
THE TEACHING OF ENGLISH IN ITS INTERNATIONAL SETTING WITH SPECIAL REFERENCE TO GLOBAL FACTORS

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Abstract: Spoken internationally English broke down the borders between the countries of the world, connecting the continents in the world wide web to become the first global language for communication attracting all spheres of human life and work. English language needs are becoming more and more demanding, and factors that determine its place are reflected on a global scale. The development of the world's internet and mobile technologies is "bringing" people closer, and communication removes barriers of all shapes and types. The differences between introverts and extroverts lose a significant difference in the global communications network. The feeling of shame in addressing the masses of people is lost and replaced by the need to finish the job successfully and with reward.

The international context of English usage in the global world reflects on the needs of teaching English in schools and at university. Learning replaces knowledge, and global life-threatening factors have a significant effect on cognitive processes. In this paper, we will deal with the factors of climate change and the spatial environment of institutions in which foreign, English, language skills are acquired and knowledge developed. The factors will be analyzed from the methodological point of view.

Keywords: international English, global life-threatening factors, cognition

1. INTRODUCTION

English at the dawn of the 21st century started to heavily establish and develop its position as an inevitable leading instrument in public life of all people around the world regardless of the differences in race, the color of skin, religious orientation or political affiliation. We could say that the freedom given to a person in the 21st century is the freedom to use English in order to present an individual with knowledge and skills to other professionals all over the world. The aim is to provide working conditions that ultimately earn a good income to the individual and profit for the company. "Time is money" and the speed at which it is communicated around the world today allows minimal time wasted for maximum work success.

Globalization, on the other hand, is taking its toll. It is designed to bring down national borders and connect people and their equity, no matter what part of the world they live in. This type of networking increases the wealth of already-wealthy families. Business becomes networked as lives of people started to network through social media like Facebook or LinkedIn. The system of globalization is meant to achieve the goal in a profitable business in the real world. It has become the imperative of the 21st century.

Globalization has brought about climate change and environmental awareness is not in the first place of interest. The protection of the natural environment of man has been left in negligence. The more industrialized is the country, the more dangerous the life-threatening factors are – climate change consequences (Kellogg & Schware 2018, Thuiller et al. 2011, Kaufman 2019) put working and living conditions at risk and become ruinous to human health (Myers et al. 2018).

In this paper, we will highlight the psychological problems and changes in the personality of students in schools and colleges that they experience today thanked to the aforementioned factors of climate change and environment. According to the research of psychologists, we talk about indiscipline among students, disobedience of everyday tasks and duties, unwillingness to follow the classroom teaching with interest, etc. Student cognitive activities are slowed down as well (Sinatra 2011, Martha et al. 2017).

In the paper, we will consider the climate change and spatial environment – the setting of exterior and interior as the factors that influence a student's personality. The methodological approach to the discussion is based on the theory of behaviorism in which it concludes.

2. ENVIRONMENTAL SETTING AND ITS PSYCHOLOGICAL INFLUENCE ON STUDENTS

The alienation of man from nature is reflected in the construction of schools and universities in the central zones of cities.¹ There is usually no greenery near the building, while the interior space - classrooms, laboratories, hallways, and social activities rooms of students are usually equipped with mandatory furniture. This is the picture seen in many cities around Europe. Research has been done in various European cities regarding the psychological impact of greenery in the exterior and interior of teaching institutions. The idea is to demonstrate and prove that the cognitive effects of learning and teaching are being stimulated and qualitatively better knowledge of students' is achieved when exposed to the greenery within their environment. "A large body of evidence shows that interaction with greenery can be beneficial for human stress reduction, emotional states, and improved cognitive function. It can, therefore, be expected that university students might benefit from greenery in the university environment" (van den Bogerd et al. 2018, p.1).

The school environment with greenery, flowers, and trees contributes to the freshness of the workspace, and students show a positive attitude towards teaching. Senses are influenced by colors and scents whereas freshness of the interior comes from plants, water, mountains, etc. because they stimulate adrenaline which manifests itself in the feeling of pleasure and happiness. Therefore students in such setting of school space show better interest in teaching and learning.

Negative effects of the aforementioned environmental factors (Ehrenreich 2017) are brought about by globalization. "The influence of the urban city on disease risk seems certain, ranging from air pollution and noise to crowded living, problematic peers, and generally enhanced stress" (Ehrenreich 2017, p. 662). Effects of globalization are manifested through climate changes with high fluctuations of temperature, high humidity, and varying air pressures. Climate change brings great psychological problems, also affecting human health. Students in schools and at university suffer from these factors: attention is poorly maintained, movements are slowed down, and cognitive processes become slow, as well. The time needed to acquire and develop knowledge becomes prolonged. Various disturbances from the outer world such as noise, air pollution, the layout of the interior of teaching space, the furnishing, etc. jeopardize active learning in the classroom and real world. Several research projects (Dong et al. 2018), proved that learners easily lack concentration, motivation, and interest if physical conditions of the environment are in misbalance, particularly when combined with changing climatic conditions. The interrelations between learners, their behaviors and characteristics of the immediate environment are the factors that determine success in teaching.

Cold climate, for example, with cold and freezing days or classes taking place in extremely high daytime temperatures influence students to develop negative psychological feelings; students become unsatisfied and unhappy with teaching classes. The outcome is their lack of success in receiving the expected knowledge.

The impact of climate change, as we have pointed out before, attacks a person's psychologies and support psychological changes in personalities (Gilford et al. 2011, p.440). This impact is manifested through insecurity, aggressiveness, lack of moral control, laziness, inertia, etc. Climate change and weather conditions vary in quality and quantity. Climate change is considered a factor which makes a great influence on a person's temperament.

To conclude, students' learning needs conform to their care-taking environment that provides conditions for healthy physical, humane and affective social context of teaching and learning.

3. IMPLICATIONS OF CLIMATE CHANGE TO STUDENT'S BEHAVIOR TOWARD LEARNING ENGLISH AS L2

The environment has two components: *abiotic* and *biotic*. Both abiotic and biotic environment interact. Man is inextricably linked to the inanimate and living nature and his behavior in a particular environment depends on the above relations. Today, there is an increasing *anthropogenic* factor, which threatens the living and working space. Anthropogenic factors mean changes in the biosphere caused by man to change the living conditions on Earth. This is considered the life-threatening factor.

Air pollution and smog, which comes from traffic, slow down the process of thinking and reduces the student's ability to remember and store the data and information he receives in class. Students lose confidence to make quick decisions and think creatively.

¹ The multidisciplinary *City Centre* Campus in the very heart of Helsinki or School of Journalism, Media, and Culture – Cardiff University located in the city center, London University in the heart of London, faculties located in the heart of Belgrade, etc.

The fundamental principle of teaching a foreign language is to "encourage students not only to recall facts and to think critically or creatively about the content of the subjects they learn but to think wisely about it, too" (Halpern 2001).

Therefore, ecological influences accompanied by climate change are factors that can diminish or increase the quality of learning and production of knowledge (Baum et al. 1978). Mark H. Bickhard points out environmental conditions that have an impact on individuals in two ways: micro-genetically and developmentally. This author believes that these influences are transmitted through information generated in space and transmitted to the minds of individuals.

4. THE IMPLICATION OF AMBIENT STRESS TO NEURO-COGNITIVE LEVEL

At the cognitive level, if the student is under chronic stress due to ambient noise, or classroom indiscipline, psychologists proved that mental abilities, such as attention and cognitive flexibility, will be compromised to the level of reduced ability to process new information, as required from the student in the class. Constant distractions in and out of the classroom lead to a degree of frustration. Obedient, disciplined and cognitively capable student, to receive an adequate amount of knowledge, must find a way to relieve himself of stress.

"In the classroom, the neurocognitive problem is quickly transferred to academic difficulties." (Wexler et al. 2016). It is difficult for a student to maintain concentration in class because emotions and fears overcome him and the nervous system becomes overstretched. As school material becomes more complex through teaching, the student is increasingly lagging in mastering the material. The consequence is that he loses confidence and his attitude towards school and education receives a negative note. Stress accumulates and behavior becomes problematic. Finally, the stress in the classroom is followed by punishment, poor concentration and, consequently, such a relationship to teaching continues throughout the time spent in school.

Robert F. Anda (2006), a physician at the Centers for Disease Control and Prevention, and Vincent J. Felitti (2006), a founder of the Department of Preventive Medicine, identified 10 categories of childhood trauma that develop in severely dysfunctional school settings. They stated that the number of traumas that children went through since early childhood is correlated with the consequences of these traumas in adulthood when former traumas turned into serious disease. The consequences of stress can be catastrophic in the later life of the student.

Self-determination theory, which comes from two 1970s authors, Edward L. Deci and Richard M. Ryan of Rochester University, is based on the argument that the actions that people take are driven largely by their motivation to meet basic biological needs and respond very strongly to rewards and punishments. Ryan² had the view that motivation came not only from material sources but in most cases from pleasure and happiness inside the individual. This kind of motivation is called internal. The aforementioned psychologists have identified three key needs of students: the need for competence, the need for autonomy, and the need to enter into personal and relationships with other people.

Good organization of teaching must involve consciousness for most humane environmental setting and the knowledge about inter- and intra-linguistic needs of students. Senses should be satisfied to achieve learning goals in education. Student's sensitivity to the "world around them" is changing and becoming more significant today. The teacher is also engaged in developing student's adaptability concerning the space and environment of the school where the classes are organized. Student's awareness of the need to protect the space around and within the school is emphasized through teaching materials and under the guidance of teachers. To obtain an obedient, disciplined and cognitively capable student, the teacher in collaboration with the students, finds the way to perform a physiological and neurological adaptation of all factors of teaching.

5. METHODOLOGICAL IMPLICATIONS

The model of teaching, which includes the interaction component between the ecological space, on the one hand, and teachers and students, on the other, can be called the teaching model of the "serve-and-return approach". The name was partly based on the idea of a researcher at the Harvard Center for Child and Student Development. "The inclusion of environmental education in English language teaching will enable students to enhance their skills and abilities for critical thinking and at the same time contribute to their language development, as environmental issues such as global warming and energy crisis are of particular interest in the present" (Stavreva-Veselinovska & Kirova 2013, p. 1068).

² About Ryan's intrinsic motivation see <https://www.apa.org/members/content/intrinsic-motivation> Deci and Ryan developed the Self-Determination Theory of motivation, toppling the dominant belief that the best way to get human beings to perform tasks is to reinforce their behavior with rewards.

Teaching theorists believe that the choice of teaching materials should be determined about whether they encourage a student of advancing knowledge in the field of ecological space and the impact of climate change on the behavior and psychological state of man. Education in this sense will help to improve the attitude towards acquiring and developing knowledge concerning the protection of immediate teaching and learning environment. Thus, for example, English language teaching materials should include texts that would lead students in developing and enhancing knowledge of the psychology of the spatial environment, the impact of climate change, and the importance of natural surrounding on the behavior of students in the school.

6. CONCLUSION

The physical conditions of the workplace reflect its impact on active learning and particularly when accompanied by various disturbances from the external environment such as noise, air pollution, temperature, and air pressure variations, etc. Similarly, the equipment of the workspace with inadequate furniture, can affect student's anxiety and provoke unhappiness in the school space. The physical appearance of the classroom and the school environmental condition may affect student concentration, motivation, and interest.

The social context of the space is another variable in the findings that prove the unsatisfied attitude toward teaching. Involvement of too many students in the classroom and heterogeneity of student's level of knowledge can be reflected on his inappropriate behavior.

Effects of climate change are manifested on the student's temperament, which in later circumstances lead to varieties of degrees of satisfaction and success with education.

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