

# **Global Simulation, a learner-centered, task-based approach to language and culture learning**

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CENTER FOR EDUCATIONAL RESOURCES IN CULTURE, LANGUAGE AND LITERACY

# WHAT IS GLOBAL SIMULATION?

- “... global simulation is simultaneously an approach, a set of classroom techniques, and the conceptual framework for a syllabus.” (Levine, 2004, p.27)
- Research support is strong

- SLA
- Cooperative
- Extensive reading
- Depth of processing
- Expertise

- Experiential learning
- Discourse comprehension processing
- Motivation attribution and interest



# GLOBAL SIMULATION CALLS FOR...

- The creation of a fictive yet culturally-grounded world with a space, characters, events, etc.
- Students to assume each a character and collaborate to create and animate the setting in which they live
- Contextualizing the activities that take place to bring life to the space students created
- An end which often takes on the form of a novel, a play, etc. in which characters and artifacts already produced may be reintroduced



# THE PURPOSE OF GLOBAL SIMULATION IS...

- Re-center instruction on the learner
- Promote more active learning
- Develop free-expression and creativity
- Foster true communicative competence in culturally meaningful and relevant contexts



# KEY CHARACTERISTICS OF GLOBAL SIMULATION

- Long term
- Global, what's in a word?
  - Entire range of authentic oral and written exchanges possible in and around the chosen space is explored.
  - Full gamut of curricular areas other than foreign languages are tapped into when needed.
  - Language skills but also practical skills (e.g., posting on a blog, etc.) and cognitive skills (goal setting, product archiving, leadership, etc.) can be promoted, and affective behaviors such as self-confidence and risk-taking can be fostered.

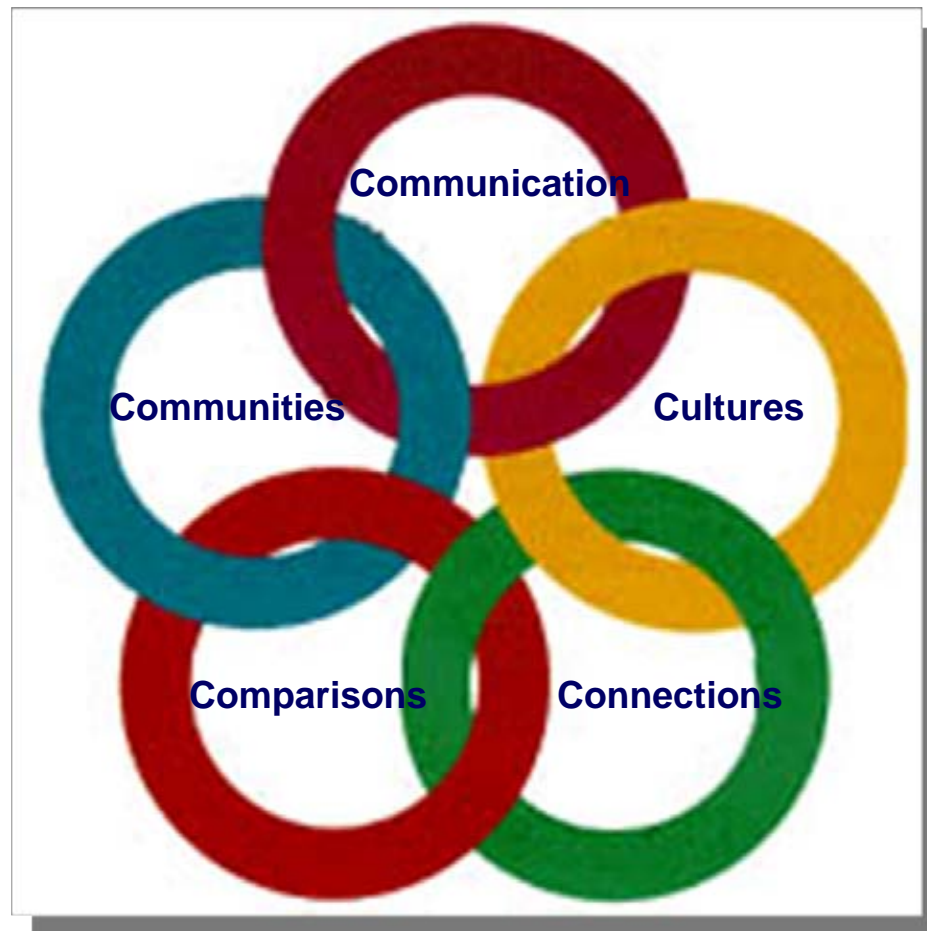


# KEY CHARACTERISTICS OF GLOBAL SIMULATION

- Phases and stages preceded and followed by briefing and debriefing sessions
- Teachers and learners as one with a focus on the learner

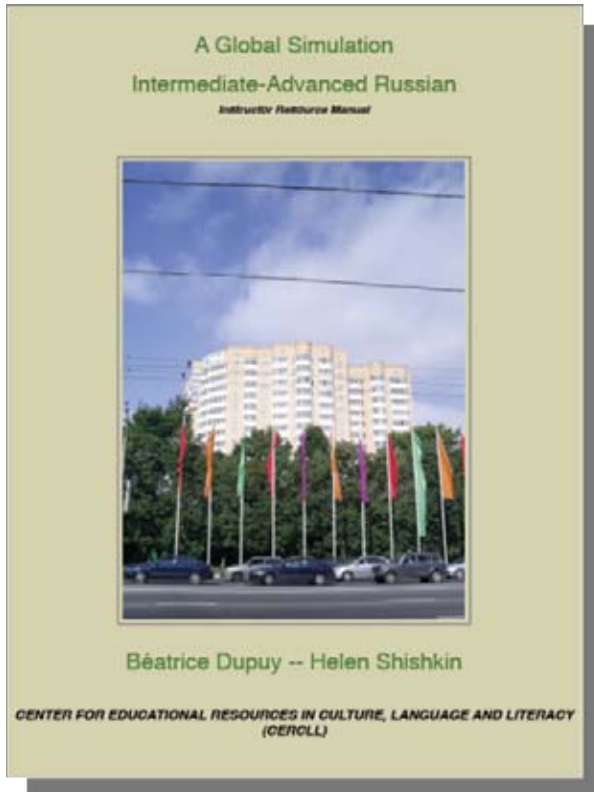


# GLOBAL SIMULATIONS AND THE 5CS



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# RUSSIAN GLOBAL SIMULATION



- Why this global simulation?
  - More general and adaptable
  - Greater opportunities to make connections with previous coursework done by students
  - The int. level, a time to focus on (Harlow & Muyskens, 1994)
    - Overall **self-confidence** in the language
    - Increasing **use of technology**
    - Reviewing **grammar structures**
    - Improving teaching of **writing**
    - Focus on **cultural knowledge**



# TECHNOLOGY IN GS

- Web for written, audio, and video resources
- Software for online communication and role plays (Skype)
- GoogleSketch for virtual apartment
- YouTube for video
- LiveJournal for GS blogging
- Course website with multiple resources (<http://members.cox.net/helensh>)






# DEVELOPMENT AND IMPLEMENTATION

- Level adjustment
- Technological problems with GS for Russian
- Setting up the stage
- Involvement



# SAMPLE STRUCTURE

- Getting ready
  - Going over vocabulary
  - Coming up with situations
- Role plays
  - Usually in pairs
  - Set up by instructor or by students
- Written part
  - LiveJournal entries
- “Debriefing”



1.2 The residents move in

Students assign the residents and their pets to the open units in the apartment building. Students indicate the following about the residents: age, sex, and nationality.

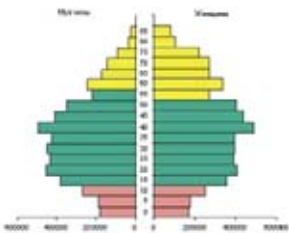
Example: In the large apartment on the first floor (just A) lives an old lady. She is the widow of an industrial magnate. She lives alone with two Persian cats and a parrot. To keep her company, she welcomes every year a study-abroad student. Her new host this year is Steve, an American student.

Activities and Implementation strategies

A. The demographics of Moscow. Time needed to complete the activity: 50 minutes.

To select identity and living arrangements, students will need to examine statistics. Students will be asked to provide the most common description of a Muscovite based on the data from the census conducted in 2002. To guide them through the activity, a question sheet will be provided with questions such as: What percentage of Muscovites have a family of 3? What are the 5 largest ethnic groups found in Moscow? What is the average amount of years of education in Moscow? etc. The questions will be answered in groups based on the materials provided by the instructor. Using this information, students will indicate what the demographics of the apartment building is likely to be with a brief rationale.

The following graph might be used to provide a quick overview of Moscow's demographics.



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# Sample Students' Assignments

- Written:
  - Страшный сон – random entry
  - Мой идеальный партнер – assigned topic
  - Объявления – assigned topic but their choice
- Oral:
  - Answering machine message
- Video:
  - Моя квартира





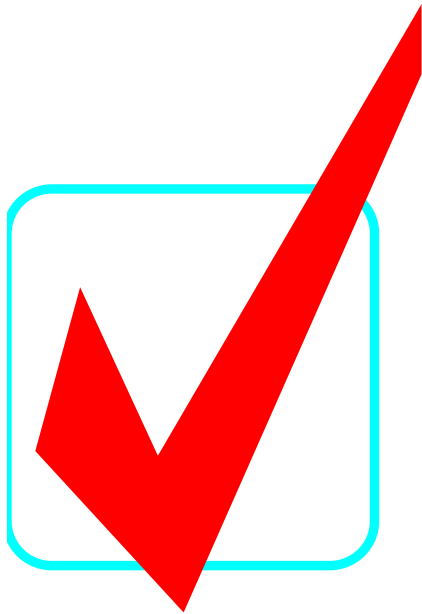
# BENEFITS OF GLOBAL SIMULATION



- Extension of the range of experiences normally made available to learners in the FL classroom “declassrooming the classroom” (Sharrock & Watson, 1985)
- Opportunities for learners to create their own communication realities rather than waiting for the teacher to provide them
- Richer and more authentic language than in typical teacher-driven classroom
- Larger quantities of input in the TL



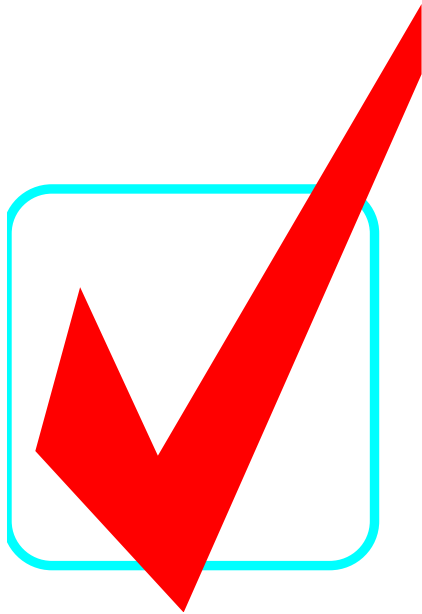
# BENEFITS OF GLOBAL SIMULATION



- Provide students with an appealing and relevant context, in which they make decisions, solve problems, negotiate and reach agreement, etc.
- Allow freer interaction which is itself more engaging
- Prompt students to practice a variety of communication strategies
  - Synonyms, circumlocution, gestures, etc when lacking vocabulary or structure for a particular purpose
  - Turn-taking



# BENEFITS OF GLOBAL SIMULATION



- Provide a relatively safe environment in which learners can try new behaviors without any serious effects on the “outside world”
- Involve some form and degree of re-identification which may encourage learners to elaborate new behaviors and take risk



# BENEFITS OF GLOBAL SIMULATION



- Have the ability to reflect the culture of the target language and thus help students with the cultural and social significance of the target language
- Promote learning through play: “simulation ... encourage adolescents and adults to once again play with symbols and enjoy themselves while learning” (Saunders & Crookall, 1985)



# DOWNLOAD PPT :

<http://cercll.arizona.edu/resources.php>

