

‘ELT for a Global World’



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Global Issues through ELT

A seminar course for MA in ELT
students

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Session 4

The power of 'outrospection'

Session overview:

- In this session we will reflect on the meaning of 'outrospection'.
- We will continue to think about how to integrate 'awareness raising' moments with teaching English
- We will also try out a 'Reverse Quiz' as a way of introducing a global perspective

What do *you* think?

Group discussion

In small groups, share your comments about the presentation you listened to for today. What are your views on 'outrospection'?

Then discuss how 'outrospection' can complement introspection. What could be the benefits?

There should be a note-taker in each group jotting down key ideas.

Plenary follow-up 1

Note-takers report back on the key ideas emerging in each group. In addition, the following points might also trigger further discussion:

- Empathy museums could enable us to put ourselves into other people's shoes.
- How would you design an empathy museum?
- What would an empathy museum contain and how would it work?

Opinion line

Agree or disagree?

Humans only feel empathy towards individuals

“Even though it might seem like I empathise with the whole group of refugees who had to sleep in Keleti for several days, the only way I can feel real sorrow and be really touched is looking at one single family; maybe even one girl or a mother, and imagine their days in detail. How they get up, what they eat, what could their house be like back at home.” (Eszter)

Opinion line: follow-up stories

Initiate a short discussion by asking students why they are standing in any one particular place in the opinion line.

Ask them to come up with personal stories / anecdotes to illustrate their position.

Encourage the listeners to ask follow-up questions.

The world around us: reverse quiz

Part 1

The following names and numbers are the response to some quiz questions. In pairs come up with the appropriate questions. There can be more than one correct answer:

1/ 71 %

2/ 7

3/ Around 200.

4/ Mount Everest.

5/ The Nile.

6/ Russia.

The world around us: reverse quiz

Follow-up discussion

- **What are the advantages of doing a reverse quiz?**
- **Imagine you've just done the previous reverse quiz with a class of 9th graders. How could you follow up the activity?**
- **What other topics could provide content for a reverse quiz?**

Reverse quiz with educational content

Make your own

- 1. In groups of threes, come up with your own reverse quiz. Choose a topic, and write 3 sample question and answers.**
- 2. Each group reads out the answers, the rest of the class guesses the question.**
- 3. What would be an appropriate follow-up home task after each quiz?**

‘Educational moments’ in the ELT class

Making global issues a regular feature

Our main job as teachers of English is to teach the language. However, we can integrate ‘educational moments’ into our teaching. It might be a good idea to have a sign or a symbol for such ‘moments’, i.e. tasks and activities.

This could be a **world map, the globe, a sign** (e.g. saying ‘Think global, act local’) etc. Drawing attention to this sign would highlight that global issues are a regular feature for the class.

Sessions 1-4: taking stock

- How does the article on 'Outrospection' relate to the 'Reverse Quiz' activity?
- What other activities have we done so far which can encourage outrospection?
- What student projects can encourage students to widen their horizons?
- What is one idea you want to think more about?

Homework for next time

Read an article entitled: 'Bringing Creative, Critical and Compassionate Thinking into ELT'.

Here is the link:

<http://www.hltmag.co.uk/apr15/sart06.htm>

Bring one question that the article raised for you and that you would like to think more about.