

ENGLISH LANGUAGE AND TEACHER EDUCATION

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Abstract. *In this paper the author pays special attention to teaching contents that will be analyzed in English language classes at master degree level of studies for preschool and primary teacher education at pedagogical and teacher-training faculties. A good choice of texts from children's world at preschool and school age enables teachers to approach children's speech development of their mother tongue and English language as well in a specific way, to stimulate the enrichment of their vocabulary and correct pronunciation of sounds, words and sentences. Chosen texts will help to expand their knowledge of the ways and possibilities of approaching the foreign language which is different from their mother tongue. Examples of exercises will show students the way to find out the meaning of words in English linguistic system.*

Key words: *english language, teacher education, text, master teacher, exercise*

1. INTRODUCTION

Mission of contemporary curricula which are being realized in all stages of schooling, master degree education as well, according to basic criteria, tends to educate teachers for independent work and lifelong learning. Knowledge written down in the past, kept in books as cultural treasure of different nations, gives answers to many questions. The knowledge which represents cultural capital kept in libraries and museums, in various languages, in English as well, prepares generations for life and activities related to their professions. If this is to become successful, important position in educational system of Serbia should belong to school which pays special attention to learning foreign languages, first of all English, which has become the language of business communication, besides being used in literature. Taking these reasons in consideration, much more attention should be paid to creating methodical-didactical conditions for foreign language learning from the early days in order to be used in practice. Advantages of learning English as a foreign language contribute to expansion of

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intercultural exchange and mutual understanding. By listening to live language in classes students get into the essence of linguistic system of English as a foreign language, which helps them later to broaden the knowledge about culture, tradition, religions, people's interests for events regarding history and existence.

Master degree students with the knowledge of language provide themselves with a direct insight into original scientific materials, belletristic and all other forms of information, first of all electronic.

Our focus is on English language as the means of communication of the global system and as the language in which many scientific resources important and useful for students of pedagogical and teacher-training faculties are written. Thus the students gradually master the linguistic system which will enable them to efficiently use these resources in their study and to also use libraries and other information systems. Dictionaries, manuals, magazines, textbooks that can be found in libraries can help students in learning English and any other foreign language in the right way. Publishing houses tend to systematically follow linguistic development and linguistic changes, to respect the world standards of making a dictionary in order to provide their direct function in school regarding the fields of meaning (Vraneš & Marković, 2008).

Besides, every culture has its own features that can be interpreted from the point of view of the representative of that culture and the speakers of a certain language.

Modern approach to English language teaching reveals to readers – recipients many opportunities for creation. In this way rich interaction between authors of texts and the recipients is achieved (Dimitrijević, 2001). If this is to become true, it is necessary to prepare recipients – students to understand the foreign language expression by applying adequate, effective and modern teaching methods.

The goals of teaching English language at master degree studies at pedagogical and teacher-training faculties do not only suppose new linguistic approach by which development and function of language are achieved. It also aims at searching meaningful elements of language, revealing new ideas, structure, mutual relations with other languages, bringing out newly found information (Scrivener, 2005). Incredible diversity contained in language and culture brought out in written or oral form represents spiritual wealth. By reaching higher level of understanding semantics of English language, we can define standards for the ability to apply English language in the school of modern age.

2. METHODOLOGICAL FRAMEWORK

Having in mind goals and tasks of our curriculum, as well as expected learning results, we have prepared concrete material regarding elements of educational work in preschool and school period. Chosen texts are taken from a variety of competent scientific sources with the intention of pointing out to point to specificities of development of psychophysical features of a preschool child, to key factors of organization of work in preschool facility, learning a language, native first, and then English.

Readings regarding school period may help both school and preschool teachers well to realize and deepen their knowledge about the importance of learning - a process where the child takes primary position. The students expand their vocabulary by acquiring important words and expressions related to teaching profession, which will enable them to read and apply adequate professional literature in English language. They will be able to read

books and other materials in English and find out about new methods, strategies and approaches to the teaching process and in that way make it contemporary and fit the students' needs.

Deeper knowledge of English grammar helps students at pedagogical and teacher-training faculties to understand and analyze more complex linguistic structures. They become skilled to successfully apply the knowledge about teaching methods in systems of preschool and primary school education in our and other countries.

It is our intention and wish that reception of provided professional and literary readings expand the knowledge of English language that will improve teaching.

In order to back up previously mentioned tasks and objectives of the curriculum for education of master preschool and primary teachers, we will present some of the titles and areas included in the curriculum:

Contents

I Preschool period

Ready for Preschool?

Key Factors to Consider for Every Child.

Quality Preschool Programs Offer Kindergarten Readiness Skills.

Fun learning Activities for Young Children.

How Rhymes help Children Learn.

Language Development and Music.

Parent Talk and its Impact on Early Childhood.

“And Then a Huge, Huge Giant Grabbed Me!” – Aggression in Children’s Stories

Basic Characteristics of Emotional Intelligence.

Leadership Skills and the Core Competences of EI.

Emotional Intelligence in Early Childhood.

II School period

Sociolinguistic development

The egocentric child

Children’s child-directed speech

Oral language and literacy

Early experience and literacy

Oral language and schooling

What is a teacher for?

Teaching and learning

Different kinds of teacher

Who are the learners?

Social circumstances of childhood bilingualism.

Below are examples of different exercises that will help students in the analysis of a given text included in the collection of chosen readings. These exercises improve pronunciation of words and phrases related to teaching profession, they provide vocabulary expansion and enrichment, they also check and determine the level of professional paperwork comprehension, there are also exercises that help master students improve their knowledge of lexis by recognizing certain parts of speech and building new words, writing an essay on a given topic, and so on.

2.1. Example of analyzing chosen text: What is a teacher for?

Step 1

Students read the text by themselves first and then in front of the class. Reading is followed by discussion. Students express their opinion about the text, for example whether it is difficult for them to understand or not, whether it is interesting for them or not. They also express their opinion about the relevance of the chosen text for the study level and their future profession. The reception of the particular text differs from student to student. Reception readiness involves student's overall experience, education, knowledge, aesthetic sensibility, literary and reading culture (Rosandić, 1988).

Then, they are required to write down unfamiliar words and phrases from the text and their pronunciation and make a mini vocabulary. It is very important to acquire new words properly and to encourage students to search for new meanings and applications (Cowie, 1989). It is necessary to do your best in order to develop true inquisitiveness in students which includes the need for words and vocabulary at all times, not only when they need to resolve the meaning of a new particular word, how it is spelled or pronounced (Jovanović, 2008:140).

Acknowledge /æk'nalədʒ/ – potvrditi, priznati
 Inept /in'ept/ – nepodoban, nevešt
 Exposure /ek'spouʒə(r)/ – izloženost, izlaganje
 Jug /dʒəg/ – bokal, krčag
 Mug /mæg/ – šolja, krigla
 Occur /ə'kə(r)/ – pojaviti se
 Conversely /kən'və(r)slɪ/ – suprotno

Step 2

When this exercise is complete, the students start practicing pronunciation and learning the meaning of chosen words. This exercise can be done in several ways. Students can pronounce the words and expressions chorally together with the teacher. Another way is to practice in pairs or groups or by listening to the original pronunciation on CD.

Step 3

After completing this exercise, students make questions about the text and answer them:
 How can students learn?
 What is immersion?
 What are the three ways of learning?
 What is the greatest influence on teaching of many teachers?
 What are the two types of teaching? Explain.
 What does 'chalk and talk' mean?
 What is the teacher's role in traditional teaching?
 What is student's role in traditional teaching?
 Why is traditional teaching characterized as 'the jug and mug'?
 Is learning happening whenever teaching is going on?
 Is it possible for learning to happen if teacher apparently does not do anything?
 What can the teacher do to help learners really learn?
 Finally: What's a teacher for?

Step 4

Next step in working on this text is translation of the text. The chosen text can be broken down in many paragraphs and every student gets the task of translating it. Or, this can be carried out in pairs or groups. When all students complete their work, they read the translation of the text and a discussion follows. After that, with teacher's help, students identify parts of speech in the chosen text and write them down as follows:

Teach (verb)	Teacher (noun)	Teaching (adjective)
Entertain (verb)	Entertainment (noun)	Entertaining (adjective)
Succeed (verb)	Success (noun)	Successful (adjective)
Mean (verb)	Meaning (noun)	Meaningful (adjective)
Expose (verb)	Exposure (noun)	Exposed (adjective)
Learn (verb)	Learner (noun)	Learned (adjective)
Influence (verb)	Influence (noun)	Influenced (adjective).

After the students have finished word identification and formation, they use these words in sentences of their own choice.

This exercise is followed by presentation of tenses in English language:

*Step 5****Presentation: The Simple Present Tense***

We use the simple present tense when an action happens regularly (or unceasingly, which is why it's sometimes called present indefinite). Depending on the person, the simple present tense is formed by using the root form or by adding -s or -es to the end.

I feel great!

Pauline loves pie.

I'm sorry to hear that you're sick.

The other is to talk about habitual actions or occurrences.

Pauline practices the piano every day.

Ms. Jackson travels during the summer.

Hamsters run all night.

- ***How to Form the Simple Present***

In the simple present, most regular verbs use the root form, except in the third-person singular (which ends in -s).

First-person singular: *I write*

Second-person singular: *You write*

Third-person singular: *He/she/it writes* (note the -s)

First-person plural: *We write*

Second-person plural: *You write*

Third-person plural: *They write*

For a few verbs, the third-person singular ends with **-es** instead of **-s**. Typically, these are verbs whose root form ends in **o, ch, sh, th, ss, gh, or z**.

First-person singular: *I go, I watch*

Second-person singular: *You go, you watch*

Third-person singular: *He/she/it goes, he/she/it watches* (note the -es)

First-person plural: *We go, we watch*

Second-person plural: *You go, you watch*

Third-person plural: *They go, they watch*

For most regular verbs, you put the negation of the verb before the main verb, e.g. “She doesn’t go” or “I don’t smell anything.” The verb **to be** is irregular:

First-person singular: *I am*

Second-person singular: *You are*

Third-person singular: *He/she/it is*

First-person plural: *We are*

Second-person plural: *You are*

Third-person plural: *They are*

▪ *How to Make the Simple Present Negative*

The formula for making a simple present verb negative is **do/does + not + [root form of verb]**. You can also use the contraction **don’t** or **doesn’t** instead of **do not** or **does not**.

Pauline does not want to share the pie.

She doesn’t think there is enough to go around.

Her friends do not agree.

I don’t want pie anyway.

To make the verb **to be** negative, the formula is **[to be] + not**.

I am not a pie lover, but Pauline sure is.

You aren’t ready for such a delicious pie.

▪ *How to Ask a Question*

The formula for asking a question in the simple present is **do/does + [subject] + [root form of verb]**.

Do you know how to bake a pie?

How much does Pauline love pie?

▪ *Common Verbs in the Simple Present*

Infinitive	I, You, We, They	He, She, It
to ask	ask/do not ask	asks/does not ask
to work	work/do not work	works/does not work
to call	call/do not call	calls/does not call
to use	use/do not use	uses/does not use
to have	have/do not have	has/does not have

▪ *The Verb to Be in the Simple Present*

Infinitive	I	You, We, They	He, She, It
to be	am/am not	are/are not	is/is not

Step 6

The last exercise suggests writing a short essay about the topic the students have read about and discussed. (What is your opinion about teachers in your environment, schools, schoolchildren, organization of school work, school subjects, curriculum...? Explain in ten sentences.)

3. CONCLUSION

The proposed texts that can be used for various types of exercises, alone or in class exercises, can open pathways to a modern approach to the subject, thanks to technical and technological development. The media play important role in acquiring and making English language the global language of the world. The need for permanent teaching and

learning of English as a foreign language in schools with the goal to promote linguistic wealth and cultural differences becomes more and more noticeable. The increasing multilingualism in schools or universities, and throughout life, contributes to the enrichment of identity of the nation that the recipient belongs to (Lurija, 2000). If this is to be successful, the image of culture of the students who learn a foreign (English) language is very important as well as the readiness to notice the specificities of mutual relations between two cultures (Eko, 1973). At higher levels of foreign language learning the complexity of linguistic, cultural and general civilization contents is also very high. Finding out about culture through dialogue is an important element for functioning of English language learning in schools of the global system. The texts that were used demonstrate what possibilities in the area of culture, science and education provide the information contained in them, not only to broaden the knowledge of English language of master teachers, but to enrich personal culture as well.

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ENGLISKI JEZIK I OBRAZOVANJE UČITELJA

U ovom radu autor posebnu pažnju poklanja sadržajima koji se analiziraju na časovima predmeta engleski jezik na master studijama na smeru za obrazovanje vaspitača i učitelja na pedagoškim i učiteljskim fakultetima. Dobar izbor tekstova iz dečjeg sveta na predškolskom i školskom uzrastu omogućava učiteljima da na specifičan način pristupe razvoju govora dece, maternjeg i engleskog jezika, bogaćenju rečnika i pravilnom izgovoru glasova, reči i rečenica. Izabrani tekstovi proširuje njihova saznanja o načinima i mogućnostima pristupa jeziku različitom od maternjeg. Primer vežbi pokazuje studentima put otkrića značenja reči u engleskom jezičkom sistemu.

Ključne reči: *engleski jezik, obrazovanje učitelja, tekst, master učitelj, vežba.*