

ВОПРОСЫ ТЕОРИИ И ПРАКТИКИ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

The Global Potential of a Beginner English Course for Adolescents

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This paper is based upon a vision of education shared and implemented by a number of scholars, both in Russia and across the world [2, 3, 4, 5]. It is possible and necessary to debate the aptness of the term "global education". But it is senseless and harmful to debate the necessity of taking into account the growing interpenetration of cultures and the need to prepare people for life in the contemporary world.

Global Education substitutes nothing, and excludes nothing from the achievements of worldwide pedagogy. It is rooted in present-day realities, but it deals with the inevitable, and thus unites the present and the future. It is sometimes called "education for the future".

The ideas of Global Education originated soon after World War II, but became prominent in the '60s and '70s. In those decades mankind came to realize that the world was getting a much smaller place, no part of it securely isolated from others. Global Education is based on the beliefs that "schools have not been doing well enough to prepare young people for life in the future they will inherit..." [5, p. 12].

In 1992–1996, several schools and higher institutions in Russia and the USA formed a network under the aegis of the Ministry of Education and the American Forum for Global Education. Russian educators were represented by teams from Moscow, St Petersburg, Krasnoyarsk, Ryazan, Barnaul, Sochi, Volzhsk, Cheboksary, Vladimir. The united efforts of partner institutions in meeting a common goal resulted in integrating the pre-service and in-service teacher education experience to specify strategies for disseminating Global Education across the two respective countries. These efforts materialized in several international conferences, an exchange of secondary school students, schoolteachers and university educators, as well as a number of publications.

But Global Education has never been viewed unanimously. Sometimes too much emphasis is laid on the multicultural perspective; sometimes Global Education is associated with environmental awareness. We believe it is all this, and much more.

Global Education, which treats the world as a complex, ever-changing entity with its intensified problems and crises, can be defined as education, systemic by its nature, holistic in approach and structure, using integration as a strategic basis, and employing modern pedagogical strategies and technologies as a tool for imparting knowledge, attitudes, and competencies. The ultimate aim of Global Education is to shape an individual who:

- possesses a multi-perspective and multi-dimensional vision of the world as a unity composed of interdependent factors, phenomena and processes;
- applies critical and creative thinking in everyday life;
- is committed to and has the necessary skills for life-long self-propelled learning;
- has a capacity for self-knowledge and self-adjustment;
- has a capacity for empathy and altruism and tolerance, and an appreciation for diversity in human viewpoints, beliefs, and customs;
- is prepared to challenge chauvinism in all its forms;
- has a sense of responsible citizenship, extending from his or her immediate community to the whole world;
- is ready to make decisions and take actions after considering long-term consequences [6].

Not every lesson can focus on global problems, and not every task can breed global attitudes. Many lessons aim at providing students with factual material as a basis for fur-



ther integration in a global perspective. Thematically, they may appear very insignificant and irrelevant for a global vision. But it seems a grave misconception to subdivide lessons into “global” and “traditional”. Rather, they can be classified into “*global*” and “*globally-oriented*” (i.e. “*globally-focused*”, or “*globally-infused*”). Both types answer the following requirements:

- correspond to didactic principles of teaching and learning;
- teach how to learn;
- stimulate freedom of self-expression;
- ensure a blend of emotional and intellectual involvement,
- stimulate cooperative skills, alongside with a sense of personal responsibility;
- employ this or that principle and mode of integration (cognitive universals being one of the main integrating principles) so as to make cognition a more profound and economic process;
- use alternative assessment contributing to the development of self-esteem and creative abilities;
- create a discipline-related perspective of the world.

Besides, a truly “global” lesson should possess a number of distinguishing features, which a globally-oriented lesson may not have:

- No matter whether it is part of a traditional curriculum or part of a cross-disciplinary course, a global lesson is a *blend*, a place where two or more disciplines meet, equally relevant, none serving as a mere background to the others.
- The lesson teaches students *to establish connections between interrelated systems* (economic, ecological, etc.) and *to make informed decisions* concerning vital issues of survival.
- The lesson is based on one or *more metaconcepts*, such as conflict, change, interdependence etc.
- The lesson contributes to the shaping of a *multifaceted picture of the world*. This means that the phenomena of life are viewed simultaneously in different perspectives, e.g.: a contemporary perspective vs. a historical one or a scientific vision of a phenomenon vs. a poetic metaphor which encompasses its essence.

The opening stage of language learning (at least the first few weeks of it) provides enough language material for globally-infused classes, but not enough for “global” classes as such. That is why this paper describes the “*global potential*” of a language class. For the same reason, we *rely on the native language to provide meaningful contexts* (though it had better appear in writing, while the use of oral Russian in class should be brought to a minimum).

The opening stages of English as a first or second foreign language at secondary school equips early adolescents (11–12 year-olds) with the necessary basic skills and functional competences. To make language learning personally meaningful, it is vital to appeal to the learners’ awareness of the world, that is, to “global content”, which includes the so-called “global topics” (issues, problems) [2, 3, 4] but covers a much broader area. The educational potential of a language class for adolescent beginners (the first 3–4 months of instruction) brings into play **three levels** of global awareness:

- that of knowledge acquisition and attitude formation, related to global issues;
- that of “cognitive universals”: analogy, classification, generalization, etc.;
- the inner global potential of language as an academic discipline, that is, some elements of a linguistic picture of the world [1].

On all the three levels globally-oriented goals go hand in hand with pragmatic goals, that is, teaching survival English against the background of the target culture.

In terms of **the first level**, pedagogical strategies used in a class for beginners may shape the following competencies and attitudes:

- using the map of the world;
- establishing connections between countries and people’s names; authors and books, cities and the language spoken there;
- a palate for intellectual challenges;
- acknowledging that a language can express any idea, but a word-for-word translation violates the norms of a language;

- seeing similarity of intention behind different wording and rendering the same intention in a different way;
- awareness of the fact that every language reflects the world at a slightly different angle;
- immunity to linguistic chauvinism;
- observing certain rules of verbal behaviour in the context of the target culture, etc.

Naturally enough, we rely upon *integration*, bringing together academic disciplines across the curriculum: geography, history, literature, etc.

The examples below show how it can be done in a class for beginners. (That is why we often use the native tongue of the students – to give the necessary directions or attention pointers, to provide meaningful context, to motivate the learners. But it is desirable that Russian should appear in *printed* form, while Russian *spoken* in class should be reduced to discreet proportions.)

1. Quiz: Знаете ли вы авторов этих книг? Name (назовите) this or that book.

Example: “Book 1. I know the writer! His (Her) name is...”

or: “I know this book, but I don’t know the writer. I can’t give you his (or her) name.”

1. “Маугли”	The Grimm Brothers
2. “Приключения Тома Сойера”	Astrid Lindgren
3. “Карлсон, который живет на крыше”	Lewis Stevenson
4. “Бременские музыканты”	Mark Twain
5. “Мэри Поппинс”	Ann Travers
6. “Пятнадцатилетний капитан”	Alexander Pushkin
7. “Винни-Пух”	Jules Verne
8. “Алиса в стране чудес”	Rudyard Kipling
9. “Остров сокровищ”	Lewis Carroll
10. “Руслан и Людмила”	Alexander Milne

The target language skills: using the structure “I know / I don’t know” and possessive pronouns.

(The learners, who have only had a few weeks of English, will be able to read the names of the writers but will not understand most of the titles of the books, which are therefore given in Russian. That is why, instead of naming the books, the students merely give their number, to avoid Russian. Of course, titles like “Ruslan and Ludmila” can be given in English, too.)

2. Learn to answer the questions: Кого? Кому? Кем? О ком? This poem can help you. Это рифмовка о том, что все люди нужны друг другу.

The target language skill: using objective pronouns.

The rhythm ensured by the meter of the verse makes it easier to practice the use of the objective pronouns in the unstressed position after other verbs.

Besides, the rhyme is an unobtrusive way of bringing all the objective pronouns (except *it*) into a system.

I need him.	You need me.
I need them.	You need us.
I need her.	And we need you, too.
And you?	

3. Пригласите друзей отправиться с вами в путешествие: "Let's go to... And then we can go to...". Use the map!



The target language skill: using the verb *to go* in its less obvious meaning (not only *идти*, but also *ехать*). It emphasizes direction (from here somewhere else), which helps to differentiate it from *come*. Using the names of various countries is a lexical skill, also targeted in this task.

4. Have a dialogue. Собеседник скажет, из какой он страны. Предложите поговорить с ним на его родном языке. Use the sample:

The target language skill: using geographical names as nouns and adjectives: "Germany – German".

Besides, the task has an educational value – that of differentiating between the names of nationalities (*Mexican*) and languages (*Spanish*).



5. Посмотрите на картинки и скажите, с какой страной ассоциируется каждая из них. Say it in English.

Examples: *It is in America. It is Spanish. They are Russian. He is German.*

(A Japanese kimono, the Statue of Liberty, St Basil's cathedral, the Eiffel Tower, a matryoshka, a matador in the bullring, etc.)



The target skill: using geographical names as nouns and adjectives.

Thus, looking at the picture of St Basil's cathedral, a student can say: "It is Russian." or: "It is in Russia." But educationally it is a more challenging task: it requires some background knowledge of world cultures.

6. Кратко ответьте по-английски, в каком возрасте человеку пора:

- пойти в школу;
- начать зарабатывать себе на карманные расходы;
- получить профессию;
- начинать помогать в работе по дому;
- начинать изучать иностранные языки;
- жениться или выйти замуж и т. п.

Use: *When he /she is...*

The target language skill: using numerals.

7. Соотнесите события и даты: назовите номер события и скажите, когда оно произошло. Назовите даты событий, о которых:

- вы знаете достаточно много;
- о которых вы знаете мало;
- о которых вы хотели бы узнать побольше.

The target language skill: using numerals.

1. Отечественная война против Наполеона	1492
2. Год рождения А.С.Пушкина	1812
3. Окончание Великой Отечественной войны	1969
4. Первый полет человека в космос	1945
5. Открытие Америки Христофором Колумбом	1799
6. Первый человек на Луне	1961

8. Вот как люди могут рассказать друг другу, откуда они:

– Hello! My name is John. I am American. I am from the USA. I speak English.

– Glad to meet you, John. And my name is Anna. I am from Italy. I speak Italian and English.

А теперь представьте, что могли бы рассказать о себе эти герои книг и мультфильмов:

- Cipollino [t -]
- Mickie Mouse
- Cinderella
- Donald Duck
- Peter Pan
- Winnie-the-Pooh.

Use these phrases:

"Hello! I am from a book (from a film). I am (not) a boy (a girl). I am big (little). I am from... I speak..."

This task is meant for elementary schoolchildren.

Every student is asked to make a short speech introducing himself / herself to the group as one of the afore-mentioned characters. The others are to guess which character is being impersonated. With teenagers the characters will be different (Robin Hood, D'Artagnan, etc.)

Now let's consider the **second level** – that of developing universal cognitive skills. By these we mean mental skills and intellectual operations, such as *identifying, classifying, selecting and grouping, comparing or doing analogies*, etc. These competences are global in so far as they are cross-curricular and indispensable to any process of cognition.

Within the language scope of the first few months, we can offer at least the following types of strategies:



1. Doing analogies (“A” is to “B” as “C” is to “D”)

go: there = come: ...?	“...?”: a question = “Here”: the answer
meet: meat = no: ...?	a telephone: to phone = a pen:
give: take = start: ...?	Jack: his = you:?

2. Analysis + synthesis: drawing conclusions

- Догадайтесь, о чем спрашивает говорящий.
 - Is he ...? – Yes, he is. He has no time.
 - Are they from ...? – Yes, they are. They are Spanish.
 - Are you ...? – No, I am not. I am Canadian. But I speak French.
 - Are we ...? – No, we are not. We are in time.
 - Are you ...? – Yes, I am. I need a doctor.
- Как вы думаете, из какой страны может быть каждый говорящий?
Use the word *from* = из.
Example: *He (she) is from Britain.*
Let’s speak English. I don’t know Russian.
Let’s speak English, not Russian. I need it. I am a student. I try to speak English all the time.
- Прослушайте диалоги и скажите, согласны ли говорящие друг с другом.
 - Let’s buy a computer.– We ‘need a computer.
 - Let’s give her a bag.– She has ‘many bags.
- Прослушайте монологи и скажите, каков этот человек:
 - готов поделиться последним,
 - думает только о себе,
 - практичный человек, который всегда найдет выход из положения:
 - a) I can’t give you my pen. I have one pen. Use my pencil. It’s good. It’s black.
 - b) It’s a good bag. It’s big. Take it. You need a big bag.
 - c) I need a map, and you need a map. But we have one map. We all need it.
All right, take it. I can wait.
- Прочитайте диалог и скажите, легко ли одному из собеседников угодить. Прочитайте вслух фразы, доказывающие, что вы правы.
 - What is it?
 - It’s a pie. Take it. It’s good.
 - Oh no!
 - Why not?
 - It’s bad! It isn’t an apple pie! And what is this? Tea?
 - Oh no, it’s coffee. It’s good and hot.
 - Oh, it’s black coffee. And I like white coffee. I need milk!
- Listen and say: *It is strange.* or *It is natural.*
 - a) She hates school. She wants to be a teacher.
 - b) He lives in Mexico. He doesn’t speak Spanish.
 - c) She is from Canada. She speaks French.
- Прочитайте наборы предложений и скажите, что из них получается: диалог или монолог (а может быть, и то и другое?). Найдите все диалоги (учтите, что реплики не обязательно делятся поровну!) и воспроизведите диалоги в парах.

We need a computer. But we can’t use a computer.
We can learn to use it. It takes much time.

I’m busy now. I can’t listen to you. I can’t answer your questions. Please, wait a minute.

She hates oranges. Give her an apple. She likes big red apples.
I like them too! Take an apple! We have many apples.

3. Decision-making

- Как вы думаете, достаточно ли человеку или семье иметь одну такую вещь (например, **a** computer) или лучше, чтобы их было побольше (computers)? (dog, dictionary, car, book, bag, etc.)

The target language skill: using nouns in the singular and plural.

- Психологический тест. Read the questions in Russian and answer them in English.

Use this model: "I am a good (bad) ...er."

- Приходилось ли вам объяснять что-то товарищу, если он проболел и пропустил важный материал?
- Умеете ли вы объяснять четко и доходчиво?
- Нравится ли вам учить кого-то чему бы то ни было?

The target language skill: generating derivatives of the verb + -er type.

4. Selection and grouping:

- Use the table. Скажите, что вы думаете:

a) о человеке, которому одиноко	... has	(to) come in time.
b) о человеке, ненавидящем домашних животных	... needs	(to) be late.
c) о человеке с широким кругозором	... likes	(to ask) for help.
d) о хорошем писателе	... hates	(his) friends.
e) о человеке, помнящем своих друзей	... can	many friends.
f) о талантливом учителе	... can't	them.
g) о счастливом человеке	... reads	cats and dogs.
h) о пунктуальном человеке	... writes	(to help) his friends.
i) о человеке, привыкшем полагаться лишь на себя	... knows	(to) answer every question.
j) об эгоисте	... phones	all the things he needs.
	... tries	good books.
		many things.

For instance, you can say about a slow student: *He (she) can't answer every question. But he (she) tries to learn.*

5. Selection + ranging (continued)

Кого бы вы выбрали себе в друзья?

(I need a friend who ... I like / hate people who)

Work in teams. Определите, какие качества вы цените больше всего.

Now let us move on to the **third level** – that of the global potential of language as an academic discipline. The opening course of a foreign language should not only contribute to the shaping of a *multi-faceted picture of the world* as shown in the examples above, but is supposed to start developing a *discipline-related (i. e. linguistic) perspective*. It offers the learner a new vision of the mother tongue against the background of the target language. Thus, it helps to establish associations between versions of the same name in different languages and cultures, to identify semantic relationship between words of different meanings, to discover the etymology of a word, to arrive at the notion of idiomatic grammar structures, to show that adequate translation can hardly be word-for-word translation, etc.

Read the examples below:

- "Back translation. Close the Russian text and translate the short texts into Russian.

Что нужно переставить, добавить или убрать, чтобы русский текст звучал естественно?

Then close the English text and translate the short texts back into English. E.g.:

I like the question. It's a good question. But I need time to answer it.— All right, I can wait.	Вопрос мне нравится. Это хороший вопрос. Но, чтобы ответить на него, мне нужно время.— Хорошо. Я могу подождать.
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- Find the *relatives* of the first word in each line.
School: скульпить, схоластика, школяр, скульптор.
Student: study, студень, студия, штудировать, студений.
- A dictionary is a book that teaches you the words you don't know. Find other words inside the word **dictionary**. For example, you can find many words inside the Russian word **словарь**: вор, сало, ров, лось, соль, роль, роса, овал, враль, сова, свора, вальс и т. д. Ищите в слове **dictionary** не только названия предметов, но и названия действий и качеств, а также служебные слова.
 Possible answers, depending on the beginners' vocabulary: *in, on, it, at, no, not, try, cry, dry, tidy, toy, cat, rat, car, can, can't, act, art, action, day, dirty, diary, tray, air, etc.*
- Какое из двух предложений в каждом высказывании труднее для англичанина, плохо говорящего по-русски? Объясните, какую ошибку он может сделать.
 - У меня два словаря. Я пользуюсь ими каждый день.
 - Меня зовут Джон Смит. Я знаю три языка – английский, французский и русский.
- Есть имена, которые встречаются во многих языках, но пишутся и звучат везде немного по-разному. Например: *Kate – Катя, Ann – Аня, Jane – Жанна* и т. д. Найдите к каждому английскому имени его "родственников" в других языках.

English	Russian	German	French	Italian	Spanish
Peter	Иосиф	Иоганн	Поль	Джакомо	Хуан (Juan)
Paul	Пётр	Якоб	Жорж	Джованни	Хосе (Jose)
John	Иван	Георг	Жозеф	Джузеппе	Пабло
Joe (Joseph)	Яков	Пауль	Пьер	Джорджо	Хорхе (Jorge)
Jake (Jacob)	Георгий	Йозеф	Жан	Паоло	Педро
George	Павел	Петер	Жак	Пьетро	Диего

Сыграйте в игру-угадайку. Например, каждый член команды предлагает сопернику задачу-пропорцию. Use the table!

For example: German: *Йоганн* = Spanish: ...?

Thus, a few dozen words and structures may help the learner, as William Blake said, "to see the world in a grain of sand and eternity in an hour."

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