

Beyond a Coursebook: Global Issues in an English Classroom

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Pilgrims

ELT Forum, Bratislava, June 2019

CLIL as a method



to be used in any situation
where non-linguistic content
is merged
with a foreign language
in or outside the classroom

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‘soft’ CLIL

done in a language class

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Ball, Kelly, Clegg (2015)

‘soft’ CLIL

**done in a language class
by a language teacher**

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Ball, Kelly, Clegg (2015)

'soft' CLIL

done in a language class
by a language teacher
needs to be **subject-driven**

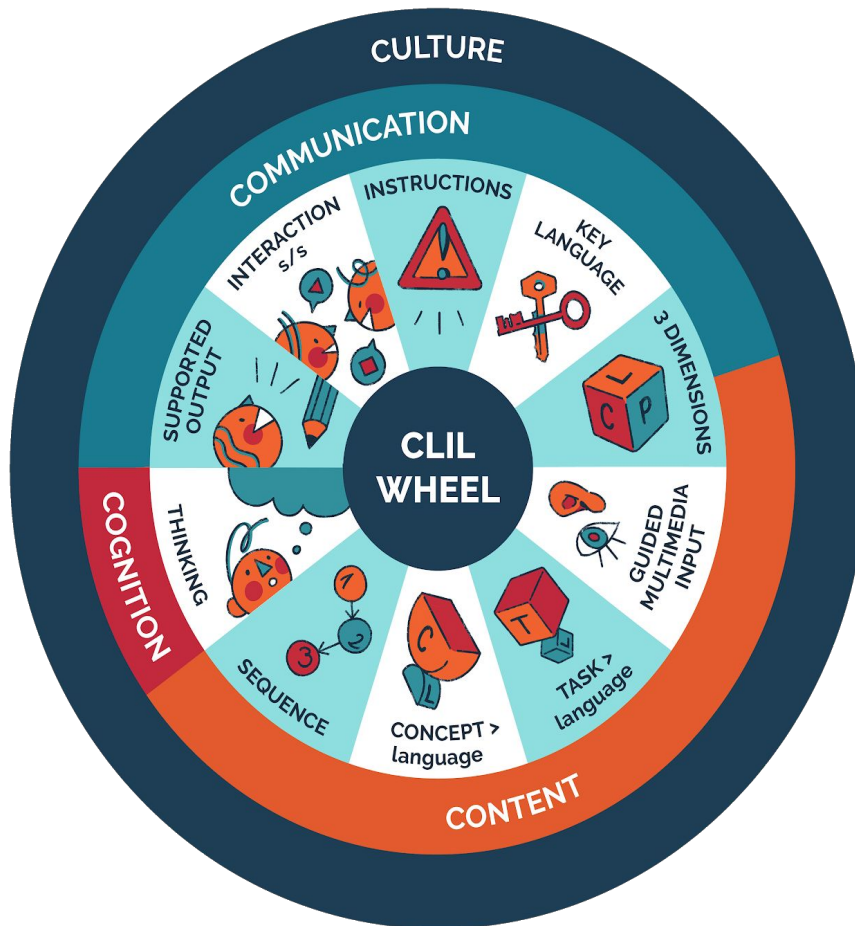
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Ball, Kelly, Clegg (2015)

incorporating the wider curriculum into a language class

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THE 'HOW'



based on Ball, Kelley and Clegg, 2015

What to teach?

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CLIL pages

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CLIL pages

(use them wisely)

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Consult subject teachers

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CLIL projects

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Extend your coursebook

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**Extend your
coursebook to
include
Global Issues**

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Global Issues in EFL classroom: 'critical CLIL'

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Global Issues in order to:
inform them

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Global Issues in order to:
inform them
develop their skills

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Global Issues in order to:

inform them

develop their skills

change their attitudes

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Global Issues in order to:

- inform them**
- develop their skills**
- change their attitudes**
- encourage them to**
- take action**

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food

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food clothes

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food clothes waste

Pilgrims



FOOD

food miles project

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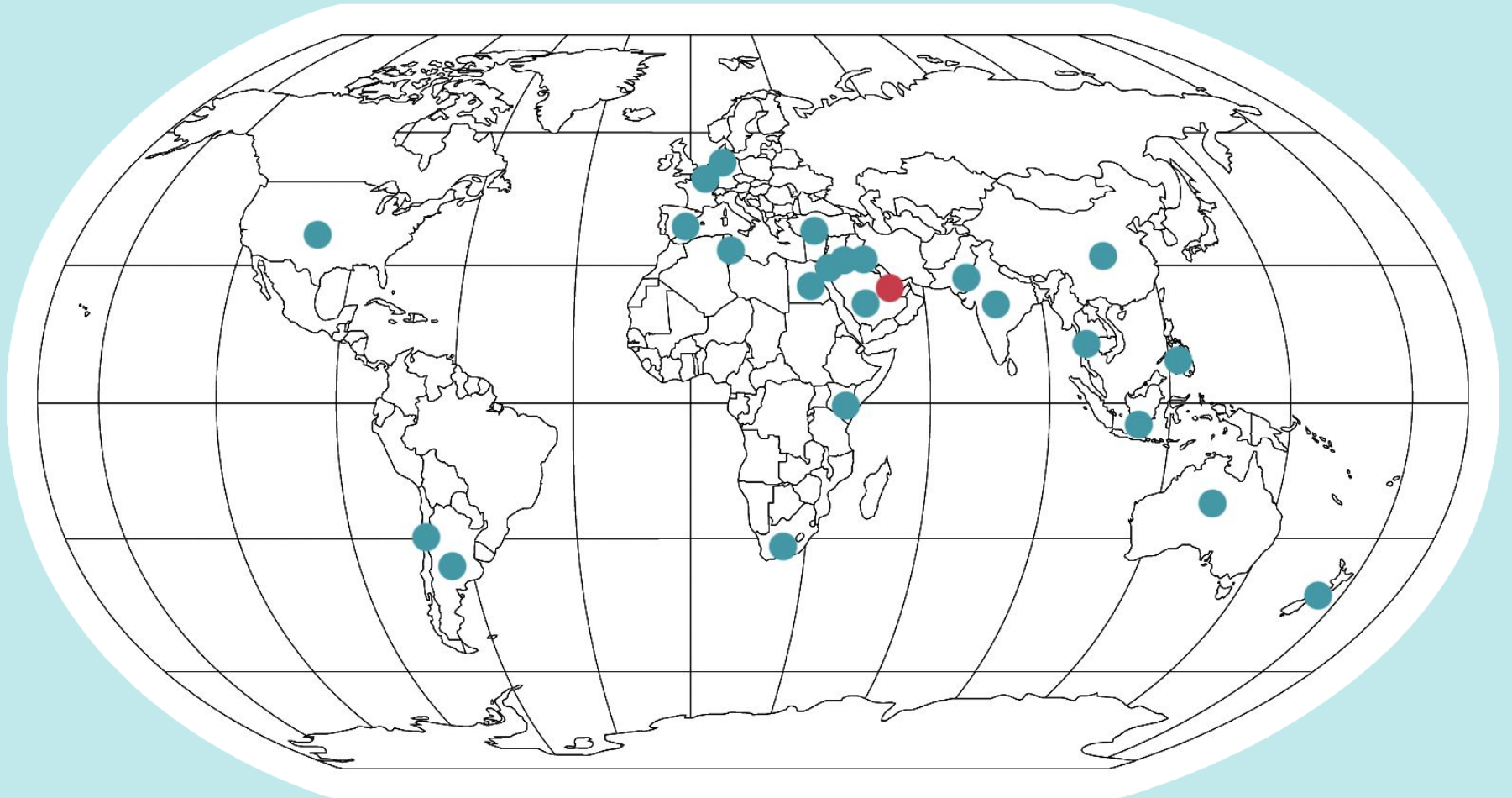
FOOD





FOOD

food miles





FOOD

**make your own
food miles map**

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FOOD

other food topics

Food waste

Slow food

Diets

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CLOTHES

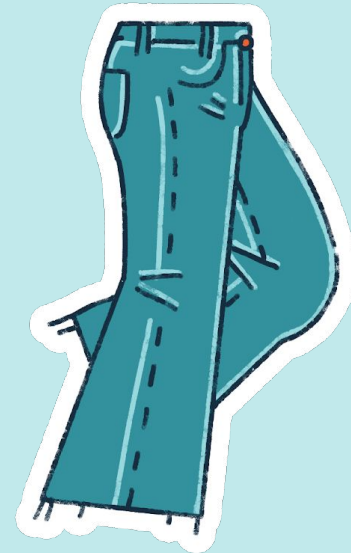
clothes

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CLOTHES

Jeans

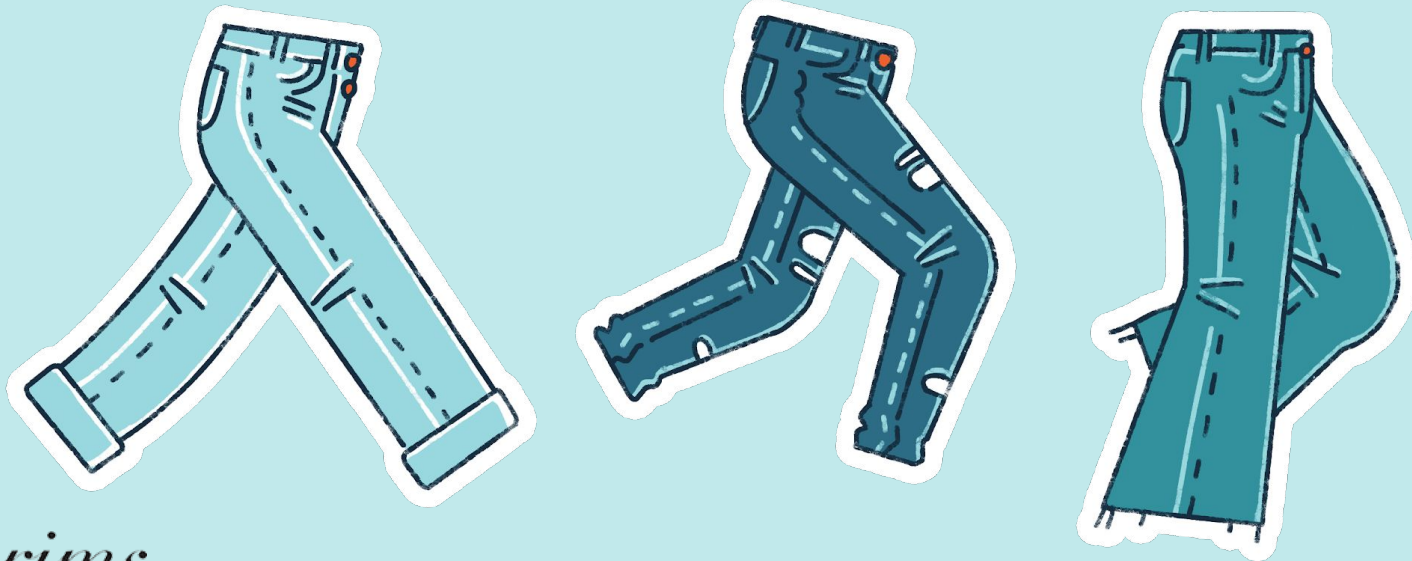


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CLOTHES

What goes into your JEANS



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▶ CLOTHES

**dyes and chemicals,
animals, energy,
fertilisers, metal, oil,
soil, transport, water**

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► CLOTHES

Clothes Project





WASTE

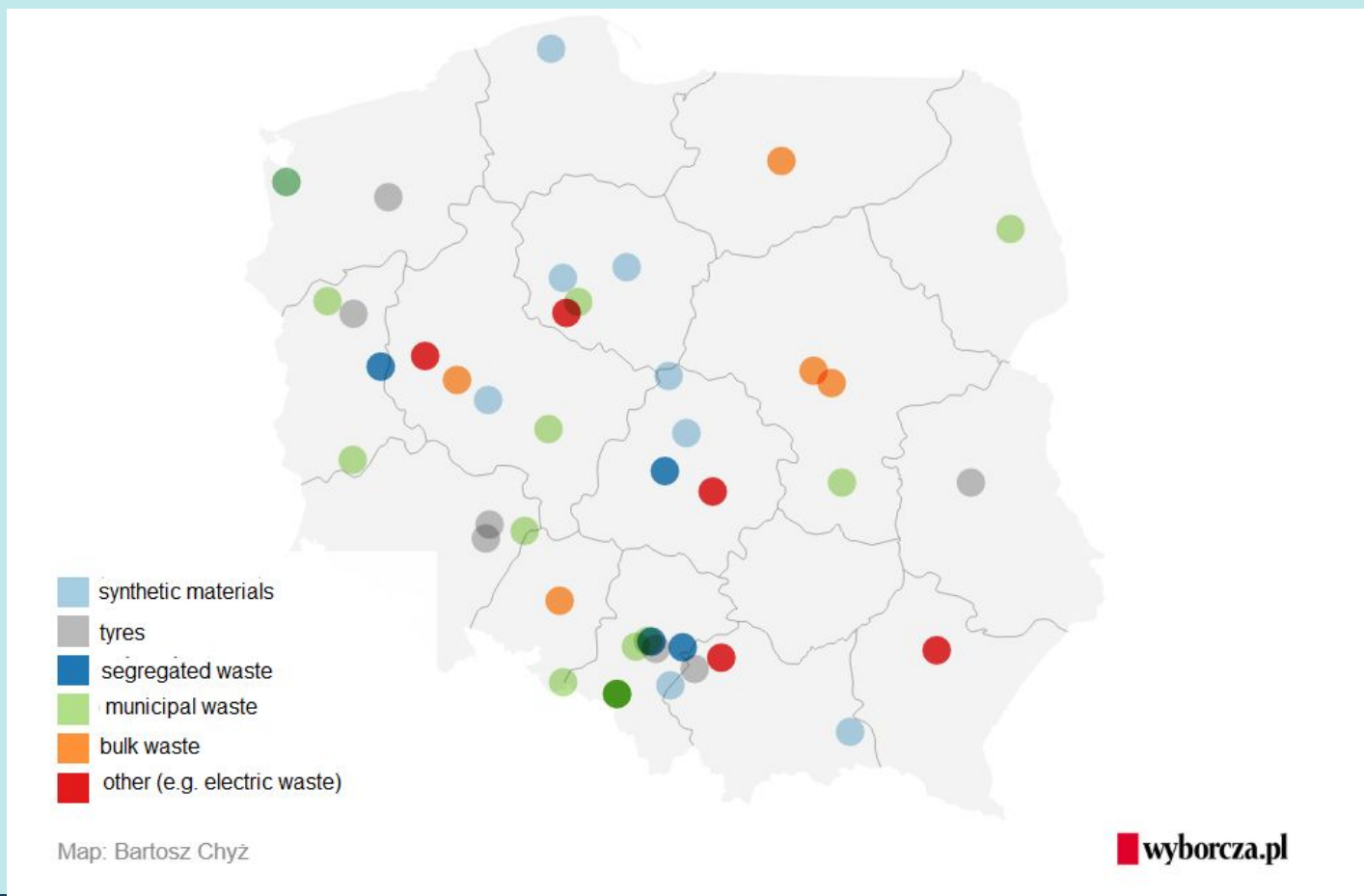
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Landfill fires in Poland in 2018 as of 10 June





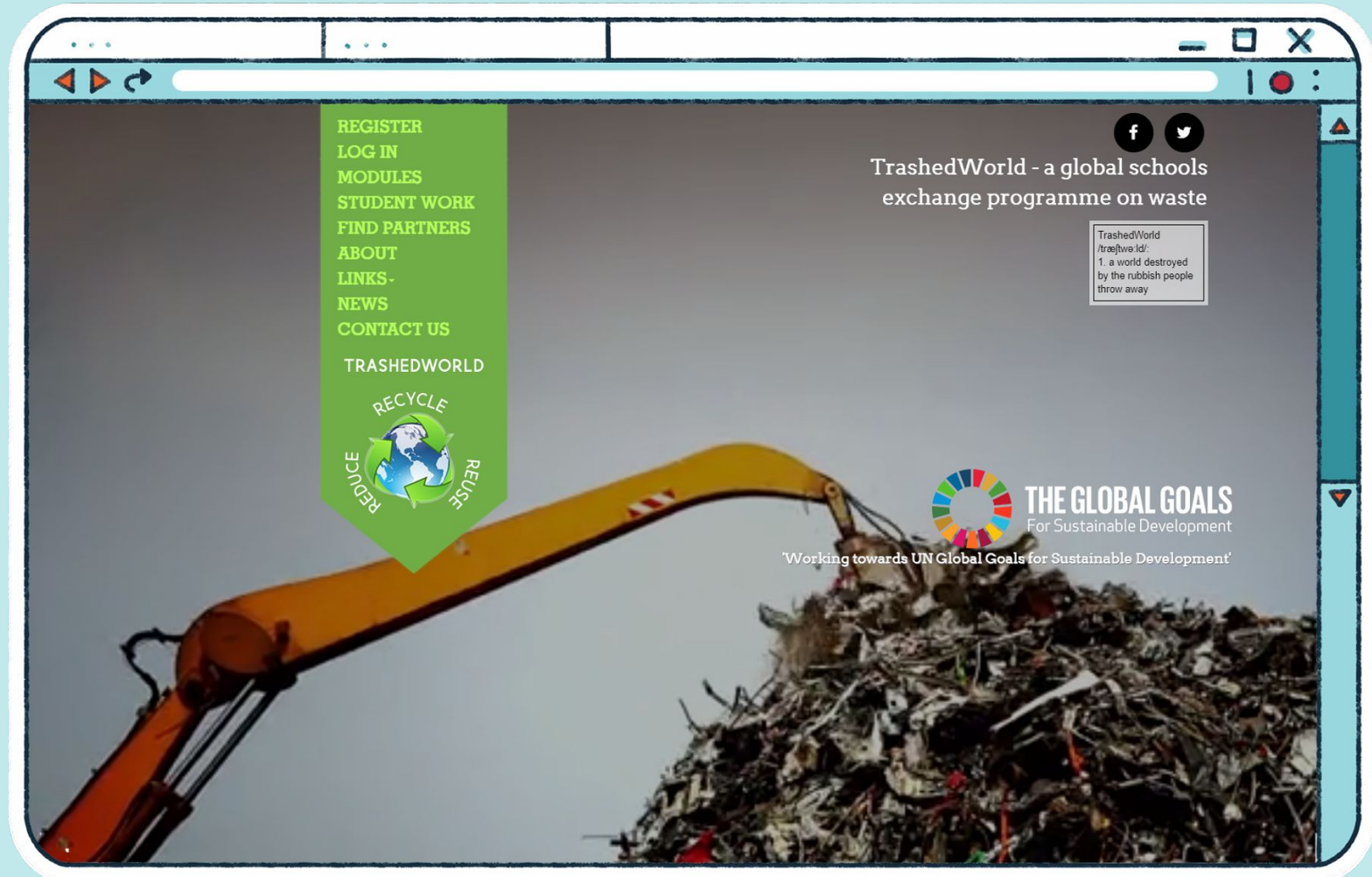
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**China's ban on waste
import as of
1 January 2018**

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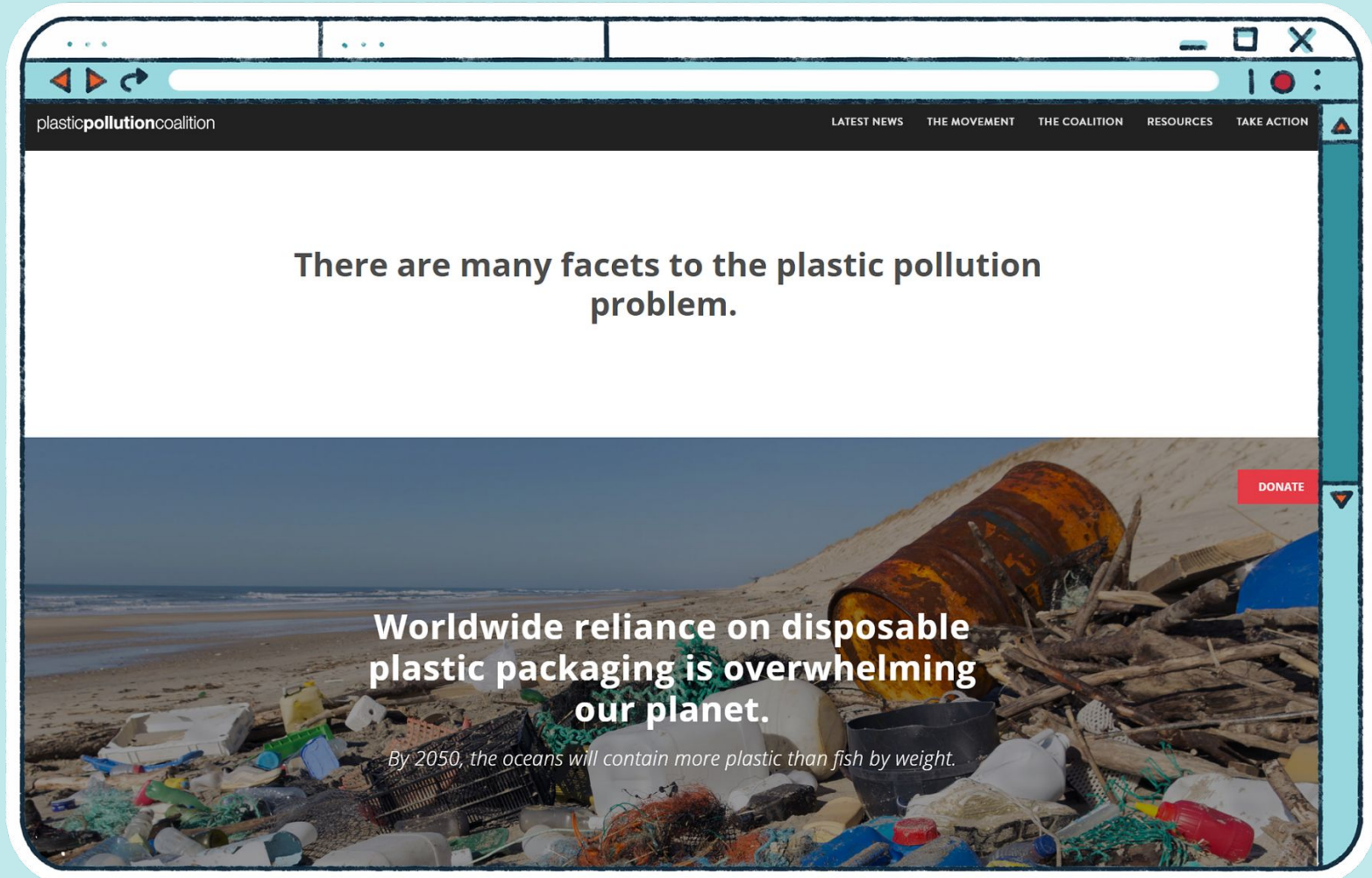
WASTE



<https://www.trashedworld.com/>



WASTE



<https://www.plasticpollutioncoalition.org/>



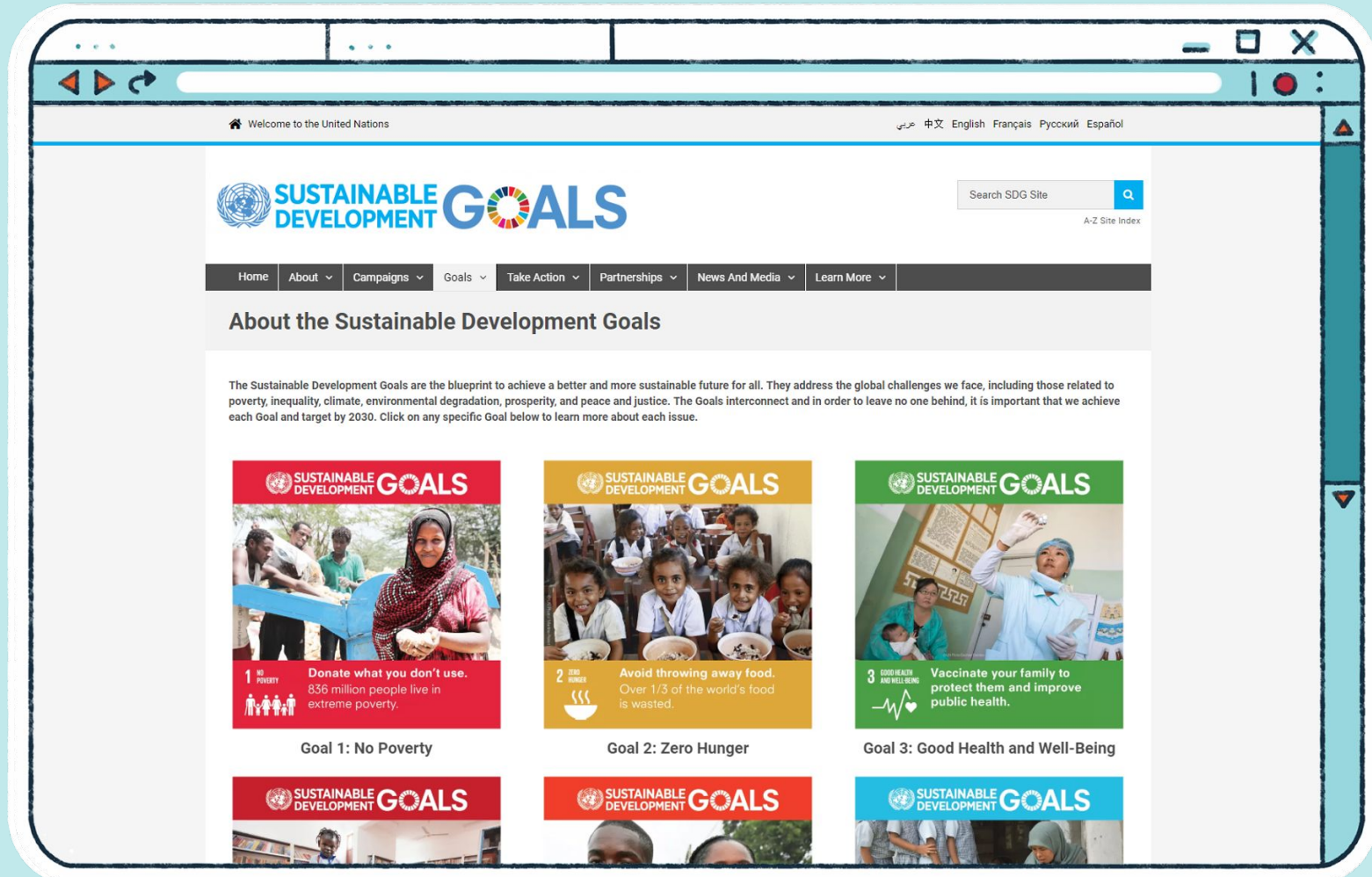
WASTE



<https://www.un.org/sustainabledevelopment/takeaction/>



WASTE



<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

▶ GLOBAL ISSUES



Teaching**English**

Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals

Alan Maley and Nik Peachey



TEACHER

Teacher

What do you do?

I'm a teacher.

What do you teach?

People.

What do you teach them?

English.

You mean grammar, verbs, nouns, pronunciation, conjugation, articles and particles, negatives and interrogatives ...?

That too.

▶ TEACHER

What do you mean, ‘that too’?

Well, I also try to teach them how to think, and feel – show them inspiration, aspiration, cooperation, participation, consolation, innovation,

... help them think about globalization, exploitation, confrontation, incarceration, discrimination, degradation, subjugation,

...how inequality brings poverty, how intolerance brings violence, how need is denied by greed, how –isms become prisons, how thinking and feeling can bring about healing.

▶ **TEACHER**

**Well I don't know about that.
Maybe you should stick to language,
forget about anguish.
You can't change the world.
But if I did that, I'd be a cheater, not a teacher.**

Alan Maley

One big request

**do not compromise
the content**

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POLITE REQUEST

**‘Soft’ CLIL class
needs to be
content-driven
and not
language-driven**

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Global Issues Special Interest Group

webinar on plastic
mid-September

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REFERENCES

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Disclaimer: this presentations contains some elements of the material prepared for the IATEFL World 2019, held in Liverpool, 2-5 April

► Presentation

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