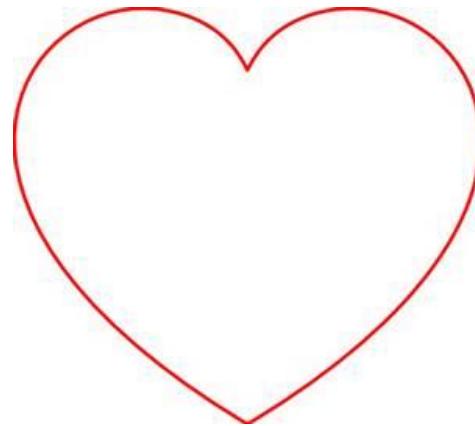


Critical, Compassionate and Creative: Teaching English with the 3 Cs



Uwe Pohl DELP/ELTE

“The most ‘real’ world we live in is that of our fellow human beings. Without them we should experience a sense of enormous emptiness; we could hardly be human ourselves, for we are made or marred by our relations with other people.”

Schumacher, E.F. (1977) *A Guide for the Perplexed*. London. Abacus.

CRITICAL T.

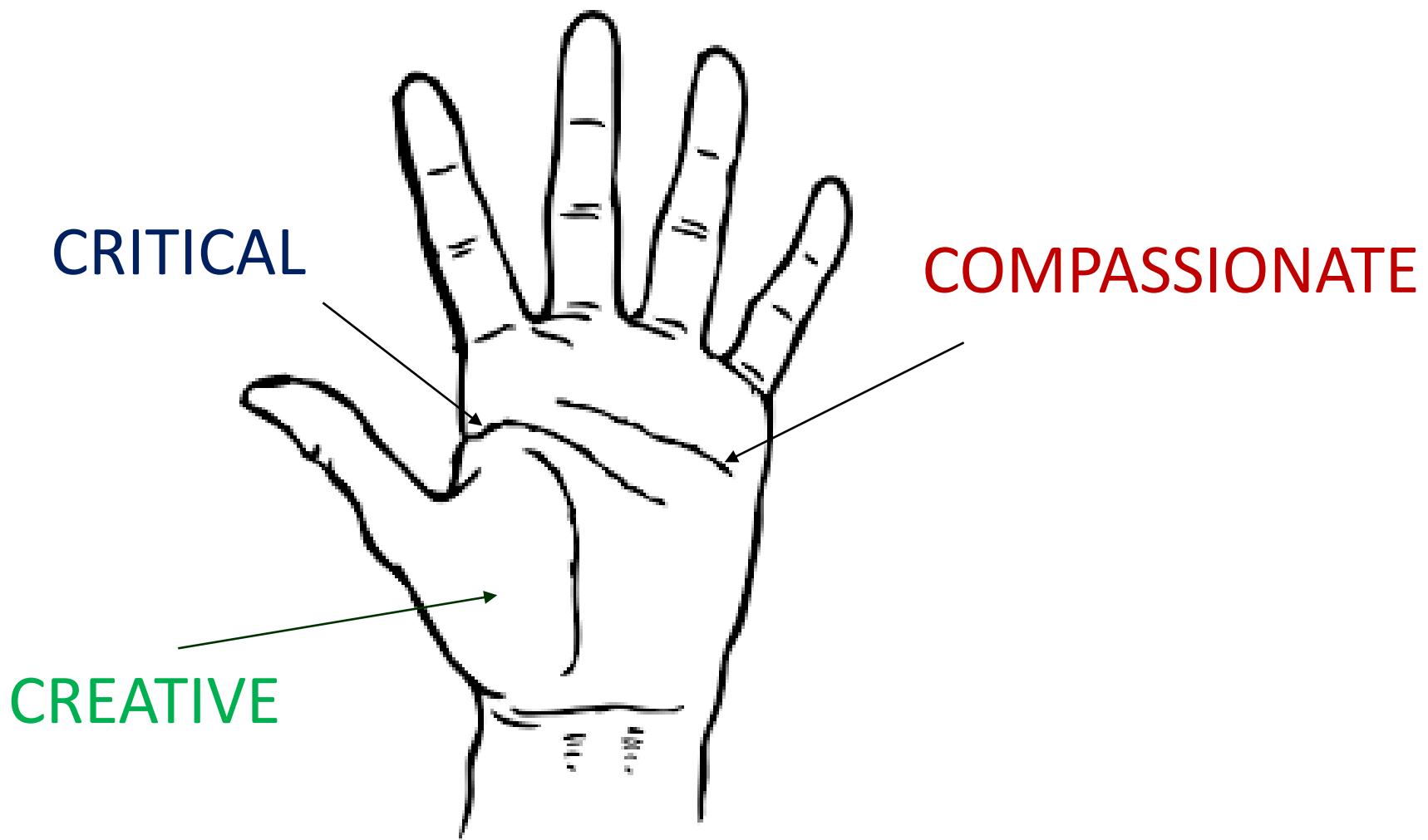
COMPASSIONATE T.

CREATIVE T.

**Questioning vs.
taking social
conventions for
granted**

**Caring about
how what you do
affects others**

**Playfulness,
feeling free to
express even
'half-baked'
ideas**



CRITICAL

COMPASSIONATE
thinking

CREATIVE

Reflective vs. being on auto-pilot, stuck in social and psychological routines

Questioning

Active vs. passive: my thinking *matters*, is 'critical'

Being able to de-centre, rise above our ego-centric perspective

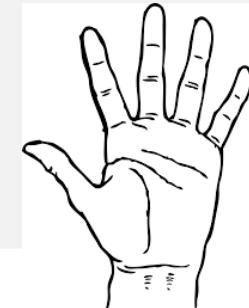
Caring

Concern for people outside your family, circle of friends, ethnic group, country, for creation

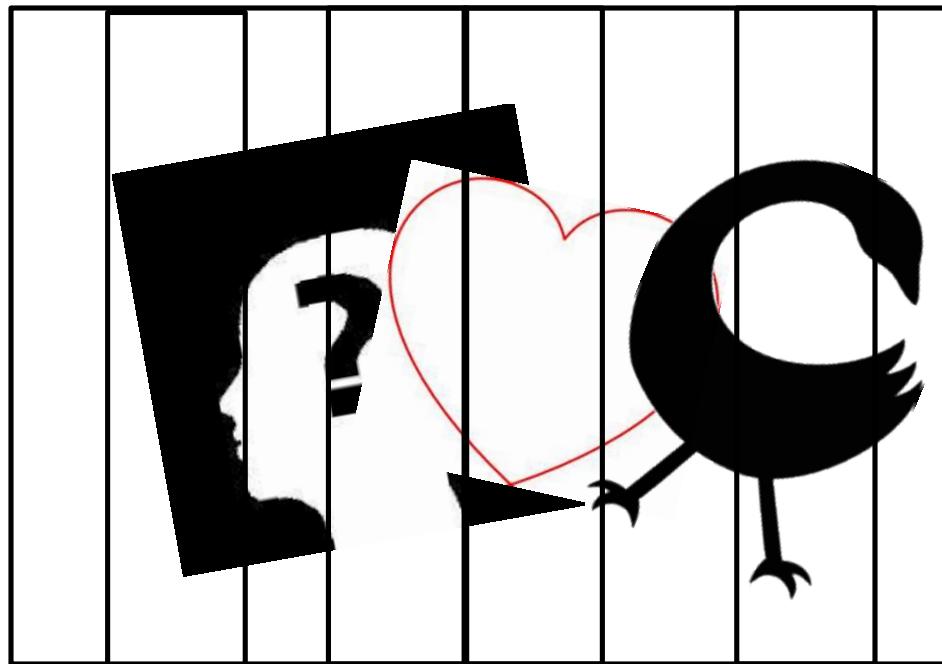
Arriving at new ideas, insights

Playfulness

Considering alternative viewpoints



What stands in the way?!



Who?

“No grades at stake, gentlemen.

Just take a stroll. There it is.

Left, left, left – right – left.

Left, left, left – right – left.

Where?

Thank you, gentlemen.”



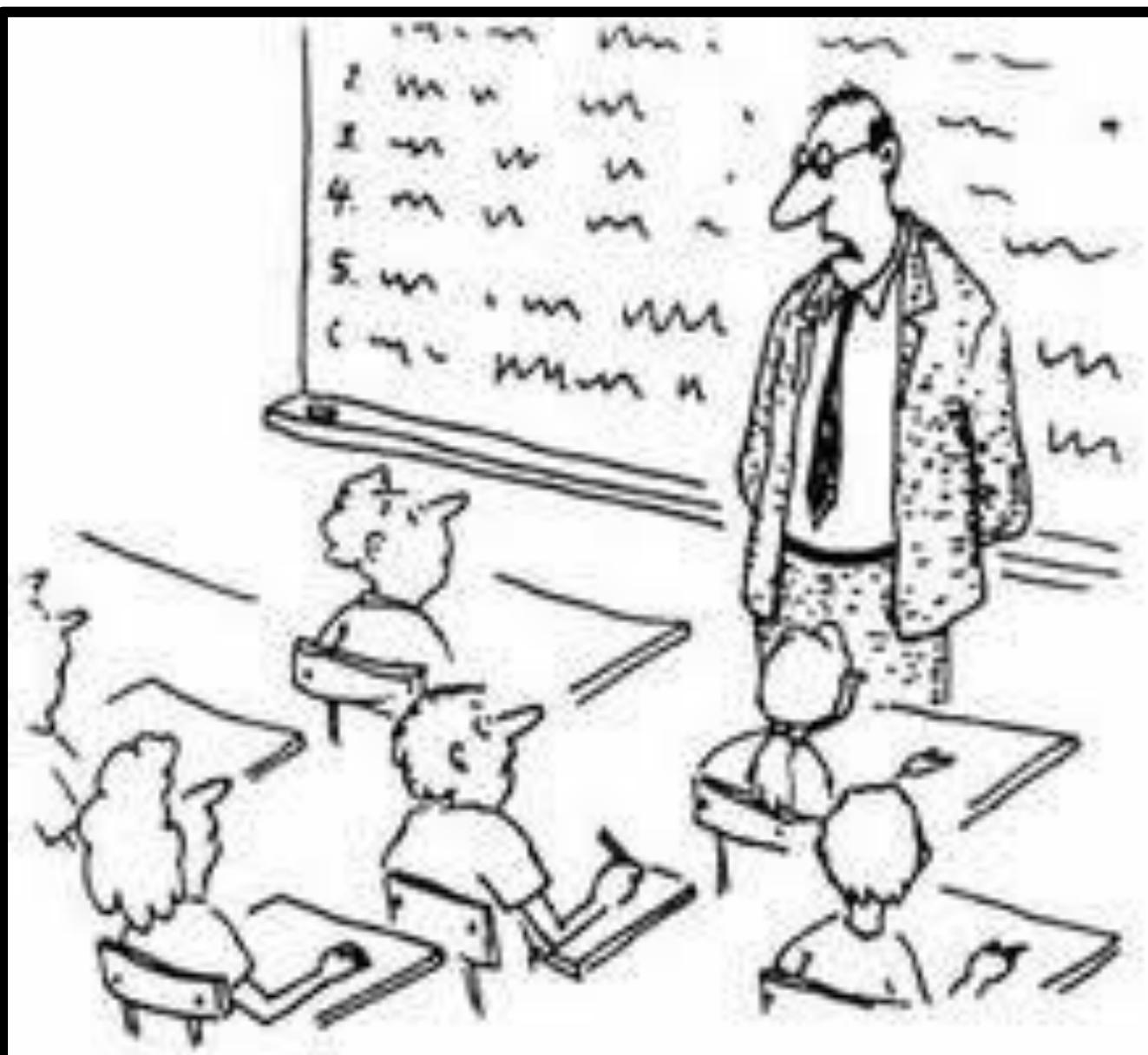
https://www.youtube.com/watch?v=nJ_htuCMCqM&t=33s



Carpe! Carpe!

STUDENT ACROSTIC

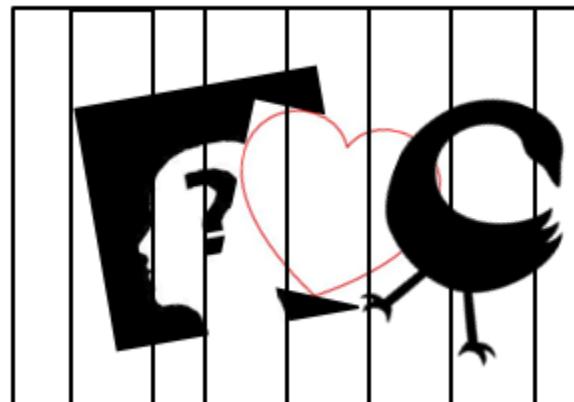
CLosed
Oppressive
Needs
Followers
Order
Rules
Mindless
In
Truth
Yes, Yes, Yes!



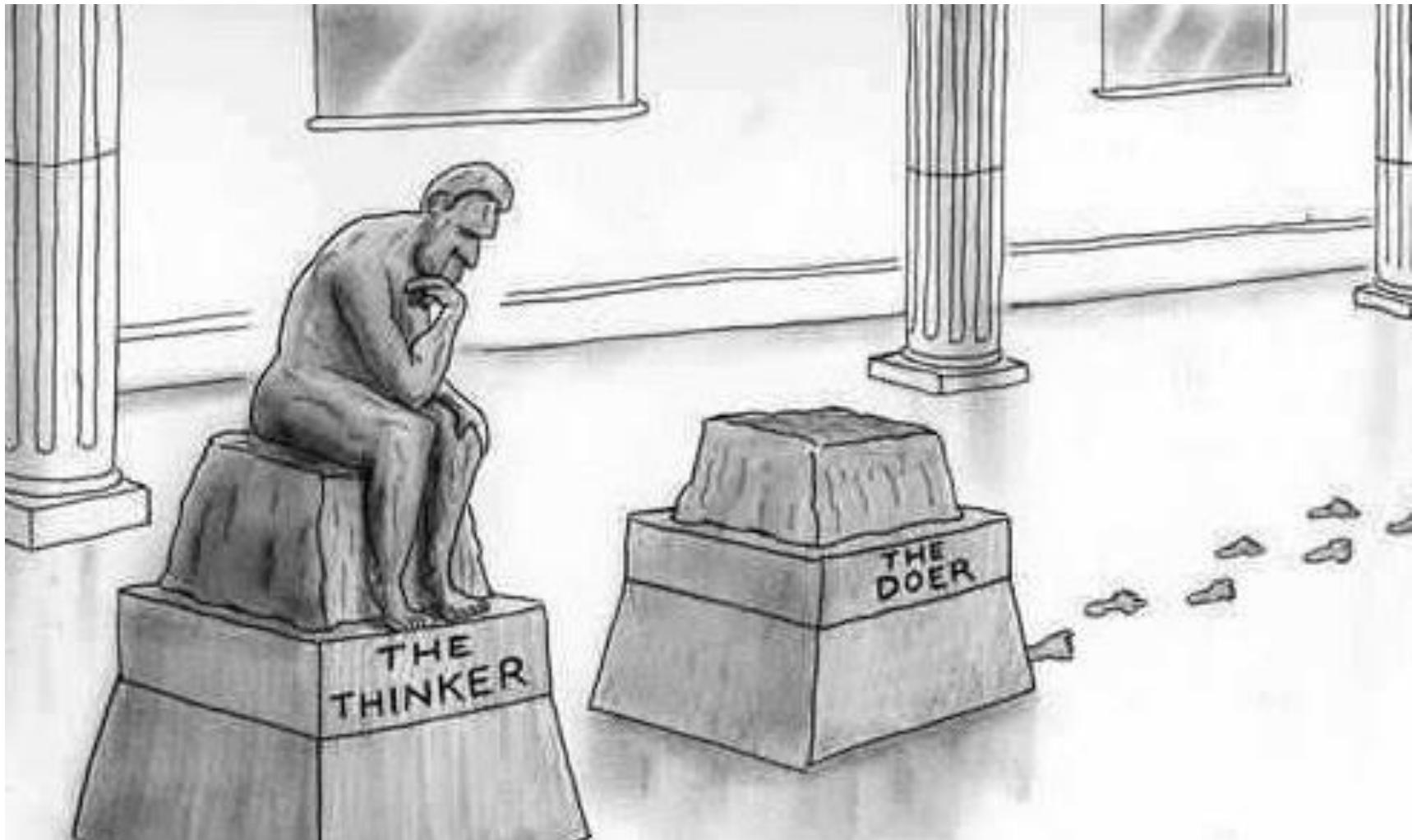
*"I expect you all to be independent, innovative,
critical thinkers who will _____."*

What stands in the way?!

- power of conformity
- habitual ways of seeing and naming
- selective empathy

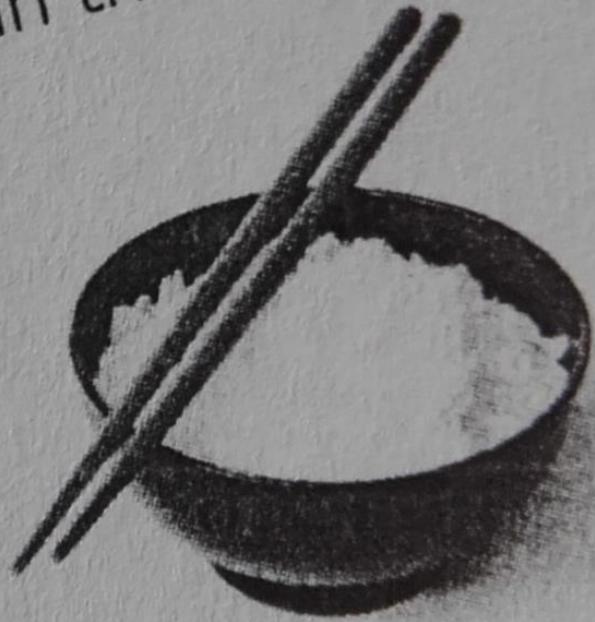


The Power of Thinking Differently: The 3 Cs in action



Questioning a statement

China will soon become the **number one**
English speaking country in the world



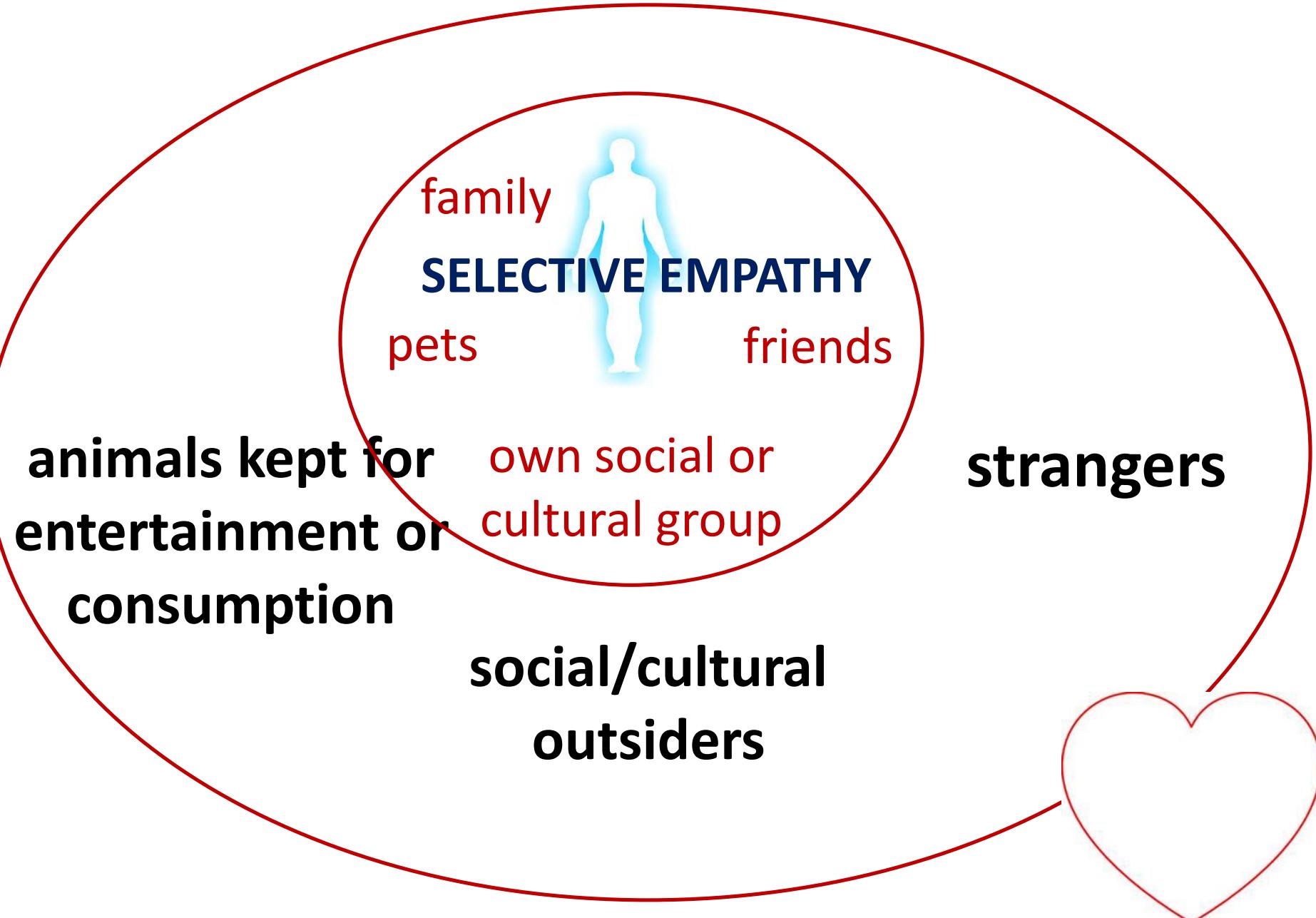
Possible questions to ask:

- How soon is ‘soon’?
- Why not India?
- Does ‘Number 1’ mean ‘most’ or ‘best’?
- How do you know (what is the evidence)?
- Is it desirable that this should happen?
- What do Chinese people think about this?
- What purpose does the *image* have?
Isn’t it stereotypical?



Questioning a text

'Widening the Circle of Compassion'



THE NEW KID

HOMELESS

Our experience of the world is based on the categorization of the objects of our perception into classes ...

LOSER

... once an object is conceptualised as the member of a given class, it is extremely difficult to see it also as belonging to another class.”

?

MIGRANT

Rosen, S. (1982) My voice will go with you: the teaching tales of Milton H. Erickson. New York: W.W. Norton & Company. P144

Buddy Bus Stop

Would you like someone to play with?





What's the story?

<https://www.youtube.com/watch?v=nWJut7KQhI4>

“Compassion starts with ... **imagining** putting ourselves in the mind of another person, and imagining what they’re going through.

We are probably wrong about what they’re going through, because we can’t know, but without this imaginative process we can’t have compassion.

Once we’ve empathized, and feel their suffering, the second half of compassion is wanting to end that suffering, and **taking action** to ease that suffering in some way.”

Babauta, L. (2013). Developing Selfless Compassion. Retrieved December, 2014, from <http://zenhabits.net/selfless/>

CULTIVATE A

Culture of Kindness



at the conference

at your school

where you live

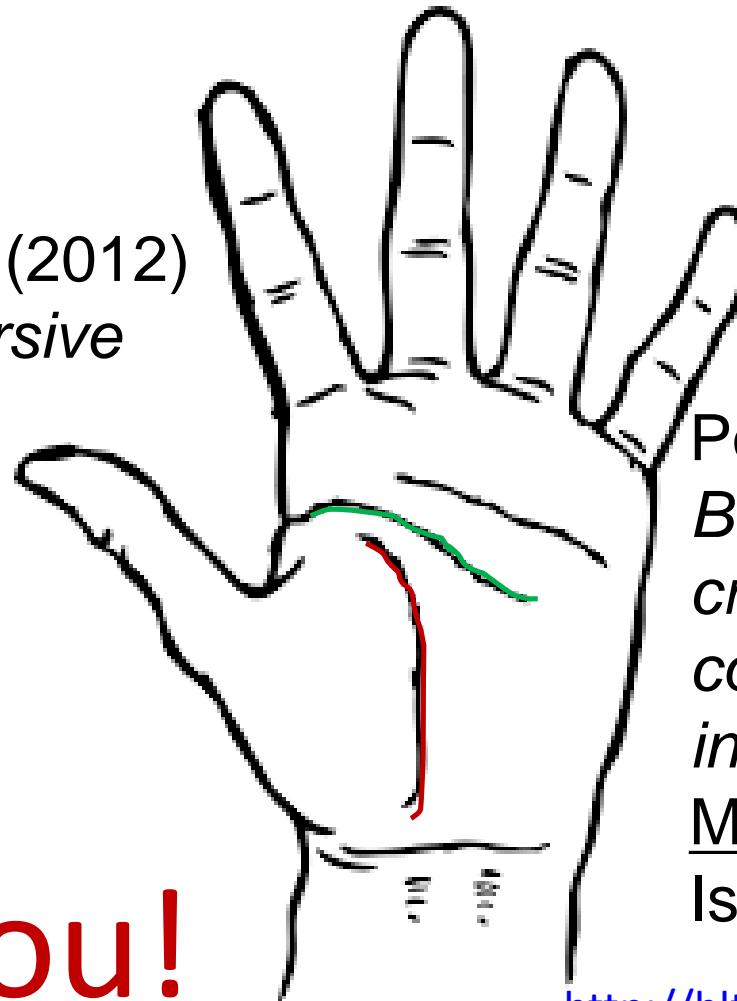
Critical, Creative and Compassionate: Teaching English with the 3 Cs



E-lesson Inspirations A set of video-based resources for teachers who want to strengthen the educational dimension of their teaching.

<http://gisig.iatefl.org/elesson-inspirations>

Clanfield/Meddings (2012)
52: *a year of subversive activity for the ELT classroom.*
The Round.



Pohl/Szesztay (2015)
Bringing creative, critical and compassionate thinking into ELT. HLT Magazine. Special Issue, Year 17; Issue 2.

Thank you!

<http://hltmag.co.uk/apr15/sart06.htm>