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Editorial Stella Smyth

It has been a pleasure to edit this latest edition of our GISIG Newsletter in time for a festive reading treat! As the cover picture and list of contents suggest, it incorporates a diverse range of papers covering global issues through the spectrum of war and peace, past and present conflicts, local and international politics. There are messages of hope and accounts of pedagogical and learner resourcefulness in the face of adversity; there are also book reviews that may whet your appetite for further reading. I hope as you turn the pages that some of the energy, humour, and enthusiasm of all our contributors to this issue will refresh you in whatever personal or global context awaits you in 2018.



Putting a newsletter together is very much a collaborative act; in addition to gratefully acknowledging all who have volunteered to put their thoughts into writing, thus making this Newsletter, I would like to thank **Ercan Sinan Hüseyin** for his time and creative assistance with the layout and graphics, so that we could get this to you over the Christmas season.

Finally, we look forward to receiving many more submissions for our next edition of the GISIG Newsletter. For details such as *contributors' guidelines*, see <http://gisig.iatefl.org/newsletter>

The deadline for submitting material for ISSUE 38 of the *GISIG Newsletter* is 1 May 2018. Please email your contributions, in the first instance, to <stella49ksmyth@hotmail.co.uk>

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News from the GISIG joint Coordinators By Julietta Schoenmann and Linda Ruas

Even though the winter chill is beginning to bite here in the UK, GISIG activities since our last newsletter have kept everyone warm and fired up. Let's take a look at what's been happening over the last few months.



Firstly, congratulations are due to some of our talented members: Anastasia Khodakova was awarded the Esther Lucas Scholarship for 2018 and we decided on 4 winners for a free PCE place at next year's IATEFL conference, for the lesson plans they submitted as part of our Special Days competition. They are: **Cristina Oliveira, Rita Diveki, Aleks Palanac and Mandana Arfa Kaboodvan**. We're looking forward to seeing you in Brighton next year!

October was busy since it is traditionally GISIG's *Issues Month* where we focus on one global issue and invite members to contribute their thoughts, opinions and lesson ideas on that topic. We decided this year that our topic would be neighbours and borders – highly relevant when you consider there are now an estimated 65 million refugees and displaced persons worldwide. Our *Issues Month* Coordinator Dragana Stegic did a great job of introducing and summarising each week of activity, resulting in a series of contributions that revealed the extent of people's engagement with the topic. Personal stories about working with refugee communities were shared, together with suggestions for resource materials on the topic of migration and the problematic nature of political borders. While on the subject, there is a film on general release at the moment called *Human Flow* (by the Chinese artist and activist Ai Wei Wei) ,which presents a sensitive and respectful account of the people who are fleeing war, persecution, drought and famine in 23 countries around the world. If you would like to use the trailer with your classes, then click on this link:

https://www.youtube.com/watch?v=DVZGyTdk_BY

Besides *Issues Month*, GISIG organised a very successful one-day event on October 14th in London in conjunction with PronSig on the following topic – *Globunciation: exploring the interface between pronunciation and global issues*. We were delighted with the range of topics presented by the speakers and the responses they generated from our attendees. Much food for thought was provided by the subjects which were included in the programme: the value of English as a Lingua Franca, where you might put yourself on the Emancipation Continuum, the role of the schwa, how you help your students decipher the

world's accents, positive psychology when working with refugees, making 'the environment' an engaging topic for teens, incorporating GI into BE, and investigating the nature of politically-correct language. With over 30 participants and a magnificent choice of sandwiches we felt the day was a success!

GISIG was also pleased to participate in the Online SIG Conference in November which proved to be a stimulating weekend of presentations attended by (at any one time) several hundred people from all over the world. Margarita Kosior presented on behalf of GISIG and did a wonderful job of outlining practical activities that she had done with her students in class on Holocaust Memorial Day and The No Project.

Plans continue to take shape with regard to the on-going initiative with representatives of AfricaTESOL. Following a meeting at the ParisTESOL Colloquium in mid-November it was decided to scale down our plans to one country and one school in order to pilot materials and share teaching ideas. As a starting point it is hoped that we can develop a mentoring scheme via WhatsApp and are working to pair up several GISIG volunteers with one or two teachers each from a school in Senegal. If this works (mainly in terms of logistics, given the situation there with internet connectivity) then this could be something that we could roll out to other schools in the country.

Other developments at GISIG HQ? Our collaboration with MAWSIG continues regarding materials for the Cinema Inspirations page of our website. We're planning to develop two indicative lesson plans that we will upload to the site and then encourage contributions from all of you by holding a competition. The details will be announced in Brighton 2018, so watch this space for more information!

Looking ahead, we now have a firm date for the Four Corners Summit which will be held online on March 4th, 2018. More detailed information will be available shortly but put this date in your diary for now as we hope you'll be able to join us for a professionally-rewarding and inspiring day.

Lastly (but not leastly!) we have more news about our PCE for the conference next year. The title is *Social Justice and ELT through the Visual Arts* and the event is organised jointly with the Visual Arts Circle. We're really excited about this as we're doing something very different from other PCEs and feel this is going to be a special experience for all who attend. The day will be a mix of discussion, demonstration and practical artistic application. You can find out all the details by visiting the GISIG website at <http://gisig.iatefl.org/event/brighton-2018/brighton-pce-2018>

So, to those celebrating the forthcoming holiday period – have a wonderful time! And to all of you we extend our best wishes for a rewarding and exciting 2018.

Happy reading! - **GISIG Joint Coordinators**

Storytelling for a Better World

An account of David Heathfield's webinar (3 Sept 2017)

By Julietta Schoenmann

David Heathfield is a member of GISIG and The Creativity Group. Known for his ability to raise awareness of global issues through stories and drama, we were delighted when he accepted our invitation to conduct a webinar on storytelling and social justice on September 3rd, 2017. He began his presentation by explaining how he became interested in global issues and went on to briefly outline the contribution he was asked to make to the British Council publication *Integrating Global Issues in the Creative English Language Classroom: with reference to the United Nations Sustainable Development Goals*.

He then continued by introducing to the thirty participants present online the first of several intriguing and thought-provoking stories – called *The Seed of Justice*; it concerned the dilemmas experienced by various characters around the theft of a pear. David began by eliciting from us what we understood by the word 'justice' and asked us to predict the story from selected key words, thereby involving us very personally in the events of the story that he was about to tell. His story-telling style was highly engaging, making use as he does of mime, gestures and different voices to bring the story alive. After telling the story the activities he asked us to do were equally absorbing: to freeze momentarily in a pose that represented a key scene from the story; then to imagine the thoughts going through the minds of the major characters. He concluded this part of the webinar by telling us that when using this story in the classroom, he asks students to improvise the final scene then script it as a drama.

David went on to suggest that storytelling takes us beyond boundaries and helps us to develop empathy. In other words, students don't only empathise with the central 'good' characters in a story, but can also be encouraged to understand the motives and intentions of the other less sympathetic characters. He made the point that many stories from around the world deal with injustice and inequality; so through drama and metaphor students can be invited to explore what the concepts of justice and equality mean to them. David then told us a personal anecdote about his son Tom and the unfair treatment he received at his school regarding his choice of subjects and the consequences of that decision. At the end of the story, we were asked to provide a suitable and more fitting conclusion to David's story and to also offer a title for our own personal story of injustice. He also shared with us a video of a student of his telling her own story of an injustice and the reaction this provoked together, with some information on the use of forum theatre (<https://dramarresource.com/forum-theatre>) with students in class.

David's rationale for incorporating stories such as these hinges on the possibilities for change that sharing and discussing personal stories offers. He suggested that doing activities related to personal stories allows for the possibility of change by reworking the drama. Rather than focusing only on painful memories, students can be encouraged to express their thoughts and feelings about a situation that upset them and imagine a more positive outcome, thereby helping them to come to terms with the negative experience.

David concluded his presentation by playing us a song composed and sung by his son Tom. A fitting end to an hour of imaginative storytelling and tasks from David and a range of creative responses from us.

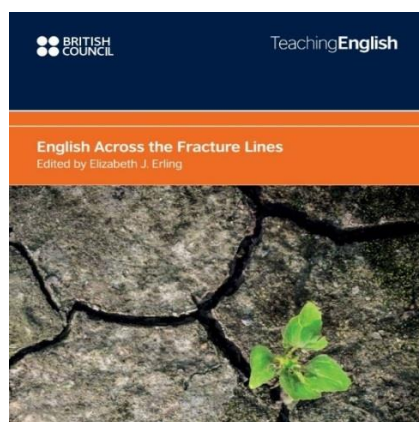
Further information

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www.davidheathfield.co.uk Youtube: David Heathfield

English Across the Fracture Lines



Bill Templer looks into this ground-breaking new British Council publication.

New book from the British Council, free to download here:

<http://englishagenda.britishcouncil.org/continuing-professional-development/teacher-educator-framework/understanding-teaching-context/english-across-fracture-lines>

Intriguing articles, including one by a former GISIG coordinator, **Mike Solly**.

Chap. 3 on Gaza and its many aporias is co-written by a key Palestinian colleague, **Dr. Nazmi Al-Masri**, who remains largely confined inside the Gaza Strip as Associate Professor at the Islamic University of Gaza.

The sole contributor from Eastern Europe, **Vesna Tasevska-Dudeska** in Macedonia, writes on the PEP British Council project: teaching English to the military in a range of countries.

The two contributors from sub-Saharan Africa (DRC), **J.T. Barabara and J.K. Walingene**, deal with a topic we have addressed in GISIG discussion, namely language clubs in their country.

Daniel Xerri has a well-grounded article on teaching poetry to refugee kids in his native Malta, a very timely topic which is also relevant to GISIG foci.

Arifa Rahman from Bangladesh, writing here about the role of English in UN peacekeeping missions, will be one of our presenters at the GISIG showcase day at the IATEFL conference in Brighton.

Rosyln Appleby discusses environmental degradation and humanitarian crises, likewise a relevant topical focus inside GISIG. She presents a grounded project in Green pedagogy and centred on environmental sustainability that she taught in Australia, noting: "This is an emphatically bottom-up approach, in a world where global problems such as climate change can appear abstract, complex and confusing, and where top down government policies have been remarkably inadequate in tackling environmental degradation and consequent humanitarian crises. Our personal questions can, in this way, provide a pedagogical doorway into broader discussions about long-term change towards environmental sustainability and the importance of a healthy environment for safety, security and stability in an interdependent world".

The book is well worth exploring, so much there to appreciate. We will thus include a more probing review in the next GISIG Newsletter.

BOOK REVIEW

Review of Amos, E. (2015) *Students for Peace*, São Paulo, Richmond.

Students for Peace (SFP) is a four-book series whose cross-cutting theme is Peace Education. It was originally designed for Brazilian 6th to 9th graders with ages ranging from 11 to 15. Each book is organized into eight chapters, comprising a total of 144 pages each. Each chapter is built around a topic which deals with one of the multiple aspects of Peace Education. The work with these topics also comprises activities that deal with various textual genres. Moreover, the series has a digital platform that resembles a social network where students can create their profiles and post their productions, allowing students from different places to read posts, react to them and even share them.

The growing complexity of our social context presents deep challenges for those involved in education in Brazil. A number of areas like Financial Education or Traffic Education Programmes, for example, are still not present in pedagogical practices in Brazil. There is, however, an area which, in our view, should take precedence over any other, given its importance for all involved in the daily routines of schools - and that is Peace Education. It is in this context that Peace Education represents a priority which still has not been perceived as such, or worse than that, has been neglected or disqualified in the debates related to education in Brazil.

The cross-cutting theme is brought into the series by the topics of the chapters and the activities proposed within each chapter. Topics such as Identity, Origins, Native Peoples, Values and Relationships allow students to deal with relevant issues like diversity, respect, conflict resolution and autonomy. Another singular aspect of this material is that topical axels establish a dialogue between chapters from different volumes. For example, the chapter "Financial Education" (Book 1) relates to the chapter "Consumerism" (Book 2) and unfolds in the chapters "Sustainability" (Book 3) and "Life Plan" (Book 4). As far as the activities are concerned, each chapter opens with the *Spark* section, which aims at activating the schema i.e. stimulating the learner's prior knowledge about the topic. The purpose of this activity is to recreate the learners' experiences, so that new knowledge can be integrated with what is already known. Because students come from different backgrounds with different life experiences, these differences are a key element in negotiating new knowledge.

Students' production is regarded as a process involving gathering, selecting and, organizing information along with a great deal of creativity. The process takes into consideration the textual genres being studied in the chapter and demands more than one draft. In Book 1, the starting point for students' production is a concept map which helps summarize the main idea of the chapter. The production process does not end by handing 'something' in to the teacher. Students are encouraged to post their production in the Students for Peace digital platform which allows students from other parts of the country to access the content and interact with the producer.

Another key feature of SFP is the closing section of each chapter. Named *Peace Talk*, the purpose of this section is to reflect on and discuss the topic of the chapter under the light of Peace Education. This is done by means of an activity that sets students on the path of social protagonism. They are encouraged to take action in their immediate environment (the classroom, the school) or in wider contexts (the neighborhood, the city, the web).

When developing SFP, it was clear to us that English language teaching classes should provide teachers and students with an opportunity to go beyond the linguistic objectives of their respective syllabi. The concept of “English as a foreign language” and the fact that the teaching of English does not have enough prominence in the Brazilian school curriculum very often puts us at the margin of both school life and the whole curriculum. We wanted to bring to the classroom those questions which very often remain untouched. We wanted to cast light on the recognition and appreciation of others, the acceptance of diversity, the emphasis on diverse cultural values. And we wanted to empower teachers and learners to do it confidently.



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Eduardo Amos is a Brazilian writer experience in designing textbooks for teens. He has a BA in Education Mackenzie Presbyterian University member of GEEPAZ – Study Group Education and Tolerance of the

School of Education, University of Campinas, Brazil.

Videoring global issues -Going Mobile **By Ana Cristina Oliveira**

The overuse of technology is itself a global issue, but why can we not better use it to the students' benefit? Better still, why not challenge our students to become producers instead of just being users or viewers? There are countless materials available online and in printed version and we do use them to motivate our student audience. We tend to rely on audio visuals to make our classes more attractive and we spend endless hours preparing lessons, tuning up materials, especially when we are really into the subject we are teaching.

The student project: producing their videos on global issues

What I am about to present is not new, but for my students it was a novelty and the motivational levels were incredible: a project where students would be producing videos concerning global issues which, unmistakably, had to show that serious reflection had taken place on that matter. Pure copying and pasting were not acceptable and that's what our

students tend to do, especially in the 3rd cycle, the levels I have been working with the most.

I had done something similar to this once with upper secondary students, as part of a big pro-environmental project with other colleagues (a project entitled "Cacilhas- Tejo Goes Green" in Escola Secundária Cacilhas-Tejo), and the outcome was amazing. Last year I was teaching intermediate levels and tried this with 9th grade students (intermediate-level): one of the classes was always willing to work and have a go at anything new, the other was a bit rowdy, a true mixed-ability class with a significant number of students who had decided that English was not on friendly terms with them, while some others participated actively. In Portugal, as I believe in most countries, global issues with a high focus on citizenship education pervade the English syllabus, and thus, students are quite used to hearing and talking about environmental problems, such as discrimination, hunger, and have surely done some project work on the topics that may have been put on display.

Resources and procedures

I started by showing the students the brilliant **music video of "What I've done" by Linkin' Park**. Why do I think it is brilliant? Its approach to global issues is comprehensive; students get a general idea of the problems the world is facing, as the video also exposes many cruel contrasts; nonetheless, students are also given a hint that things may change, not only because of the verb tense used in the title (what we've done, does not necessarily mirror what we are going to do from now on), but also due to the final images (I will not be a spoiler here, no worries!). There's another plus that some of my students pinpointed (I had not thought about it myself): it 'smashes' many pre-conceived ideas that rock/metal music is just noisy meaningless gibberish!

After watching it, students became eager to discuss these topics, but they often felt that there was a lot they didn't know about. Then, I asked them to choose a topic they were interested in and find five to ten facts on it by carrying out quick research, using their mobile phones. It must be said that without the headmaster's prior consent, I would not have done this, since regulations on mobile phone usage during classes in Portugal are quite strict. While students were doing this, I started organizing the groups according to their interests, and then asked them to share their findings. At this point, they were already using selection skills that would enable them to decide what really mattered from the plethora of information they had available online. Indeed, they were thrilled about having the chance to use their mobile phones and when one of them tried checking his Fb account, he was severely criticized by his peers, who were more than happy to show off how fast they could find information!

Most of them found causes for the different issues and many were shocked, as, up till then, they had not been aware of how devastating and gruesome many of these problems have been. Following this, they were asked to consider what will happen if Mankind does (or not) change its attitude, and what they would do were they given the chance to be part of the powers that be. At this point, students easily began using the 1st and 2nd conditional. Some provided the classical examples, but others actually gave this serious thought and even did some digging in order to suggest sustainable solutions, or by presenting actions that had already proven efficient in other countries. Eventually, extremely interesting ideas came up in the classroom.

Students often feel discouraged when we talk about these subjects and more often than not claim, rather sadly, that despite the fact that they would really like to take serious action, they feel it is not worth it because they are alone in it, most people just do not care, I asked them to find someone famous who is or was involved in the issue they had taken an interest in. I strongly believe that all of us, at a certain point feel that we are fighting some lost battles, but I know that children and teens are resilient and if they have a role model they will definitely try to act alike. In fact, the students were surprised when they realized that so many actors, singers and even football players, people they admired, were committed to fighting for these issues.

It was now time for the big challenge; I wanted this project to be different so I asked them to make a video where they would use all their previous work. Students were told they could either use photos they took themselves, or from the Internet (as long as copyright was respected); they could create dialogues, interviews, a newscast, they could use posters, banners, whatever they felt more comfortable with. If they saw it fit, they could also include short videos already available online, on condition that what they added to their own work was cited. As, of course, some of them would find it too daunting to show their faces, they were told they could just record audio, and add it to the video. However, later, they would have to present their video in class and explain everything in great detail. (I was also assessing their speaking skills and had to ensure they would not just read from their notes.) Before the actual film shooting or audio file capture, all their parents were sent information about the project, filming procedures and expected outcome. Although at the beginning of the school year, at our school cluster (Agrupamento de Escolas Emídio Navarro), all guardians/parents must indicate whether they authorize their children's image to be used associated with school activities (Portuguese legislation requires this). I considered a specific consent would be the best as it would also draw their attention to the activity. Some students did the filming at school, the vast majority using their own mobile phone, always bearing in mind that students not involved in the project could not, at any time, be included in the video; others did most of the planning and prepared/assembled/edited all the materials, like the audio. It was quite fulfilling to see how worried they had become about creating logical sequencing, getting accurate information, pronouncing words right

(even those students who always clowned around by mispronouncing on purpose whatever they were reading/saying).

Since students themselves had been aware of the importance of a suitable soundtrack, this was a concern for some of them. I dared these particular students to write alternate lyrics to songs they knew/liked, adapting them to their work, if they wished to. Only two groups actually did this, but the results were remarkable. On presenting their videos, they got their whole-class singing the lyrics they had written; no matter how out of tune they were, the message came out stronger. Just imagine Oasis's "Champagne Supernova" with these lyrics on Poverty and Hunger:

"Where are we while they are getting starved?/ One day justice will find us/ Caught up in selfishness/ So, open your heart and give a hand/A child dreams to never die/Wipe that tear away now from your eye/Slowly we can make a change" (Sara Severo, Carolina Roxo); or Bon Jovi's "Livin' on a Prayer", now on Illiteracy: "Millions of children can't read/(...)/I Knew a boy who didn't know his ABC/ It's tough...so tough/ His little dreams were fading away/when he cries in the night, his mum says/it's okay...someday/ We've got to build schools for them all/'Cause it really makes a difference if we show that we care.." (Sofia Simeão).

My conclusions about this student video project

I was extremely proud of their work; of course, not all groups managed to show their final product, but the majority did and many, even those who were not *straight A students* (or even C, for that matter), were truly committed, and everybody can now see samples of two of their works on the IATEFL GISIG website (<http://gisig.iatefl.org/event/appi-gisig-forum-in-portugal>). The two works here published were voted by the class as the best ones. It was also part of their assessment that they were able to comment on their peers' work, as well as on their own. They had to assess: message clarity; information relevance; sound/image quality; originality; length. The students from my other class preferred, because they used their own image, not to have their videos published online; a decision I obviously respected, notwithstanding the high quality of their works (as you can try to imagine from the lyrics above).

In sum, no matter how time-consuming or troublesome as it might seem at times, I feel that it is a wonderful responsibility to find ways to help children/teenagers with such beautiful feelings give vent to and nurture them. There are countless (not only-technological) means to do this; as teachers we just have to be adventurous and allow ourselves also to be taught by our students; that is the whole point of school, is it not? Sharing?

References

Bon Jovi, "Livin' on a Prayer, *Slippery When Wet*, Mercury, 1986 (see the original lyrics on <https://www.azlyrics.com/lyrics/bonjovi/livinonaprayer.html>)

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Biodata: I have been a TEFL teacher for 20 years, having worked with a wide range of students in Portugal and, whenever possible, from abroad. I have also taught Portuguese both to native speakers and foreign learners. I am deeply interested in global issues and am always keen on promoting projects to draw attention to these problems.



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A report by Leonor Marin on the World Teachers' Day Panel Discussion, October 5th, 2017

This panel discussion focused on integrating global issues in the creative English language classroom and how local choices can affect the planet. Creativity was considered vital in any classroom in the world. It was also emphasized that the more creative the approach, the more powerful the impact will be. Regarding the learners' age, it was clearly stated that learners are never too young to become aware of global issues! We teach language, not ABOUT language, and need to involve the world around us. Students can explore, discuss, try out hands-on activities, rather than just talking about the language.

The panel discussion was introduced by Ellen Darling of the British Council and the speakers were **Linda Ruas**, **Malu Sciamarelli**, **Chrysa Papalazarou** and **Adrian Tennant**; they talked about their particular chapters in the free downloadable book (see link below) and discussed the benefits and associated issues with bringing global issues into class.



Linda Ruas **Malu Sciamarelli** **Chrysa Papalazarou** **Adrian Tennant**

Linda Ruas spoke about her chapter topic of food: 'end hunger, achieve food security and improved nutrition and promote sustainable agriculture'. **Malu Sciamarelli** spoke about 'building resilient infrastructures, promoting inclusive and sustainable industrialisation and fostering innovation'. **Chrysa Papalazarou** considered how important it is to 'protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss'. **Adrian Tennant** then summarized his chapter: 'Content and the Sustainable Development Goals: Going beyond language learning'. They are all, together with the other authors of the book, trying to raise awareness of the United Nations Sustainable Development Goals and present many activities for use in class.

Here's a link to the panel discussion, the free downloadable book and further information:

<https://www.teachingenglish.org.uk/article/celebrate-world-teachers-day>

Galvanizing critical citizenship through the Internet: Exploring green political parties as a focus in the EFL classroom

By Bill Templer



'All teaching constitutes a realm *not in, but of politics.*' (McLaren 2016: 252)

In the spirit of critical thinking and the climate crisis as discussed by Aston (2017) in the previous IATEFL GISIG *Newsletter* (June, 2017) ,and Lóránt Kácsor's (2014) stimulating suggestions on environmental education in Hungarian ELT in *Newsletter* #31 (March, 2014), the guiding idea of the present paper, originally published in 2006 in LTSIG [CALL Review](#), here expanded, is simple: the actual concrete visions, campaigns and programmes of Green political movements need to be built into modules within the socially engaged EFL curriculum. They should be integrated at several levels, primarily utilizing webquesting and the Internet, honing *ecocritical* 'rebooted' citizenship consciousness, models of a Green Pedagogy. The focus here is on learning ecologies for a more critical EFL pedagogy where students have the intermediate-level proficiency in English to be able to work creatively with materials in the complex textual worlds on digital offer. Green sociopolitical thought and policy touch on *all* global issues, bar none, centering in part around the planetary crisis in 'public goods,' such as healthcare, education, environment, owed to all citizens. Indeed, part of the rationale here is to get students interested in Green political thinking and action in an English-speaking society as a 'school of ideas' for vibrant social change - with direct reflexivity back to their own country and local community: becoming proactive citizens.

Also, relevant is the prism of *language learners as ethnographers* (Roberts et al. 2000a; 2000b), developing an ethnographic multicultural perspective on issues central to Green politics and awareness. However, Zaparucha & Hindson (2014) conclude in their survey that environmental issues are poorly represented in ELT textbooks, and critical thinking on such issues is also neglected. Centered on UN SDGs, Maley & Peachey (2017) contains various chapters dealing with ecocritical issues, but actual Green parties are not mentioned.

I first discuss the need for deconstructing the "wheels in the head" of our students and ourselves and then provide some sample practical tasks for exploring the universe of Green political thought and practice across the globe, especially in North America and the UK. In a follow-up extension of this paper, to be published in GISIG *Newsletter* (issue 38, 2018), I suggest a range of *modules* centered on specific key issues. The 'ecodidactic' vehicle (Coupe, 2000) sketched here needs to experiment with concrete task-based learning applications in the future, in part through a "curriculum of empathy" (Christensen 2000: 134). The

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burgeoning of social-anarchist, Green, Marxist and other radical thought on the Internet offers alternative perspectives on environmental ethics and its pedagogy, new modalities for coming-to-critical-consciousness, '*conscientização*' in Freire's classic sense, within '[dialogic pedagogy](#),' reimagining *deep democracy*. This is in keeping with what Marx (*Capital*, I: 534) termed 'revolutionary ferments' for transforming capitalist society from within, developed in experimental alternative curricula (Castles & Wüstenberg 1979: 167-94).

Countering the 'wheels in the head'

In the socially engaged EFL curriculum, the encounter with contrary streams of critical social thought is one catalyst to dissolve what Max Stirner called the "wheels in the head" of our students, our own selves: internalized moral imperatives and interpretations and ideologies inculcated from without by the dominant culture, school, religion, family and society. The thoughts that come to 'own' us and our inner lives. The aim is the 'Ownership of Self,' however defined, central to all engaged in critical pedagogy (Spring 1975, esp. 33-59; see also Stirner 2005 [1845]). For Stirner, Ownership of Self meant freedom from dogma and having a truly independent will and 'internal gyroscope' not dependent on authoritarian sources. Ownership of Self also signifies a liberation from traditional schools per se as conservative state institutions designed to implant and 'naturalize' ruling-class ideology, 'groupthink' and national middle-class ideals - instead challenging students to think for themselves. McLaren's (2016: 119-58) Critical Pedagogy is absolutely integral here.

Brighton/UK-based Marxist educator Dave Hill (2018: 236), founder of the [Institute for Education Policy Studies](#), stresses that *all* schools urgently need to (i) "*Encourage Critical Thinking* across the curriculum. Teach children not 'what to think', but also 'how to think'. This includes how to think critically about the media and politicians, how to become aware of and evaluate alternative visions of the past, the present and the future, and how to question the curriculum and of any classroom, school, local, national or international community/ society - 'who benefits from this? who loses?'" ... (ii) "*Address and value ecological literacy and a readiness to act for environmental justice* ... and to work against environmental toxicity and despoliation, and for environmental sustainability."



A Green Portal

Why the Greens? In its rich international diversity, Green Party theory and practice is a powerful prism for introducing students to a broad array of social problems and issues, learning to empathize with the oppressed. Offering pragmatic progressive alternatives in the spirit of 'Someday is Now,' (slogan, [Green Party](#) of Canada, 2017).

Green politics is grounded on a systemic approach to exploitation of people, the environment and our fellow creatures, and the rule of society by organized greed. It is by nature planetary, cosmopolitan, species-inclusive, with gender equality. The bottom-line is 'power to the people.' The radical Platform 2000 of the [Greens/Green Party USA](#) stresses the need to struggle against a "hierarchical, exploitative, and alienated social system that systematically produces human oppression and ecological destruction...the fights against racism, sexism, class exploitation, bureaucratic domination, war, and all other forms of social domination and violence are central to the movement for an ecologically sustainable society. In order to harmonize society with nature, we must harmonize human with human." Green political breadth, ranging in the U.S. from the progressive eco-conscious edge of the Democrat Party (Sanders 2017). to the further reaches of democratic-Marxist, ecosocialist and anarchist views, invites students and teachers to *interrogate their own positions* on a kaleidoscope of issues, deconstructing their own "wilful blindness" (Heffernan 2010), schizoid conspiracies of silence and denial (Zerubavel 2006).

Given its relatively non-doctrinaire, pluralistic and very broad critical spectrum, Green thinking can serve many students as a broad portal for entering a space of alternative thinking not 'set in stone,' encompassing a range of ideas and approaches, from the liberal and left-liberal to the far left. It is also one of the few political movements that looks seriously at animal rights, planetary stewardship and the need for a "[bio-centric vision](#) - one which puts the needs of all life forms at the centre of decision-making." And with its arch-critical interpretation of US and UK life and culture, Green Party analysis in the U.S. and UK offers a powerful counter-discourse for critical EFL 'cultural studies,' especially relevant in today's distraught times and the hyper-asymmetries of power. Most supporters of G/GPUSA and GPUS decry the abuses of US geopolitics, in [Iraq](#), Libya and elsewhere. All Green parties are highly critical of the crises of capitalism here and now, but seek deep reform rather than *moving beyond* it. For many students, that's 'radical' enough and a receptive platform of 'question more' to build upon. All students today are concerned about climate change and unparalleled elemental catastrophes. Most ask: is global warming to blame? What can be done *now*? All students can be encouraged to watch, ponder and discuss the powerful film [The Age of Stupid](#) (2009) on climate change.

Holistic, Reflexive, Comparative

The Green prism can serve as a focusing frame for a critical introduction to life and society in *all* English-speaking societies, and a more theoretically unified frame for thinking about issues confronting local communities and humankind. As a lever for student exploration, both via the Internet and within the learning ecology of a student's own community, it is more holistic and inclusive than utilizing a series of often loosely connected separate 'resources.' It invites trans-border comparison. Students and teachers can learn to build a

comparative bridge between positions among Greens in [Australia](#), [Great Britain](#), the [African Greens](#), [Korea](#) or [Japan](#), [Brazil](#), [India](#), [SA](#). What can students in the West learn from the specific concerns of Greens in India or South Africa?

The work of the pioneer Green Party on the planet, the [Tasmanian Greens](#) (Australia), was launched in 1972, here [TAS policies](#) 2017. The oldest Green Party in North America is the [Maine Greens](#), founded in 1984 and probably the most influential and solidly-based Green Party in the U.S. ,in terms of its impact on local and state politics. The largest Green Party in North America is the [California Greens](#), with a number of locally elected office holders. Along with the [Green Party of Canada](#), there are some 75 national Green political parties across the globe, including 4th world economies, with hundreds of active party locals and state organizations, many with websites of their own. Indeed, the Internet is extraordinary terrain for exploring the realities of Green parties and their positions, people and *proactive initiatives* ,often quite local. In England and Wales, the [Green Party](#) has built a strong base especially in Brighton Pavilion, with outreach elsewhere.

Students can compare their positions with the [Scottish Green Party](#) or the [Green Party Ireland](#). The [Green Party of Aotearoa New Zealand](#), born in the early 1970s, has [14 MPs](#) in Parliament. The German Green Party ([Bündnis 90/Die Grünen](#)) now has 67 Bundestag MPs, 8.9% in 2017 poll, the largest Green fraction anywhere. But Green parties in many countries remain marginal: Per Urlaub (2016), a Germany-born language scholar based in Texas, raises key questions about why. Jill Stein explains why voting for the Greens is [not a 'wasted vote.'](#) Students who know German can explore what the German Greens [think and struggle for](#).

First Steps – Teaching Materials and Procedures

How can we begin to weave these perspectives into a set of learning and teaching units?

- [For starters](#), ask student to view the superb [4-minute animated video](#) originally distributed by the Texas Greens “Who Gets to Rule the World?” What is the image of corporate greed and a plutocracy’s indifference to poverty that it foregrounds? Combine this with a great video [Global Warming for Kids](#). Students can then watch and discuss this A-1 video from the [Scottish Green Party](#), followed by this [end of 2016 message](#) from the Green Party England and Wales. Students can discuss its points and images, watch this GP musical [video](#) ‘Change the Tune’ (explain its message). Listen to Caroline Lucas and Jonathan Bartley, GP co-leaders. presenting an [Election Manifesto May 2017](#). Explore [Ms. Lucas](#) maiden speech 2008 and Bartley’s [autumn 2017](#) talk. Here a [May 2017 interview](#) with Ms. Lucas, here she looks at [‘State of Nature’](#) UK.
- Go on to discuss the *ten key values*, first originated by the [Greens/Green Party USA](#), the original more radical, today smaller national Green Party in the U.S. These values are the visionary scaffolding within the [Green Party US](#), the major national Green formation in

the United States and are key for most Green parties worldwide: grassroots democracy
◇ social justice and equal opportunity ◇ ecological wisdom ◇ non-violence ◇ decentralization /community-based economics ◇ feminism and gender equity ◇ respect for diversity ◇ personal and global responsibility ◇ future focus and sustainability. Diversity includes the '[right to one's own language](#)' at home, at school, on the street, online - denied or suppressed in many countries.

- Look at and compare the current positions (Greens/GPUSA) as reflected in their [newsletters](#) (last 2016) and the current [Platform of the Green Party US](#). Find four issues or demands, linked to the framework of "key values" for detailed discussion. Stage a mock debate. The [G/GPUSA Platform](#) has far more radical demands than the GPUS Platform 2016. Try to find some of the most striking differences, especially in economic and foreign policy, and the preamble. How do the platforms view the fossil fuel issue, global warming, climate change and renewable energy? Here GPUS on violent events in [Charlottesville/VA](#) August 2017, a media icon of US divisions.
- Read "[Why are there two Green Parties?](#)" and discuss the main points of difference spelled out there. [Jill Stein](#) was the leading Green campaigner and presidential candidate of the GPUS 2016, here an [interview with her](#), here [another](#). Many Stein videos [here](#).
- Naomi Klein has written much about climate change. Students can discuss this brief video (<http://goo.gl/mbfx3h>) and search for longer video presentations by Ms. Klein. As she stresses: "The task is to articulate a vision for a post-carbon economy ..." (min. 0:40). Excerpts from Klein (2014) can be explored, also now a [film](#). Here a superb [visionary interview](#) with her. In part complementing Klein, Butler (2011) is trenchant on what ails our present system and the need to break free from capital's market-driven economic logic and its contradictions, striving to build society and polity anew.
- Polly Higgins speaking on [ecocide](#) is also incisive as a lawyer for the rights of the earth.
- Students can search the site of the Green Party movement in their own country, or another country of interest via [Global Greens](#). Look at the [European Greens 'Current Positions'](#) and examine key points. What do students feel they can identify with and support (g)locally and why? The '[Farm School](#)' is a paradigm in nature-based pedagogy.

Moving on

The article will continue in *IATEFL GISIG Newsletter*, issue 38, (2018), providing suggestions for a range of exploratory multimodal modules focusing on selected specific issues that Greens are addressing in various countries, environmental and beyond, including [poverty](#), (and its numerous geographies), homelessness (esp. [at Christmas](#) 2017), child labor, human slavery and trafficking, [refugee crisis](#), inclusive gender rights, basic animal rights, racism. Aspects of 'language learners as ethnographers' (Roberts 2000a, b) in developing 'ecological literacy' will be discussed, with pointers to Critical Practitioner Inquiry (Dahlström &

Mannberg 2013). A burgeoning 'ecocide' issue is plastic pollution of the seas, killing [ocean wildlife](#), part of our global [plastic addiction](#). Students can explore [Sky Ocean Rescue](#), the video '[A Plastic Whale](#).' Within TEFL, especially germane are ideas in [elt sustainable](#), Llewellyn (2016) and Aston (2017). Lütge (2015) features A-1 articles by German colleagues on inclusion of environmental foci in ELT. A hub of action is the global initiative [GreenPeace](#).

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Training volunteers teaching English in refugee camps in Greece

By Linda Ruas

Calais was grim, desperate and full of crowds of refugees wanting English lessons.

Nea Kavala was different. No tear gas. No mud. A guard on the gate controlling entries and only allowing visitors in who had pre-booked through one of the recognised charity organisations. At first glance a beautiful place, surrounded by mountains, on a sunny day with bright blue sky. Life here seemed a bit easier. Every family now (May 2017) has a container, which a charity group (probably the brilliant 'Get Shit Done Team' who seem to help with everything) came in to paint flowers and trees on, with heating (for the very cold winter) and air conditioning (for the very hot summer). There were a few bright red poppies in the grass.



But that was a good day, with no emergencies. Last winter, the community room burnt down. It was Ramadan now, so most people were resting inside and would only emerge later, after all the volunteers had to leave the camp at 9pm. Summer was returning, several families had recently been found new homes in Romania, Sweden and a few other countries, or relocated to more permanent homes around Greece and there was more space now. All the children under 15 were now going to a local school for at least half the day. Someone had found a few old bikes to help them carry their groceries from the nearest shop where they could use their government tokens, 3 or 4 miles away. Most of them were waiting with nothing to do, losing hope every week. And this is where the amazing charity organisations come in. They work tirelessly to welcome the newcomers, organise

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worthwhile activities, filling the waiting time with classes, community building, information and support.

Nea Kavala opened as a refugee camp in May 2016, on an unused airstrip about 20km from the northern border of Greece with Macedonia, after the infamous Idomeni camp was dismantled. There were 3000 refugees there at first, mainly from Syria and Iraq, and numbers still fluctuate wildly as families, on long waiting lists, get moved to other places.

Eliza Winnert, who I met by chance at a TESOL France conference, set up We Are Here Community with a group of friends, to help teach English and share some warmth and support with the refugees. They do so much more than teaching English: they have set up a film tent and show weekly films, regularly invite theatre groups, organise sports events, run a women's centre to support the women with various issues, started a community garden, and often also help with legal issues. You can read more about the camp and the work of the We Are Here group on their website: <http://weareherecentre.org/neakavala/>

They also run English classes and other classes in German and Spanish, if they have volunteers who can teach these. The refugees at the camp have three options: applying for asylum in Greece; requesting a move to another country (eg. Germany, where many would like to go), or trying to get family reunification if someone from their family is already a resident of a country. Most want to leave Greece and need English to communicate with other people in the camp and they see it as being useful in their future, wherever they end up.

The classrooms are hot, even in May. A few students roll up, many with small children in tow, who are settled down with paper and crayons or a few toys at the back. Warm greetings all round, smiling students, several volunteer teachers have made the effort to learn a few greetings in Arabic, Pashto and other languages to make the students feel more at home in class.

The volunteers are bursting with interpersonal skills, energy and creative ideas. They encourage the learners to communicate and learn, they try out ideas and tasks, mostly using downloadable lesson plans from various internet sites. With the help of other local charity groups, they have set up a beautiful welcoming library with a reading tree. They know how important it is to build trust with the refugees, and they are also very aware of the traumatic story most of the refugees have. It's a very fine line between getting to know the students and putting them off by broaching topics that are too sensitive too early. They all seem to be very good at this, with a relaxed, yet focused atmosphere in the classes and students keen to attend and progressing with English. But few teachers have any training in how to teach language.

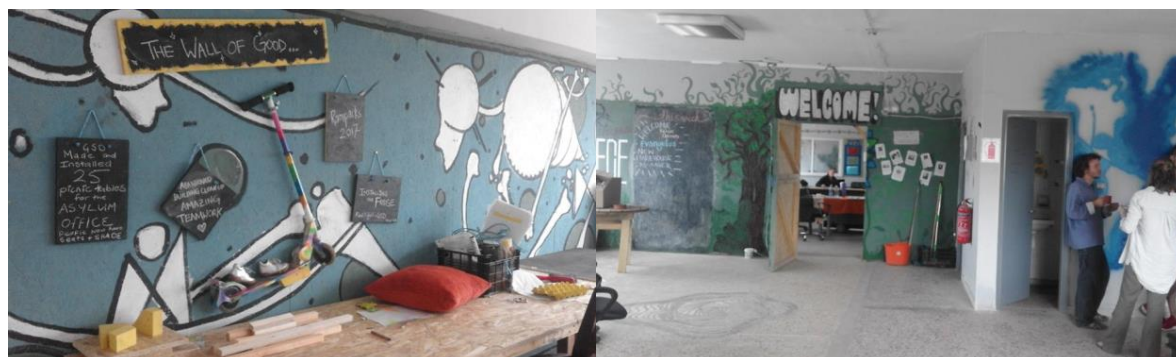


So where do you begin with training?

Eliza and I started to work on a plan for IATEFL Global Issues Special Interest Group to help. We met up again, with other volunteer trainers also going to Greece to train and teach at The No Border School in Athens; I collected together material and found out as much as possible about needs of both teachers and learners, and decided the best start would be to go there to provide training sessions and help with badly needed materials.

Other GISIG members were also involved: Erszebet Bekes volunteered with ArmandoAid at the Oinofyta camp near Athens in April, and Aleks Palanac delivered some training in Thessaloniki and Serres through Leicester University, also in April. Jules Schoenmann planned to offer a follow-up week in August so it was great to be able to let the teachers know about this and ask about needs for the future. And Chris Sowton contributed lots of materials and has since been to Lebanon to train volunteer teachers there. It was great to feel part of a committed group.

The training wasn't easy to organise as most of the volunteers are so committed, they are often exhausted and have little spare time, either for training events or to organise anything in advance and unplanned events often eat up precious time. However, we finally sorted out a plan for a week of training and support during my half term break at the end of May.



I delivered the first day of training at the room above the Help Refugees warehouse, about 15km outside Thessaloniki, to 20 teachers from several different charity groups: We Are Here, Lifting Hands International, Open Cultural Centre, and others not associated to specific organisations. It was a long 8 hours of training. Some of the volunteers brought food to share, one hobbled around on crutches, resources were basic, but the goodwill and enthusiasm of all made up for any shortcomings. I've never met such a lovely, interested group of teachers, from the UK, the US, Spain, Switzerland and other countries, all so clearly keen to find solutions to problems and make their teaching more effective in both developing language and supporting the refugees psychologically.



I'd found out from other trainers that the volunteers were most keen to get help with planning and structuring, both individual classes and longer-term learning. Teachers tended to use a lot of internet-sourced worksheets, but wanted to link these to learners' needs, learn how to engage all the learners more actively, especially with different levels in the same class, and find and use more relevant resources and activity types.

We covered a lot of basics: comparing and discussing very simple ways to plan and give structure to lessons, with Test Teach Test coming out as a firm favourite; the Language Experience Approach to teaching basic literacy from personalised sentences written from visuals; how to link lessons, build on learning and structure a simple longer-term curriculum (with the added problem of often changing teachers); classroom management, especially of instructions and differentiation; and several experiential demonstrations of useful techniques, use of stories and communicative tasks. To save paper, I laminated copies of tasks for the groups to take back and share with other teachers, and put all the material online for future reference.

We had already decided to set up some distance mentoring, linking experienced teachers and trainers with the volunteers, and most volunteers at the training session were interested in this. I put out a call on Facebook and, in a couple of hours, had the same number of mentors as mentees, introduced them and suggested ways to start helping.

This distance mentoring was only partly successful, like other distance mentoring schemes that have been set up. Many of the volunteers simply have no spare time or brain space to send any, but the most urgent emails. Several of them had to go back home as their money ran out, they were due a short holiday break, or, in the case of those from the US, had to

leave Greece to renew their visa. Some pairings continued, however, and seemed to be very beneficial both for the volunteers and for the mentors, who discovered a lot about the teaching context.



I then visited the teachers in Serres, near the Bulgarian border, to follow up with some of the volunteers teaching there and give feedback on some teaching.

The groups working there, We Are Here and Lifting Hands International, are not allowed in the refugee camp, so they teach on tarpaulin under trees in the park next to the camp. This may sound idyllic, and the volunteers certainly make the most of the space, hanging various decorations from lower branches to make it welcoming, each teacher with their small whiteboards and a group of learners sitting around them.

However, there are many problems. The previous week, one of the refugees had been run over crossing the road between the camp and the park, so the volunteer groups felt responsible and immediately put people on 'road-crossing' duty. They were about to take action involving a local radio station to try to get cars to slow down, and meeting the relevant authorities.

The classes are very teacher-centred, maybe because of the physical arrangements, and the lesson content is very traditional, often with basic decontextualized grammar drilled round the group. We discussed how the teachers could make grammar more meaningful and how to involve learners more actively in tasks.

My final stop was Polykastro, with a tour round the Nea Kavala camp and then two 4-hour training sessions, fitting in with times the teachers were less busy i.e. evening and early morning. This was a follow-up for some to the training in Thessaloniki, and a first introduction for others. The volunteers I'd met before said they needed help getting their heads around grammar, so I planned some grammar awareness tasks and activities they could use with learners. We also did some Total Physical Response, tried out some of the

tools from Reflect ESOL and worked more on planning individual lessons and longer courses.



The We Are Here team live in a shared house in Polykastro. They do have some regular funds coming in from friends and family who donate, and this goes towards paying the rent, the 2 cars they need to hire and food. They then each crowdfund or use savings to contribute the rest of the money they need. It would be great to provide more money to support some of the teachers to stay for longer, as one of the main difficulties is the turnover of teachers. Changing teachers can be disruptive for the students, as the new volunteers need to build up the trust and confidence of the class from scratch. Also, just as they feel confident with teaching and know what they are doing, they often have to leave. If anyone feels they could help by volunteering or donating, please look at: <http://weareherecentre.org/>

This help and training is only a tiny drop in the huge ocean of teaching and supporting refugees in the many camps around Greece. One of the biggest problems is that most groups are working in isolation, with short-term volunteers, and there is a great need for collaboration and structure in support networks.

One big hope for pulling many of the different groups together is Team Up 2 Teach, which, after extensive research and networking, has run several co-creation sessions, getting teachers with experience teaching in the camps to create materials under guidance of more experienced trainers. They're planning on producing a co-created set of materials that all volunteer teachers of refugees can use.

Another great initiative is the recent, free, online Future Learn course run by Crisis Classroom, together with Cambridge English: 'Volunteering with Refugees'. It was attended by many thousands of people, and provided a huge amount of background information about the context and needs of refugees, how to understand and work with trauma, and how to structure and support learning within that context, prioritising the emotional support over learning English. It also allowed many groups working alone to link up.

Yet another great project is ArmandoAid's recent push to add to their short online training videos. If anyone would like to help with these, please contact GISIG.

Finally, if anyone else is interested in going to the refugee camps to teach, providing much needed funds or helping in other ways, please check out these links:

- We Are Here Community: <http://weareherecentre.org/>
- Lifting Hands International: <http://www.liftinghandsinternational.org/>
- Open Cultural Centre: <http://www.greecevol.info/orgs.list.php?ID=124>
- Help Refugees: <https://helprefugees.org.uk/>
- Team Up 2 Teach: <https://www.teamup2teach.org/call-to-action>
- IATEFL Global Issues Special Interest Group: <http://gisig.iatefl.org/>
- Global Issues SIG materials planned for untrained volunteers to use: [https://eewiki.newint.org/index.php?title=For volunteer teachers of refugees](https://eewiki.newint.org/index.php?title=For_volunteer_teachers_of_refugees)

Adapted from an article written for Language Issues, winter 2017

Reimagining inclusive education today

By Phil Dexter

Inclusive education, based on the idea all learners can be educated together, regardless of any differences between them, was originally concerned with the inclusion of learners with disabilities. Many of these learners have been (and still are) excluded from mainstream schools. The UNESCO Salamanca Declaration (1994) agreed a framework for action emphasising that support for learners who are vulnerable, marginalised and excluded from mainstream education would require 'special accommodations and interventions' (my emphasis) to include them in mainstream settings. For many, this approach has provided *access* to education - though we have a long way to go in ensuring such access.

Education is a social resource in which a nation invests in its future and in its people. Education that is not fully inclusive represents a brake upon growth and development. Twenty-first-century schools are dynamic institutions where learners are engaged and educated to meet the challenges of a society grappling with complex problems. In contrast, exclusion is a waste. Not only a waste of talent, but an ongoing and future cost as a society attempts to respond to the impact of those who are thereby increasingly marginalised in a society that has not been able to adapt and become inclusive.

Obtaining a quality education is the foundation to improving people's lives and sustainable development. Major progress has been made towards increasing access to education at all levels and increasing enrolment rates in schools, particularly for women and girls. Basic

literacy skills have improved; yet bolder efforts are needed to make even greater strides for achieving universal education goals. UNESCO (2017) has identified four areas:

- Enrolment in primary education in developing countries has reached 91 per cent but 57 million children remain out-of-school;
- More than half of children that have not enrolled in school live in sub-Saharan Africa;
- An estimated 50 per cent of out-of-school children of primary school age live in conflict-affected areas;
- 103 million youth worldwide lack basic literacy skills, and more than 60 per cent of them are female.

The Salamanca Statement signed by 92 governments and 25 international organisations began with a commitment to Education for All and stated that children with special educational needs 'must have access to regular schools' and that regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.

Today, understanding of inclusive education has moved to a different paradigm. Access, while essential, is not enough. You can be in school but still excluded from engagement in learning. Special Educational Needs as a pedagogy, while understandably a main concern for teachers, often results in separation for many and is based more on a rhetoric of inclusion but, unfortunately, the practice of exclusion.

Good practice thinking today is based on – expressed also through the Global Sustainable goals and particularly Goal 4: Ensure inclusive and quality education for all and promote lifelong learning - is on provision of good quality education in systems that do not marginalise some through organisational and curricular structures that sift and sort learners on the basis of pre-determined judgements about what they can and should learn.

This good practice is based on a social model of disability as opposed to a medical or charity model of disability as described below:

MEDICAL MODEL THINKING	SOCIAL MODEL THINKING
Child is faulty	Child is valued
Diagnosis and treatment	Removal of barriers
Labeling and categorisation	Acceptance of individual
Inputs identified and delivered	Outcomes identified and planned
Therapy programmes are central	Resources are made available to ordinary services
Segregation and alternative services	Fully integrated services
Professionals identify needs	Individual rights are expressed
Isolation is perpetuated	Diversity Welcomed, Child is Included
Society remains unchanged	Society Evolves

A fundamental premise for social model thinking is that we start from what learners *can* do rather than what they *can't* do. Attitudes to disability are a social construct where it is our systems that disable people. In education, school policy and practice we can make a difference.

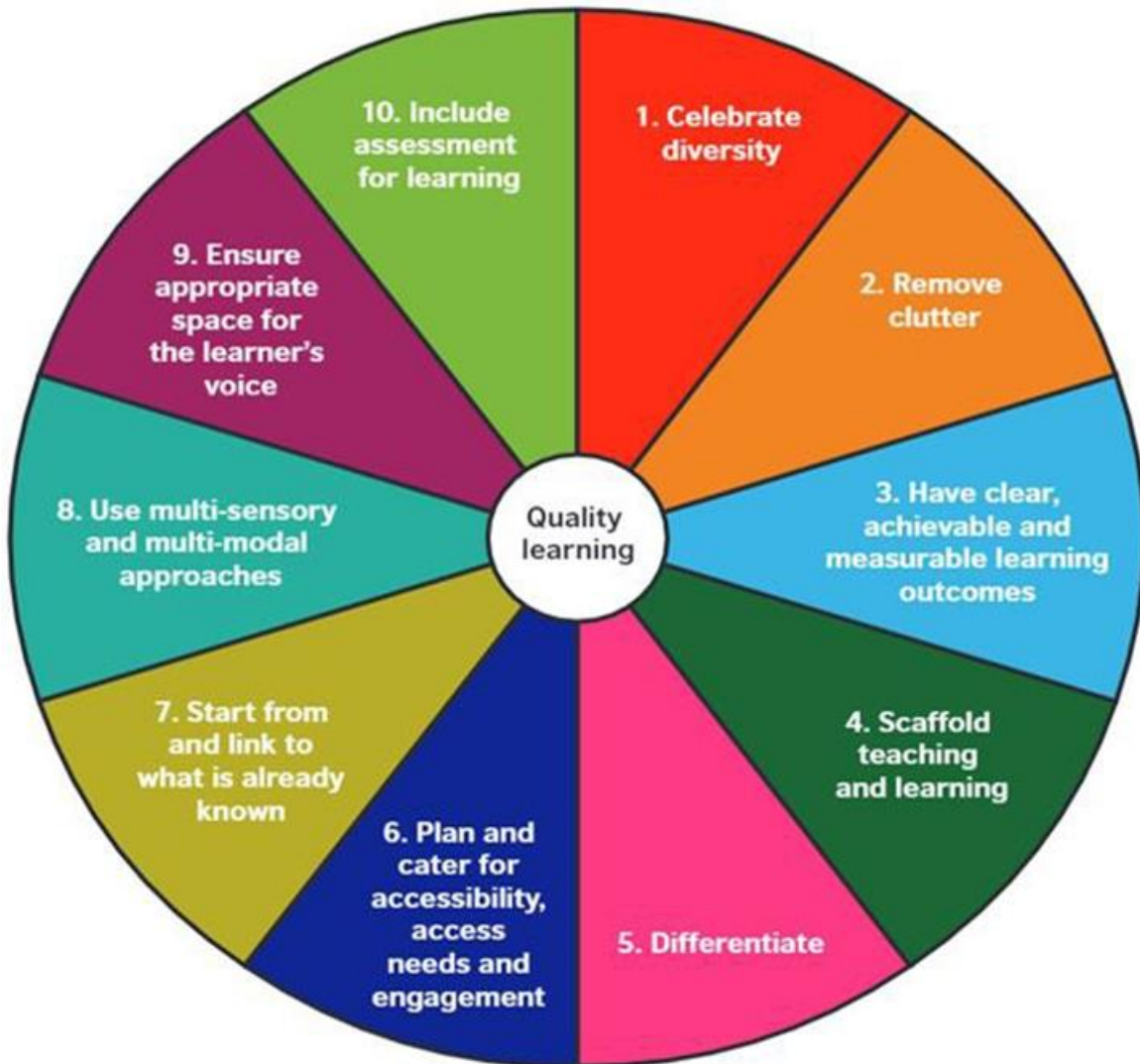
Special educational needs and inclusive practices

A social model approach will understand that learners may have a diagnosis or disability which has identified a special educational need, such as dyslexia, dyspraxia, social emotional or mental health need, autism spectrum condition, ADHD, sensory impairment, or many others. However, it is learning needs that should drive the curriculum, lesson planning, inclusive practices. In support of this approach, our special needs labels can be reframed in to learning needs as follows:

- ❖ Cognition and Learning
- ❖ Behavioural, Emotional and Social Development (including mental health)
- ❖ Communication and Interaction
- ❖ Sensory and/or Physical
- ❖ Societal Marginalising Factors –medical, poverty, trauma and other factors that impact on learning

A top ten approaches framework to inclusive learning and teaching

What are the top ten approaches to inclusive practices in teacher development? The ten approaches are context neutral and can be used in any situation whether they are resource rich or resources are limited. It is also a framework that is appropriate in both pre-service and in-service contexts. The explanation of the ten approaches is given below, but can also be expressed through this pie chart



Teachers will likely be doing much of this already – that’s the good news! Specific interventions around the ten approaches can meet needs for particular individuals and groups of learners (and in turn meet everyone’s needs). This puts the emphasis and focus on teaching for all and on inclusive practices, rather than special educational needs. These slices of pie interventions could be done in any order.

1. Celebrating diversity

Encouraging and celebrating diversity is primarily concerned with ensuring positive contributions from everyone. The unique contribution of everyone is valued and expressed through the engagement of learners. A secure and supportive learning environment is evident where there is the safety to have a go – the unusual is a gift for the class.

2. Remove Clutter

Clutter is anything that detracts from the purpose of promoting learning. This may also involve avoiding stylistically ‘busy’ and over-colouring of materials that may confuse the

content and tasks, or there may not be enough of a visual/audio/kinaesthetic support. Clutter can also be teacher instructions, teacher talking time. Are explanations meaningful? Is there too much or too little whole-class or group work? How to support learners going on task, keeping on task and task achievement. Clutter will be different for different learners, but awareness of clutter is something that teachers can notice.

3. Clear and achievable measurable learning outcomes

A learning outcome-based approach ensures that everyone can positively participate with a focus on learning. Everyone works to agreed learning outcomes – perhaps taking different paths or routes depending upon learning needs identified. In considering learning outcomes, we start from where learners are and what they ‘can do’, rather than what they ‘should’ achieve. The importance of progression is also prioritised.

4. Scaffold teaching and Learning

Scaffolding involves promoting confidence and providing achievable and reachable aims through a structured approach. There are clear steps where everyone is supported but can also make their own decisions. Scaffolding is also not only about ‘structuring’ ,but also about creating the opportunities for learners to explore and create their own space for learning.

5. Differentiation

Differentiation involves providing effective learning routes for everyone. There are lots of possible ways to differentiate. – a range of levels of activities and approaches based on differentiation in content, tasks, materials or learners’ responses. Effective differentiation will ensure that teachers avoid pre-judging what learners can and cannot do and avoid locking them into what the teacher thinks they can do. An effective inclusive approach to differentiation will link a scaffolded and differentiated approach, giving options for learners to make their choices. For example, short phrase, words, extended text through: visuals, digitally, physically modelling something, acting out, creating a story. This also means we avoid, primarily, differentiation based on ‘ability’.

This shifts the responsibility onto the learner and places the decision-making on how to respond to the learner. Differentiation is therefore more about what learners rather than teachers do. Diverse groupings may be – different levels in the same group, through collective grouping, colour of shirt/blouse, colour of hair, months of birthdays, hobbies, etc. Groups then work collaboratively, playing to different strengths and skills and supporting each other. In approaches to differentiation, we ensure that we have high aspirations for all our learners and do not lock them into frameworks that hold them back.

6. Accessibility, access needs and engagement planned and catered for

Access is concerned with ensuring that everyone can actually be in school/a learning setting. This may involve getting to school, the physical layout of the school and other factors. Access will also be concerned with curriculum and materials. However, the main focus has

to be on the quality of the engagement and participation in school. Access without meaningful engagement will not lead to improved learning outcomes.

7. Starting from and linking to what is already known

Effective learning can happen when we add new information, knowledge, ideas and understanding to what we already know. This 'constructivist approach' supports us in learning new things. A good way to do this is linking a new topic to something widely known. For example, the football world cup; this could be a generic topic that may interest everyone and be explored in various ways and a theme that can be explored across the school curriculum. Talking about rules of the game, why a football match can be exciting, profiles of players, international dimension of football and different countries involved, competitions in general, geopolitical issues. How can this be worked on through the language, geography, history, mathematics lesson? This way we can embed understanding in different ways.

8. Use multi-sensory and multi-modal approaches

Critical evaluation of teaching to learning styles is well known. We are, however, all multi-sensory learners. Integrated multi-modality approaches are the most inclusive and likely to support us all. If content is only delivered through a single sensory channel, then we are less likely to meet our learners' needs. This is not about locked-in-type 'learning styles' approaches, but ensuring a variety of differentiated approaches. This may involve text based approaches, using visual, auditory and kinaesthetic approaches as well as drama, music, poetry and other creative arts. This will be engaging for all and very much meeting the specific needs of some.

9. Ensuring appropriate space for the learner's voice

The learner's voice puts the focus on the individual participating in the learning. It also means actively encouraging and enabling a sharing of responsibility for achieving a productive, purposeful and harmonious working and learning atmosphere through individual and co-operative learning approaches.

10. Include assessment for learning

Inclusive learning assessment approaches is based on understanding the importance of both an 'assessment for learning' and an 'assessment of learning' approach. This will involve ongoing/continuous formative assessment as well as progress and summative assessment. Assessment for learning is primarily collaborative between learners, and learners and teachers, based on what someone can do rather than what they cannot do. Assessment for learning moves us away from a 'bell curve' mentality which assumes a 'normal' for outcomes. A focus on inclusive assessment is an essential element of inclusive practices.

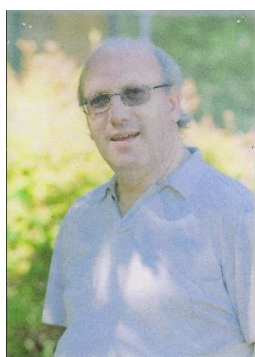
Implementing the top ten approaches to quality learning

The ten approaches are a framework to support schools and teachers in applying, monitoring and measuring engagement in learning. This framework is a flexible approach to inclusive practices and how we can measure the extent that our schools can work towards *more* inclusive practices and *more* inclusive schools. Taking a slice or two at the time could allow teachers and schools to assess progress to inclusion and improved learning outcomes.

Much of this is actually good practice and good continuous professional development for teachers. *Walters and Briggs (2012)* have researched and identified ‘What professional development makes the most difference to teachers?’ They conclude that it:

1. is concrete and classroom-based
2. brings in expertise from outside the school
3. involves teachers in the choice of areas to develop and activities to undertake
4. enables teachers to work collaboratively with peers
5. provides opportunities for mentoring and coaching
6. is sustained over time
7. is supported by effective school leadership

All of these are even more applicable when considering inclusive practice Gould (1981) expresses the concept of applying the social model approach. People are who they are with their individual profile or strengths and areas for development. It is our (education) systems that need to change if we are to progress with inclusive practices and meet the needs of all of our learners. “We pass through this world but once. Few tragedies can be more extensive than the stunting of life, few injustices deeper than the denial of an opportunity to strive or even hope, by a limit imposed from without, but falsely identified as lying within”(Gould,1981:4). This is important because it is our systems that marginalise those who are outside of the ‘normal’ and often perpetuates the inevitability of failure.



Biodata: Phil Dexter is the British Council UK English language Teacher Development Adviser. Phil has a Master’s Degree in English language studies from the University of Newcastle upon Tyne and a Diploma in Special Educational Needs. Phil manages resources and advises on the Teaching for Success CPD Framework approach with a particular focus on inclusive education; he is also the joint-events coordinator for the

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Plant an Apple Tree Today

By Dennis Newson

**“If I learned that the world was to end tomorrow, I would still plant my apple tree today”
(Apocryphally attributed to Martin Luther)**

In my callow youth, I claimed to be non-political. I was obsessed with how to teach EFL effectively and preferred to spend my time doing background reading, preparing lessons and, of course, had to do hours of marking. I did not want to join a union and waste hours discussing theoretical issues dialectically in Marxist jargon and joining marches waving a sign saying: “Up the workers! Down with capitalism!” I still claim that I am not party political, toeing any line is not in my repertoire, but, as a very late developer, I have come to see that to deny being political is a political statement and that the social, economic and political contexts in which any kind of teaching is done are absolutely crucial. If such conditions are not right, all pedagogical approaches are going to be hindered.

The SIG corner of IATEFL, I take it, comprises people who are likely to agree with my present stance and I draw reassurance from the fact that the unreservedly academic Noam Chomsky is also outspokenly political.

Some members of the GISIG committee in their own right as individuals, bear witness to my assumption. Linda and Jules (Julietta) have given teacher training courses for volunteers teaching EFL in the migrant camp in Calais and then in Greece. Chris Sowton has done teacher training in the Lebanon for the teachers of refugees from Syria. Julie Kacmaz’s publishing ventures are aimed at those teaching refugees and immigrants. Additionally, Bill Templer keeps us constantly well primed with a constant flow of pertinent references to books, articles and links to videos, and I myself am tutoring once a week in Ramallah through Zoom, as a tiny part of the “Hands Up” project started by a GISIG member, Nick Bilbrough.

Today’s world is undoubtedly frightening and unnerving. It is deeply disturbing, full of tragedies and disasters. Yeats’s lines are frequently quoted because they are so apposite: “Things Fall Apart/The centre will not hold/Mere anarchy is loosed upon the world.” [From William Butler Yeats’ (1865 – 1939) poem “The Second Coming” ,written in 1919.]I would not use the word “mere”. As I drafted this account, a madman machine-gunned and killed over 50 people attending an open-air concert in Las Vegas, and wounded at least 200. Over the weekend, the Spanish police reacted brutally to Catalans running a referendum on declaring independence from Spain. Moslem refugees continue to flee from persecution in Myanmar. There are fears of more violence in France. Hundreds of people continue to be imprisoned by President Erdogan in Turkey. Boku Haram (it means “anti-books”) are still

terrorizing parts of Northern Nigeria. The Daily Telegraph reported that in 2016 more than 2,500 people died trying to cross the Mediterranean in rubber dinghies and rusting fishing boats. <https://goo.gl/Q66Bry> The President of America has threatened to wipe out Northern Korea if necessary. Wikipedia reports the fact that there are at present 58 armed conflicts raging in the world. <https://goo.gl/Z6geUC>

But despair, however logical given the circumstances, is no philosophy of life to adopt. Indeed, in such a sombre frame of mind I was delighted therefore to be led away from unproductive black thoughts by a challenge thrown down in a Facebook posting (14 June 2017) by Julie Kacmaz to think globally but to plant something symbolically locally. I decided to take up this challenge by planting a tree.

Not far from where I live in Osnabrueck in North Germany there is a former hospital that has positive vibes for me. In it I was nursed back to health from an accidental poisoning. It has been refurbished at considerable cost to be a centre for the reception of refugees and has been recently re-named the Erich-Maria-Remarque-Haus. Remarque, author of the world-wide known novel "All Quiet on the Western Front" was born and educated in Osnabrueck. A very popular TV actor, Til Schweiger, has provided the establishment with two well equipped classrooms and a small fitness studio. The authorities have appointed a teacher in charge and she is assisted by a number of unpaid volunteers. My wife, Anke Fedrowitz, was invited to act as a visiting consultant. We made an appointment with the head of the centre and put forward the idea, on behalf of IATEFL and GISIG of aiding a group of refugee children to plant an apple tree there in the spirit of Martin Luther's apocryphal dictum.

The head gave his enthusiastic support, personally selected the spot where the tree could be planted, in view from his office window and close to the entrance to the kindergarten. The owner of a local garden centre offered us an apple tree at a token price and personally delivered it and, with the help of the children, planted it. I had spent a couple of sessions with the children and taught them to sing in English an obvious adaptation of the classic: "Ten green bottles" – "Ten green apples/Hanging on the tree". For these sessions I had painted a tree on the reverse of an old blind, attached hooks and hung 10 apples from them. At our performance on the day, on the cue: "And if one green apple, should accidentally fall," the children came up one by one and were given a juicy apple.



The local press was informed both before and after the event, but did not choose to feature a report or publish photos. Parents and indeed everyone in the centre were invited to the small event. It was not very surprising given their circumstances that no-one turned up. But the event fulfilled the aim I had formulated. A small group of children had fun rapidly learning to sing a simple song in English – just for the fun of it. (The children were learning German, of course – not English.) This action arose indirectly out of a life-long interest in TEFL, but in teaching them to sing “Ten green apples” in English I was, of course, most decidedly not giving them practice in the correct use of the Present Continuous! The planting of the apple tree was a humanitarian gesture with political implications. And with regard to these child refugees learning German – there can be no structured programme. Children come and go, staying a few days or weeks or months; their fate in the hands of the people and processes that decide whether their parents’ or grandparents’ application for asylum is granted. A group of the children, with their teacher, dug a hole for the tree to precise measurements given by the man from the garden centre. This small group of children very actively helped the gardener plant the tree, shovelling in earth and giving the tree a preliminary watering. The centre’s press spokesman and publicity officer took photographs. The head of the centre and myself made very short statements. Eventually, the tree will bear a plaque saying that it is a gift from the GISIG committee of IATEFL and was planted by a group of kids who were resident in the centre at the time.



Three days later, when my wife and I went to take photographs to the children that had taken part, the two most active participants, brother and sister, had had their grandmother's application for asylum turned down and all three had already been sent back to Albania. We knew all along this would be their ultimate fate. There is no war in Albania and in principle all applicants from this country, along with those from Macedonia and Kosovo, for example, have their applications for asylum rejected. It just takes time. The plant a tree action was an optimistic symbolic act in the face of apparent defeat. It gave a small group of dislodged, traumatised children a couple of hours of pleasure – something, hopefully, to remember. And the act was an example for those that come to hear of it an instance of stubbornly remaining optimistic, in the face of seemingly total helplessness.

Afterword

Only when I was selecting the photos to insert in this account did I notice that the children had taken the red hand-puppet with them. Over the years, watching my wife work with the young children of refugees, immigrants learning German as a second language, I have been amazed to see how such children find it easy to talk openly with Mr. Fox and how they share him and how also, often, an individual child seems to claim him for some kind of urgent self-assurance.



Biodata: Dennis Newson is currently on the advisory board of the GISIG committee. He allegedly retired in 2000 as a lecturer in English from the University of Osnabrueck, north Germany. Prior to that, beginning in 1961, he had taught EFL at various levels in Ghana and Sierra Leone West Africa, Doha (Qatar), and Trondheim (Norway). For two years, he was also co co-ordinator of IATEFL Young Learners Teaching (YLT) SIG.

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Don't forget to register early for the GISIG PCE and the annual IATEFL Conference. The reduced early bird booking fee closes on 11th Jan 2018! (See IATEFL GISIG website for registration details)

We are really happy to have the following speakers at our GISIG track day on Tuesday 10th April, who will be providing a very diverse showcase of many different global issues in ELT from around the world:

Anastasia Khodakova	Content integration strategies to teach tolerance and cultural diversity
Arifa Rahman	The role of ELT in promoting social justice
Rose Aylett	Tasty taboos: making PARSNIPs palatable for teachers and students alike
Steve Brown	Exploring ELT as emancipatory practice
Maria Estela Ribeiro Jardim Rondon	All we need is love to be better teachers
Jessica March	Giving back: corporate social responsibility through ELT
Evangelia Strongylakou	Global social issues in a Turkish foundation course

If you're coming to Brighton, please come and join us for at least part of the day and come to our GISIG Forum too to find out more about how to get involved.

About Why Comics? Education Charity



Based at SOAS University of London, [Why Comics?](#) brings contemporary humanitarian and social issues (such as racism, conflict, migration and climate change) into the classroom through interactive [literary comic books based on real-life testimony](#).

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Why Comics? encourages critical and reflective thinking on vital global themes, whilst encouraging learners to make connections between their own lives and lives of others throughout the world, thereby promoting social change, and helping tackle racism and intolerance in schools.

- Please contact **Emma Saville** at info@whycomics.org if you would like any more information about the above charity, and free teaching resources...!

Pakistan, the SPELT conference and poetry
by Linda Ruas

Some brief impressions of Pakistan: whole families of five on one motorbike (mother sitting side-saddle) weaving in and out of the rickshaws and trucks, all covered in bright truck art; weird bird sounds at sun rise over the mangroves; delivering a training session barefoot and a plenary in a huge marquee; live goat markets by the

side of busy roads; human rights activists taking time off to talk about their work over some rasgulla in a café; the sung verses of the Koran about blessing the voices of presenters to open each conference; turbaned waiters pouring rose water over our hands from an elegant jug before we ate; camels on the beach; hazy smog in the amazing Moghul walled city of

Lahore; thick industrial smog at Lahore airport delaying my night departure; beautiful art from the new Karachi biennale at the Mohatta Palace; the amount of security, walls, gates and guards, especially at schools; the brilliant array of amazingly beautiful colours and materials worn by the thousands of women at the conference; the enormous vats of spices, glitzy bangles, pots of clothes dye, spicy food and materials in the street markets; and the calm, dignified kindness of so many people I met.

I felt very honoured and extremely lucky to be invited to present plenaries, workshops, a panel discussion, IATEFL promotion session and training at external events at the travelling SPELT (Society of Pakistan English Language Teachers) conference, with my stay and travel sponsored by OUP Pakistan. I loved the theme of the conference: ‘Glocalisation: Think Global, Act Local’. And I was thoroughly prepared for the whole experience via Whatsapp and Skype by Zakia Sarwar (an amazingly energetic activist and Executive Director and



33RD SPELT
International Conference 2017

KARACHI 28th - 29th October, 2017	Mansoor Naz Vindhani 0333-2186551, 0346-8229872 mansoorvindhani@gmail.com
LAHORE 04th - 05th November, 2017	Aafia Qureshi 0322-4720620 aafi111@live.com
ISLAMABAD 04th - 05th November, 2017	Dr. Mubina Talat 0300-6334861 mubinatalaat@hotmail.com
ABBOTTABAD 11th - 12th November, 2017	Shagufta Tahir 0323-9848745 shaguftatahir78@hotmail.com

'mother' of SPELT), together with various past presenters at SPELT from around the world. They certainly know how to welcome, include, reassure and support their guests!



The conferences themselves, in Karachi, Islamabad and Lahore (plus a fourth venue, Abbotabad, the following week that I didn't go to) must have been extremely complex to organise, with various plenary and keynote speakers swapping over between cities at crucial times to repeat their sessions, and over a thousand teachers in Karachi. I found the sessions where presenters used both English and Urdu particularly interesting, as participants relaxed and laughed a lot more when Urdu was both allowed and encouraged. As one of the main aspects of the conference was developing a 'glocal' version of ELT, it felt very important to value Urdu and other local languages and find a new place for English alongside them.



This was a theme running through the whole conference, via sessions on topics such as translanguaging (Anum Rehan), English as a Medium of Instruction (Gavin Clacy) and whether multilingualism, multiculturalism and multi-ethnicity are problematic for Pakistan as a country and in terms of developing the language policy (Humaira Irfan).

Some of the stand-out sessions were: Arifa Rahman from Bangladesh talking about how



teachers can operate as change agents in the promotion of social justice as the time is now right for us to act; Ayman ElSheikh from Sudan presenting a 'glocal' version of both language and pedagogy, and how we can develop learners' critical thinking skills; and Naema Hann discussing the adaptation of global materials, moving from local needs to global coursebooks and back again to local contexts.

Others presented on gender identity (Asadullah Lashari), integrating music into primary school language teaching (Asif Sinan), developing awareness of global issues through pen pal projects (Joyce Raglow), developing empathy in learners (Farooq Parekh), EAP as a tool for social change (Ayesha Pervaiz) and accessing cultural and linguistic differences through literature (Shireen Rahim).

There were several human rights activists among the teachers and presenters, including Shazia Asif Khan, who runs 'AAB – The need of life' to train human rights activists and improve education and gender equality. Her presentation included an 'essential tool kit' for teachers.



Amna Pasha is one person working on developing global citizenship in projects around Pakistan. She has led primary school projects on local endangered animals (Indus river dolphins in the south and Markhor deer in the north), and managed to get learners so motivated and engaged with field trips to visit the animals and see what was happening, that their grades improved in all subjects. Proof that bringing global issues into class works?



Consider presenting at the SPELT conference in Pakistan one year soon! – it’s safe, the very hospitable SPELT members open their homes to visiting speakers and arrange your transport, and, as a travelling conference, it’s an amazing way to see some of the country.

Inspiring, sincere, full of energy and colour! Best conference I’ve ever been to!

More information:

- SPELT and the annual conference: <http://spelt.org.pk/Conferences/>
- Issues and challenges of teaching English in Pakistan: https://www.researchgate.net/publication/313722489_English_as_the_language_of_development_in_Pakistan_Issues_challenges_and_possible_solutions

While there, I visited a school for students with severe learning disabilities run by Saima Haq. The school, SCEI (Special Children's Educational Institute) runs a vocational centre where the children produce artwork for sale. Saima also writes poetry and has agreed to us publishing some of her poems about women in our newsletter. I find these particularly interesting as the language is simple, which makes them so accessible to all levels of learners of English:



Meet the SIGs

IATEFL's 16 Special Interest Groups

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- Global Issues
- Inclusive Practices and SEN
- Leadership and Management
- Learner Autonomy
- Learning Technologies
- Literature
- Materials Writing
- Pronunciation
- Research
- Teacher Development
- Teacher Training and Education
- Testing, Evaluation and Assessment
- Young Learners and Teenagers

Poems about Women by Saima Haq

1/

A Woman's Place is in the home.
A man however can freely roam.
These rules were made to make us weak,
but will not change unless we speak.

2/

I wish I were in school
reading fairy-tales.
And dreaming of what
I want to be when I grow up.
Or even practicing
adding and subtracting
so I can learn long division.
But the only division I know is the curtain dividing
men from women.
My mother tells me
my prince is the bearded man
with whom I will live unhappily ever after.

3/

I pray
the man chosen
to protect me
is not one
from whom
I will need
protection.

4/

You are my wife;
the mother of my children
and came with six goats.
But my brother
is a luckier man.
His wife came with seven.

Report on the Joint PronSIG / GISIG event: London 14 October 2017

By Gergő Fekete

14 October was an important and fruitful day in the life of GISIG and PronSIG: Motivated and enthusiastic teachers, trainers, professors, coursebook writers, and researchers filled the Africa Centre in London to explore the interface between pronunciation and global issues. Odd as the topic may sound at first hearing, we had inspiring presentations with lots of practical ideas to use in our classes and to think about on our way home to the many countries we left behind for this event: Spain, Hungary, Germany, and Greece to name but a few.

So, in order for the reader to get an insight into what we saw and heard during the event, let me give you a brief summary of the day, starting with **Mark Hancock's** thought-provoking presentation on icons, such as the mysterious unstressed vowel, the schwa. Mark pointed out that the schwa, being the most common sound in English, seems to almost acquire the status of an icon, similarly to some other sounds. What happens if we knock these icons off their pedestals? Mark presented his own sound chart that you can see [here](#) or you can access his full presentation on the [GISIG website](#).



Then **Aleks Palanac** invited us to learn about teaching English to refugees by answering questions including what refugees might be going through before and while they are learning English, what our role as teachers is, and what strategies we can apply in our classroom. To help us answer these questions, Aleks referred to the concepts of “mindfulness” and “positive psychology” that can be applied when teaching vulnerable learners, such as refugees.

After a refreshing coffee break filled with loads of questions and congratulations on the first two presentations, we continued with **Professor Jennifer Jenkins** who gave us an overview of English as a Lingua Franca from its beginnings to the present day, highlighting its focus points along the way and finally considering its future in the light of Brexit, as well. **Prof. Jenkins' presentation** is also available on our [website](#).



The next speaker, **Laura Patsko**, helped us see how we can support learners to understand the world's accents, be it native or non-native. We tried a 5-step demo lesson plan, in which we 1) listened, 2) noticed, 3) analysed, 4) practised, and 5) reflected. At the end of her presentation, we were reminded of the fact that as with all kinds of learning, pronunciation learning also

takes time and that we should make it a habit to bring a range of voices into our classes to prepare our learners for the diversity of pronunciation awaiting them.

After the ensuing lunch break, I had the pleasure of continuing this great line of presentations. Have you or your students ever had a topic in your English lesson that you or your students didn't like? Maybe because it has always been dealt with in the same way, using the same materials, teaching the same vocabulary year by year? For me and for many Hungarian students of English, the environment is one such issue, besides being an enormous global issue, too! So when I decided to work as an EFL teacher in a camp this summer and learnt that one of the topics I needed to cover was *the environment*, I knew I had to do something differently. After doing some research, I came across the amazing [video series](#) from Conversation International, in which famous actors lend their voices to the elements of nature: the rainforest, the sky, the soil, and many others. In my presentation, I made an attempt to turn "nature" into a motivating and thought-provoking topic by introducing the video series with "The Rainforest" video clip. What do you think the rainforest would tell us if it could speak? Or Mother Nature? Did you know that a colourful parachute could be an excellent tool to practise rain-vocabulary and show students the role of individual trees in a rainforest? For this and some other activity ideas, have a look at my presentation [here](#). And don't forget: Nature is speaking – it's time to listen!

As you can see from the above summaries, global issues affect several areas of life and more and more people, and the world of business is no exception. Therefore, James Quartley rightfully posed the question: Why do so few coursebooks incorporate them? We took a look at Market Leader (Upper Int 3rd Ed.) and some ways to incorporate GI in Business English while discussing quotes, such as "It is not enough to succeed. Others must be seen to fail." (Gore Vidal) Do you agree?

Should we teach politically correct language? And politically incorrect language too? Can we teach one without the other? **Rose Aylett** gave us some examples of politically incorrect language and instances where political correctness had gone mad. Non-disabled, vertically challenged, Personchester (as opposed to Manchester), book challenged and co. Where

would you put them on a scale going from politically incorrect to mad political correctness? See some more examples and thought-provoking questions in Rose's [presentation](#).

Steve Brown's plenary closed our event with the Emancipation Continuum ranging from disempowerment ("Don't learn anything that might allow you to upset the status quo") through indoctrination ("Learn so you can do what is expected of you") and empowerment ("Learn how to succeed within existing societal/power structures") to emancipation ("Critically evaluate current structures and practices with a view to effecting change.") Where would you place yourself and (if there is any) your institution on the continuum?

Quite an event, right? At the end of the day, we all agreed that such joint-events between SIGs should be encouraged, organised, and promoted. All of the PronSIG and GISIG members are very thankful for all the presenters and participants and we hope to see all of you and many others soon within the scope of a similar event!





In memoriam: Dr. Esther Lucas, 1918-2011
By Wolfgang Ridder



Esther Trilling Lucas

was born before the end of the First World War in Helsingfors (now: Helsinki), but moved to Great Britain at the age of two with her parents. She was educated in Great Britain and later studied at Oxford University. She spent one term each in Germany and France. Esther's interests in Global Issues started with a visit to the League of Nations in Geneva in 1935. After graduating in French and German in 1940 she joined the Royal Institute of International Affairs. When the Second World War ended she was seconded to the Preparatory Commission of the UN and was present at the first Security Council and General Assembly in London. Though offered a place in the UN in New York, Esther decided to fly to Palestine in 1946 to join Kibbutz Kfar Blum. In summer 1947, just one year before the State of Israel was born, she served in the Jewish Agency Political Department, liaising with the UN delegates of UNSCOP, the UN Special Committee that met in Jerusalem to decide on the partition of Palestine. In 1950 she and her husband moved to Herzliya Pituah.

In Israel, Esther decided to teach English, but in her days, there was no formal way of learning the trade of EFL. Nonetheless, having been a youth leader in Great Britain she started to read as much as possible about teaching and then learning as she went along. She

found that she loved teaching, and her restless mind soon came up with innovations, e.g. penpal correspondence schemes, the annual production of a school play in English, an English school newspaper and a choir. She wrote several textbooks which were widely used in Israel.

Her main interest outside teaching was furthering the educational aspects of UNICEF. In 2009, she was awarded the special lifelong achievement award of the UNESCO Associated Schools Project Network (ASPnet), given in recognition of Esther's contribution to the promotion of education, in favour of a "culture of peace, non-violence and international understanding". Esther achieved degrees in three countries: England, Israel and Germany.

When formerly interviewed by our GISIG on the subject of whether teaching English can be seen as a political act, some of Esther's pertinent responses were:

...We are not responsible for making English a global language. We are part of a trend in business, electronics, air travel etc. We should do our job conscientiously while encouraging our students to learn other foreign languages wherever possible, also preserve original and indigenous languages.

We should replace the term "teacher power", with "teacher influence". I find it very rewarding when students of mine "carry on the good work". For example, the person who took over as Coordinator of the Associated Schools Project of UNESCO in Israel, is a former student of mine. A teacher who is running a project on coexistence with Arab students studied with me. I am delighted to see former students, who now have doctorates, taking on responsible positions.

Esther emphasised that her membership and affiliation with professional organizations, such as TESOL, IATEFL, AILA, WEF. ETAI enabled her to spread awareness of global issues. In particular, she stressed that regardless of where we teach, we need *pay commensurate with our responsibilities and contribution to the education of the youth of our respective countries.*

It was my great pleasure to work together with Esther in the Global Issues SIG Committee and co-edit with her **IATEFL GISIG Newsletters No. 14 – 19**. We met at IATEFL Conferences, GISIG PCEs and GISIG events and it was always a special occasion when we came together and talked, swapped experiences, planned projects, and chatted about personal aspects of our lives. Esther was also a role model for me with her dedication to the best of all things global, her fighting spirit, and her warmth towards her colleagues and friends. It was wonderful to have known you, Esther, and you will always have a very special place in my memories, of uncountable IATEFL conferences together and the fun we had.

References

ETNI Blog Issue December 2010; Europe in Israel, Edition No. 04, 25/11/2009.

Shulman, A. ,Dr. Esther Lucas 1918-2011'Esra-Magazine' Issue No. 160, June-August 2011



Biodata: Wolfgang Ridder was, until his retirement, the Director of Studies in the Foreign Languages Department of the Volkshochschule Bielefeld, Germany. He has been a member of IATEFL for 30 years and in this time served in various roles within it, including acting as Coordinator of two different special interest groups. He trained as a teacher in the Russian, Polish and English languages. Since April 2011 he is the Vice-Chairperson of English Language Teachers Association – Ostwestfalen-Lippe (ELTA-OWL) in Germany and a freelance teacher of EFL/ESL.

Esther Lucas Scholarship

For some time GISIG wanted to create a scholarship for attendance at the IATEFL Annual Conference. However, as GISIG's funds are severely limited, it was decided to make it into a bi-annual one. Following Dr. Esther Lucas's death, the committee of the time asked her family – through Dr. Lucas's Israeli ETAI-Association – to be allowed to name it in her honour. The permission was gratefully received and GISIG named the scholarship after one of the founder members of IATEFL GISIG.

Teaching global issues to teens in an engaging way

By Anastasia Khodakova

It is not a secret that teenagers do not like being told what's good and what's bad. They like to decide for themselves and challenge grown-ups' views. Then, how can we teach them sustainable development, social responsibility, equality and other important global issues? How can we ensure that our words are heard and lessons are taken seriously? In this article, I would like to share some tips from my personal experience of teaching teens global issues.

Tip #1. Look through the calendar to surprise them. International Day for Tolerance (November 16), International Men's Day or World Migratory Bird Day, International Thank You Day (January 11) are popular among teenagers, so such celebrations in your class can become remarkable traditions!

Tip #2. Use visuals and media. This generation is growing while posting pictures in Instagram and enjoying live broadcasts, so video, images, catchy advertising send the message right into their young minds. Videos or images can be used for warm-up or initiating a heated discussion. A few of my favourites are:

1) Ads by Pantene

(Labels against women - <https://www.youtube.com/watch?v=qc3-QYduUTg>)

2) Film English lessons

(e.g. My shoes - <http://film-english.com/2013/09/04/my-shoes/>,

The Other pair - <http://film-english.com/2016/03/30/the-other-pair/>).

Tip #3. Practical experience is the key. Students learn when they do real things. Project work is the most common way to make lessons real. For example, when reading the text about trash sculptures and discussing 3R (reduce, reuse, recycle) principles, we made butterflies from old magazines for decorating the classroom. When raising the issues of poverty in the developing countries (Molly's World lesson - <https://www.wfpusa.org/wp-content/uploads/2016/08/Mollys-World-Lesson-Plan-on-International-Womens-Day.pdf>), our students recorded video introductions of girls in the group for Molly. When discussing endangered species and plants on Earth day, we planted seeds and watched how they grew afterwards. When speaking about waste reduction, the students collected used paper and bottle tops, and volunteered to restore the forest in Tolstoy's estate. After talking about Random Acts of Kindness day, our students drew posters with community project ideas and defended them. On National Bird day, the students made bird feeders and hung them in the park. These are just a few examples of projects which help teens become more aware of global issues.

Tip #4. Involve them in a game. During our intensive summer school, we developed several quests and games with tasks on sustainable development; we then divided our students into teams and organized lessons in the form of a competition. The topic of our summer school was “Mission possible: interstellar ride to save planet Earth”. We invented a legend and every day the students uncovered the plot little by little. They designed their colony on Mars, they had a fight with aliens and flew to Earth to warn its inhabitants of ecological dangers. For the warnings they created comic strips in an online application, devoted to different environmental problems.

To conclude, I believe it is not only enough to bring up global issues in the classroom, but it is the teacher’s task to engage students and reach their hearts and souls with such lessons to help them develop as global citizens.



Biodata: Anastasia Khodakova, PhD, is an associate professor in Tula State Lev Tolstoy Pedagogical University (Russia). She initiated and coordinated local and national EFL projects on creating tolerance-related materials in 2011-2015.

- Anastasia won the GISIG Esther Lucas scholarship this year (2017) to attend the upcoming IATEFL Conference at Brighton.



Contribute to the IATEFL
Wider Membership Scheme

The Wider Membership Scheme (WMS) helps the international ELT community reach out to teachers in parts of the world who need additional financial support by subsidising their membership of IATEFL and, in so doing, opening up a world of professional development, support and networking opportunities they would not otherwise have.

To donate to this scheme visit: members.iatefl.org/donate

A REPORT ON THE IATEFL SIG Web Conference, November 24th to 25th 2017

By Julietta Schoenmann

No one can do everything, but everyone can do something. (Max Lucado)

Teacher, trainer, blogger and story-teller Margarita Kosior presented on behalf of GISIG at the Web Conference held in November. She eloquently outlined to the more than 200 online participants how sensitive and 'difficult' topics can be introduced to the classroom and discussed in a spirit of openness and non-judgmentalism. She used two examples of her own work with students and trainee teachers to demonstrate the processes involved in getting students to engage with PARSNIP topics (politics/alcohol/religion/sex/ narcotics/-isms/pork) and showed that far from being bored or depressed by the content, students were keen to share their opinions.

She detailed her approach to introducing *Holocaust Memorial Day*, remembered on January 27th each year, through an exploration of the film *The Boy in the Striped Pyjamas*. She shared a range of creative and absorbing tasks that she did with her class, such as picture dictation, mind-mapping and personalised reflection questions. Similar lessons were also delivered by two colleagues in Hungary (**Mark Andrews**) and Poland (**Adam Janiszewski**) and the results compared: students in all three countries reacted overwhelmingly positively to what they experienced in the lessons, thus reinforcing the notion that global issues are relevant and interesting to students' lives.

Her other example was centred on modern day slavery and the work of *The No Project* (<http://thenoproject.org/>). Shocking statistics were presented by Margarita in the form of a multiple-choice quiz, which revealed that around 45 million people are currently enslaved worldwide, earning their employers in the region of \$150 billion. Margarita emphasised the difference that we as teachers can make by raising awareness of these issues amongst students, particularly as they are the consumers of the future and deserve to know how their goods are produced so that they can make an informed, ethical choice as to what they should buy.

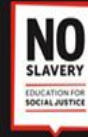
Silent Discussion You will need...



Margarita concluded with a 5-step description of the silent discussion technique which has worked well for her when bringing challenging topics into class. As she pointed out, despite the apparent contradiction of ‘silent’ and ‘discussion’ this technique has been evaluated as helpful and supportive by students who might normally speak less in class. It involved simple materials – large sheets of paper and marker pens – but one critical element...time!



Margarita stressed that in our busy teaching lives time is often in short supply, but silent discussion relies on giving students adequate thinking time to gather their thoughts about a topic and get their ideas in order. Students had 15 minutes to silently think and write down their ideas in groups. They then conducted a gallery walk and read other groups’ posters, responding with comments and questions to what they read. The lesson finished with a group discussion about the topic and Margarita noticed that participation was more active as a result of students being given time to think silently beforehand.



As the Max Lucado quotation (see above) from the presentation shows, we as educators have a tremendous opportunity to provide a platform for discussions of this kind in order to raise awareness of a huge range of important issues in today's confusing and troubled world. Not everyone at the conference agreed and the chatbox was occasionally filled with debate about the suitability of these topics for inclusion in the classroom. Of course, the choice of topics for lessons remains with individual teachers or institutions, but Margarita proved most conclusively that there's a growing need to develop our students' critical thinking skills and global issues is a great place to start.



IATEFL Webinars

IATEFL organises monthly webinars on a range of current issues in the world of English language teaching. Members can register for free, and receive a certificate for those they join in with. The Members' Area has a full archive of past webinars for you to browse and review at your leisure.

To see upcoming webinars visit: <https://www.iatefl.org/web-events/webinars>

GI SIG PRESENTS

4 March 2018
10am -2pm GMT

The Four Corners Online Global Issues Summit

Four speakers.
Four issues.

"No matter what
people tell you, words
and ideas can change
the world."

Robin Williams

Be.The. Change.



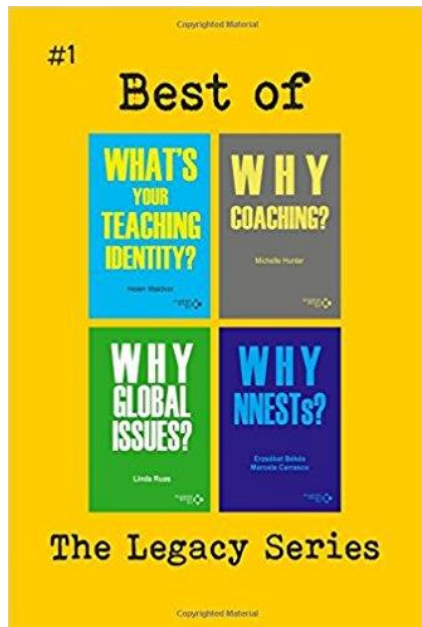
Books about Global Issues in ELT

"It's the Age of Aquarius, the Age of Anger, the Age of Trump, Kali Yuga (the Age of Vice, the epoch of terrible things, or the Dark Age), the Age of People Power, the Age of Information Technology and Artificial Intelligence, the Age of Consequences, the Age of Promiscuity, the Age of Social Unrest ... the list goes on. So how do our ELT classes reflect this, and how can we in ELT make a difference? But hang on a minute. Are we allowed to mention social unrest in class? People might not agree with it or might be offended or upset by any mention of violence or political demands. How about bringing religion into class? And isn't Kali a Hindu goddess? Can we mention sex, refugees, strong feelings? And Trump – can we refer to politicians by name and share real opinions about current events in the world? Is

this what students want, or would they rather be protected by the ‘soft, fudgey, sub - journalistic, women’s magazine world of EFLese course materials’ (Rinvoluceri, 1999 1).

If you’re confused about which global issues, if any, you can safely bring into class and why you’d even dream of deviating from time-honoured published materials, you’re not alone.”

This is from Linda Ruas’ recent book ‘Why Global Issues?’, available here (paper or digital version): <http://bit.ly/2nHfgal>



or as part of this new ‘Best of The Legacy Series’, a compilation edition of four short books written by five active teachers, of three different nationalities. The topics covered are “What’s Your Teaching Identity?”; “Why NNESTs?”; “Why Global Issues?”, and “Why Coaching?”, and they deal with cutting-edge themes of ELT in a manner that is both accessible and relevant to a variety of teaching contexts. Best of The Legacy Series is teacher development in a nutshell. This compilation offers a rationale for four hot topics in ELT today, in an easy to read, yet immensely thought-provoking format. “What’s Your Teaching Identity?” “Why NNESTs?” “Why Global Issues?” “Why Coaching?” Written by experienced practitioners, Best of The Legacy Series succinctly presents its arguments in a manner amenable to busy classroom teachers. After a discussion of the background

research, practical steps are offered, while multiple perspectives widen and strengthen the argument. Descriptive, not prescriptive; accessible, yet thoroughly referenced and researched, each of the books in Best of The Legacy Series can be read and understood in one sitting. It is a vital addition to any classroom toolkit. Currently, this book is only available from Amazon: <http://amzn.to/2jvIBjr>



Another new book, co-authored by Julie Pratten, Linda Ruas and Helen Waldron is ‘A-Z of Global Issues’, a resource book containing 26 interesting and engaging activities, discussions and role plays, designed to bring real issues into the classroom. It comes with user-friendly teaching notes, which outline the language focus, level, type of activities, timing and suggested lesson plan. The activities are suitable for business and general ELT students, ESOL, university students and pre-experience learners. To take a peek inside, go to <https://www.flipsnack.com/Juliekac/a-z-of-global-issues-sample-1.html>

The book is available in both print and digital versions from <http://academicstudykit.com/product/a-z-of-global-issues/>

GISIG/VAC Pre-Conference Event – IATEFL Brighton April 2018

GISIG/VAC draft PCE Schedule, IATEFL Brighton, April 9th, 2018

Time	Title	Presenter
10.00 -10.25	Welcome and introduction to the PCE <i>Outline of the day, break and lunch information, housekeeping issues, GISIG and VAC news</i>	Julietta Schoenmann Linda Ruas GISIG Coordinators
10.30 -11.15	Difficult Topics Made Easier with Film <i>Encouraging students to discuss challenging topics with confidence and ease through the medium of film</i>	Margarita Kosior Teacher, trainer and storyteller
11.15 -11.30	Break	
11.30 -12.10	Fostering a global mindset in ELT: the "Girl Rising" documentary <i>Raising awareness of barriers to girls' education through an exploration of the film 'Girl Rising'</i>	Gergo Fekete Teacher, GISIG Social Media Coordinator
12.15 -12.45	Visual Artist in Residence Project (Part One) <i>Collaborative 2D art project</i>	Emma-Louise Pratt Artist, writer and teacher
12.45 -13.30	Lunch	
13.30 -13.35	Introduction to the afternoon sessions	Julietta Schoenmann
13.35-14.20	Challenging our Perspectives: teaching social issues visually and with Google Arts and Culture <i>Using Google Arts and Culture as a tool to explore and understand the world through art and stories</i>	Dimitris Tzouris Educator and Computer Science teacher
14.25-15.15	Visual Artist in Residence Project (Part Two) <i>Collaborative 2D art project continued</i>	Emma-Louise Pratt Artist, writer and teacher
15.15-15.30	Break	
15.30-16.25	Drawing in the ELT Classroom to Explore Social Justice <i>Applying practical teacher-drawing and learner-drawing tasks to explore issues of social justice and human rights</i>	Jade Blue Teacher and trainer
16.30-17.00	Social Justice and the Visual Arts in English Language Teaching <i>Exploring how different resources created by members of the Visual Arts Circle can be used to promote social justice through the visual arts in the ELT classroom</i>	Kieran Donaghy and Anna Whitcher Founders of the Visual Arts Circle

Social Justice and ELT through the Visual Arts - GISIG and Visual Arts Circle Joint PCE

Visual images can be arresting and powerful. We have all at some point in our lives been stunned by a photograph or painting that has resonated with us - the Afghani girl on the cover of National Geographic or Picasso's Guernica. These images can provoke strong emotions, engage us critically and sometimes inspire radical action so how might we capitalise on this in our professional lives and exploit visuals effectively in our teaching and training?

Come to the GISIG PCE at Brighton, run jointly with the Visual Arts Circle this year, to discover new and innovative ways of exploring themes of social justice through the visual medium. Do you want to know more about how to incorporate still and moving images into classroom materials to get students reflecting on social issues? Or capitalise on your own artistic skills to provoke discussion and debate in your classrooms? Our diverse and talented group of speakers will be presenting their ideas on how we can do this.

Margarita Kosior, writer, teacher and storyteller will outline how film as a medium can introduce difficult topics into the classroom domain and encourage students to discuss them with confidence and ease.

Gergo Fekete, dynamic teacher and GISIG Social Media Coordinator, will show us how to raise awareness of social justice issues for women from his MA thesis related to excerpts from the film 'Girl Rising'.

Emma-Louise Pratt is a practising artist and educator who will work at various times throughout the day with PCE participants to produce a collaborative artwork which will be displayed in public for the duration of the conference.

Dimitris Tzouris brings his technical expertise to our PCE and explains how we can use Google Arts and Culture as a tool to explore and understand the world through art and stories. And for those of us who think we don't possess any artistic skills

Jade Blue, a teacher and teacher-trainer with a special interest in using imagery in ELT, will guide us through a session on teacher-drawing and learner-drawing tasks that seek to examine how these practical activities can be applied in our classrooms to explore global issues themes such as human rights.

Finally, rounding off the day's events **Kieran Donaghy and Anna Whitcher**, founders of the Visual Arts Circle, will explore how different resources created by VAC members can be used to promote social justice through the visual arts in the English language classroom.