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ENGLISH AS A GLOBAL LANGUAGE IN TEACHING *LINGUISTIC*
STUDIES OF ENGLISH-SPEAKING COUNTRIES TO FUTURE FOREIGN
LANGUAGE TEACHERS

In the period of social, political and economic globalization, rapid development of information and communication technologies, intensive educational, scientific and cultural integration of countries into the world community, the English language, as a *lingua franca*, facilitates communication and mutual understanding between people from various communities. Therefore, Ukrainian higher educational establishments face the necessity to consider the world-wide tendency of positioning English as a global (international) language, particularly in the professional training of future foreign language teachers. The difference is that the traditional teaching approach is aimed mainly at the development of students' ability to communicate with native British and American speakers, whereas in teaching English as a global language the emphasis is placed on the importance to develop students' awareness of the diversity of accents and dialects used by English-speaking communities around the world.

Relying on the scientific papers by the foreign linguists (J. Blommaert, D. Crystal, E. J. Erling, N. Galloway, D. Graddol, B. Kachru, T. McArthur, R. Phillipson, H. Rose, Ph. Seargeant, H. Widdowson and others) and Ukrainian researches (B. Azhnyuk, N. Pelagesha, O. Khomenko and others), available methodological instructions and the acquired teaching experience we aim at finding a way to introduce the theoretical and applied aspects of the English language varieties into a core language course syllabus. The object of research is a global English teaching approach in higher education. The subject of research is the way to introduce varieties of English into the syllabus of any professionally-biased language course for students majoring in English.

There are some efficient attempts made by foreign experts in this area. For example, N. Galloway and H. Rose suggest incorporating the plurality of English varieties into the *English for Academic Purposes* (EAP) course syllabus to prepare students for using English in the global context [1, p. 4].

Our idea is to do it within *Linguistic Studies of the English-speaking Countries* – a course which typically covers linguistic peculiarities of English in Great Britain, the USA, Canada, Australia and New Zealand. We have broadened the course syllabus taking into account the global character of English and the diversity of its forms. The following is a sample structure of the language-related module:

Theme 1. Varieties of English in the world. 1.1. The spread of English (Old English, Middle English and New English periods). 1.2. Classifications of English varieties. «World Englishes» and «World English». 1.3. B. Kachru's model of concentric circles (inner, outer and expanding circles) [2].

Theme 2. Regional English accents and dialects. 2.1. The notion of English accent. Received Pronunciation (RP), Brummie (Birmingham), Scouse (Liverpool), Cockney (London), Multicultural London English (MLE) and Geordie (Newcastle) as major English accents in the UK; Standard (General) American, Southern, New Yorker, Bostonian, Californian and Local Hawaiian as major English accents in the USA. 2.2. The notion of English dialect. Accent and dialect compared. Classification of English dialects: British Isles dialects, North American dialects, Australasian dialects. Social dialects (e. g. African-American Vernacular English). 2.3. Miscommunication between representatives of different English-speaking communities. Verbal, non-verbal and para-verbal components of intercultural communication.

Theme 3. Varieties of English in the studied English-speaking countries (phonetic, spelling, grammatical and lexical peculiarities). 3.1. British English. 3.2. American English. 3.3. Canadian English. 3.4. Australian English. 3.5. New Zealand English.

Theme 4. Varieties of English in other countries. Individual or group research project. Oral (PowerPoint) presentation. Discussion, analysis and evaluation.

Sufficient information background, audio- and video-materials for classroom and individual practice are available online. Here are some examples of such sources: Definition and Examples of World English (<https://www.thoughtco.com>), List of Dialects of the English Language, International Phonetic Alphabet Chart for English Dialects (Wikipedia), 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>) etc.

The following effective types of classroom and out-of-class activities, aimed at the development of intercultural communicative competence may be outlined: brainstorming, discussion, explanatory monologue, analyzing monologue, oral presentation, making up dialogues in the variety, acting out real-life communications, writing articles, essays and short stories, creating lessons for teaching someone the variety, translating texts from a dialect, explaining the meaning of stylistic devices.

Conclusions. The obtained learning outcomes and the majority of students' responses have testified to the efficiency and necessity of teaching varieties of English (such as English accents and dialects) in the context of its globalization. It has also been concluded that success of foreign language communication depends not on the mastered language forms but on the acquired intercultural communication skills. Further research may be aimed at finding efficient techniques and strategies of teaching English varieties to multicultural student groups.

References

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3. Kirkpatrick A. World Englishes: Implications for International Communication and English Language Teaching / A. Kirkpatrick. – Cambridge : Cambridge University Press, 2007. – 257 p.