‘ELT for a Global World’

Global Issues through ELT

A seminar course for MA in ELT students

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Course Overview: aims

- The aim of this course is to show how English language teaching can be combined with wider educational aims, such as the following:
  - Bring real-world issues into the classroom
  - Encourage teachers to ‘care global, teach local’
  - Familiarize teachers with some relevant resources and task types
Course Overview: main topics 1

1. What are global issues?
2. The teacher as educator
3. Real world issues and social responsibility
4. The power of *outrospection*
5. Creative, compassionate and critical thinking
6. Developing compassion through ELT
7. Introducing *Special Days*
Course Overview: main topics 2

8 Calendar of Special Days
9 Planning lessons around Special Days
10 Additional resources
11 From active learners to active citizens
12 Feedback and reflections on the course
Course Overview: core reading and resources

• [http://gisig.iatefl.org/elesson-inspirations](http://gisig.iatefl.org/elesson-inspirations)


• Krznaric, R. (2012) *The power of ‘Outrospection’ RSA Animate talk* [https://www.youtube.com/watch?v=BG46IwVfSu8](https://www.youtube.com/watch?v=BG46IwVfSu8)

• Pohl, U. and M. Szesztay (2015) ‘Bringing Creative, Critical and Compassionate Thinking into ELT’. Humanizing Language Teaching [http://www.hltmag.co.uk/apr15/sart06.htm](http://www.hltmag.co.uk/apr15/sart06.htm)
Session 1 : What are Global Issues?

Challenges, trends, changes, pressing concerns facing humanity. They are global, i.e. they cut across country boundaries, though they don’t affect people the same way in different parts of the globe. Some of us are privileged enough to live in places where we don’t experience their immediate adverse effect. The default mode of our day-to-day existence pushes them to the periphery of our consciousness.
Think, Pair, Share

- Individually: write down what in your opinion are the Top 5 global issues.
- In pairs: turn to your partner and talk through your lists. Note what is common and what is different.
- As a whole class: let’s share what you came up with and put on the board a collective brainstorm.
Video Clip: pre-viewing task

*Setting the scene*

We will now watch a short clip produced by Canadian college students. It is the outcome of a class project for a course called ‘Global Issues’. As you watch, compare our class brainstorm of global issues to the ones mentioned in the clip. What are the overlaps? And the differences?
If I could change the world ...

https://www.youtube.com/watch?v=wuRURJ9E3iQ
Focus on key lexis 1

What does each lexical item mean? Can you paraphrase or come up with a synonym?

destruction / ice-caps melting / heat waves / flood / drought / tsunamis / rising gas prices / skin cancer / animal extinction / exploitation of resources / poverty / racial inequality
Focus on key lexis 2

What does each lexical item mean? Can you paraphrase or come up with a synonym?

Aids pandemic / health care / government / corporation / scientist / journalist / computer geeks / volunteers / people with vision / donate / carbon footprint
Video Clip: after viewing 1

Follow-up discussion

Here is a line from the clip we just watched:

‘A ripple becomes a wave’.

What does this mean, in your view?
Can you find evidence from your own experiences, or think of historical examples?
Video clip: after viewing 2

Follow-up debate

Motion:

‘Finding out what’s happening in the world is pointless and depressing.’

Optimists (against motion) and Pessimists (for motion) have 5 minutes preparation time.
“Care global, teach local”

*Individual reflection*

Take a minute to reflect on the above slogan. It is a play on the popular saying: ‘Think global, act local.’

- What does it mean to you as a future teacher of English?
- How could you put it into practice in the Hungarian context?
Focus on the Hungarian context

Whole-class discussion

• How aware are Hungarian secondary school students of global issues?
• What are the main global issues directly influencing Hungary at the moment?
• What can English teachers do in order to raise awareness of what’s happening in the world?
Focus on methodology 1

The uniqueness of English as a school subject

• How does English differ from other school subjects?
• What is the ‘content’ of English?
• What were some of your favorite topics during English classes at secondary school?
Focus on methodology 2

English differs from other school subjects as it has no specific content. Lexis, grammar, reading, writing, listening, speaking can be introduced and practiced through a variety of themes and topics. This makes it possible to bring real-world issues into our classrooms.
Why learn English?

The main aim of secondary school students in Hungary is to become effective communicators in the foreign language.

Communication can relate to everyday situations, such as buying a ticket, ordering a meal at a restaurant, or refusing an invitation politely.
Why learn English?

Communication also involves exchanging ideas, expressing opinions, taking part in discussions. Content related to real-world issues is suitable for meaningful discussion. Students can engage in intellectual debate and discussion in the classroom on important issues – and this will enable them to engage in discussion outside the classroom, as well.