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ORGANIZATIONAL AND CONTENT PECULIARITIES OF ENGLISH TEACHERS' PROFESSIONAL TRAINING IN CANADA

ABSTRACT

The article deals with studying organizational and content peculiarities of English teachers' professional training in Canada. It has been found out that professional training of English teachers, in particular, is provided by many Canadian higher education institutions, namely, universities, university colleges, community colleges and CEGEP colleges. Students are offered the curricula ensuring their high mobility as they may define specificity, a mode and a level of study according to their educational needs and interests. It has been concluded that the content of philological training is a process coordinating the content according to its components, namely, theoretical, empirical and practical knowledge and skills form the block system of interrelated elements. It has been defined that main theoretical and methodical principles for structuring curricula and syllabi for English teachers' professional training in Canada are multiculturalism; combination, concordance and rational correspondence of theory and practice; pedagogical ideas of equal opportunities, respect for cultures, identity and unity of learning and socialization; consistency and succession; collegiality, partnership, transparency and a dialogue of cultures. It has been specified that programme specifications for English teachers' training are based on such directions of pedagogical activity as developing students' interest and respect for cultures of the nations of the world, understanding their general and specific values, comprehending the essence of global events and their consequences, accepting different views on them. As a result, future English teachers obtain the abilities and skills that will ensure their effective activity in multicultural environment as well as learn how to solve the issues associated with adaptation, integration and learning of students from different ethnic groups.

Key words: structure, content, professional training, language studies, philologist, curriculum, syllabus, university, Canada.

INTRODUCTION

The adjustment of Ukrainian higher education system to the standards approved by the developed countries, the integration in European and international educational space and the forming of a new generation of specialists competitive in local and international labour market are the top-priority objectives for native educators. Thereby, there appears the need for essential updating the organization, content, forms and methods of specialists' professional training in native higher education institutions. In addition, the orientation of language education to fundamental values of the world educational space as a way to improve linguistic competence of specialists puts forward the demands to professional training of philologists at Ukrainian universities, too. So, the study and analysis of philologists' professional training abroad is an important source for defining strategic ways of philological education development in Ukraine.



Canada has a strong tradition of multiculturalism as the most of the world's languages are spoken here. In addition, Canada's bilingual nature is established not only in culture and history, but in constitution, laws and education systems, too. Theory and practice of Canadian education are based on the old multinational and historical traditions and depend on the state policy in the field (Мукан, 2005). Thus, the country can be proud of its unique language education of great quality as a language is a fundamental element of high quality education and the national productivity.

So, we believe it necessary to apply to Canadian experience in professional training of philologists and use its positive aspects to enhance the efficiency of philological professional training in Ukraine.

THE AIM OF THE STUDY

This paper is aimed at revealing structural and content peculiarities of philologists' professional training in Canada so that positive aspects of the experience may be used to improve philologists' professional training in Ukraine.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

Theoretical framework of the research comprises the scientific achievements of both native and foreign scholars. First of all, we consulted the works by V. Alfimova, A. Chernysh, B. Chyzhevskiy, P. Gusak, O. Moroz, V. Palamarchuk, A. Sologub, T. Usatenko and others on the structuring the philological training content. We also took into account the researches on comparative professional pedagogy performed by N. Avshenyuk, N. Bidyuk, M. Leshchenko, O. Lokshyna, N. Pazyura, L. Pukhovska, A. Sbruyeva, V. Tretko and many others.

In particular, of great scientific interest became the works on professional training of specialists in Canada by O. Elbrekht, N. Gayduk, A. Gertsyk, L. Karpynska, Yu. Lavrysh, N. Mukan, N. Mykytenko, O. Olkhovych, V. Pavlyuk, V. Pogrebnyak, N. Pyzh, O. Slonovska, N. Vydysko. Thus, the study of the above-mentioned native literary sources has contributed much to the problem raised.

In addition, foreign scholars paid much attention to general problems of Canadian pedagogy (M. Fullan, G. Kelly, J. Lyons); higher teacher education (D. Flinders, M. Hardman, W. Hunter, W. Kennedy, A. Macdonald, L. Mitchell, J. White, L. Williams, J. Young and many others).

During our study we used such methods as analysis, synthesis, induction, deduction, systematization, generalization, individualization and comparison.

RESULTS

To begin with, higher education system of Canada underwent considerable changes after a policy of multiculturalism was implemented in the 1970s. Multicultural changes in the system of teacher education in Canada nowadays caused by social multiculturalism have stipulated for the reconsideration and renovation of curricula and syllabi for professional training of future teachers. Due to normative documents of multicultural orientation the conditions for future teachers' comprehending the value of cultural activity of the mankind and each nation, in particular, the acceptance of cultural diversity as a positive factor of social development and elimination of stereotypes in the assessment of other nations' significance have been created.

In today's Canada, a teacher is a key figure engaged in realizing the ideas of multicultural education. Consequently, multicultural teacher education in Canada is aimed at forming a competent and tolerant specialist able to analyze the problems of a multicultural society and take into account their influence on the educational environment.



As a result, it has affected the requirements to professionalism of a Canadian teacher: knowledge of ethnology; the ability to overcome ethnocultural stereotypes and prejudices; the ability to integrate the idea of multiculturalism in the content of the subject he/she teaches; the ability to build tolerant relationships with his/her pupils.

So, the targeted policy of multiculturalism implemented in the country has ensured the formation and development of multicultural curricula for teacher training in Canadian higher education institutions.

Based on the data provided by Canada's Higher Education and Career Guide we have found out that professional training of future teachers, English teachers, in particular, is provided by *universities* (the University of Alberta, University of British Columbia, Brock University, McGill University, Mount Saint Vincent University, Simon Fraser University, Thompsons River University, Trinity Western University, University of Victoria, York University and others); *university colleges* (Brescia University College, Kwantlen University College, Okanagan University College and others); *community colleges* (Capilano College, Douglas College, Lethbridge Community College, Niagara College, Northern Lights College, Red Deer College, and many others); *CEGEP colleges* (College d'Etudes Generates et d'Education Professionnelle) (Canada's Higher Education and Career Guide, 2016).

Speaking about Canadian degree system, it is quite traditional, namely, Bachelor's, Master's and Doctor's degrees. It should be mentioned that only universities are accredited to award degrees. Community and CEGEP colleges either train applicants for entering university or provide Bachelor training without awarding the degree. In general, Canadian higher education institutions perform three main functions: *teaching, research and creative activities; training for professional activity; fulfilling educational needs of the country.*

In the context of the international educational space Canadian multilevel system of higher teacher education is characterized by flexibility and efficiency in economic and pedagogical aspects. It enables to effectively regulate the training of specialists (Павлюк, 2014). Students may define specificity, a mode and a level of study according to their educational needs and interests.

Thus, students are provided with the curricula ensuring their high mobility. There are higher education institutions allowing alumni to start their study at any time. The assessment is carried out according to the rating system (from 60 to 100 points where 60 is a pass). Concerning the duration of study in teacher education, Bachelor's degree takes mostly 4 years, Master's degree – 2 years and Doctor's degree – 3 years.

It must be noted that Canadian universities are entitled to specify their own requirements to admission, qualification assessment system and degree awarding that are defined by the laws of provinces and the list of subjects students are to master.

Contemporary pedagogues consider the introduction of the content of philological training in the system of teacher education to be topical as its principles can be used as the basis for pedagogical system of philological training and, as a result, be applied to structuring the content of philological training. Ya. Mamontov, an outstanding Ukrainian pedagogue, believed that "the notion of teacher education should be a precondition for scientific study of pedagogical ideas" thus a leading link in structuring the content of students' philological training. The scholar emphasized that distinct structuring of teacher education should include such components that stipulate for scientific studying empirical material (pedagogical sciences and pedagogical principles); establishing logical relations between various pedagogical factors and phenomena; rational differentiating scientific and



pedagogical cognition, namely, creating a scientific system of pedagogical disciplines (Мартинюк, 2008). In addition, it should be based on such criteria as *the distinct aim of study; the introduction of learning material as a system of cognitive and practical tasks; stage consistency of mastering philological modules*.

So, the content of philological training is a process coordinating the content according to its components, namely, theoretical, empirical and practical knowledge and skills form the block system of interrelated elements (Мартинюк, 2008).

Bachelor programs at Canadian universities provide for familiarizing students with basic conceptual methods and approaches to the subjects that comprise the curriculum and are directed at obtaining special knowledge, develop the potential of successful independent work while mastering other theoretical disciplines and practical activities. All Bachelor's degree programmes are aimed to provide students with knowledge and skills that will enable professional development of teachers after graduation (Пыж, 2012).

At the University of Concordia the Bachelor of Education (BEd) in Teaching English as a Second Language trains future teachers to work with children and adults of all ages. In addition, the university provides well-supervised and extensive field experiences enabling their graduates to succeed in their chosen careers. The BEd specialization in Teaching English as a Second Language leads to a permanent provincial teacher certification (University of Concordia, 2016).

At Brock University Bachelor of Arts (BA) in Applied Linguistics / Teaching English as a Subsequent Language provides background in theories and methodologies relevant to the learning and teaching of English as a subsequent language. Teaching English to non-English speakers is a complex process that requires an appropriate background in the theories and methodologies of language teaching and learning and a period of supervised teaching. For example, students can learn about first- and second-language acquisition, the structure of the English language, language testing and methodologies for teaching specific language skills. Teacher placement is an essential feature of this programme (Brock University, 2016).

Master programmes are based on the idea that knowledge and competencies obtained during Bachelor training are oriented to developing intellectual potential, strengthening professional knowledge. There are Master programmes that allow students to be original, study, analyze and develop their skills and abilities while working on Master's thesis. Some programmes presuppose scientific supervision so that students may learn how to demonstrate analytical, methodological and special knowledge and abilities (Пыж, 2012).

For instance, at the University of British Columbia Master of Education in Teaching English as a Second Language (TESL) develops an awareness of current thought and practice in TESL education. TESL graduate students obtain experience and understanding in such areas as current issues in TESL theory and practice, second language acquisition, second language reading and writing, language socialization, language and identity, second language assessment, discourse analysis, critical applied linguistics and research methods (University of British Columbia, 2016).

Brock's Master of Arts (MA) programme in Teaching English as a Subsequent Language (TESL) is characterized by a dynamic and hands-on approach. Furthermore, it incorporates applied linguistics, language-teaching methodologies, curriculum design and testing (Brock University, 2016).

At McGill University MA in Teaching and Learning (English Language) is a postgraduate degree leading to teacher certification. This professional programme offers



teacher certification to those already holding an undergraduate degree in a teachable subject area identified by the Quebec Ministry of Education. Throughout the MATL, emphasis is on the attainment of the Québec Education Program (QEP) professional competencies and evidence of mastery of these is to be demonstrated in order for students to successfully complete the programme. In addition and as part of MATL program requirements, students are to complete a self-directed capstone project and e-portfolio. Upon completion students are recommended to the Quebec Ministry of Education for certification (McGill University, 2016).

At Simon Fraser University Master of Education in Teaching English as an Additional Language-Fieldwork Stream (TESL/TEFL) provides an exciting and in-depth professional, scholarly and cultural experience for students. English language teachers and specialists can develop and increase their understanding of educational issues and practices specific to TEFL/ESL while studying in the multicultural environment. The programme also involves coursework in current theories of curriculum and instruction, as well as, practical field experiences to observe teaching practices in Canadian classrooms. This framework enables students to apply new understanding to the development of ideas and strategies in their own or other EFL/ESL professional environments (Simon Fraser University, 2016).

At University of Alberta the TESL program emphasizes the importance of helping teachers understand both instructional and research principles to assist them in adapting to the changing face of ESL. They provide professional development to both pre-service and experienced teachers and facilitate professional development by introducing their students to current research and theoretical models by helping them understand how to ask questions about the interactions they observe in their classrooms and by exploring the possible ways in which those questions may be addressed (University of Alberta, 2016).

At University of Manitoba the Master of Education in Second Language Education (SLE) specialization addresses research, language learning and pedagogical issues in teaching English as a second language and teaching English as a foreign language, in pre-Kindergarten to Grade 12 through adult teaching contexts. The Master of Education (MEd) in SLE also offers students the opportunity to explore the theoretical foundations of curriculum in education in a cohort of approximately 30 graduate students. Their students are taught in a wide variety of international, national and local contexts, and the MEd in SLE programme is designed to provide challenging and stimulating frames of reference for SLE practice. With the support of a program advisor (faculty member), graduate students in SLE can plan and complete a program of coursework in SLE, research methodologies and curriculum, capped by a thesis or comprehensive examination option. The thesis or comprehensive option is intended to address the unique goals and interests of each graduate student. The integration of these learning elements provides students with a high level of expertise and professionalism that is in demand across Canada and abroad (University of Manitoba, 2016).

Furthermore, it has been found that programme specifications for English teachers' training are based on such directions of pedagogical activity as developing students' interest and respect for cultures of the nations of the world, understanding their general and specific values, comprehending the essence of global events and their consequences, accepting different views on them. Future English teachers obtain the abilities and skills that will ensure their effective activity in multicultural environment as well as learn how to solve the issues associated with adaptation, integration and learning of children from different ethnic groups (Слоньовська, 2011).

It should be mentioned that higher education system of Canada is characterized by a practical aspect. All the programmes are developed in such a way that students of any degree programme are allowed to teach without additional training.



In their turn, Canadian scholars such as R. Adeoudu, D. Britzman, R. Simon, M. Tardiff viewed teacher placement as a means of expanding knowledge, obtaining experience and improving skills and abilities needed by English teachers in professional activity in the context of multicultural environment. Also, they revealed multicultural orientation and singled out relevant components of its educational and methodical provision: a) a seminar on the issues of pedagogical interaction in multicultural environment; b) development and organization of multicultural educational events, integration of multicultural component in the content of training and discussion of their results in groups; c) introduction of psychological and pedagogical observations; d) analysis and review of scientific pedagogical sources; e) attending, analyzing and discussing classes and events dedicated to the issues of multiculturalism; f) surveying and interviewing teacher staff and community representatives, generalization of results; g) analysis of the content and methodical provision at school in the context of applying a multicultural approach (Погребняк, 2008).

CONCLUSIONS

So, Canada is considered to be a top-performing country in terms of the quality of its educational system and, in particular, language education destinations.

It has been found out that professional training of English teachers, in particular, is provided in many Canadian higher education institutions, namely, universities, university colleges, community colleges and CEGEP colleges. Students are provided with the curricula ensuring their high mobility as they may define specificity, a mode and a level of study according to their educational needs and interests.

It has been concluded that the content of philological training is a process coordinating the content according to its components, namely, theoretical, empirical and practical knowledge and skills form the block system of interrelated elements. Main theoretical and methodical principles for structuring curricula and syllabi for English teachers' professional training in Canada are multiculturalism; combination, concordance and rational correspondence of theory and practice; pedagogical ideas of equal opportunities, respect for cultures, identity and unity of learning and socialization; consistency and succession; collegiality, partnership, transparency and a dialogue of cultures. Thus, programme specifications for English teachers' training are based on such directions of pedagogical activity as developing students' interest and respect for cultures of the nations of the world, understanding their general and specific values, comprehending the essence of global events and their consequences, accepting different views on them. As a result, future English teachers obtain the abilities and skills that will ensure their effective activity in multicultural environment as well as learn how to solve the issues associated with adaptation, integration and learning of children from different ethnic groups.

So, the abovementioned positive aspects of English teachers' professional training at Canadian universities can be implemented at native universities so that professional training of future Ukrainian English philologists may be improved.

Rather perspective for further researches we consider the study of curricula for English studies at leading European universities.

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