



Developing Global Competences in the English Classroom

Réka Gulyásné Pusztai

Judit J. Tóth

Zsolt Patrik-Pirk

*ELTE Radnóti Miklós Gyakorlóiskola,
Budapest*

Are you ready?

A1 level:

learning nationalities + *Is it....? – Yes, it is. / No, it isn't.*



See the video at <https://www.youtube.com/watch?v=w3RnrfVaYAs>

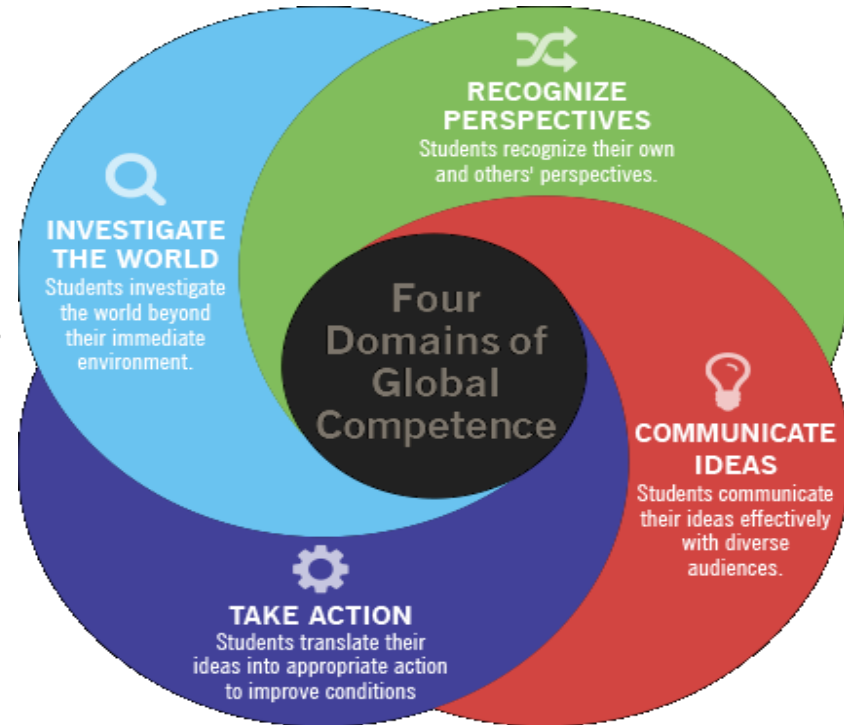
Why do this? – a short introduction to global competences



Global competences in the English classroom

Content in the language classroom

Twenty-first century students live in an **interconnected**, **diverse** and **rapidly changing** world - content in the classroom should reflect this



What are global competences?

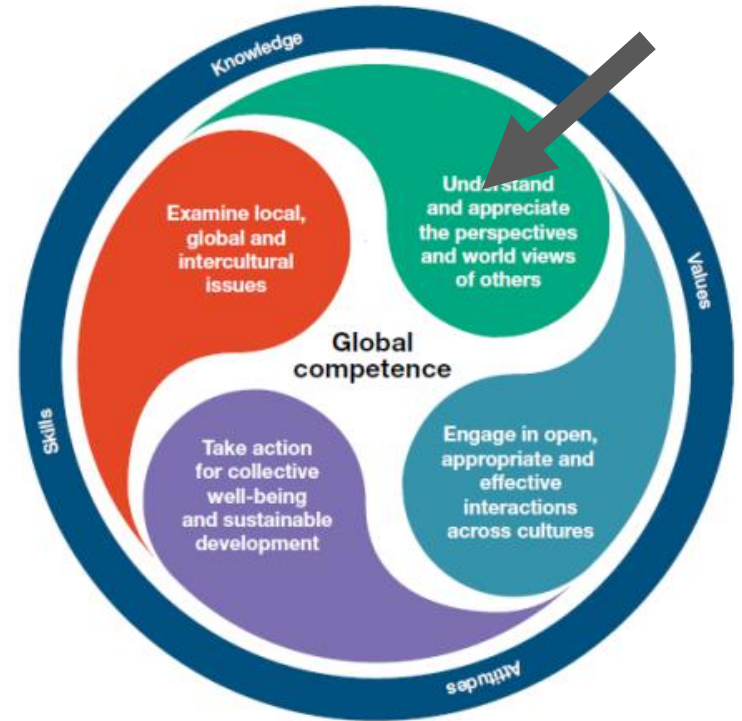
☞ the **capacity to examine issues and situations** of local, global and (inter)cultural significance

(e.g. poverty, economic interdependence, migration, inequality, environmental risks, conflicts, cultural differences and stereotypes)



What are global competences?

👉 the **capacity to understand and appreciate** different **perspectives** and world views



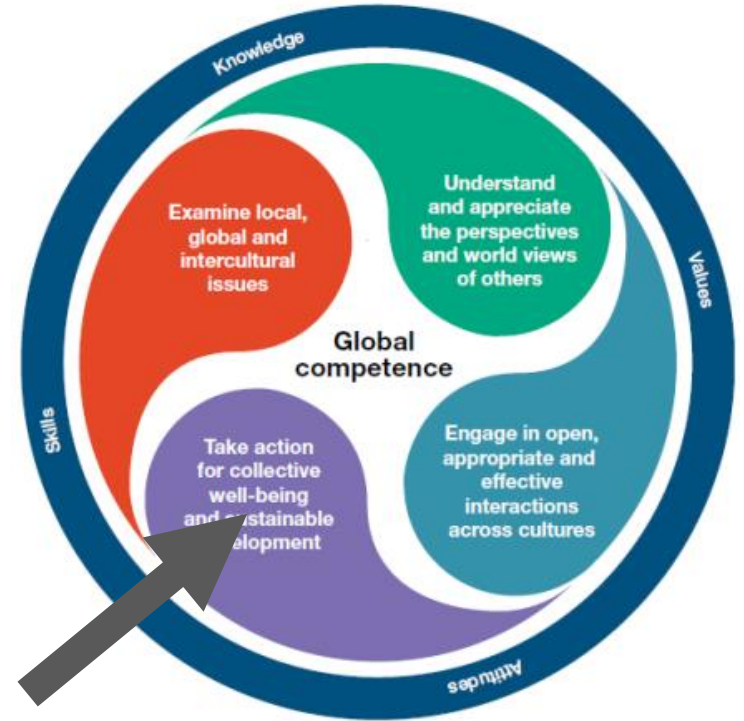
What are global competences?

👉 the **ability to establish positive interactions** with people of different national, ethnic, religious, social or cultural backgrounds or gender



What are global competences?

👉 the **capacity and disposition to take constructive action** toward sustainable development and collective well-being



How do global competences help our students?

- To live harmoniously in **multicultural** communities
- To thrive in a **changing** labour market
- To use **media** platforms effectively and responsibly
- To support the **Sustainable** Development Goals



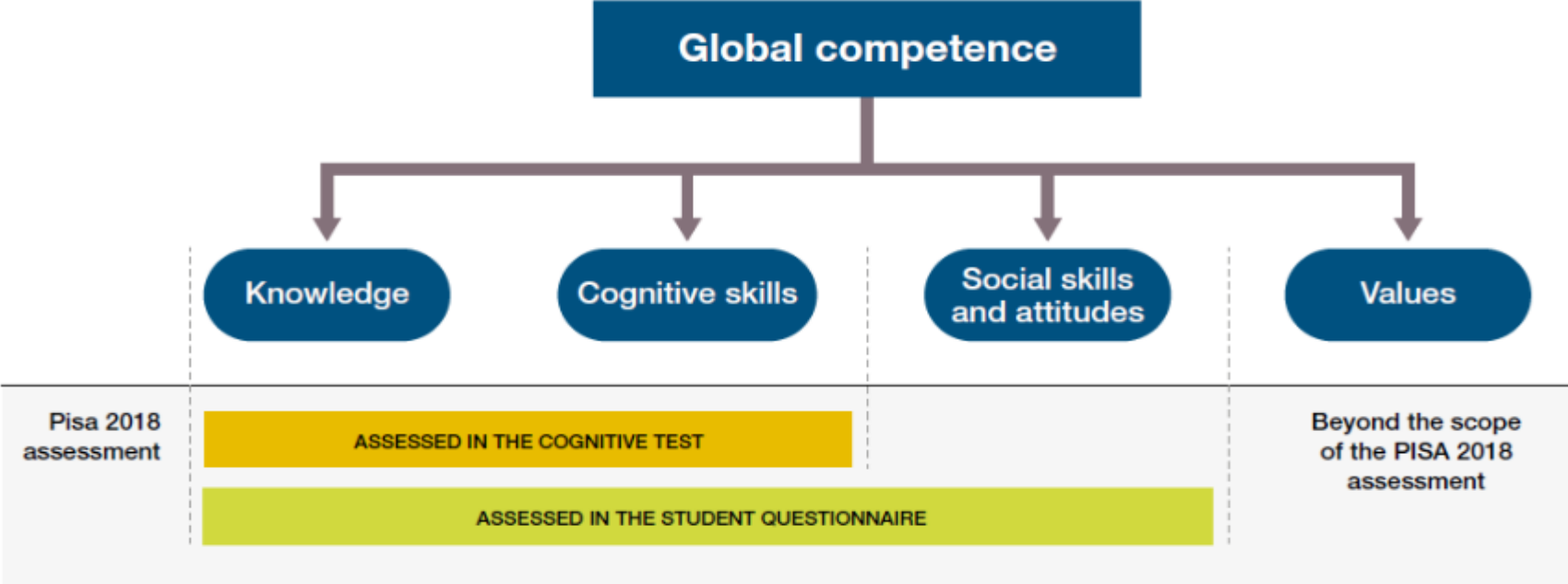
Global issues – global competences

- Global issue – a problem that affects people all around the world
- Global competence – a combination of *knowledge*, *skills*, *attitudes* and *values* to address a global issue or intercultural situation



Pisa test (2018) – Global competences questionnaire

Cognitive assessment and background (attitude) questionnaires



To the principal + to the teacher: To what extent do the following statements reflect an opinion shared by teachers of your school?

It is important for students to learn that people from other cultures can have different values.

1 Shared among none or almost none of them

0% 0 

2 Shared among some of them

33% 3 

3 Shared among many of them

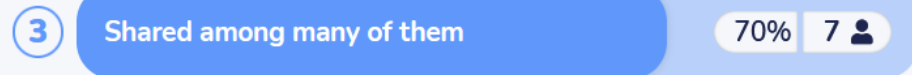
44% 4 

4 Shared among all or almost all of them

22% 2 

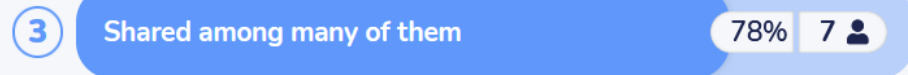
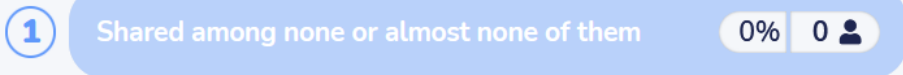
To the principal + to the teacher: To what extent do the following statements reflect an opinion shared by teachers at your school?

Respecting other cultures is something that students should learn as early as possible.





To the principal + to the teacher: To what extent do the following statements reflect an opinion shared by teachers at your school?


When there are conflicts between students of different origins, they should be encouraged to resolve the argument by finding common ground.





To the teacher: In your lessons, have you ever taught any of the following things?
(Click all topics that qualify.)


1 How to use keywords when using a search engine such as <Google©>, <Yahoo©>, etc. 45% 5 

2 How to decide whether to trust information from the Internet 82% 9 

3 How to compare different web pages and decide what information is more relevant for ... 73% 8 


4 To understand the consequences of making information publicly available online on ... 55% 6 

5 How to use the short description below the links in the list of results of a search 18% 2 

6 How to detect whether the information is subjective or biased 73% 8 

7 How to detect phishing or spam emails 18% 2 

To the teacher: In your lessons, do you include opportunities to promote the following skills? (Click all items that qualify.)

1 Communicating with people from different cultures or countries 100% 12 

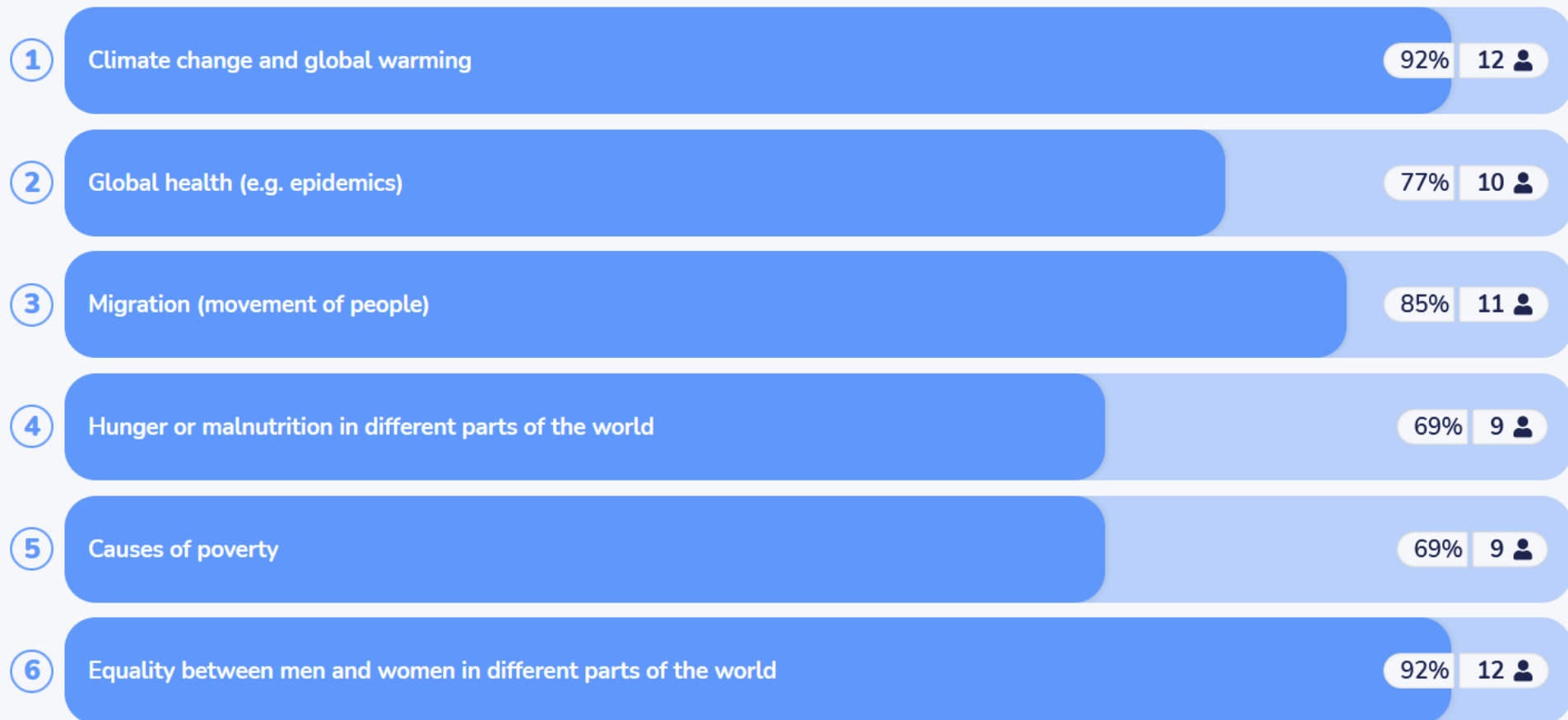
2 Knowledge of different cultures 100% 12 

3 Openness to people from other cultural backgrounds 100% 12 

4 Respect for cultural diversity 100% 12 

5 Critical thinking skills 100% 12 

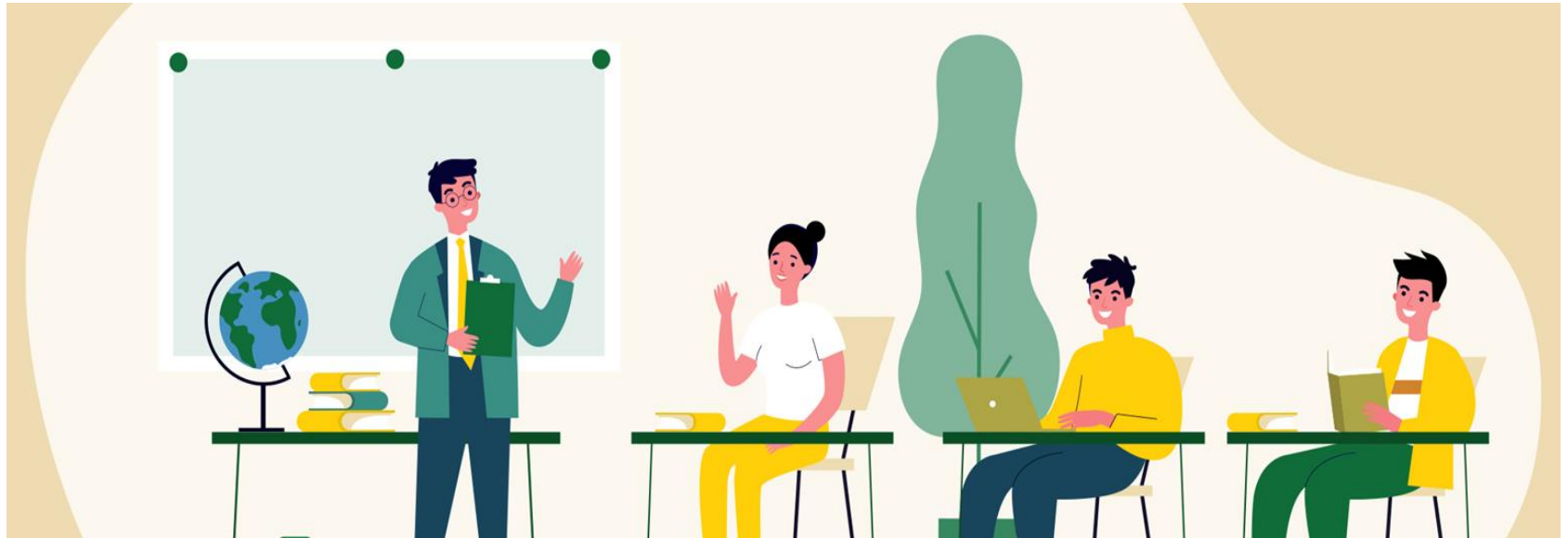
To the teacher: In your lessons, do you include the following global challenges and trends?
(Click all topics that qualify.)

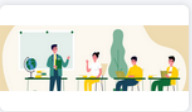


From the parents' questionnaire: Are you involved in the following activities?
(Click all topics that qualify.)



Which aspect of global competences would you discuss / have you discussed with your students in an EFL classroom?



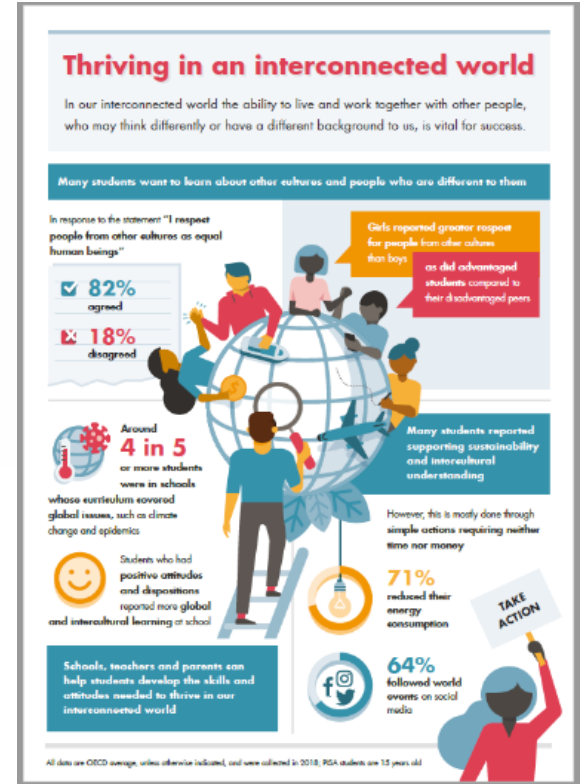
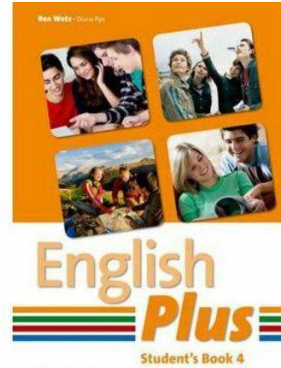


Which aspect of global competences would you discuss / have you discussed with your students in an EFL classroom?

CONNECTION OF GLOBAL AND LOCAL
QUESTIONS DISCUSSIONS
ANALYSING COLLABORATION DIFFERENT GUEST SPEAKERS
SMUGGLING CRITICAL THINKING LOWER RESPONDING
ARTICLES ONLINE MENTAL HEALTH ANOTHER STUDENT
LEVELS CLASS STUDY ABROAD ISSUE TOPIC
DEBATES ABROAD
BRINGING NEWS STORIES TO CLASS
TALKS BY EXCHANGE STUDENTS
CREATING INFOGRAPHICS

Global competencies in the classroom

- Mini project – three topics
- Food waste
- Fast fashion
- Language policy



Global competences at the PISA test - Four countries

Country 1 - the **majority** of people speak the **official language** and **large groups** across the country speak **another**, non-official language.

Country 2 - the **majority** of people speak the **official language** and **small groups** in **several** regions speak non-official languages.

Country 3 - a **minority** of people speak the **official language** and the **majority** of people speak **another** non-official language.

Country 4 - the population is **almost evenly split** between people who speak the **official language** and and people who speak **a number of** different, non-official languages.

Global competences at the PISA test - Four countries

Country 1 – majority: official language, large groups another language

Country 2 – majority: official language, small groups several non-official languages

Country 3 – **minority**: official language, majority another language

Country 4 – almost evenly split between official language a number of non-official languages

In which country would a **single-language education** be **MOST appropriate** based on the population described above?

In which country would a **single-language education** be **LEAST appropriate** based on the population described above?

Aspects of Global Competences in my daily teaching practice

Aspects of Global Competences in my daily teaching practice

All levels: think beyond grammar – the use of relevant example sentences

Aspects of Global Competences in my daily teaching practice

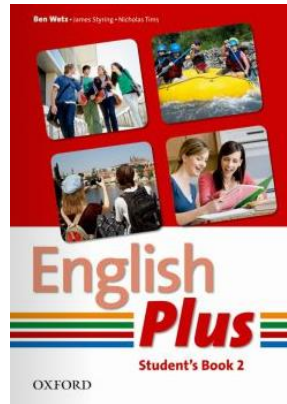
All levels: think beyond grammar – the use of relevant example sentences

| | | |
|---|-----|--|
| <p><i>There's a house but there isn't a garden. Is there a garage?</i></p> <p><i>There's some water but there isn't any juice. Is there any cola?</i></p> | vs. | <p><i>There's a house but there isn't a kitchen in it. Is there a toilet?</i></p> <p><i>There's some water but there isn't any clean water. Is there any soap?</i></p> |
| <p><i>I always go to the cinema on Sundays.</i></p> | | <p><i>Tom always recycles plastic bottles.</i></p> |
| <p><i>Are you going to buy a new T-shirt?</i></p> | | <p><i>Are you going to buy your T-shirt second-hand?</i></p> |
| <p><i>By Friday I will have been in Rome for a month.</i></p> | | <p><i>By 2300, sea levels will have risen by 5 meters unless countries cut their emissions significantly.</i></p> |

Aspects of Global Competences in my daily teaching practice

A2 level: possessions

“I’m a monk and a monk doesn’t go out without his robes!” – *students’ curiosity awakened*



READING ■ People's possessions I can talk about school rules.

I don't go out without ...

I'm a monk and a monk doesn't go out without his robes!

In Thailand, most Buddhist schoolboys become monks for a year. A monk lives with almost no possessions. A monk lives in a monastery and he is supposed to wear orange robes. A monk doesn't wear jeans or T-shirts.

It's against the rules to have jewellery and mobile phones in the monastery, but we are allowed to have some family photos. My only other possessions are a bowl, a cup, sandals and an umbrella. Every day, very early in the morning, we walk around the streets with our bowls and people give us food. Why? We aren't supposed to have money, so we can't buy food.

Phra Pachak, 13, Chiang Mai, Thailand



Laura, 14, Stockport, UK



I don't go out without my school tie and my purse. The tie is part of our school uniform. I've got a house key, my library card and my electronic ID card in my purse. School's OK, but it's very strict. We use the ID card when we arrive at school and when we go into each class. The head teacher doesn't ask the teachers how many classes we go to. The ID cards give the head teacher this information!

We use the ID cards to pay for lunch, so we don't use money at school. I've got a mobile phone, but we aren't allowed to use our phones at school. It's against the rules.

- 1 Check the meaning of words 1–5. Then look at the photos. Which possessions do you think are Phra Pachak's and which are Laura's?
1 bowl 3 sandals 5 umbrella
2 library card 4 tie
- 2 Read the study strategy. Then use the strategy

- 4 **BUILD YOUR VOCABULARY** Complete the sentences with the words in the text in blue.

Aspects of Global Competences in my daily teaching practice

A2 level: migration and present perfect

Animal migration in CB →

Human migration →

Where do **we** have family?

(using *padlet.com*)



<https://padlet.com/jtothj/DELP>

Aspects of Global Competences in my daily teaching practice

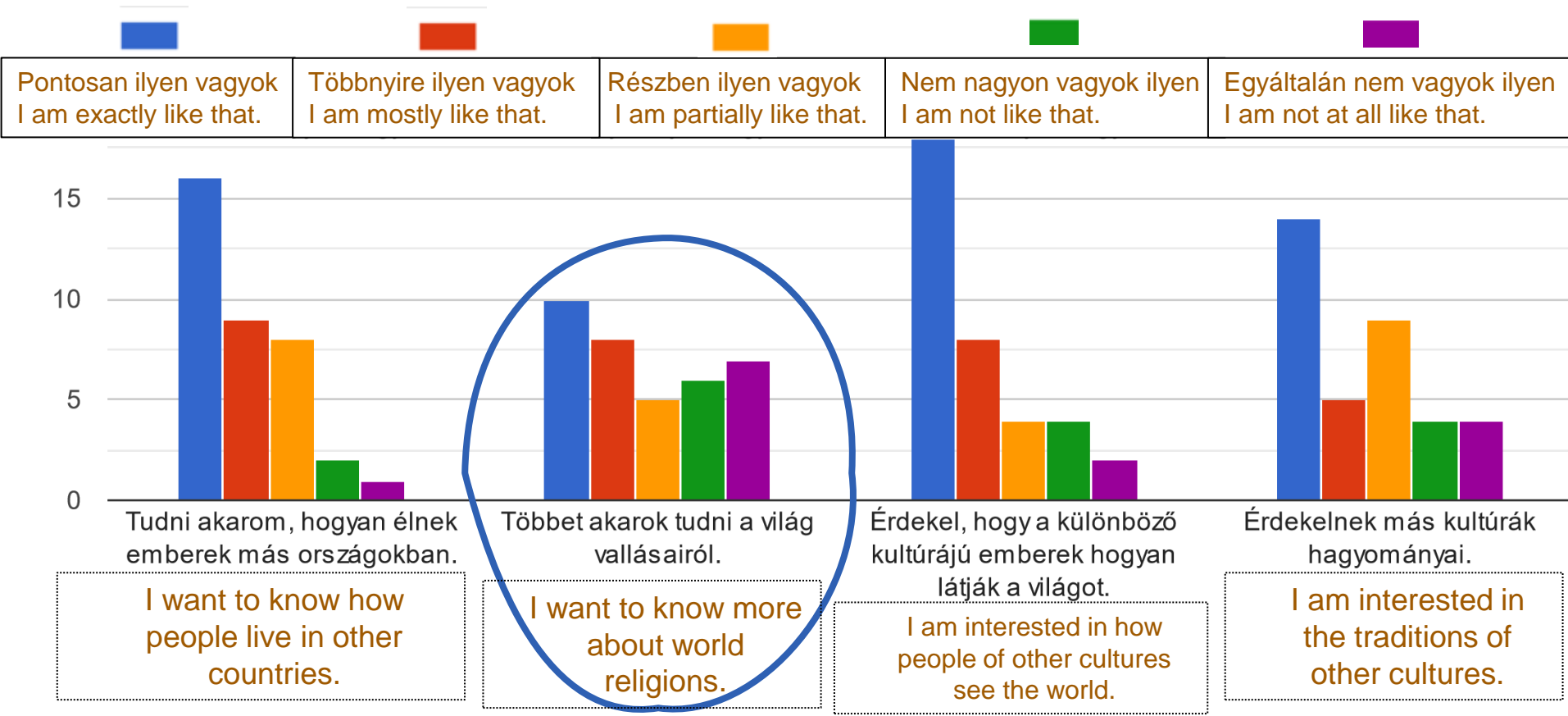
B2 level and above

- blood diamonds – a simulation
- fair trade – what is it, how it works
- the price of fashion
- SDGs: Sustainable Development Goals
- emotional wellbeing – focusing on the health of my students

A module on religions for 9th graders

Why we chose to teach this topic – the results of a survey

Mennyire jól jellemeznek téged az alábbi állítások? How well do these statements represent you?




Presentation on the different types of religions

Some words we will use...

| | |
|---------------------------|---|
| Theism vs. atheism | the belief in the existence of a god or gods vs. a belief in no such beings |
| Monotheism | From Greek: mono (one) + theos (god) |
| Polytheism | From Greek: poly (many) + theos (god) |
| Animism | From Latin: anima, 'breath, spirit, life' |
| Dualism | Dual: having two sides/parts |

1. Who are the gods? What is their relationship with humans? – a grouping task for characteristics of types of religions

| Animism | Polytheism | |
|---|--|--|
| <p>All things — animals, plants, rocks, rivers, weather systems, etc. — can be animated and alive. They all have souls / spirits. Humans are equal to other beings, including animals, plants, fairies, ghosts.</p> <p>Local sacred and forbidden objects (trees, animals, rocks) are based on local myths. Sacrifices are offered to please spirits.</p> | <p>Specific gods (e.g. the <i>fertility</i> god, the god of <i>war</i>) can help in specific cases in return for sacrifices. Humans negotiate /have a “contract” with gods. These gods are partial / biased and can be convinced to help.</p> <p>The world is a reflection of the relationship between gods and humans – humans are above other beings.</p> | |
| Dualism | Monotheism | Natural-law religions |
| <p>There are two independent, opposing powers: good and evil. The universe is a battleground between these two forces – everything is part of this struggle. Humans have to help the good god in this battle.</p> | <p>A certain (partial) local god becomes very important, and then eventually emerges as “the only god”</p> <p>Humans are in a contract with the one god.</p> | <p>There is no need for a deity, the superhuman order governing the world is a product of natural laws rather than divine wills.</p> <p>If there are deities, they are also under the influence of the natural laws. Humans are also subject to the law of nature.</p> |

A woman with long dark hair, wearing a red turtleneck sweater, is speaking and gesturing with her hands in a Hindu temple. Behind her is an ornate wooden shrine with a statue of a Hindu deity, likely Ganesha, and offerings of lemons and flowers. The temple interior is highly decorated with intricate carvings and a clock on the wall.

**What does it
mean to live in
a multi-faith
society?**

Questions discussed after watching the video:

1. What does religious freedom in the UK mean?
2. How can prejudice lead to discrimination?
3. What is a good way of solving the problem of prejudice and discrimination?
4. What is the 'golden rule' for each religion?
5. Who said religions are different roads converging to the same point?



An interfaith family

How does interfaith society manifest in these pictures?



Leicester Diwali celebrations



A church and a mosque in Birmingham

Questions for the mosaic reading for the 5 world religions

- Followers are called:
- Holy book:
- Symbol(s):
- How many gods are there?
 - What are (some of the main) the gods called?
- What are the leaders/teachers called?
- Place of worship: name + 1 famous example
- What is man's purpose on earth?
- What happens after death?
- How many followers are there?
 - Where are they geographically?
- What are some major celebrations called?
 - What do they celebrate?
 - When/ How do these celebrations take place?

A 5-8-minute presentation on a religious holiday of one of the 5 religions we have discussed so far to be done in groups.

Here are the rubrics your talk will be evaluated by:

(peer feedback: a point grade and a remark)

| | |
|--|--|
| Contents <ul style="list-style-type: none"> • your talk is informative: we know what happens, when and how • it helps us understand the connections between the religion and the holiday • you connect your talk to what we have learnt about the given religion | 10p <ul style="list-style-type: none"> • 4p • 4p • 2p |
| Language of slides and talk <ul style="list-style-type: none"> • It is clearly understandable in every way • You use specific vocabulary well • You pay attention to accuracy | 10p <ul style="list-style-type: none"> • 4p • 4p • 2p |
| The slides are <ul style="list-style-type: none"> • informative • clear, easy to grasp at a glance (not crowded with words) • interesting (help the talk + look good) | 10p <ul style="list-style-type: none"> • 5p • 3p • 2p |
| Delivery of talk <ul style="list-style-type: none"> • You keep eye contact; you talk to the audience • Your voice is clear, your speech is easy to understand | 10p <ul style="list-style-type: none"> • 5p • 5p |
| Cooperation Your presentation is shared among group members, we can feel harmony in this shared work | 5p |
| Peer feedback (overall "marks" you give each other) | 5p |
| Feedback from your teacher: <i>(you'll find some written evaluation here beside the points)</i> | |

SIKHISM



Khanda

The followers are called sikhs

ORIGINS AND HOLY BOOK

Guru Granth Sahib - holy scripture
Guru Nanak's teachings - he sang songs and he said that there is no Hindu, no Muslim. His ideas became the basics of Sikhism.



CONCEPT OF GOD AND LEADERS

Monotheist (some pantheist elements)
One universal god: Ik Onkar
Concept of god: Waheguru - creator, invisible...
Leaders: Granthi



TEMPLES AND AFTERLIFE

Gurdwara: place of worship
After death one merges back into the nature. Individuality is lost, no hell, no heaven.



NUMBERS AND CELEBRATIONS

25-30 million most of them are Indian, Pakistani
Events: Vaisakhi: solar new year
Nagar Kirtan: singing holy hymns



REFERENCES

- https://en.wikipedia.org/wiki/Sikhism#Sikh_festivals/events
- https://www.bbc.co.uk/religion/religions/sikhism/rituals/gurdwara_1.shtml

Confucianism



Followers

It has 6 million followers.
Followers are called Confucianists.

Origins

It originates from China, that's where most followers are from.

Holy Book

It has a holy book, called The Analects.

Teachers

There are none.

Gods and afterlife

There are no gods, they are not concerned with the afterlife.

Celebrations

Ching Ming Festival and Confucius's Birthday.

Founder

It was founded by Confucius, who was a philosopher.

Place of worship

Confucian temples, famous example: Kang Youwei's national Confucian Church

Beliefs

The most important things in life are ethics and morality

the monotheistic Zoroastrianism

one of the World's oldest religion

AHURA MAZDA

the one and only god
he is kind
he created the World



AVESTA

the holy book contains the truth by the prophet Zoroaster
it is full of rhymes



FOR 1000 YEARS IT WAS THE MOST POWERFUL RELIGION

official religion Persia



ELEMENTS ARE PURE

fire represents God's wisdom

BELIEF

everything is pure and should be treated with love and respect

PRAYING

several times a day
in a Fire Temple known as Agiary



6 SPIRITS

Vohu Manah
Asha Vahishta
Spenta Ameraiti
Khashathra Vairya
Haurvatat
Ameretat

What is an idea that you are now taking home with you? What is something you are likely to try in your own teaching context?

MOSAIC READING
REPHARSING EXAMPLE SENTENCES
INFOGRAPHICS FOR OWN IDEAS

Interested in more on the topic? Click on the links:

- [Join us in our budding global competences interest group by filling in this questionnaire](#)
- [Visit our school website for some of the teaching materials mentioned in this workshop](#)