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TAXONOMY ABC – SETTING OPERATIONAL TEACHING OBJECTIVES IN THE PEDAGOGICAL PROCESS OF TRAINING ENGLISH PHILOLOGY STUDENTS

Realizing the curriculum of the subject PEDAGOGICS on teachers' faculties, I have since 1983 perceived a need of their modernization on the second year of English philology studies.

I have made the first attempts in this respect during the first two years of work in 1983/1984 and the academic year 1984/85.

The results of sounding research carried out by me for my own use (by means of questionnaire, inquiry and interview) reflected a poor appraisal that students had with respect to the usefulness in their future work of such issues like: elements of education and schooling history, elements of theory of education and teacher-dedicated science.

Concurrently students expressed some postulates which became the basic motive of my efforts aimed at modernizing the curriculum through didactic and glotto-didactic innovations and familiarity with the taxonomy of teaching objectives of at least two authors, i.e. of B. Bloom and B. Niemierko.

Attempts of upgrading the curriculum for classes realized by me twice were discussed by Dr. P. Prusak in the Polish periodical „Życie Szkoły Wyższej".[1,2]

The discussed curriculum changes covered the following scope:

1 – reducing selected issues from the history of education that reminded typical encyclopaedism,

2 – expanding the subject of teaching methods by materials that would be useful for English philology students, i.e. by the following methods: grammar-translation, audio-linguistic, cognitive, direct (ultimate natural), serial and Berlitz's.

Students have had the opportunity of observing the practical application of these methods in the didactic process while attending as observers numerous English lessons in schools and classes held after school, e.g. in clubs, community or youth centers.

Every attendance ended with a summary and minutes drawn up by students and a discussion with the teacher conducting the language lesson with children.

However, before it came to this stage of education – i.e. practical application of knowledge in typical and problem solving situations and micro-teaching during didactic games on academic classes – students had to pass stages of gaining knowledge and capabilities in the classic meaning.

Working in 5 person groups and basing themselves on elements of book publications and articles, students had at their disposal a problem Strategy through which they – together with the undersigned – came to verify succeeding hypotheses on the effectiveness of language teaching with the use of English language teaching methods learned by them.

Besides their very brief history, these methods have been discussed on classes in terms of their usefulness in the period where school-books are not used and in succeeding stages of language teaching with taking into account the possibilities of changing them during the period of developing appropriate capabilities in pupils.

Utilized have been materials of publications of such authors like: H. Komorowska, W. Marton, J. Brzeziński, T. Adamiak, F. Grucza and I. Kurcz.

My low level of self-assessment forced me to further explore in the direction of operational goals in this subject.[3,4] Therefore, beginning with 1985, preparing myself for performing the curriculum for pedagogics, I have drawn up a list of intermediate and operational[5,6,7,8] objectives expressed in terms of student activities.[9,10,11]

Lessons – covering till 1994 lectures in the winter semester and seminars in the summer semester (3 hours) – have been based on the concept derived from cognitive psychology[12], implementing in students the process of self-education[13] according to the definition of autocreative competence.[14]

My own concept was based on a triad concurring with the theory of N. Chomsky. The TRIAD of didactic competence of a foreign language teacher is composed of 3 levels: knowledge – capabilities – attitudes.

The first level provides students only with encyclopedic knowledge, and warrants that they remember and understand the gained knowledge.[15]

The second level enables students to use their knowledge in typical situations[16] as didactic games like situation and simulation games are in case of exercises in the subject pedagogics, thus playing the role of a teacher for a specific

period of time and participating in panel discussions and brainstorms. This level also enables the application of knowledge in problem situations, to which I included: the observation of a foreign language lesson recorded on video in High School No. VI or personal attendance of students on lessons in primary schools No. 6 and No. 60 in Bydgoszcz with the aim to correctly draw up one of the following (at choice):

– a – plan or conspectus of the observed English lesson,

– b – portion of the lesson's observation sheet.

The second level is strictly connected with the third (ATTITUDES), as high responsibility is assigned to this intermediate objective.

I admit that not all students decided to conduct a portion of a lesson in the schools referred to above, nonetheless some have undertaken this task gladly, conducting the whole lesson unit, being recorded on video, in a natural classroom scenery with real pupils and realizing the lesson's theme (designated by that school's teacher).

Practical experiences of this type are simultaneously backed up by methodical knowledge introduced in the subject „methodology of teaching English" during the fourth semester of the second study year.

On this level of learning, students integrate their knowledge and capabilities in the fields of[17]: psychology, pedagogics and methodology. Their knowledge in linguistic motives, aspirations and interests of children and the youth are comprehensive enough as their information on psycho-didactic rules in the processes of: teaching – learning, remembering, forgetting, transferring and interferences.

I believe that third level of the triad – attitudes – is based on guiding students to action[18] and introducing them to a system of actions[19] aimed at professional identification.

Goals being common for three disciplines integrating their substance can be specified as:

a) professional objectives realized in the subject „methodology":

  – providing students with a variousness of practical forms of conducting foreign languages lessons and off-school classes with age differentiated groups of pupils,

  – aiming towards professional perfection,

  – being a foreign language teacher,

b) objectives aimed at meeting individual needs and expectations of second year English philology students realized in the subject „pedagogics":

  – being an educator prepared to capably create educational situations,

  – being a teacher consolidating didactic and upbringing functions,

c) objectives broadly and globally covering the professional role of a foreign

language teacher and other social roles realized in the subject „sociology".

Setting operational objectives of all classes (since 1985) and lectures (since 1988) provided for the optimum condition of the learning process and significantly facilitated the process of checking and assessing student achievements by means of multistage verification tests.

Presented below is one example of intermediate and operational objectives of a class theme realized during the IV semester.

T$_1$

Theme of seminar class: Multitudinous education.

Intermediate objectives:

1. Knowledge of terms:
    – process of education
    – process of teaching – learning
    – lesson's elements (in termns of teacher's and pupils' actions)
    – teaching strategy (action strategy)
    – type of lesson
    – lesson's domains
    – ways of learning
    – methods of teaching
    – subject-matter components
    – attitudes
2. Understanding connections between actions of a foreign language teacher and pupils on lessons, depending on the applied teaching strategy.
3. Capability of planning own actions in the role of a teacher (with the use of one strategy).
4. Capability of initially formulating operational objectives of an English teaching lesson after watching its video playback.

Operational objectives to the T_1 subject

OBJECTIVE CATEGORY	AMBIGUOUS TERM	OPERATIONAL ACTIONS
A	to now	– student is able to specify and define terms, – student correctly names strategies and identifies them, – student identifies: the lesson elements, teacher's and pupils' activities, teaching methods, – student is able to specify and identify types of lessons, – student names subject-matter components of multitudions education,
B	to understand	– student is able to explain the difference occuring between: types of lessons, teaching strategies, ways of learning, teaching methods, – student is able to brief psychodactic basics of multitudinous education assumptions, – student understands and is able to explain connections occuring between actions of teachers and pupils on lessons in every learned strategy, – student is able to explain the application of multitudinous teaching in teaching English
C	to apply knowledge	– student is able to compare strategies of multitudinous teaching and indicate possibilites of applying them on lessons dedicated to: a) English gramar, b) foregin literature, c) introducing new vocabulary in English, d) exercises in speaking (or reading) – student constructs the lesson's plan and characterizes its individual elements, – student plans his own actions in the role of a teacher and tries to apply them in practice leading one lesson element as part of micro-teaching.
D	to solve problems	– student is able to analyze an English lesson seen on video. – student proposes to articulate operational objectives to the seen lesson, – student recognizes the strategy of multitudionous teaching, – student proposes a versions of realizing operational objectives differently from the observed version.

This is the course of every seminar class in pedagogics, being based on visits in schools. The following subjects are similarly realized:
- objectives of teaching and upbringing,
- principles of teaching and upbringing,

- school adversities of pupils (as adversities of children in learning a foreign language: transfer, interference),
- talented pupils (as special – language talents of children and the youth),
- off-school classes (as a specificity of forms and techniques in off-school foreign language classes),
- checking and assessing (as specific forms of checking and evaluating on foreign language lessons. Articulation of questions to text, TSW text plan).

For the reason of this publication's limited framework, I will not be mentioning further class subjects.

I would only like to emphasize that students prepare themselves up to level A (specified in the table) by drawing up paper cards.

The scope of basic literature to the subject „pedagogics" on the discussed study faculty has been extended by a list of voluntary publications of such authors like: A. Harry, G. Nasalska, A. Niżegorodcew, U. Esser, A. Marchwiński, J. Zborowski, S. Garczyński, T. Woźnicki, B. Hornowski, Ch. Galloway, M. Żelazkiewicz, J. Mulicka, T. Wójcik, B. Zawadzka, J. Sylwestrowicz and others (previously quoted herein;.

We also support ourselves with interesting articles published in such magazines as „FORUM", „Języki Obce w Szkole" (Foreign Languages in School), „Edukacja" (Education), „Kultura i Edukacja" (Culture and Education), „Problemy Opiekuńczo-Wychowawcze" (Upbringing-Nursing Problems).

Consulting my less or more successful ideas once again with English language methodologists (Department of English Philology of the Pedagogical Academy in Bydgoszcz) I have decided to modernize a subsequent option of the „pedagogics" curriculum for reasons being independent from us (i.e. limiting the number of hours of the subject to 45 minutes of lecture in both semesters and 2 lesson units in the III semester and one 45 minute unit in the IV semester).

This time we will jointly with English philology methodologists make an attempt to draw up such contents, which over a minimum education time will provide students with a fair level of achieving goals bad models of work from lower level schools (...).[20]

FOOTNOTES

[1] P. Prusak: Rola pedagogiki w kształceniu nauczycieli. „Życie Szkoły Wyższej" nr 7-9, 1983.

[2] P. Prusak: O pedagogice w planach i programach szkół wyższych – dyskusje. „Życie Szkoły Wyższej" nr 10, 1984.

[3] B. Niemierko: Społeczno-wychowawcze ocenianie poznawczych osiągnięć uczniów. „Edukacja" nr 1 (13), 1986.

[4] B. Niemierko: Struktura procesów sprawdzania i oceniania osiągnięć szkolnych. „Edukacja" nr 2, 1984.

[5] J.J. Guilbert: Zarys pedagogiki medycznej. Warszawa PZWL, 1983.

[6] B. Niemierko (red.): ABC testów osiągnięć szkolnych. Warszawa PZWS, 1975.

[7] K. Ciżkowicz, J. Ochenduszko: Pomiar sprawdzający wielostopniowy. Poradnik konstruktora i analityka. Tom I. Bydgoszcz WSP, 1986.

[8] K. Denek, T. Kuźmiak: Cele kształcenia w szkole wyższej i ich formułowanie. „Dydaktyka Szkoły Wyższej" nr 2, 1985.

[9] B. Niemierko: Pomiar sprawdzający w dydaktyce. Teoria i zastosowania. Warszawa PZWS, 1990.

[10] K. Denek: Świadomość, ustalanie i realizacja celów edukacyjnych. Prace Naukowe WSP w Częstochowie. Seria Pedagogika 1991, z. II.

[11] B. Niemierko: Taksonomia celów nauczania. „Nowa Szkoła" nr 7-8, 1973; B. Niemierko: Taksonomia celów nauczania. „Kwartalnik Pedagogiczny" nr 2, 1979; B. Bloom: Taxonomy of Educational Objectives. The classification of educational goals. Handbook T: Cognitive domain. New York 1956, McKay (ed.).

[12] R.J. Hevigburst: Developmental Task and Education. New York 1981; D.P. Ausubel: Educational Psychology: Cognitive View. New York: Holt, Reinshart & Winson, 1968.

[13] S. Ludwiczak: Proces samokształcenia kierowanego. Warszawa WSiP, 1983.

[14] P. Hymes: On communicative competence. W: J.B. Pride, H. Holmes (eds.): Sociolinguistics. Harmondswosth 1974; Shaff (red.): Zagadnienia socjo- i psycholingwistyki. Wrocław 1980.

[15] B. Niemierko (red.): ABC testów osiągnięć szkolnych. Warszawa WSiP, 1975, s. 21.

[16] B. Niemierko: op.cit., s. 21; B. Niemierko: Testy osiągnięć szkolnych. Podstawowe pojęcia i techniki obliczeniowe. Warszawa WSiP, 1975; B. Niemierko: Między oceną szkolną a dydaktyką. Warszawa WSiP, 1991, s. 59-63.

[17] H. Komorowska: Dydaktyka języków obcych a rozwój psychologii, pedagogiki i socjologii. „Języki Obce w Szkole" nr 4, 1974.

[18] D.R. Krathwohl, B.S. Bloom, B. Masia: Taxonomy and educational objectives. Handbook II: Affective domain. New York 1964, McKay; B. Niemierko: Pomiar sprawdzający w dydaktyce. Warszawa PWN, 1990, s. 224.

[19] T. Borowska: Koncepcja wychowania i jego wyników. Opole WSP, 1983.

[20] Z. Kwieciński: Socjopatologia edukacji. Warszawa 1992, s. 267.