‘ELT for a Global World’

Global Issues through ELT

A seminar course for MA in ELT students

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Focus on key lexis from the Kip Cates article: 1

In pairs talk through what each lexical item means. Take turns paraphrasing, saying it in your own words:

1 treat stg trivially
2 opinion poll
3 viable solution
4 acid rain

5 raise funds
6 human rights
7 conflict resolution
8 displaced people
Real-world issues and social responsibility

Focus on key lexis from the Kip Cates article: 2
In pairs talk through what each lexical item means. Take turns paraphrasing, saying it in your own words:

1 refugee camps
2 preventable disease
3 astronomical rate
4 violate human rights

5 profit-hungry
6 poverty-stricken
7 throwaway lifestyle
8 consume resources
What do you think?

1 Write a short response to the following quote taken from the article:

“American youth have little knowledge of other cultures and little interest in global issues, two-thirds of British people have stereotyped images, racial prejudices, and limited knowledge about third world countries, and 38% of Japanese youth say their life goal is to get rich.”

Discuss your ideas in small groups.
What do you think?

Follow-up group discussion

In the same groups, share the one idea you would like to think more about raised by the article. Make sure everyone is listened to.

Then discuss the meaning of a ‘socially responsible global citizen’. How does one become more socially responsible?

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

Group feedback
The note-takers from each group present the key ideas, questions which have emerged.

Whole-class follow-up discussion
The group or the teacher chooses one or two emerging themes worthy of further discussion.
What’s happening in the world?

One way of bringing up-to-date, real-world issues into the classroom is to give tasks related to current affairs and daily news.

However, the language level of our learners can make it inappropriate to use news articles from most on-line papers and magazines.

There are several sites with daily news developed specifically for English language learners.
News in levels

News-in-levels was developed specifically for learners of English. It presents each news item in three levels:

• Level 1: uses very simply English and avoids all complex grammatical structures.
• Level 2: for lower-intermediate users. Difficult vocabulary items are bolded and explained.
• Level 3: news items with no simplifications
News in levels: practical ideas

Groupwork

*In groups of 3-4 have a look at the news in levels site: [http://www.newsinlevels.com/](http://www.newsinlevels.com/)*

Think about how you could use it in your teaching to complement using a coursebook.

- What age-group is it appropriate for?
- What could be the language learning aims?
- What could be the wider, educational aims?
News in levels: practical ideas

Plenary discussion after groupwork

*Each group presents their ideas. Possible points to add might be:*

- This resource can support differentiation – the whole class might work on the same news items with weaker students getting a lower level text
- Students can get tasks which integrate the skills of listening, reading and speaking
News in levels: practical ideas

Plenary discussion after groupwork

*Further points to add might be:*

Students can be assigned different news items as homework and prepare to be the news presenters. Then in class students can take turns being the announcers and reading out the news. The news can even be repeated, e.g. 8 o’clock news, 10 o’clock news.
“In Brazil, a mudslide killed four people after it buried two houses and eight people. A grandmother was one of the people who died and who managed to save her granddaughter by throwing her arm over her. People cannot go back to their homes because of the risk of more mudslides and landslides. Sadly, mudslides are becoming more common in Brazil because of the growing frequency of floods, high winds and storms.”

What could be some follow-up tasks for an intermediate group of learners?
Homework for next time

Listen to this RSA Animate talk called ‘Outrospection’:
https://www.youtube.com/watch?v=BG46lwVfSu8

Then write a two-paragraph comment:
• What is the essence of ‘outrospection’?
• In what way can introspection help us to understand the world?