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PRACTICAL TECHNIQUES OF TEACHING PROFESSIONAL-FOCUSED ENGLISH FOR THE PRE-SERVICE MUSIC TEACHERS

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Being the multiethnic and polyconfessional state modern Kazakhstan is developing under the conditions of multilingualism caused by its historical evolvement. It causes studying of languages as one of the main indicators of adaptation to the new socio-political and welfare realities.

The problems and prospects of the language situation in modern Kazakhstan are reflected by the President of the country N. Nazarbayev in the language strategy “Trinity of languages”[1] in the most clear way. According to this idea, positivity of the development of trilingualism is impossible without a unified political, ideological and cultural platform.

The steady tendency to forming the polylingual education that promotes both professional self-realization and civil integration of a personality causes for the higher school of Kazakhstan the need of training multilingual professionals. In 2011, the course “Professional-Focused English” (PFE) was introduced into the sample educational plans of bachelor’s studies.

Teaching and learning Professional-focused English for Pre-service Music teachers has not been easy either for teachers or for learners. Teachers face with problems while teaching it whereas learners face some difficulties in the process of learning it. Many factors contribute to these problems, difficulties and the lack of motivation on the part of learners or demotivated learners is one of the most common problems faced by the teachers which affects both teachers and learners in a negative way. Motivated learners are a dream of all PFE teachers but it is hardly ever comes true. However, it is also important to note that teachers enjoy and lay a very significant role in PFE teaching and learning process. In this respect, the role that teachers can play in motivating their learners inside and outside

the PFE classrooms is to introduce or extend music education and utilize it as a strategy to motivate and promote motivation among learners. Briefing motivating learners through music attempt has also been made to systematically propose certain practical strategies for teachers to learn so that the aims and the objectives of teaching English are fulfilled easily.

We have been teaching Professional-focused English for Pre-service music teachers at the Abai Kazakh National Pedagogical University for four years. In our teaching, we have to follow the curricula where students study the content of their future specialty (history of music, theory of music, instrumental training, methodology of music teaching etc.).

By the end of the course Professional-focused English students should be able to:

- read and summarize an article of music pedagogical contents;
- write a report about concerts, music festivals, music competitions or research findings;
- listen and comprehend short lectures, masterclasses of famous musicians, music teachers etc.;
- ask and answer questions using specific vocabulary in the international conferences, workshops, masterclasses, collaborative rehearsals etc.
- make a presentations about events of music culture at meetings, conferences etc.

Before starting the course it is important to conduct the Needs Assessment: PFE (Pre-Servise) Music teacher Sample Questionnaire for Workplace Language Training. By doing it, the PFE teacher can be aware of the needs, the motivations and the problems students have in English. Adapting a questionnaire for the target group, namely, Music Teachers, we added some changes because of the fact that **Mombek Aliya Anuarbekovna** – Candidate of Pedagogical Sciences, Associate Professor of the Abai Kazakh National Pedagogical University named after, deputy editor of “Pedagogy and Psychology” journal, aliya_mombek@mail.ru

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Students were not workers and asked our students about their expectations and motivations for future in the PFE at their work:

1. Do you plan to use English in your future job? If yes, how many hours a week are you planning to use English?

2. Whom do you plan to speak English with?

3. In which tasks or situations do you plan to use English?

4. Which of the following skills do you plan to use in each of the situations in #3 above? Explain.

6. Which English skills is/are most important in your future job?

7. What are the three most important things you would like to achieve or improve during this course?

8. What other reasons do you have for taking this course?

From their answers, we understood that the learning of English should be based on learning a language with the outcome to achieve communicative competence, so the aim of this paper is to show how students are able to learn PFE through music by using all the language skills – reading, writing, listening, speaking.

Having had no previous knowledge on designing a PFE course, we relied on our experience as a music teacher. We are certain that there is no single textbook used to cover the whole contents of PFE course. Currently we are using textbooks that were written by Russian authors. [1-3].

All books are designed to help the student of English, who is interested in Music to learn professional vocabulary without searching through multiple dictionaries, encyclopedias,

and manuals to gain necessary information on this subject. We very often use different supplementary materials for my class, such as Sheet music or Notes, for example: The greatest love songs of the 80-s, The Beatles 100 hits, Sheet music by Richard Clayderman Anthology. As a rule, students can not only play classical, jazz, blues, ragtime, songs but also read instructions about nuances and interpretation of piece of music.

There is no doubt that songs contribute to the learning and memorization of linguistic structures through their rhythm and musicality. Our intention is to show how songs can have important benefits in the teaching-learning of a PFE, how to teach English in an amusing way, to transmit the students' desire and motivation of learning English. We often use songs (internet, CD, tape-recorder, I-phone or I-Pad) at our lessons when we have our students listen to music and write down the words or key phrases they hear on a prepared handout. When we use music in our classes, we have our students go beyond just listening to songs by having them analyze the song lyrics. This activity allows the students to look more closely at the meaning of songs and provides an opportunity for the students to think about the meaning of songs. By analyzing song lyrics, the students are making a step into the critical-thinking world. Here we can add a great web site, which we recommend to all PFE practitioners. www.lyricstraining.com <http://www.lyrics.com>, <http://www.songlyrics.com>)

Lyrics Training is a Web application that allows student to read and listen to the lyrics from music videos and can be used as a funny and an interactive way for language teachers and trainers to introduce new vocabulary and grammar to their students in a classroom setting. This online language learning tool is particularly useful for the students of foreign languages who want to learn the correct pronunciation of words so that it will improve their listening skills as students must identify words from a song. It is very easy make lessons funny. Basically, students watch a music video and type some or all of the lyrics to the song (depending on the level) line by line.

In addition, we take the students of PFE course to have a sites-visit (You-Tube etc.), to visit the alive concerts, master-classes in order to have them learned from the professional English-speaking musicians. So they observe how the musicians work and use the professional terms to fulfill their task. It helps them to learn English via activities.

The strength of the material mentioned is that it is designed to match the content of the students' specialized subjects (music theory, music history, harmony, playing instrument etc.). It introduces basic terminology and it consists of numerous texts according to the students' level of English. All student books revise grammar, give examples of texts, expressions, jokes, pictures, and music dictionaries. The aim of books is to help the student contact, correspond, argue, and practice with English-speaking musicians discussing various subjects and topics. There are other exercises, too: matching, gap-filling, defining, etc. Many of them have the key answers.

Choosing authentic materials which are up to date with the music education context it is very important because the students have to be prepared for their future job. It is good to use some authentic lectures, videos, presentations, concerts, scientific articles from music teachers because they are authentic and can enrich their knowledge.

In order to get a comprehensive picture of the target music culture from many angles, we need to present our students different kinds of information. By using a combination of visual, audio and tactile materials, we are also likely to succeed in addressing the different learning styles of our students (Video, CDs, TV, Readings, Internet, Stories, Students own information, Songs, Newspapers, Interviews, Guest musicians, Photographs, Surveys, Illustrations, Scientific and pedagogical literature). These possible sources of information can be used as materials for teaching music cultures of different countries.

Many books which attempt to teach music or culture offer only 'discussion' activities. Discussion is a valuable form of learning in culture, but we cannot expect all students to be able to discuss complex issues at a high level in English. Often, even high-level students need

some preparatory activities with clear goals before they can proceed to discussion. Some of our favourite activities are discussed below.

We have found that *quizzes* are one of the more successful activity types. Quizzes can be used to test materials that you have previously taught, but they are also useful in learning new information. For example, look at the simple true/false quiz about Kazakh music culture.

With a partner, answer true or false to the following questions.

1. Music has been an integral part of Kazakhstan's culture for centuries.
2. Kazakh music is focused on its national instrument: the dombra.
3. Kobyz is a 2-string long-necked lute-type instrument with 7 to 9 frets.
4. «Abai» opera was written by M. Tolebayev
5. Ulytau is a Kazakh rock group that uses the dombra as a part of its music mixing Kazakh folk, classical music, and hardcore rock.
6. Janiya Aubakirova is an internationally renowned solo singer.

You should ask the students to answer true or false to each of the questions in pairs or groups. They will share their existing knowledge and common sense to give answers. It is not important whether students get the right answer or not, but by predicting, students will become more interested in finding out the right answer. The right answers can be given by the teacher through reading, listening, or video. At this point, extra information can be provided. Here is a different type of quiz that can be useful for introducing the differences and the similarities across music cultures.

Choose the odd one out of the following items:

1. a) «Birzhan-Sara» b) M. Tolebayev c) Aitys tradition d) education

The correct answer is 'education' because you can find all the others in «Birzhan-Sara» opera, but there is no education in it. Getting the correct answer is less important than thinking about the opera.

You can also ask students to quiz their partner about readings or other materials.

Quizzes offer a high-interest activity that keeps students involved and learning.

An *action log* is a notebook used for written reflection on the activities done during class which also provides useful feedback for the teacher. Students write it up after each class or at the end of each class. By requiring students to evaluate each class activity for interest usefulness, difficulty, and , they must reconsider what they have learnt. Each student also records their target for learning Professional-focused English, what they think they actually achieve, the names of their discussion partners, and their own comments on the activities. Some students get so interested in the target music culture that they write several pages in comments each week.

When students have read an activity or listened to a music concert, you may like to use *reformulation* to allow them to check what they have learned and to reinforce it by retelling it to a partner. Reformulation simply means: 'Explain what you have just learned to your partner in your own words.' It is a very simple technique, but has proved to be very successful for learning both music and language. We often give readings for homework and require students to take notes on the content. These notes can be in the form of pictures, keywords, or mind-maps.

In the next class, we ask the students to reformulate the content of the reading with a partner using their notes without looking at the original paper. Reformulation is also effective after watching a short video extract or listening to a concert. Through reformulation, students check what they have learnt, find out the things that they have missed from their partner, and improve their language by noticing gaps in their own ability to explain.

As students watch a video or are engaged with some other materials, you can ask them to 'notice' particular features. For example, they could watch a video of a different music culture wedding songs and note all the differences with their own culture. Asking students to 'notice' gives a focus to the materials by making it into a task, rather than simply passive viewing or listening.

Prediction can be a useful tool in quizzes, but it can be equally useful in using almost all materials. Like ‘noticing’, prediction can engage the students more actively. For example, when you are telling a story, you can stop at a certain point and ask the students to predict how it will continue. Or, when you are giving out a reading for homework, first give the title of the reading and ask students to predict what they are going to learn. This will force them to review their existing knowledge of the topic and raise their curiosity about whether their prediction is correct or not.

Student *research* is one of the most powerful tools that we can use with students because it combines their interests with the Professional-focused English classroom. For example, after the first class, we ask students to surf in the internet or library and find information on any aspect of the target-music culture that interests them. In the following class, students explain to their group what they have learned and answer any questions about it. This can lead to poster-sessions or longer projects. For some students, it can even lead to a long-term interest in the target- music culture.

Below some tasks that we use in PFE classroom are presented.

Task 1: Problem solving

In groups, students record the task – Describe how you would arrange a popular folk song for recording with singers and instruments of your choice.

Product	problem	Solutions
A popular folk song	To arrange a popular folk song for recording	-to choose tonality that would be convenient for singers and instruments -to identify measure, tempo -to identify harmony -to choose type of accompaniment (arpeggio, accords etc.) -to make instrumentation -to write down dynamic notes

Task 2: Listing and ordering task

This task allows students to review and activate what they know about the groups of musical instruments and related vocabulary. First, students brainstorm about the words they need to talk about symphony orchestra seating arrangement. Then students form groups and organize the chosen words into four columns labeled: string instruments, woodwind instruments, brass instruments, percussion instruments

string instruments	woodwind instruments	brass instruments	percussion instruments
Violin Viola Cello contrabass	Flute Clarinet Oboes bassoon	Trombone Trumpet Tuba French horn	Drums Cymbals Kettledrum Castanets Set of bell

When the four columns are filled, the teacher will indicate if the options are placed correctly.

Individually, students will be asked to explain in a short paragraph which of the musical instruments they would most like to play well and why. Also they will be asked to explain any that they would never like to learn and why.

Students will walk around the classroom and find one or two more people who choose the same instruments as their favorite. They will become a group then. They will share orally why they like this particular instrument better than the others.

Task 3. Sharing personal experiences

In this task, students individually write a short paragraph explaining the following:

- why they have chosen the profession of a music teacher
- How English will help them in their future career

- singer talks about her work experience in an opera house in the USA
- a student visited a local concert hall yesterday and now he is describing the performance he enjoyed
- a group of students describe their study experience abroad at Art Academy in USA

Task 4: Comparing and contrasting

In pairs, students write down 3-4 similarities and/or differences about different things, for example systems of music education in the USA and Kazakhstan, interpretations of Beethoven's sonata performed by E. Gilels or S. Richter etc.

Task 4: Creative task

– Students read 3-5 articles about events of music culture or articles of music pedagogical contents. Then, each student chooses one article, makes notes on the important information and presents it at the conference.

There can be *Peer evaluation* on this task to reinforce teacher's formative evaluation. The students who are not presenting will be asked to write about the aspects they consider were perfect in the presentations and aspects that need to be improved.

Concerning formative assessment, it can be obtained from feedback from program participants, input from supervisors and the observations of the instructor. After each task, classmates will have to comment students' answers identifying the good and the bad points. It will be supplemented by the feedback from the teacher who indicates what has to be improved and checks how students cope with difficulties. As far as the writing tasks, students will comment each other and the chance to rewrite their tasks will be given to all students. The teacher's job is to help and comment on the improvement made and monitor students' progress.

In conclusion, the first purpose in presenting this paper is to highlight how to promote student's motivation in a Professional-focused English classroom (for Pre-Service Music teachers) and adapt music to meet the teaching goals better. Music work in a dynamic and entertaining way as enriching linguistic input. Moreover, basic learning competences are enhanced with the use of music in the classroom, as it can be employed with theoretical reasoning, practical skills, personal attitudes and personal engagement, so that varied possibilities with music are in the class. Music can be used as a valuable teaching and learning tool. Using music can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using music in the classroom is that it is enjoyable. Using music, in particular, songs as tasks might be one of the ways of helping transfer words from songs into use, and maximize the potential of music as teaching and learning tools.

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