

Empathy – building in the EFL classroom: what, why and how



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What is empathy?

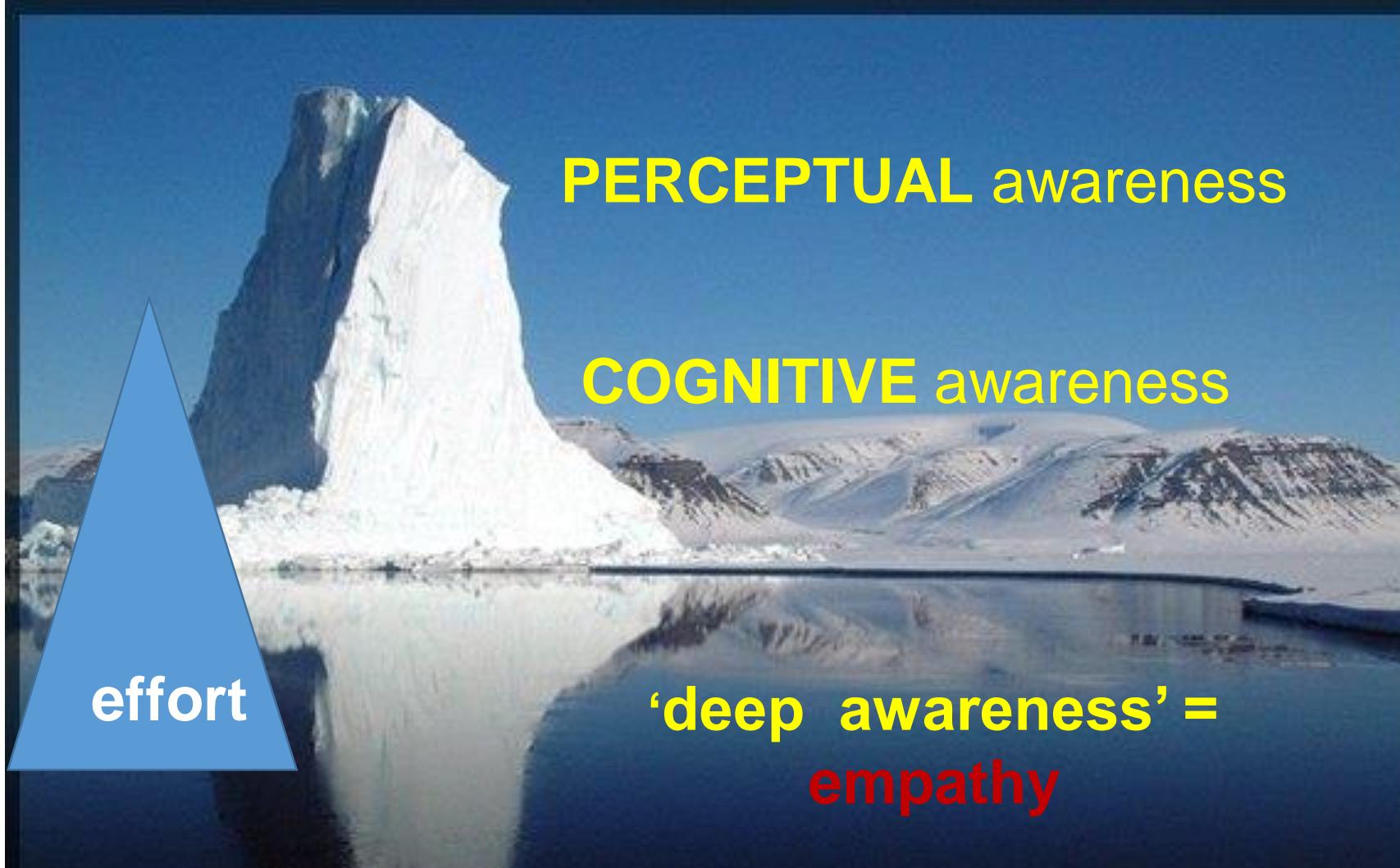
If you are sympathetic to something you ...

If you feel sympathy for someone you ...

If you empathise with someone you ...

- A To imaginatively** participate in the other's world.
- B The ability to imagine oneself** in another's place and **understand** the other's feelings, desires, ideas and actions
- C One's ability to recognise, perceive** and directly experientially **feel** the emotion of another
- D Putting yourself** in the other's shoes.

Levels of awareness and understanding



Based on Harvey (1979:53) In: Damen, L. (1987) Cultural Learning: The Fifth Dimension in the Language Classroom. Addison-Wesley Publishing Company, p. 141

**Have you ever experienced empathy or
know of a real-life example?**

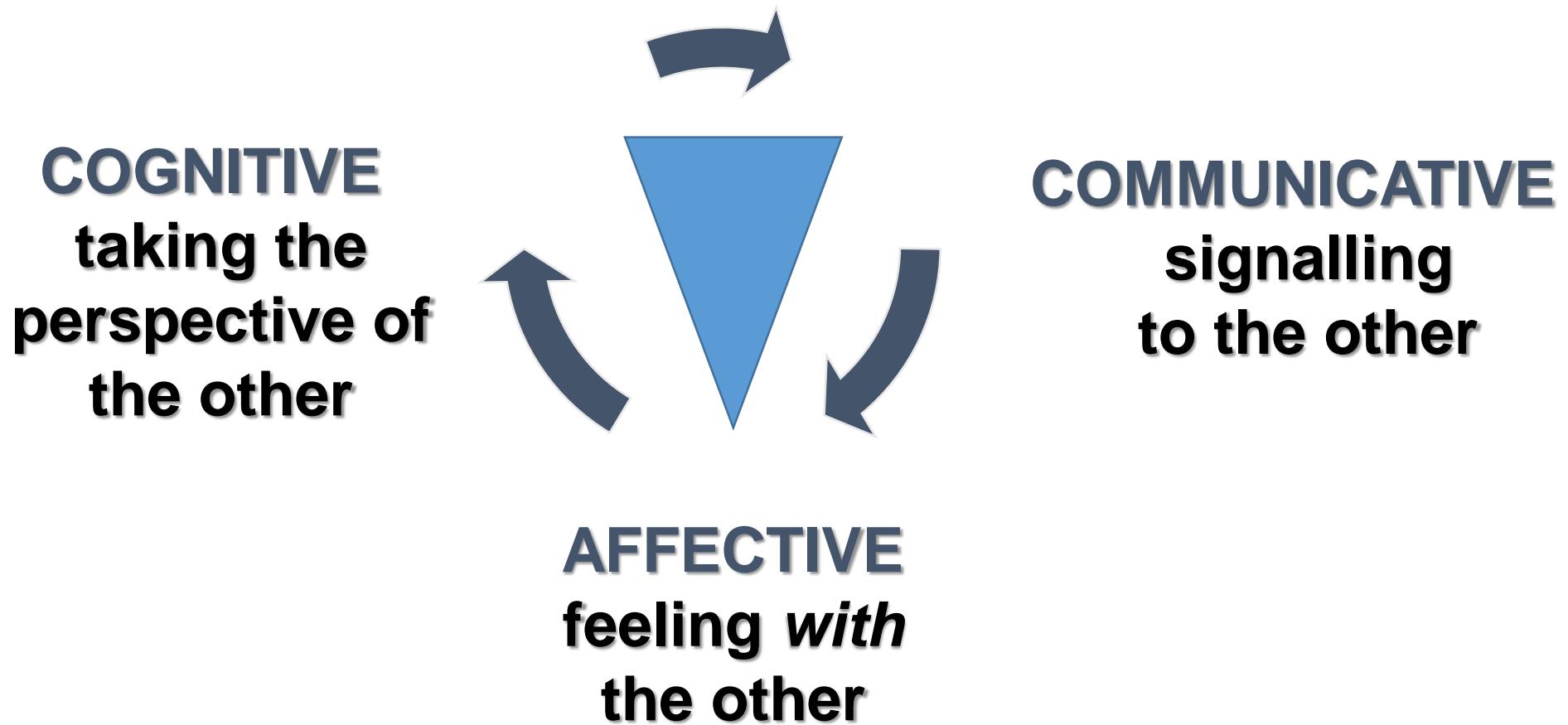
Feeling?

?

Skill?

Attitude?

Components of EMPATHY

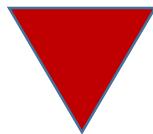


From: Bennet, Milton, J. (1998). Intercultural communication: A current perspective.

Strangers



COGNITIVE
taking the
perspective of
the other

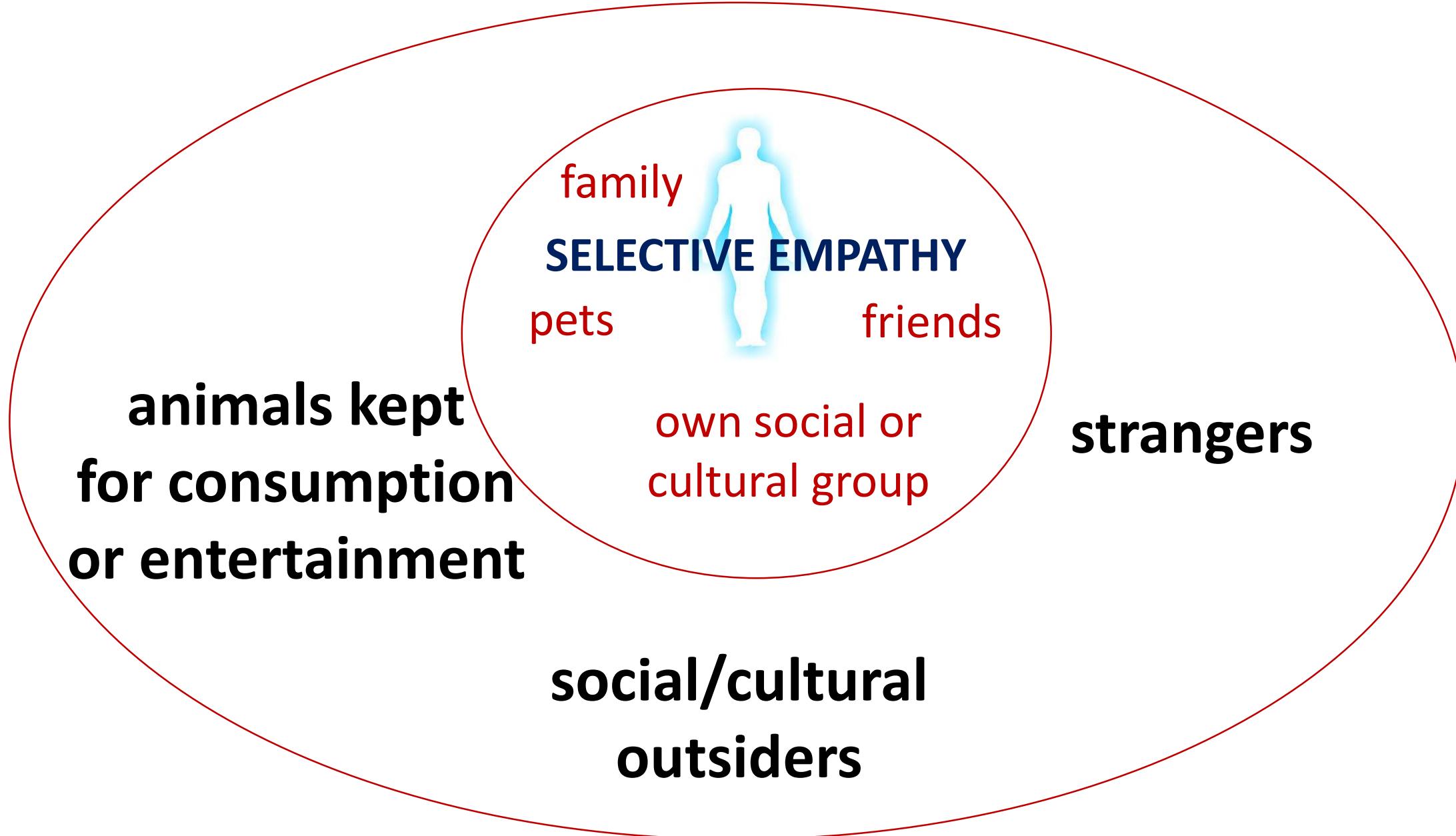


COMMUNICATIVE
signalling
to the other

AFFECTIVE
feeling *with*
the other

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

'Widening the Circle of Compassion'



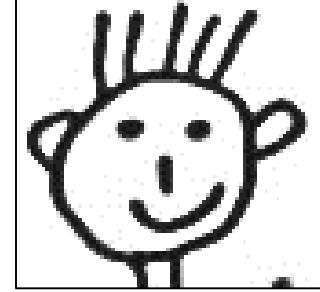
Empathy – building in the EFL classroom: HOW?



Personal Identity cards

I'm a(n)

- Ger(man) national
- father
- a blue fish
- pebble collector
- Hungarian resident
- teacher trainer
- singer
- in-betweenie



What makes **you** the person you are?

Create your own ID using only nouns and noun phrases.

I'M a(n)

- Italian national
- student
- music lover
- good friend
- sunset catcher
- chocolate addicted



I am a(n)

Free spirit
adventurer
Dancer

g-404
eler
leolic



I am a(n)...

- singer.
- Actor.
- Noodles & Pastas lover.
- Insecure person.
- Man who loves languages.
- Negative thinking person
- Geomorphology.
- Nerd



I am (a(n))

- German national
- father
- water creature
- Hungarian resident
- private collector
- teacher trainer
- in-betweenie



I am (a(n))

- Hungarian national
- girl
- sister
- car lover
- elegant person
- student
- dancer



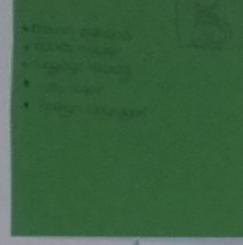
I am a(n) ...

- Singer
- Actor
- Headless Pecker Lawyer
- Insane person
- Man who loves languages
- Negative thinking person
- Gomphophysis
- Nerd



I am (a(n))

- German national
- singer
- dancer
- actress
- teacher
- mother
- student
- artist
- dancer



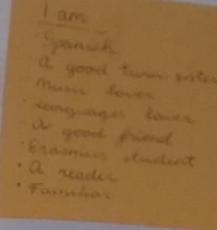
I am (a(n))

• singer
• dancer
• German
• boy name
• teacher
• sleep talker
• singer
• music lover
• actress



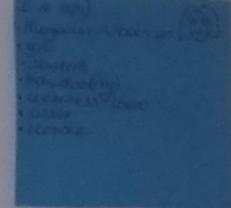
I am

- Spanish
- a good twin sister
- Music lover
- language lover
- a good friend
- grammar student
- a reader
- Fairytale



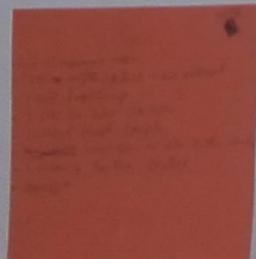
I am (a(n))

- Hungarian national
- girl
- student
- art lover
- book lover
- teacher
- dancer

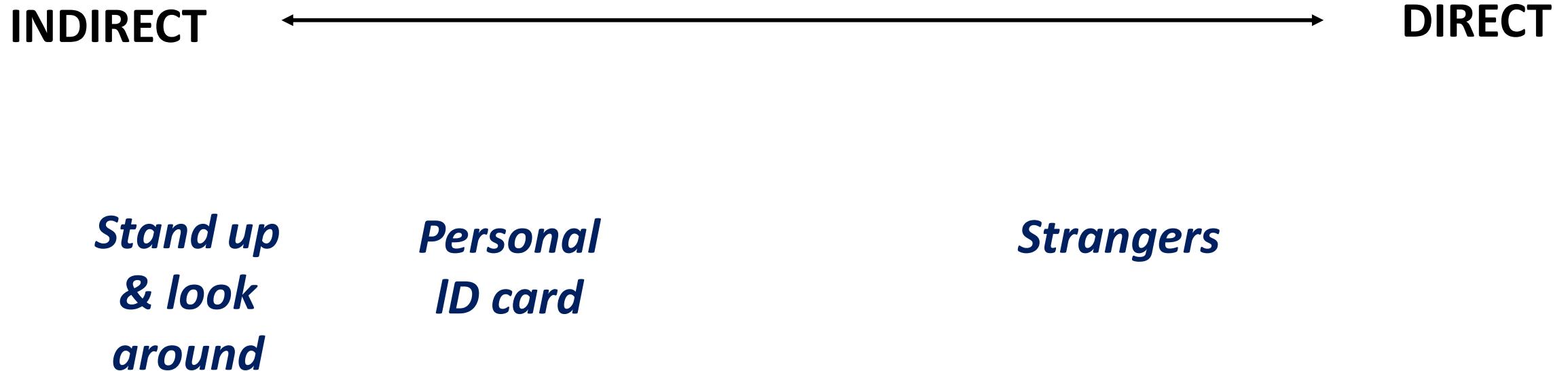


I am (a(n))

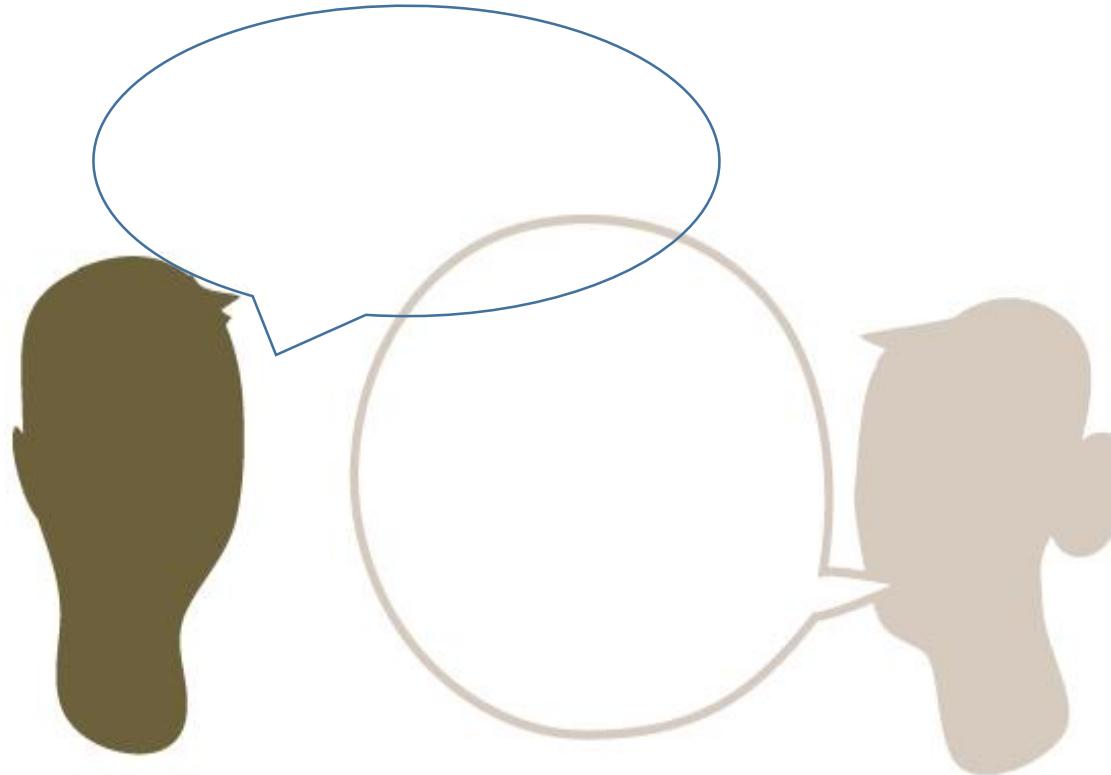
• German national
• singer
• water lover
• good friend
• good teacher
• German teacher



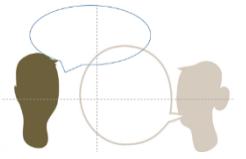
Empathy – building in the EFL classroom: HOW?



Active Listening



Ears 耳
Heart 心
Undivided Attention



Active listeners ...

- Sit quietly facing the speaker
- Relax and encourage the speaker with eye-contact, nods or smiles
- Try to just **listen**, letting go of any judgments and questions
- Rephrase what the speaker has said in your own words “*So you mean ...*”
 - “*Are you saying...?*”
- Make encouraging comments: “*I understand.*” - “*Tell me more about...*”
- Use open-ended questions to invite more talk: *What/How/When...?*

Speaker:

“We are having problems deciding about where to go for our holidays; I want to go to Devon to a cottage and just relax, and my husband wants to go to visit his family in London.”

Listener: *“I see. You haven't come to an agreement about it.”*

Speaker: *“That's right, and because we are disagreeing about that, we seem to be arguing about everything.”*

Listener: *“So you're you saying it's getting in the way of other things.”*

Empathy – building in the EFL classroom: HOW?

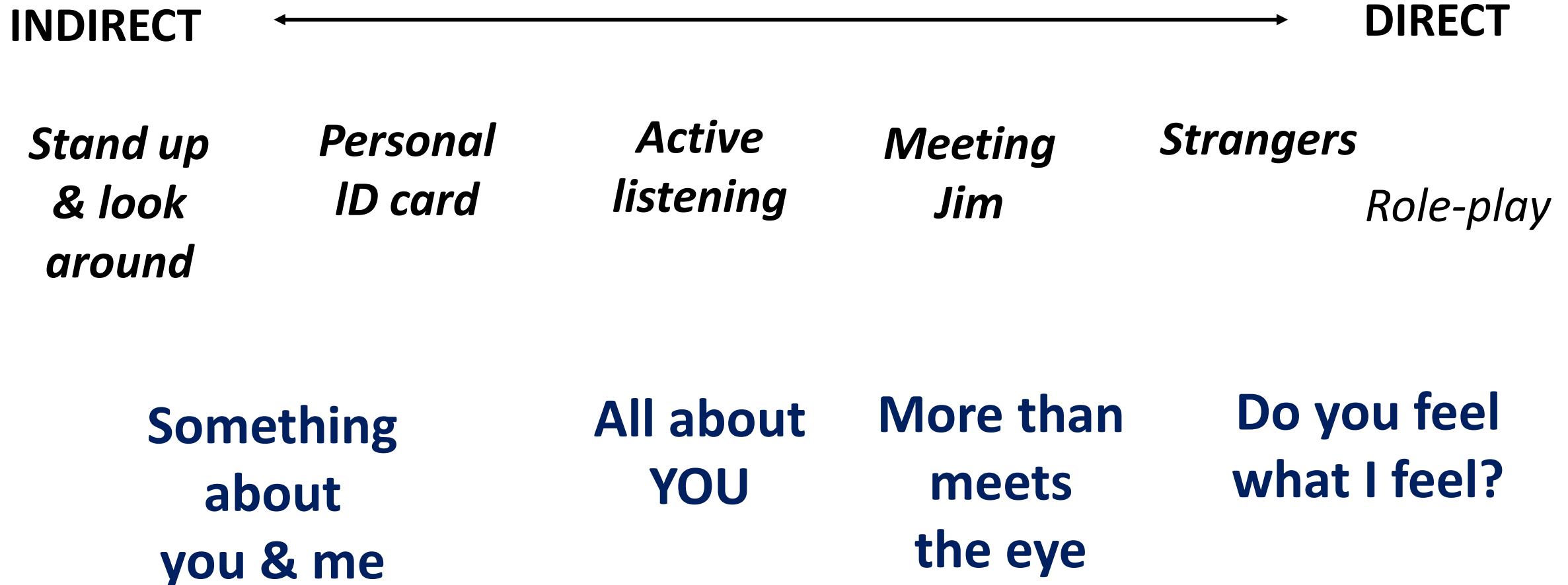


Meeting Jim



<https://www.youtube.com/watch?v=6a6VVncgHcY&t=7s>

Empathy – building in the EFL classroom: *HOW?*



BULLIED and BULLIES in their own words

BULLIED

"It started about 3 months ago and it hasn't stopped yet. Although I've had fewer messages recently. I've only received three or four this week. At first it was nasty messages on my phone but after a few days they began writing horrible things about me on FACEBOOK. I didn't tell anyone because I thought it would stop but in the end I cracked. And now I'm telling everyone. I've lost all my self-confidence and I've never felt so down. I just don't know what to do."

BULLY

"To begin with we thought it was just a bit of fun. And at the beginning I think she deserved it. We all thought that. She was so superior, she always wanted to be different from everyone else. So we all kind of felt the same. Although it was only Vanessa who sent the messages. But perhaps it's gone a bit far recently. You know it's been a bit heavy in the past few days - death threats and stuff. I mean, obviously none of it was meant seriously."

A few sources and resources

Bennett, J.M. (1998) Transition shock: Putting culture shock in perspective. In: M. J. Bennett (ed.) *Basic Concepts of Intercultural Communication. Selected readings*, pp. 215 – 223. Boston, London: Intercultural Press.

Bennet, Milton, J. (1998). Intercultural communication: A current perspective. In Milton J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings*. Yarmouth, ME: Intercultural Press.

Strangers

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

Homeless Army Veteran time lapse transformation

<https://www.youtube.com/watch?v=6a6VVncgHcY&t=2s>

Anti-bullying ad

<https://www.youtube.com/watch?v=nWJut7KQhl4>