓ Textual integrity
- ✓ Factual integrity
- ✓ Practicality “doable”
- Attractiveness
  - ✓ User friendliness
  - ✓ Interactivity (teaching is not one-way street)
  - ✓ Variety
  - ✓ Sensitivity
- Flexibility
  - ✓ Individualization
  - ✓ Adaptability
- Generativeness
  - ✓ Transferability
  - ✓ Integration
  - ✓ Cognitive development
- Participation
  - ✓ Involvement
  - ✓ Personal interests
  - ✓ Partnership
- Socialization
  - ✓ Social skills
  - ✓ Intercultural awareness

Criteria for organizing the material in the book and the textbook evaluation checklist were developed by the assistant professor Tetiana Piontkovska (Pavlo Tychna Uman State Pedagogical University, Foreign Languages Department) during the academic probation program ERASMUS MUNDUS, EMINENCE II Project at the University of Porto (Portugal) and the student of Anglo-American Studies of this university.

During one of the lessons of Production to Teaching Materials in English students were given the task to create the criteria of analyzing the quality of school textbook. At first this issue was discussed in small groups, then the students share their ideas within bigger ones. Finally they chose the speaker to present the results of their discussion in plenary. After performing the criteria for organizing the material in the book the next step was to create the own variant of the textbook evaluation checklist. Thereafter the students had the possibility to choose one of school English textbooks and analyze it according to newly-created textbook evaluation checklist.

It should be mentioned that one of peculiarities of theoretical subjects in Porto University is the reorientation of theoretical basis into practice-oriented technology by presenting theoretical material in the form of practice-oriented lectures, discussions and round tables.

### TEXTBOOK EVALUATION CHECKLIST

CRITERIA	Points
<p><b>I. PHYSICAL CHARACTERISTICS</b></p> <p><b>1. <u>Layout and design</u></b></p> <ul style="list-style-type: none"> <li>a) Clear, organized, user-friendly</li> <li>b) Appropriate use of font, font size, bold, headings, numbered information</li> <li>c) Colour patterns</li> </ul> <p><b>2. <u>Pictures</u></b></p> <ul style="list-style-type: none"> <li>a) Well produced, sophisticated</li> <li>b) Pedagogically useful</li> <li>c) Appropriate / relevant for learners of age/ level of cognitive development</li> <li>d) Sufficient and varied format / content</li> </ul> <p><b>3. <u>Connection between visuals and text</u></b></p> <ul style="list-style-type: none"> <li>a) The pictures are integrated into the texts</li> </ul> <p><b>4. <u>Other physical characteristics</u></b></p> <ul style="list-style-type: none"> <li>a) Paper quality</li> <li>b) Size / length</li> <li>c) Weight</li> </ul>	
<p><b>II. LANGUAGE WORK</b></p> <p><b>1. <u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>a) Load and variety (+ lexical sets)</li> <li>b) Accurate and appropriate to syllabus, learner and real-life use</li> <li>c) Contextualised (form and meaning)</li> <li>d) Non-sexist</li> <li>e) Register / formality</li> <li>f) Inclusion of reference material</li> </ul> <p><b>2. <u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>a) Accurate / reliable</li> <li>b) Clearly presented / explained</li> <li>c) Sufficient / varied practice and communicative production</li> <li>d) Focus on meaning / form</li> </ul>	

<p>e) Approach: deductive, inductive, guided</p> <p>f) Achieves authenticity</p>	
<p><b>III. CULTURAL CONTENT</b></p> <p>a) Appropriate / relevant</p> <p>b) Up-to-date</p> <p>c) Inclusive / unbiased</p> <p>d) Integrated / separate</p> <p>e) Culture / culture</p>	
<p><b>IV. SKILLS DEVELOPMENT</b></p> <p><b>1. <u>General skills</u></b></p> <p>a) Balanced inclusion of all skills (e.g. thinking skills)</p> <p>b) Integrated and logically sequenced</p> <p>c) Pedagogical framework: pre-, while-, post- stages</p> <p>d) Real-world connection</p> <p>e) Adequately graded</p> <p><b>2. <u>Receptive skills</u></b></p> <p>a) Listening</p> <ul style="list-style-type: none"> <li>• Authentic / real model</li> <li>• Variety of speakers, accents, situations</li> <li>• Work on pronunciation / intonation / stress</li> </ul> <p>b) Reading</p> <ul style="list-style-type: none"> <li>• Type / genre</li> <li>• Real-world / authentic and adapted texts</li> <li>• Relevant / up-to-date topics</li> <li>• Top-down / bottom-up processing</li> </ul> <p><b>3. <u>Productive skills</u></b></p> <p>a) Speaking</p> <ul style="list-style-type: none"> <li>• Model: real, up-to-date</li> <li>• Degree of control: controlled, guided, free</li> <li>• Varied interaction patterns</li> <li>• Feedback and correction</li> </ul> <p>b) Writing</p> <ul style="list-style-type: none"> <li>• Variety of tasks / product / interaction patterns</li> <li>• Product / process-oriented</li> </ul>	

<ul style="list-style-type: none"> <li>• Creativity / space to personalize</li> <li>• Appropriately supported</li> </ul>	
<b>V. METHODOLOGY</b> <ol style="list-style-type: none"> <li>a) Appropriacy to local teaching context</li> <li>b) Clearly-stated, consistent, varied, flexible method</li> <li>c) Coherent sequencing between / within units</li> <li>d) Innovative approach / tasks</li> <li>e) Learner-centered or teacher-led[4]</li> <li>f) Inclusion of revision / recycle tasks</li> <li>g) Testing and evaluation (+“learning outcomes”), self-assessment</li> </ol>	
<b>VI. SUPPLEMENTARY MATERIAL</b> <ol style="list-style-type: none"> <li>a) <b><u>For the learner</u></b> <ul style="list-style-type: none"> <li>• Student’s book, workbook, fun activities booklet (games, quizzes)</li> <li>• Multimedia (CD, DVD, Internet links)</li> <li>• Extensive reading</li> <li>• Training-for-exam booklet</li> </ul> </li> <li>b) <b><u>For the teacher</u></b> <ul style="list-style-type: none"> <li>• Teacher’s book (procedure, methodological suggestions, alternative activities, answer key, background information), test booklet, photocopiable worksheets</li> <li>• Visuals: CD, DVD, Powerpoint presentations, flashcards, pictures</li> </ul> </li> </ol>	

This scheme was tested and approved by Foreign Languages Department students on practicals during the analysis of school English textbooks. Pre-service teachers were asked to express their own vision of the number of points for each criterion and they were given the opportunity to expand the scheme, adding unaccounted parameters.

The analysis of school English textbooks using the scheme, which is partly modified by students, develop their critical thinking, creative approach, desire to improve existing textbooks. We have an idea in the future to give the students possibility to create their own textbook evaluation checklist while working in groups, or during the group project.

**Conclusion.** It’s necessary to take into account educational space internationalization finding criteria for organizing the material in the book and introducing textbook evaluation checklist for its proper analysis and experts’ evaluation concerning to the correspondence to existing standards. At the same time the problem of school English textbooks analysis is more wider and requires further investigation.

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**ТАТЬЯНА КАПЕЛЮШНАЯ**

### **АНАЛИЗ СОДЕРЖАНИЯ ШКОЛЬНОГО ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В УСЛОВИЯХ ИНТЕРНАЦИОНАЛИЗАЦИИ ОБРАЗОВАТЕЛЬНОГО ПРОСТРАНСТВА**

*Ключевые слова: анализ учебника по английскому языку, критерии уровня организации материала, схема анализа, этапы оценки учебника, коммуникативно-деятельностный подход, личностно ориентированный подход, интернационализация образовательного пространства.*

Статья посвящена рассмотрению вопроса анализа содержания школьного обучения английскому языку в условиях интернационализации образовательного пространства. Автор убежден, что детальный анализ школьных учебников по английскому языку является первым шагом для компаративного анализа учебников и комплексов отечественного образца с существующими европейскими и американскими моделями учебников. Это может стать основой для их дальнейшего совершенствования при условии учета коммуникативно-деятельностного, личностно ориентированного, культурологического подходов к организации учебного процесса а также требований интернационализации языкового образования. Автором предложены этапы, критерии оценки и схема анализа школьных учебников по английскому языку.

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### **ANALYZING THE CONTENT OF ENGLISH LANGUAGE SCHOOL TRAINING IN THE CONTEXT OF EDUCATIONAL SPACE INTERNATIONALIZATION**

***Keywords: analysis of English textbook, criteria of material organization, textbook evaluation checklist, evaluation steps, communicative approach, learner-centered approach, educational space internationalization.***

The article is devoted to the issue of the content analysis of English language school training in the context of educational space internationalization. The problem of analysis of school English textbooks is interesting to Ukrainian and foreign scientists for a long time and began to increase in the second half of the twentieth century. The author is convinced that a detailed analysis of school English textbooks is the first step for comparative analysis of Ukrainian school textbooks and existing European and American models for further improvement of English textbooks according to the educational space internationalization taking into account communicative, learner-oriented and cultural approaches to the educational process arrangement.