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TEACHING ENGLISH AS A GLOBAL LANGUAGE TO STUDENTS MAJORING IN PHILOLOGY AND FOREIGN LANGUAGE TEACHING

The article attempts to prove the necessity of teaching English as a global language in the process of training future English language teachers and philology students. The emphasis has been placed on the importance of raising the students' awareness about the diversity of accents and dialects among English-speaking communities in different countries of the world. It has been suggested to incorporate the theoretical and functional aspects of English language varieties into the content of the professionally-oriented subject "Studies of English-speaking countries". One of the course syllabus sections, designed by the author, has been profoundly analyzed; some types of classroom and out-of-class activities, aimed at developing the students' intercultural communicative competence, have been characterized. It was established that the effectiveness of foreign communication depends primarily not on the mastered foreign language forms, but on the efficiency of the students' abilities and skills necessary for them to participate in foreign-language communication.

Keywords: global English language; variety of English; accent; dialect; course syllabus.

Table. 1. Ref. 6.

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ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ЯК ГЛОБАЛЬНОЇ ДЛЯ СТУДЕНТІВ ФІЛОЛОГІЧНОГО ТА МОВНО-ПЕДАГОГІЧНОГО ПРОФІЛЮ

У статті зроблено спробу обґрунтувати необхідність навчання англійської мови як глобальної у процесі професійної підготовки майбутніх іноземних філологів та вчителів англійської мови. Наголошено на актуальності формування у студентів уявлень про розмаїття акцентів та діалектів серед англомовних спільнот у різних країнах світу. Запропоновано включити теоретичні та функціональні аспекти різновидів англійської мови до змісту фахово-орієнтованої дисципліни "Країнознавчий аспект англомовних держав". Охарактеризовано один з розроблених автором розділів навчальної програми цієї дисципліни, запропоновано окремі види аудиторної та позакласної навчальної діяльності, спрямовані на розвиток міжкультурної комунікативної компетентності. Встановлено, що ефективність іноземної комунікації залежить насамперед не від засвоєних іноземних форм, а від рівня сформованості умінь та навичок іноземної міжкультурної комунікації.

Ключові слова: глобальна англійська мова; різновид англійської мови; акцент; діалект; навчальна програма.

Introduction. Globalization of social, political and economic processes, rapid development of information and communication technologies, intensification of economic, educational, scientific and cultural integration of Ukraine into the European and world community encourage Ukrainian higher educational institutions to find new approaches to studying English as a *lingua franca* – an intermediary language, serving as a means of communication and mutual understanding between the participants of the globalization process. Therefore, teaching English to philology students and future foreign language teachers should take into account the global tendency to position English not only as a foreign language but also as an international language or *lingua franca*. The difference may be explained by the fact that teaching English as an international language is aimed

at the formation of students' ability to communicate not only with "classical" native speakers (mainly British and Americans) but also with the representatives of numerous English-speaking sociocultural communities that use historically developed varieties of English.

Analysis of scientific achievements and publications. English is undeniably considered as a global language in many linguistic works. The sociolinguistic profile of the English language in the world has been studied thoroughly by foreign (J. Blommaert, D. Crystal, D. Graddol, E. Erling, B. Kachru, T. MacArthur, A. Pennycook, R. Phillipson, Ph. Seargeant, H. Widdowson and others) and Ukrainian (B. Azhnyuk, N. Pelagesha, O. Khomenko, etc.) scientists.

Recent studies emphasize the importance of English not only as a world's *lingua franca* but also

as a source of access to the financial, economic and political areas of globalized relationships and, consequently, to wealth and well-being [6].

O. Khomenko states that there is a terminological diversity of characteristics that foreign researchers attribute to English, highlighting its status: Global English, English as a Global Language (D. Graddol), World English (T. MacArthur), World Standard Spoken English (D. Crystal), World Englishes (B. Kachru), English as a Language for International Development (Ph. Seargeant, E Erling), etc [1].

In his research "World Englishes: Implications for International Communication and English Language Teaching", A. Kirkpatrick describes the most popular classifications of the varieties of English that take into account the differences in its use in different countries.

The most common, mainly among the pedagogical community, is the following differentiation of the English language:

1) English as a native language, that is spoken by native speakers in Australia, Canada, New Zealand, the United Kingdom and the United States of America (in their homeland and colonial settlements where the population of European descent have formed a demographic majority);

2) English as the Second Language or Creole English, that is spoken by all those people who consider English to be their second language (but not native). It is used as an official means of national and interpersonal communication. This is the official language of the former colonies of the United Kingdom or the United States. India, Nigeria, Malaysia and the Philippines are examples of countries where English is considered an official (second) language;

3) English as a Foreign Language, used as a means of communication for those who study English as a foreign language at the secondary and higher educational institutions in different countries of the world, such as China, Indonesia, Japan, Ukraine and others [1; 5].

An alternative and influential model has been suggested by Kachru. It presents the classification of varieties of English in the form of three concentric circles: 1) Inner Circle, represented by the countries where English is native to the overwhelming majority of the population; 2) Outer Circle, represented by the countries for which English is the second (official) language used in the fields of education, justice, government, etc. (South Africa, India, etc); 3) Expanding Circle, represented by the countries that study English as a foreign language or *lingua franca* [3].

A. Kirkpatrick also mentions A. Gupta's classification, which distinguishes five separate categories of English: 1) in monolingual ancestral

English countries: e. g. the United Kingdom, the USA, Australia, New Zealand; 2) in monolingual contact variety countries: e. g. Jamaica; 3) in multilingual scholastic English countries: e. g. India, Pakistan; 4) in multilingual contact variety countries: e. g. Singapore, Malaysia, Nigeria, Ghana; 5) in multilingual ancestral English countries: e.g. South Africa, Canada [4].

Due to the fact that English is spoken in more than 100 countries, various sources characterize such its varieties as American, British, Australian, New Zealand, Canadian, Euro-English, Irish, Hinglish (a mixture of Hindi and English), Chinese, Japanese, Caribbean, Mexican-American, Pakistani, Nigerian, Filipino, Scottish, Singaporean, South African, Welsh, Zimbabwean and others.

In the Ukrainian system of higher education, most of the modern course syllabi are based on a single normative version of the English language (British or American), and teachers in their professional activities rely on their own experience of mastering "classical" English. At the same time, a significant part of foreign sociolinguists are convinced that familiarizing students with several varieties of English will raise students' awareness that success of foreign-language communication mainly depends on their communication skills, but not on the mastered language forms. Thus, in the process of teaching English at the professional level, the necessity to comprehend the diversity of its varieties and dialects is rather urgent.

Purpose and task of the article: to find the best ways to integrate the theoretical and functional aspects of the varieties of world Englishes into the content of linguistic subjects taught for students majoring in English as a foreign language in Ukrainian higher educational establishments.

The main part presentation. Let's consider some aspects of foreign pedagogical experience in this field. In the scientific paper "Incorporating Global Englishes into the ELT classroom" by N. Galloway and H. Rose, we find comparative characteristics of traditional English language teaching (ELT) and teaching the varieties of English in the context of its globalization (GELT) (Table 1) [2].

After carrying out an experimental study with the third and fourth-year students in one of the private linguistic universities in Japan, N. Galloway and H. Rose have proved the feasibility of integrating the theoretical and functional aspects of English as a global language into the content of the subject "English for Academic Purposes" (EAP). This course emphasized the university's goal of offering more content-based programmes to reflect the growing trend towards English medium instruction at the university level. The goal of that particular course was to raise

Table 1.

Differences between GELT and traditional ELT

	Traditional ELT	GELT
Target interlocutor	Native English (NE) speakers	All English users
Owners	NE speakers	All English users
Target culture	Fixed NE cultures	Fluid cultures
Teachers	Non-NE speaking teachers (same L1) and NE speaking teachers	Non-NE speaking teachers (same and different L1s), NE speaking teachers
Norms	Standard English	Diverse, flexible, and multiple forms
Role model	NE speakers	Expert users
Source of materials	NE and NE speakers	Salient English-speaking communities and contexts
First language and own culture	Seen as a hindrance and source of interference	Seen as a resource

Global Englishes awareness through EAP content, thereby preparing students to study other subject content in English, and equipping them with the skills necessary to use English as a global *lingua franca*.

The students were approximately at the B2 level on the CEFR (Common European Framework of Reference for Languages), although some bordered on B1. The subject was taught twice a week for 13 weeks. The course syllabus included various activities: reading, writing, listening, discussions, and presentations (starting from the 10th week). The suggested approach is person-oriented; therefore, students chose a regional variety of English according to their own needs and interests in order to prepare 10-minute presentations. Having two weeks to research the topic, students studied the materials of library editions, Internet resources, and databases with speech samples recorded by representatives of various linguistic communities, etc.

The research results were presented in small groups, each student had to evaluate three presentations made by his/her group mates using a special peer evaluation checklist according to two criteria: 1) profoundness of research; 2) general presentation skills. Apart from that, students had to prepare reflexive reports about their own presentations and the presentations they had listened to; then the reports were analyzed in groups. The obtained learning outcomes and most of the analyzed student reviews highlighted the effectiveness and feasibility of studying the varieties of English in the context of its globalization [2].

Relying on the results of the topic-related pedagogical inquiries, some methodological instructions set out by foreign and Ukrainian researchers, as well as on our own teaching experience, we suggest incorporating the theoretical and functional aspects of varieties of English into the

content of linguistic country-study subjects which are an integral part of most curricula in Ukrainian linguistic and teacher training universities, namely “Studies of English-speaking countries”.

“Studies of English-speaking countries” is one of the professionally-oriented subjects for intending teachers and philology students majoring in the English language (Department of Foreign Language Practice and Methodology of Teaching, Khmelnytskyi National University). The subject covers 5 major and unique English-speaking countries, such as the United Kingdom of Great Britain and Northern Ireland, the United States of America, Canada, the Commonwealth of Australia and New Zealand.

The main goal of the subject is to encourage development of students’ skills in:

- using factual information on geographical position, history, state system, ethnic composition, national and sociocultural peculiarities of English-speaking countries and linguistic differences between the varieties of English in each of them;
- adequately and objectively evaluating the phenomena, events, facts and realities of the English-speaking countries;
- applying the studied theoretical material in the professional activities and for successful communication in the English language environment;
- organizing their speech behavior according to the sociocultural stereotypes of native English speakers;
- collecting and analyzing ethnographic and linguistic material.

A typical course syllabus for this subject usually comprises sections devoted to the analysis of linguistic peculiarities of the British, American, and sometimes Canadian, Australian, and New Zealand varieties of the English language.

However, we came to the conclusion that there is

a need to broaden the thematic scope, focusing on the global nature of the English language. The following is one of the updated sections of the course syllabus, covering the linguistic aspects of the subject:

Theme 1. Varieties of English in a global context.

1.1. The spread of English in the world. A brief overview of historical aspects of the English language distribution in different parts of the world, which have become the basis for periodization of its development (Old English, Middle English and New English periods).

1.2. Classifications of varieties of English. The emphasis is on the differences in the meanings of the terms “World Englishes” (varieties of English in the world) and “World English” (global English – the so-called *lingua franca* for people who speak different languages). The most popular classifications of varieties of English, developed on the basis of the peculiarities of its use in different countries.

1.3. The model of concentric circles by B. Kachru. Classification of varieties of English structured into three concentric circles (Inner Circle, Outer Circle and Expanding Circle).

Theme 2. Regional accents and dialects of the English language.

2.1. The concept of a regional accent. The main reasons for emergence of regional English accents in certain areas of its distribution (for example, Received Pronunciation (RP), Brummie (Birmingham), Scouse (Liverpool), Cockney (London), Multicultural London English (MLE) and Geordie (Newcastle) accents in the United Kingdom or Standard (General) American, Southern, New Yorker, Bostonian, Californian and Local Hawaiian accents in the US). Phonetic features of several most common accents.

2.2. The concept of a dialect of the English language. The meanings of the concepts “accent” (a peculiar, specific pronunciation consisting in involuntary substitution of sounds in speech, associated with a certain country, region or social community) and “dialect” (a form of language characterized not only by phonetic but also grammatical, lexical and syntactic differences, peculiar of a certain territory and used by a separate professional or social community). The classification of English language dialects by territorial features which includes three main groups: the dialects of the British Isles, North American dialects and Australasian dialects (the term Australasia is used mostly in English-speaking sources to refer to the region that includes Australia, New Guinea, New Zealand and adjacent islands in the Pacific Ocean). Dialects inherent in certain social communities (for example, African-American Vernacular English).

2.3. Difficulties in communication between

representatives of various English-speaking communities. The components of English-language communication, which in one way or another obstruct understanding the content of a statement for interlocutors from different English-language environments, namely: verbal components – dialect, vocabulary choice, jargon; non-verbal components – visual contact, facial expression, gestures, distance between the interlocutors; para-verbal components – emphasis, articulation, intonation, pauses, volume.

Theme 3. Varieties of English in the countries studied within the course syllabus of “Studies of English-speaking countries”.

3.1. British English.

3.2. American English.

3.3. Canadian English.

3.4. Australian English.

3.5. New Zealand English.

The most prominent phonetic, spelling, grammatical and lexical peculiarities of each above mentioned type of English are analyzed.

Theme 4. Varieties of English in the countries that are not included to the course syllabus. On the basis of the available theoretical materials, information provided by various online resources, audio and video speech samples, the most characteristic phonetic, spelling, grammatical and lexical features of one of the varieties of English in any English-speaking country (apart from those covered by the course syllabus) are studied taking into account students’ personal interests (individual or group research projects). The results of the study are presented orally in the form of reports and PowerPoint presentations with further group discussion and assessment according to the requirements to such types of learning activities.

A sufficient information background, audio and video materials for classroom and independent study of all the topics listed above can be found online. Here are some examples of such sources: Definition and Examples of World English (<https://www.thoughtco.com>), International Dialects of English Archive (<http://www.dialectsarchive.com>), Language Varieties (<http://www.hawaii.edu>), Dialect Blog (<http://dialectblog.com>), Language by Video / English Accents Course (<http://www.languagebyvideo.com>), TV Tropes / Useful Notes / American Accents (<http://tvtropes.org>) and others.

Since an important goal of the subject “Studies of English-speaking countries” is formation of intercultural communicative competence, practical classes must necessarily include various types of communication activities: brainstorming, conversation, discussion, explanation of a certain linguistic phenomenon or analysis of a speech fragment, oral presentation of research results, making up dialogues

in one of the English varieties, acting out regular life communicative situations in which students act as representatives of various English-speaking communities (taking into account verbal, para-verbal and non-verbal communication components), writing activities (articles, abstracts, essays, stories, etc.). In the context of training foreign language teachers, designing a part of a lesson devoted to the study of one of the English varieties may become an interesting and useful activity.

Practice shows that students are also willing to perform translation tasks including sentences or short texts from any English dialect to “classical” English. Here is an example of such sentences with some Australian English slang units and grammatical forms:

I got up and put on my black daks. They are the most exy piece of my clobber as they're my Dad's last Chrissie prezzie.

The tasks not only with phonetic, lexical or grammatical, but also with a stylistic bias are appropriate. Here we refer defining the meanings of stylistically marked language units (in our case, original Australian metaphors and similes), such as: *as bald as a bandicoot, look like a consumptive kangaroo, flat out like a lizard drinking, the rough end of a pineapple, to be in full feather.*

Out-of-class practical activities should incorporate watching educational video materials, fiction or documentaries, talk shows, interviews, news, listening to different songs with and without subtitles.

Conclusion. Thus, taking into account a global nature of the English language and its numerous varieties, we have proved the necessity to familiarize students with the basic approaches to their classification, develop students' understanding of the diversity of accents and dialects used by English-speaking communities around the world. An important point here is transfer from traditional English teaching to teaching English as a global language or *lingua franca*, with an emphasis on students' skills to communicate with the members of numerous English-speaking cultural communities that use historically shaped varieties of English. It was suggested to consider the theoretical and functional aspects of varieties of English in the context of one of the professionally-oriented subjects – “Studies of English-speaking countries”. The updated sections of the course syllabus, covering linguistic aspects of the subject, have been described. The types of classroom and out-of-class learning activities to develop students' intercultural communicative competence are suggested: brainstorming, conversation, discussion, explanation of a certain linguistic phenomenon or stylistically marked lexical units, analysis of speech fragments, oral presentation, writing articles, abstracts, essays, stories, etc.

An important direction of further scientific research is development, substantiation and experimental verification of the effectiveness of techniques and approaches to teaching varieties of English in the context of professional linguistic subjects.

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