GLOBAL

Bringing the World into your Classroom

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Why play “make-believe”?

Global simulations permit the creation of a fictional reality by starting with collective work in the classroom set into a specified universe that is populated by various imaginary characters. This fictional reality becomes more real than the snippets of concrete reality that are so often clumsily introduced into the language classroom. In a manner of speaking, global simulation gave rise to the pedagogical use of virtual reality in the classroom, ten years before it was considered.
ACTS OF COMMUNICATION

- act
- accuse
- advertise
- advise
- agree
- apologize
- approve
- ask (favor, help, info)
- blame
- brainstorm
- buy
- challenge
- command
- compare
- complain
- compliment
- compromise
- confess
- confide
- congratulate
- console
- contrast
- convince
- criticize
- debate
- defend
- define
- deny
- describe
- direct (activity, play)
- disagree
- discuss
- encourage
- exaggerate
- exclaim
- explain
- express (feelings, opinions)
- find fault
- flatter
- forgive
- greet
- guess
- imagine
- impersonate
- inform
- instruct
- interrogate
- interview
- introduce (meet, someone)
- invent
- invite
- joke
- judge
- justify
- lecture
- make plans
- make excuses
- meet
- motivate
- narrate
- nominate
- order material
- organize
- paraphrase
- persuade
- plan
- praise
- pretend
- promise
- promote
- quote
- rap
- recite
- remind
- re-tell
- return (merchandise)
sell
- sing
- solve
- suggest
- summarize
- survey
- sympathize
- tease
- tell
- telephone
- warn
- wish
- wonder
What are some examples?

- The Apartment Building
- “Turanville”
- The World Roundtable
- The Circus
- My family
- Les “œufants”
- ANY situation where the students can be IMMERSION in the setting
GLOBAL SIMULATION

MIDDLE SCHOOL

- Create a new family of which they are part
- Each student is responsible for:
  - decorating his/her bedroom;
  - providing pictures of his/her family and creating a “family album” related to a vacation that was shared;
  - the initial introduction is done using a visual portrayal of their interests and family members to facilitate speaking;

HIGH SCHOOL - Turanville

- Be a member of a fictional community:
  - Town: The town is an imaginary one – each class can create its own apartment building and interactions can occur intra-class as well as inter-class. The placement of the town’s components can be mutually agreed upon or assigned to groups of “residents”.
  - Mailboxes: Each apartment should have an accessible mailbox that students (1) check every day upon entering class; (2) use to turn in materials. Inexpensive shoe bags fulfill this purpose very well; they should be numbered for each apartment.
  - Roommates: students may opt to share apartments with other class members – they still need to pull identification materials separately and randomly AFTER they have decided to do so – their relationship will be determined by the details of their avatars.
conduct business
simulate TL situations
create and recite original works
inside-out interview (Answer-to-Question)
cross examination of a witness
add an adjective/adverb
speak for people in a photo commercials
discuss hot-topics
speak as an expert
nominate someone
mini-speeches
be positive, negative, contrary
conduct an interview
be interviewed
tell a joke

investigate and solve a mystery
relate a “fractured” fairy tale
tell a “progressive” story
mock trial of a literary character
produce news programs
create a soap opera
guess information (“I’ve got a secret”)
explain your feelings
wacky problem solutions (I always lose my socks; my dog keeps ignoring me)
wacky explanations (the dog ate my hw)
the “object” of the story (a story based upon an object shown by the teacher)
Family Feud (create and conduct surveys and then play game)
create an imaginary “adventure”
Encounters...

Prepared:
◆ Presentation of individual apartments
◆ Working with providers of services
◆ Based on a specific grammatical structure or precise vocabulary
◆ Description of an unidentified sound or smell

Unexpected:
◆ A meeting in the elevator or on the stairs
◆ The need of something or information
◆ Requesting help from a neighbor or the landlord
◆ Random meetings in a particular place
What remains constant...

- The choice of:
  - Profession
  - Age
  - Salary
  - Means of transportation
  - Pets
  - Apartment number (will determine the size of the apartment)
  - Nationality

- The creation of:
  - An identity card/passport
  - Appropriate certificates (birth, marriage, etc)
  - A family album
  - Some family “heirlooms”
  - Business/visiting/travel cards as appropriate
  - Checks/credit cards (necessary for paying the rent)
The Apartment Building: MATERIALS REQUIREMENTS:

✧ RANDOM Choice of:
  Profession
  Age
  Salary
  Means of transportation
  Pets
  Apartment number (will determine the size of the apartment)
  Nationality

✧ Creation of:
  An identity card/ passport
  Appropriate certificates (birth, marriage, etc)
  A family album
  Some family “heirlooms”
  Business/visiting/travel cards as appropriate
  Checks/credit cards (necessary for paying the rent)
5e ETAGE (jaune)

2 pièces
650 €
mansardé

1 pièce
400 €
mansardé

3 pièces
850 €
mansardé

3 pièces
900 €
mansardé

ESCALIER
ASCENSEUR
WHO IS DOING WHAT?
The teacher has multiple jobs:

- to be the gamemaster;
- to create and maintain the “reality”;
- to predict the distribution of collective work, in subgroups or individually;
- to set up the classroom area in order to permit varied activities: i.e. space for role-playing, and the posting of student-created materials;
- to supervise activities without directing them;
- to describe the formation, sharing, and conservation of materials created;
- to prepare specific activities for oral work;
- to propose complementary documents to the simulation;
- to help in the correction of written work;
- to correct, without interrupting, oral work;
- to evaluate certain of the materials created;
- to remain vigilant of the dynamics of the group and subgroups;
- to create situations based upon the “lives” of the participants;
- to tie the activities to the personalities and lifestyles of the participants.
Decide what your goals are for the simulation
Decide what kind of simulation you want to create and where you want it to be located
Decide how to have your students choose their personal information
Align the activities and materials to your curriculum
Decide how you will assess performance in each of the skills
Organize yourself so that it is easier to keep track
How to keep track of all this?

✓ Names that reflect the students’ names
✓ Photos of avatars for everyone and the teacher
✓ Wearable badges
✓ The layouts of each floor and apartments
✓ Color-coding of floors
✓ Notebooks for each floor
✓ Envelopes for each “resident”
✓ “Helpers” to aid in the set-up and breakdown
✓ Time limits for work submission
✓ Use the students as “timekeepers”
<table>
<thead>
<tr>
<th>APT #</th>
<th>STUDENT'S NAME</th>
<th>AVATAR</th>
<th>AGE</th>
<th>NATIONALITY</th>
<th>MARITAL STATUS</th>
<th>PROFESSION</th>
<th>SALARY BY MONTH</th>
<th>FAMILY</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mme Narut</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mark Jones</td>
<td>Alain Laurent</td>
<td>48</td>
<td>French</td>
<td>married</td>
<td>teacher</td>
<td>1900</td>
<td>wife: Marie</td>
<td>son: Luc, 4</td>
</tr>
<tr>
<td>3</td>
<td>for rent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Puppy</td>
</tr>
<tr>
<td>4</td>
<td>Jane Appleton</td>
<td>Appoline Claire</td>
<td>30</td>
<td>Japanese</td>
<td>widow</td>
<td>electrician</td>
<td>300</td>
<td>Husband: Paul, 80</td>
<td>parrot</td>
</tr>
<tr>
<td>5</td>
<td>Erin Jones</td>
<td>Elise Garnier</td>
<td>70</td>
<td>American</td>
<td>married</td>
<td>waitress</td>
<td>1,500</td>
<td></td>
<td>tropical fish</td>
</tr>
<tr>
<td>6</td>
<td>for rent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Vanessa Michaels</td>
<td>Valérie Couture</td>
<td>59</td>
<td>Portuguese</td>
<td>divorced</td>
<td>entrepreneur</td>
<td>3,400</td>
<td>granddaughter Suzie, 7</td>
<td>1 cat and 3 kittens</td>
</tr>
<tr>
<td>8</td>
<td>Alex Martin</td>
<td>Jean-Luc Martin</td>
<td>61</td>
<td>Greek</td>
<td>engaged</td>
<td>detective</td>
<td>2,700</td>
<td></td>
<td>puppy</td>
</tr>
<tr>
<td>9</td>
<td>Luisa Gomes</td>
<td>Giselle Mercier</td>
<td>40</td>
<td>Spanish</td>
<td>single</td>
<td>baker</td>
<td>2,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ENJOY YOUR ADVENTURE !!!