

Bringing Humane Perspective to University EFL Classroom



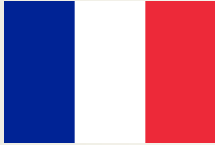
Elena Yastrebova

MGIMO, Moscow, Russia



Glasgow, April 2017

Guinness certificate



The Beginnings:

Open Space, Manchester, 2015

Humane + EFL =
=English for Humane
Purposes

English for Humane Purposes: The WHY (1)

EGOTIST



HUMANIST



Ask Not What You Can Gain...

What I would like to volunteer for and why?

- ✓ *I would like to teach Indian children English. I am learning Hindi at university. Thus it would be a great opportunity to practice my Hindi. If I try to teach the language I will improve my own language skills. (Gleb)*
- ✓ *...the best thing to volunteer for is a humanitarian mission because ...one can benefit a lot as well. ...will definitely be useful for your career building.you can establish important connections with workers of various international organizations. (Alexey)*
- ✓ *If I decided to volunteer for something I would teach children from unsecured families Russian History. I would be quite successful and I'd improve my own knowledge. (Leonid)*

...but What You Can Give

What I would like to volunteer for and why?

- ✓ *I would volunteer for an orphanage. Raising new members of society would be a great opportunity to pay back to it. (Anna)*
- ✓ *I would help to educate Russian deprived children. It could be history, geography or English. It would help deprived children to go to college. (Maxim)*

English for Humane Purposes: The WHY (2)

Humane touch → Emotional Involvement →

Engagement in Learning → Progress in EFL

+

Developing Soft Skills

Soft Skills into the Bargain

GOOD COMMUNICATION SKILLS

TIME MANAGEMENT ability

PROBLEM SOLVING SKILLS

TEAM WORK / LEADERSHIP

CREATIVITY/ FLEXIBILITY /

**ABILITY TO ACCEPT AND LEARN FROM CRITICISM / POSITIVE
THINKING**

English for Humane Purposes: What to Do

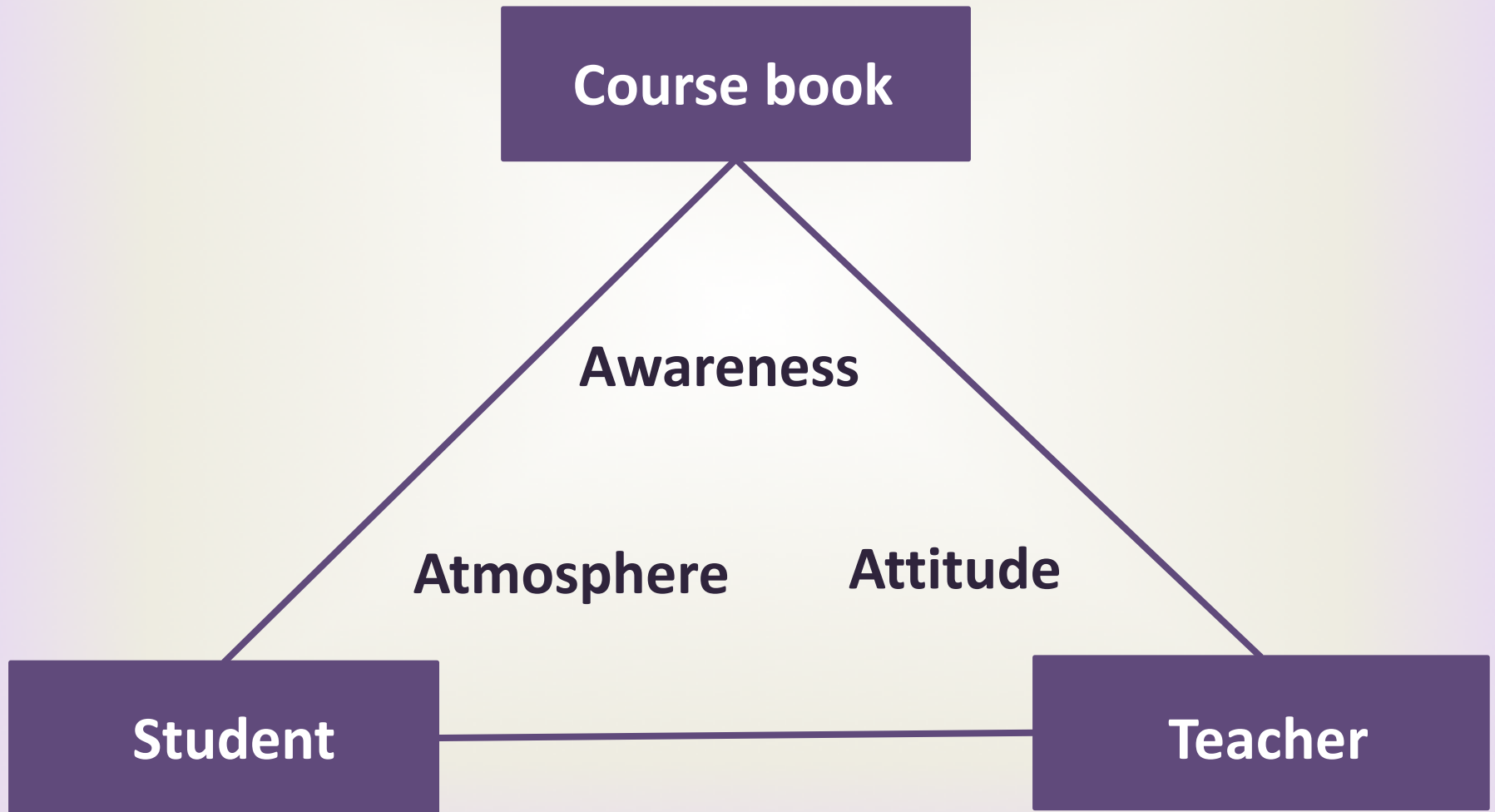
- raise students' AWARENESS of the issue
- teach to recognize INHUMANE SITUATIONS,
- encourage students to look for SOLUTIONS,
- instill the notion that individual/local action

does contribute to GLOBAL CHANGE

English for Humane Purposes: The How

- focus on the 'right' texts to read and discuss,
- engage students in problem solving
[to learn to deal with inhumane situations],
- add a humane aspect to project work,
- 'warm up' the classroom atmosphere ,
- go beyond the classroom

A-A-A through M&A in the EFL Classroom



Context

Target audience	Bachelor students of IR and Regional Studies
Module	EGP, ESP+ EAP
Duration	2 classes a week (90 min each)
Level	From low- to upper-intermediate

AWARENESS:

Global Issues & Local Action

It's often easier to become outraged by injustice half a world away than by discrimination half a block from home (Carl Rowan)

Topics: The Rich and the Poor. The North-South Divide

[Debate: Can life improve for the world poorest?]

Human Rights. Refugee Crisis

Children of Donbass

Dr. Lisa, head of the Charity Fund “Fair Aid”



**brought 12 Donbas children in need
of medical care to Russia**

October 2016

Project work:

Do research to find a charity you'd like to join and write a letter to offer your help.

- “I know there is a serious problem with the homeless in London and I would like to do something which will help them” (Alex)
- “I'd like to work for Fair Aid and am prepared to work with *Moscow homeless*” (Yasmin)

Write a letter to the Editor in response to the publication 'A new 'companion robot' to keep company with the lonely elderly in Moscow.

Your response may differ:

- ✓ You may want to praise the efforts of Skolkovo scientists.
- ✓ You may question if the robot can really help the lonely elderly in Moscow.
- ✓ You may want to suggest what needs to be done for the lonely elderly

Guess which was the most popular 😊

EMPATHY through reading

‘Human Is’ by Philip K. Dick
(*A Window on the Universe*)

What does it mean to be ‘human’?

What makes us different from other life forms: capacity to feel emotions, compassion, and kindness and grief?

Or that we are capable of being cruel, sadistic ... and *inhuman*?

“The End of the Party” by Graham Greene
(*The Eye of Childhood*)

ATMOSPHERE in the classroom

1. Mutual respect

Student - Student

Teacher - Students

Students -Teacher

2. Tolerance of others

Awareness + Atmosphere → ATTITUDE

Humane Approach to Solving Problems :

Spontaneous vs

‘Enforced’ vs

NUTURED

via

PROJECT WORK

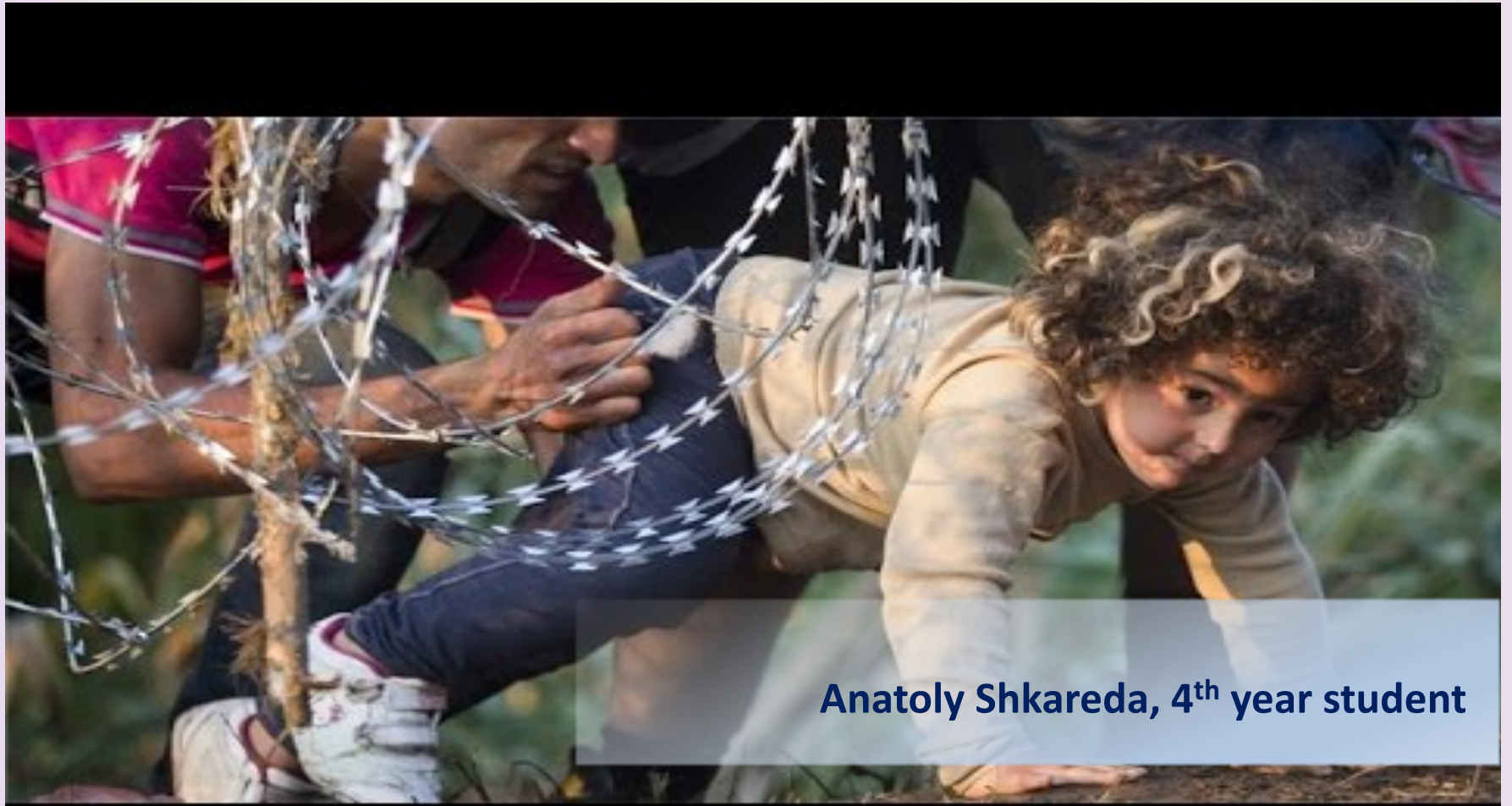
Project Work



The Basic Rights of a Child

1. Find out what these rights are according to the UN Convention on the Rights of the Child.
2. Find out the situation with the rights of the child in (country)
3. Suggest changes to the country's law to improve the situation.

YOUNG REFUGEES CRISES: RESPONSES IN THE PAST AND NOW



Anatoly Shkareda, 4th year student

Possible solutions

1. Humanitarian visas for young migrants
2. To further foster recognition of academic diplomas procedure
3. To bridge the funding gap for regional response plans
4. To support Lebanese, Jordanian, Iraqi and Egyptian economies

Where does the language come in?

EVERYWHERE:

Whenever you teach

Grammar,

Vocabulary,

Core skills or

Critical thinking

As well as communicate

humane ideas, ideals & attitudes

GRAMMAR :

What would the world be like ...

I wish there were...

Modal verbs: “Should we...”

The article: the poor & the needy

VOCABULARY:

Going beyond ‘good’, ‘bad’, or
‘nice’

Using sensory words

Across the world, millions of children do *very hard* work in *very bad* conditions. They do _____ work in the fields, often in the _____ heat or in _____ factories where they can be injured or even killed. Child labourers live in a _____ adult world, work in _____ conditions, they are underpaid, undernourished and unprotected.

List of words: harmful, extremely hazardous, scorching, noisy, poorly ventilated, awful, exhausting, brutal, cruel, appalling

Does English for Humane Purpose Have a Place of its Own?

Does It Need One?

Isn't it There for Us to Reach for and Teach?

At the end of the day we all face the question
“What have you done for someone today?”

Thank you!

Contact: yastel@yandex.ru