The world in the classroom: the classroom in the world

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Power: of humans, nature, global issues & teaching

Tree ‘crown shyness’
Chinese dam ‘stealing time’?
Why bring the world into ELT?

1st reason: BRAINWASH LEARNERS
2nd reason:

Teach more via CLIL (content – language – integrated learning)
Would you?

racism    bullying    depression
greed    deforestation    organ trafficking
transgender    gender    capitalism
consumerism    poverty    waste
politics    environmental destruction
hate    apathy    fundamentalism
extreme weather    sustainability
feminism    slavery    fossil fuels
inequality    drugs    religion
But hang on a minute .....!!
Publishers don’t like:

P - politics
A - alcohol
R - religion
S - sex
N - narcotics
I - -isms
P – pork

WHY NOT??
Teachers / students / managers might say you shouldn’t bring these topics into class because......:

“It’s boring!”

“It’s too political!”

“I don’t know anything about it!”

“It’s dangerous to talk about!”

“It’s too heavy – we only need light, fun topics in class!”

“It might upset people!”
3rd reason:

Steve Brown’s Emancipation Continuum
The Emancipation Continuum – Steve Brown, Glasgow

Disem-powerment
‘Don’t upset the status quo’

Indoctrination
‘Do what people expect you to’

Empower-ment
‘How to succeed within existing power structures.’

Emancipation
‘Critically evaluate current structures to create change.’
Is Freire’s Critical Pedagogy still relevant?

Has ‘empowerment’ been taken over by management-speak?

Is education inherently dangerous?

Can you impose emancipation?

In ‘transformative learning’ who is transforming who?

Can / should we emancipate through participatory practices?

Questions ...
Reflect / Reflect ESOL

Participatory tools and techniques:

• **Tree** – causes and effects of teacher strike

• **Iceberg** – bad treatment at local doctor’s

• **River** – their journey to the UK

• ‘Chapati’ (Venn) diagram – power structures

http://www.reflect-action.org/reflectesol
Reflect ESOL in class:
It’s 2017!

Interlinked, connected world

We have to engage learners in the real world to guide them, passionately share our concerns with real world issues through personal authentic interest

4th reason:
"Record number of British people have no religion: 53%"
British Values

• democracy
• the rule of law
• individual liberty
• mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
Most important here in Hungary:

1. No Poverty
2. No Hunger
4. Quality Education
6. Clean Water and Sanitation
7. Affordable and Clean Energy
13. Climate Action
14. Life Below Water
16. Peace, Justice, and Strong Institutions
How to start:

‘invite’ someone real into class

Who?
If .......... (about past time)
If .......... (about future)

Trump
And ... with lower levels ...

I like you because ...

I don’t like you because ...
What’s the ‘naughtiest’ thing you’ve ever done? (or the one you’d admit to in an interview)
Rank my list of ‘naughty things’:

a) Marrying a Brazilian I hardly knew so he could get a visa

b) Eating meat for more than 25 years

c) Driving to work when I could take a bus

d) Smuggling 30 kilos of coffee from Vienna to Dubrovnik in the 80s when I was a tourist guide ... several times

f) Eating some chocolate at work last week

e) Flying far too much
What’s ‘naughtier’?

- Running through wheat fields as a child
- Selling arms to Saudi Arabia
- Cutting benefits to people with disabilities
- Refusing entry to child refugees with family in the UK
Or start with a ‘Special Day’ lesson:
eg. Earth Overshoot Day?
World Water Day? etc
See: gisig.iatefl.org
Global issues in Grammar teaching

a) Big bold authentic contexts
- Rana Plaza
- Women and the Veil

b) pronoun dictation
Dictation: put a pronoun in the gaps

1. ...a... has just been promoted to Director
2. ...b.... took a small chocolate and giggled ‘How naughty of me!!’
3. The primary school teacher opened the door. Then ...c... called the children in.
4. With great pride ...d..... showed the family the new table ...e..... had spent days making.
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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5 initials of people ...

**in the world:** DT, ASSK, TM, BO, L

**in the country:** CO, CJ, SA, RP, CC

**in the room:** MS GF, MH, BP, LH

**in my head:** JS, LR, MR, OP, MP
Global issues in skills development

Fairy tales:
- choose a favourite
- discuss stereotypes
- re-write in groups with no stereotypes or clichés

Katharina Groeblinger, Vienna
‘Silent discussion’

Margarita Kosior
Tweets to summarise class/news/articles and raise awareness

Email politicians to change something: www.writetothem.com

‘Guerilla’ notes/letters for people to find to make them happy

Writeapisoner.com
Speaking

PMI

Plus

Minus

Interest

(Edward de Bono)
Receptive skills:

Listening:
- TED talks

eg. ‘Ecocide’ Polly Higgins

Reading:
- eewiki.newint.org
And in pronunciation: ‘radical phonology’
What’s really really important? - so important that you’d write it on a protest banner and chant it
<table>
<thead>
<tr>
<th>Indoctrination?</th>
<th>Useful?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>B</strong></td>
</tr>
<tr>
<td>‘the very vain vole’</td>
<td>‘Equality for women now!’</td>
</tr>
<tr>
<td>‘I’d like a Pepsi please’</td>
<td>‘Female genital mutilation is wrong – stop it’</td>
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<tr>
<td></td>
<td>‘Fracking affects our water!’</td>
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<tr>
<td></td>
<td>‘Some people are gay – get over it!’</td>
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</table>
Teach English + global issues = ?

Learners learn more, faster?
Revolutionise the world?
Learners better prepared?
Higher level of active engagement?
More involvement in English outside class?
Global connections:

WHY COMICS?

POSITIVE
NEGATIVES

Think Global
Learning for a just and sustainable world

The Hands Up Project
World into class > class into the world

Art
Stories
Project work
News
Social media
Mull (Map of the Urban Linguistic Landscape)

Organisations:
• AVAAZ
• 38 degrees

Music
Sport
‘The Mountain’
Can’t:
- go to school
- touch food
- cross rivers
- talk to men

TABOO!!

Iran: 48% of girls believe menstruation is a disease
Dare to bring the world into class:

dead or alive?