

“Making English work for the world’s most marginalised people”



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Theoretical basis

- The gap between the linguistic 'haves' and 'have-nots' is increasing worldwide. English is a tool which is used to reinforce social, political and economic division. This has to change
- English provides a safe space to cope with loss and trauma:
 - *"Through creative activities such as play, storytelling and drama, language learning can create a safe, 'third person' space for children to make sense of their experiences and emotions."* (Marie Delaney)
- English is a tangible skill which can provide economic opportunity without the explicit need for certification
- English is wanted – demanded – by marginalised communities, often seen as a 'silver bullet'. Learning English provides hope

Sustainable Development Goal 4

- Language is a notable absentee from the SDGs – especially SDG4
 - “Language is at the very heart of significant fault lines in the development process” (Sylvia Romaine)
- English has the potential to help achieve this goal, but not given the current direction of travel
 - E.g. EMI vs MTB-MLE



‘Ensure inclusive and quality education for all and promote lifelong learning’

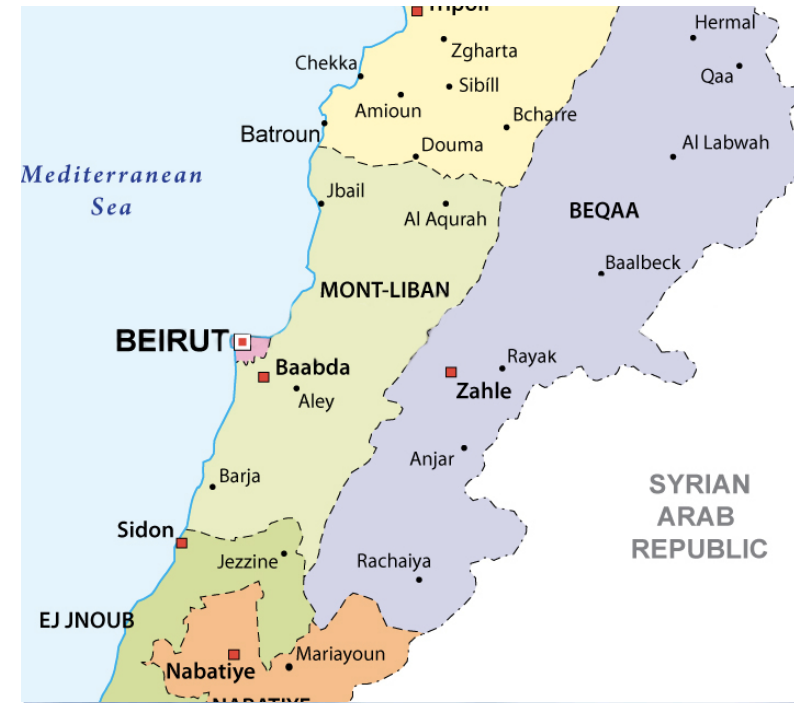
Syrian Refugees in Lebanon

- C.1 million official refugees (UNHCR), but true figure closer to 1.5 million. Lebanon population: 6 million.
- 58% of households live in extreme poverty (<\$2.87 per capita/day)
- 74% of Syrians do not have legal residency
- Only 36% of funding needed to provide adequate humanitarian support has been received by global donors



Beqaa Valley, Lebanon

- MAPS (multiaidprograms.org) – a Syrian-led NGO
- MAPS support the education of 3,000 children in 2 sites ... a tiny minority of those requiring it
- English teachers are all refugees themselves – currently unpaid since Nov 2017
- 40% of girls in the project sites are married by the age of 14
- Classrooms are small, metal caravans with fixed desks and benches



PARNSNIPs

- A deficit model of materials creation which chooses to not include so-called taboo subjects.
- I am offering a different, yet still vegetable based model.



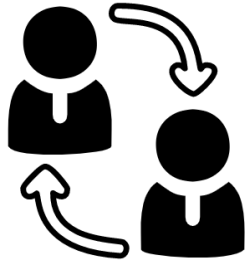
Politics Alcohol Religion
Sex Narcotics/Nudity
Isms Pork



Supportive
Process-focused
Integrated
Notional-functional
All-inclusive
Co-constructed
Heuristic

Summary of position (non-vegetable)

- The ELT community, teachers, students and other educational stakeholders should work together to enable young people to develop communicative competency in the English which is most appropriate to their context.
- English should be used as a platform to develop other skills and knowledges, and as a mechanism to address, in a light-touch way, challenges of emotional, social and psychological illiteracy
- Teachers should be upskilled to deliver a coherent, cohesive curriculum which can achieve this, in such a way that they can also protect themselves



Supportive

- English language teachers in refugee contexts face huge challenges
- Materials should be developmental, providing 'on the job' training
- Use of a script in the materials

WHAT YOU DO	WHAT YOU SAY	NOTES
A INTRODUCTION / STARTER (0-3 mins)		
1 Welcoming the class	e.g. How are you today? What lesson did you just have? Are you cold?	This creates a good atmosphere, but don't spend too long (1 minute max).
2 Introducing the lesson	Today we will be reading a story called 'When 'a' became family' .	Ask them to guess what the story will be about
3 Eliciting 'family'	What does family mean?	Check understanding by asking 2-3 students about their family.
B OVERVIEW OF LESSON (3-5 mins)		
4 Explaining lesson aims	In today's lesson we are going to: 1. Learn some English letters; 2. Learn about the phrase 'I am'. 3. Practise speaking and listening in English	Write aims on board if you have time (or if you can, write up before the lesson).
C INPUT (5-25 mins)		
5 Asking for V1	Who would like to help me today?	Choose a female student. Bring them to the front.
6 Preparing	Which letter is he/she?	Students think back to the title of the story. Elicit 'a'
7 Showing the class H1-3	Which letter is 'a'?	Ask one student to come up and choose the correct letter. The rest of the class say if s/he is correct.
8 Beginning story	Now we can begin our story.	V1 holds up H1 so everyone can see.
9 Reading story	Once upon a time there was a letter a. The 'a' lived on her own.	Explore 'once upon a time' with HGs.
10 Ask a WCQ	How do you think the 'a' felt? (<i>Why did 'a' feel like this?</i>)	Class suggest adjectives. TL = <i>sad, unhappy</i> . Volunteer 1 should act sad.
11 Reading story	The 'a' lived on her own. The 'a' was sad.	Congratulate the class for saying the right word (= sad).
12 Asking a WCQ	How can we make the 'a' feel better?	Class suggest ideas. Elicit <i>she needs a bigger family</i> .
13 Asking a WCQ	How can we get her a bigger family?	Elicit <i>draw some more 'a's</i> .
14 Asking for V2	Who can show me how to write an 'a'?	V2 comes up and draws on the board. Get the rest of the class to check it is ok.
15 Writing by students	Open your books and write as many 'a's as you can. You have 10 seconds.	Monitor and check everyone is doing this correctly.
16 Doing PC	Please check your friends' work. Tell them if you think anything is wrong.	If needed, you should be the referee.
17 Students showing V1 'a's	Now make the 'a' feel better.	Students hold up their writing to the V1. V1 should react in a positive way (e.g. smiling).
18 Reading story	Now there were lots of 'a's.	Elicit cheering, applause etc.
19 Read story	The 'a's had lots of fun.	
20 Doing PD	Tell your partner what they did	Ask 1-2 students to answer this in class. Students then discuss in pairs.
21 Asking pairs to front of class	Show and tell the class what the 'a's did.	One student acts and other speaks. Do with 3-4 pairs.
22 Reading story	The next day, a new letter arrived.	
23 Asking a WCQ	Can you guess which letter came?	Let students guess different letters.
24 Giving class information	Let me give you a clue. When you add this letter to 'a', you get a word.	Translate into Arabic if needed as quite complex. TL = 'm' to form <i>am</i> . If students say 't' or 'n' or 's' say well done, these are also words (<i>at / an / as</i>).
25. Reading story and getting V2	The letter was 'm'. I need another volunteer.	Get a boy volunteer. Give him H2. He stands next to V1.
26. Asking a WCQ	What word do they make together?	TL = 'am'.

27. Asking WCQ	What other word do normally find next to 'am'?	TL = 'I'.
28. Reading story and getting V3	'm' also brought his good friend, 'I'. I need another volunteer.	Get V3. Give them H3. Ask another student to put V3 in the right place (i.e. before 'am'). Make sure there is a space between V3 and V1&V2.
29. Doing CD/ID	I am (<i>repeat</i>)	Ensure students say the phrase clearly.
30. Doing BAWOB	What information can we add after 'I am'?	Write up all suggestions from students.
31. Checking student answers	Are any of these incorrect?	Rub off any which are wrong. Try to get the students to identify the themes.
32. Clarifying	I am can be used with: 1. Name 2. Age 3. Adjective 4. Job	Elicit 2-3 examples for each (e.g. 1. I am 6/12/40; 2. I am Muna / Abdul); 3. I am happy / sad / tired; 4. I am a teacher / farmer / doctor
D Activity (25-35 mins)		
33. Signalling next stage	We're going to leave the story now until next lesson.	Ask in Arabic (and encourage them) to be excited about reading the story again.
34. Setting up activity	We are going to talk about my friend. Do you want to see a picture of my brother?	Try to get students excited, e.g. show them the back of H4 but not the front. When they say 'yes' loud enough, show them – but hide the sentences.
35. Revealing the sentences on H4	Shall we find out more about my brother?	Hide the sentences – one-by-one, read them out. For HGs, get them to predict answers (e.g. <i>What is my brother's name? How old is my brother?</i>)
36. Creating gallery	This is my family's photo album.	Explain in Arabic the idea of 'photo album'. Stick the picture onto the blank piece of large paper.
37. Preparing the activity	In pairs, you will now speak/write about my family. Use the model on the board.	Divide class into pairs – one student should be student 1, the other student 2. Quickly check they know who is who. Student 1 completes 2 gaps, student 2 completes 2 gaps.
38. Distributing information	Each pair has a picture of one of my family members. Keep it secret! You must say/write some information about them.	Distribute one picture per pair. Emphasise they should keep in hidden. Encourage the students to be inventive and creative. If they can, they should write. If not, they can speak.
39. Saying how long they have	You have 4 minutes.	Monitor and help groups finding it difficult.
40. Taking feedback	Ok. You are now going to share information about my family with the whole class.	Each pair comes up to the front and present their monster to the rest of the class. They read out what their partner has written. When they are done, the monster is stuck in the photo album.
E Review (35-40 mins)		
41. Reviewing lesson	In groups of 3, talk about what we did this lesson.	Give students 2 minutes to do this. Then take feedback from as many groups as you can.

Abbreviations

- HG/LG = Higher group / lower group
- WCQ = Whole Class Question
- H = Handout
- V = Volunteer

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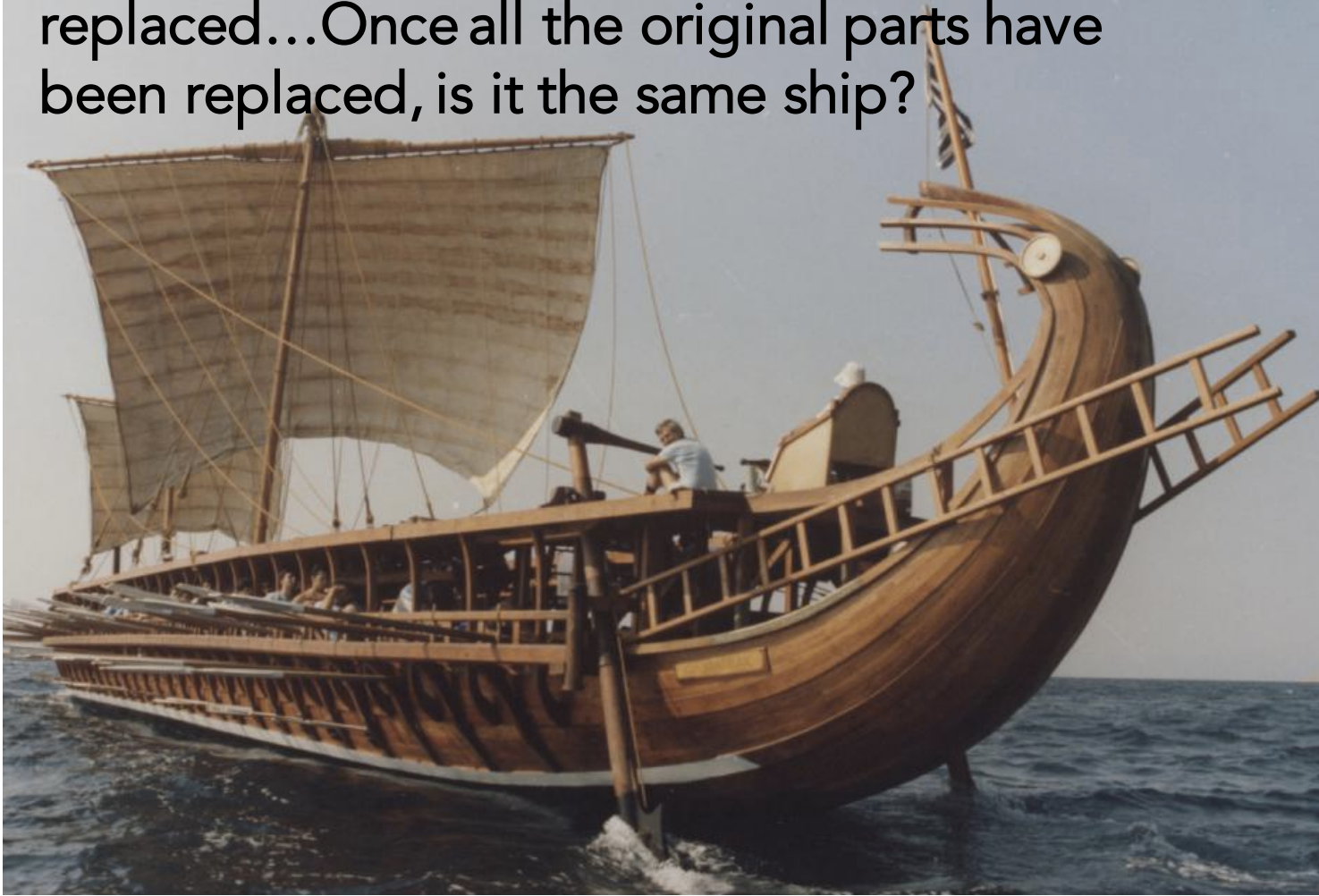


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- 'Ship of Theseus' model applied to the curriculum

The Ship of Theseus

Over many years, every piece of the ship is replaced...Once all the original parts have been replaced, is it the same ship?



Why is this relevant?

- Apply this to the curriculum – change 30% every year
- Builds confidence in teachers and students
- Teach the learners in front of you, don't 'teach the book'



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- Materials should be developmental, providing 'on the job' training
- Use of a script in the materials
- 'Ship of Theseus' model applied to the curriculum
- Issues of teacher mental health, especially in this context
- WhatsApp support – both peer-to-peer support, and mentoring/coaching



12:19

Grade 2

12:19

This could also be done effectively by getting the students to act out all of the different types of weather and saying the word at the same time

14:46 ✓✓

The pictures are nice but it's time consuming to make these materials on a regular basis - let the kids act and mime!

14:47 ✓✓



14:50



14:50

Non-class activity with my students in grade one 🍷🌹

VAPs
Virtual Arabic Program

2021-2022
Second Term

Grade 1 .pdf

4 pages • PDF • 786 kB

19:07

VAPs
Virtual Arabic Program

2021-2022
Second Term

General plan 2 - معدلة....

20 pages • PDF • 1 MB

19:07

Leen

<http://www.unlistens.org/> How do you think we can make use of this idea ? Do you think that our kids at school can make a change writing letters ?

I think it's a great idea to make kids write what they want. This expresses their feelings with things they need but not available((things in education maybe, health, creative ideas...etc)), And thus they develop themselves to build beautiful future for them

05:26

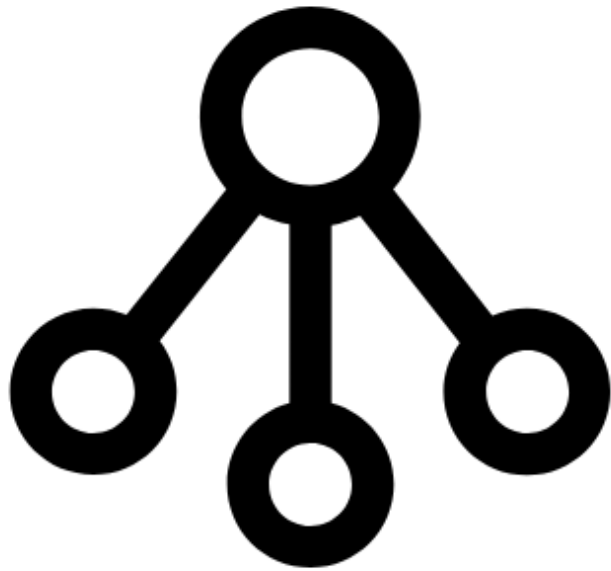


PProcess-focused

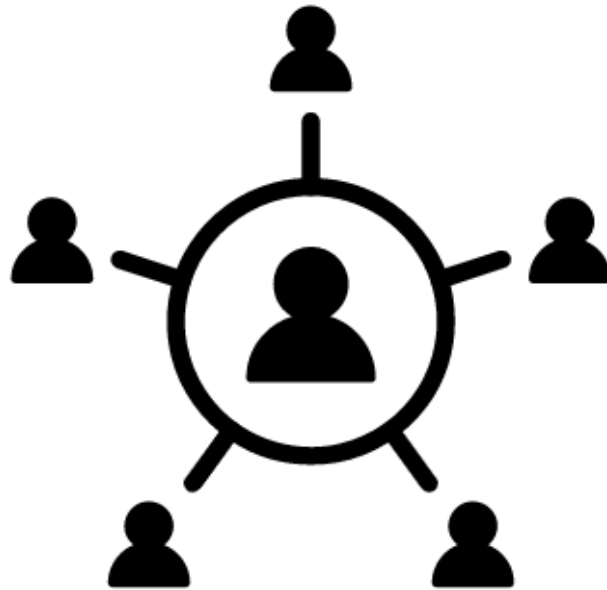
- English is often seen as a body of knowledge to be acquired – the product not the process is emphasised
- A focus on process tells students their contributions are valued, and that they have agency over their learning. This reflects back positively onto their own identity
- ‘Speaking’ is frequently mistaken for usage/communication



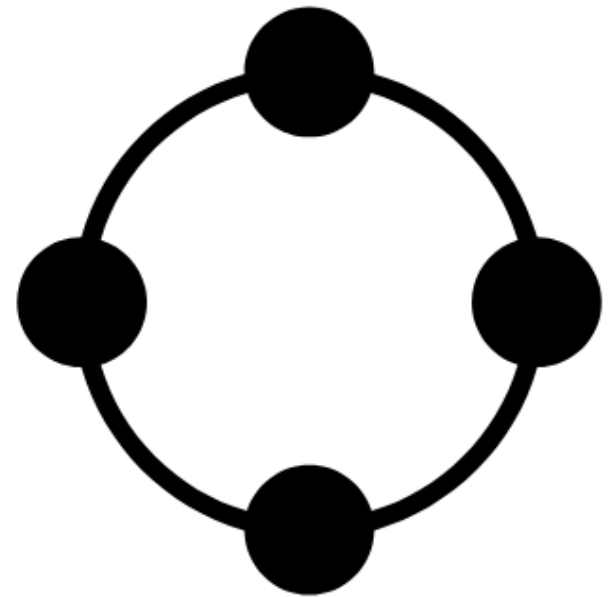
Teacher-
centred model



Teacher-student
centred model



Student
centred model

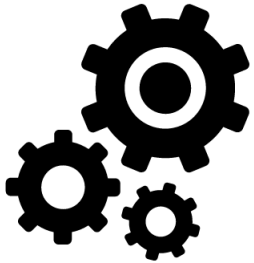




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- ‘Speaking’ is frequently mistaken for usage/communication
- Continuous assessment desirable, but a distant ideal





IIntegrated

- Materials can – and should – offer something beyond just English language the ‘value-added’ of English
 - **Content knowledge:** a CLIL lite approach where students can learn about issues of relevance and interest to their lives
 - **Life/soft skills:** Implicit (e.g. teamwork, leadership) and Explicit (e.g. modelling how to borrow pencils)
 - **Emotional literacy:** providing a safe space of a classroom and a neutral language to express and develop feelings – in a context where this is seldom possible



(student holding an 'a' at the front)

Once upon a time there was a letter 'a'. The 'a' lived on her own.

Q: How do you think the 'a' felt?

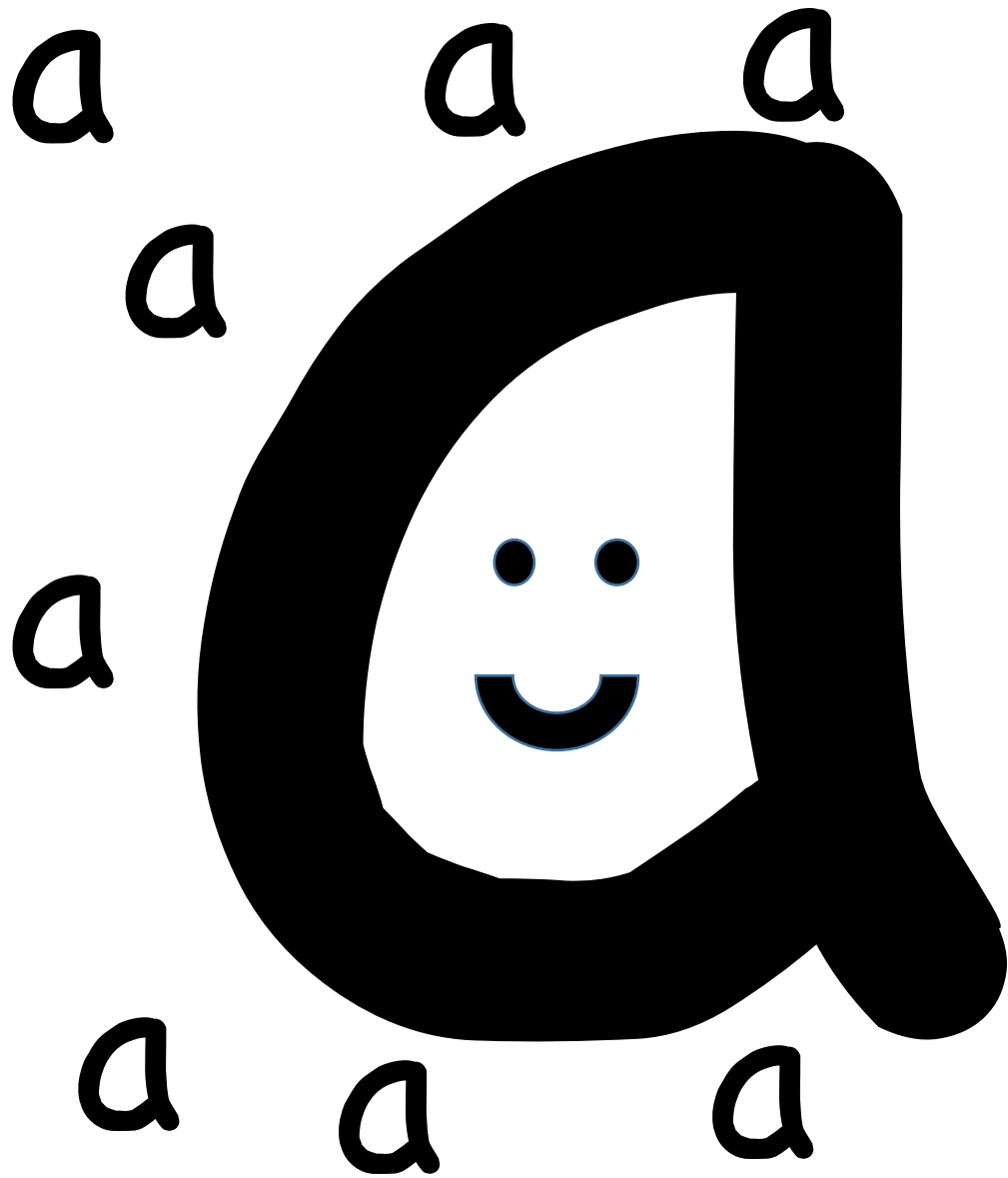
(student draws a sad face on the 'a')

Q: How can we make the 'a' feel better?

(students draw as many 'a's as they can in 10 seconds)

Now there were lots of 'a's

Q: How does the 'a' feel now?



(student holding an 'a' at the front)

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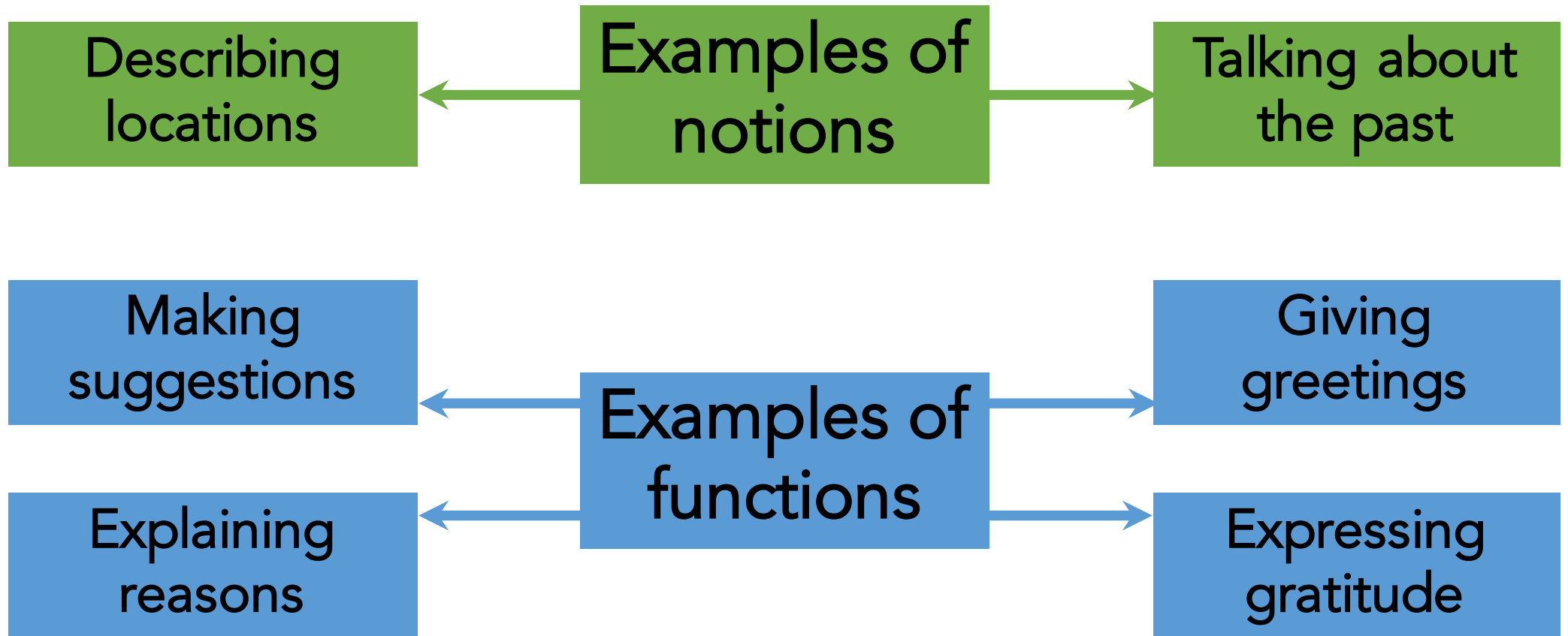
(student changes sad face to a happy face)



Notional-Functional

- Emphasis on communicative function rather than structure, notions rather than than grammatical class
 - *What do people want to do, and what do they want to accomplish?*
- Highlights importance of discourse in context - the human and physical world in which language use takes place is emphasised
 - *"Language is a vehicle for the expression of functional meaning."*
(Richards and Rodgers 2001: 21).
- Role of the speech act and the psychological attitude of the participants are important – students and teachers can talk about what they want
- Shift from 'speaking' to 'usage'

Functions and notions in the context





All-Inclusive

- Principals / administration need to be on board with these changes
 - *Good ELT practice is often mistaken for lack of control*
- Parents / guardians are also central to the process



Homework ...

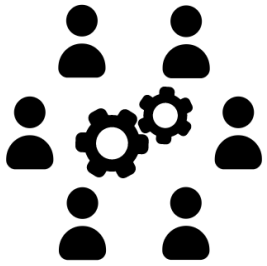
Go home and teach someone in your family some of what you learnt today.



Whole school body events

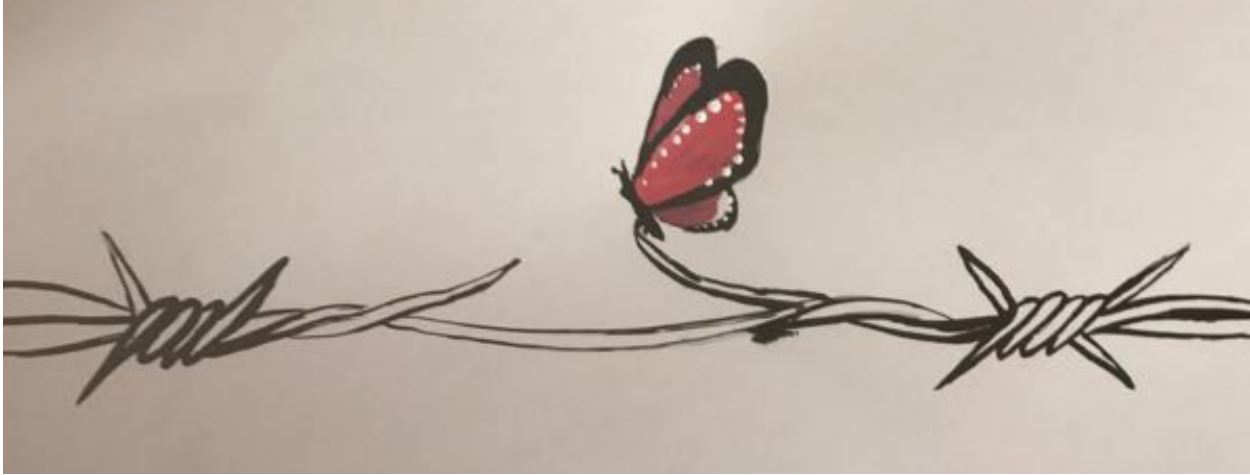
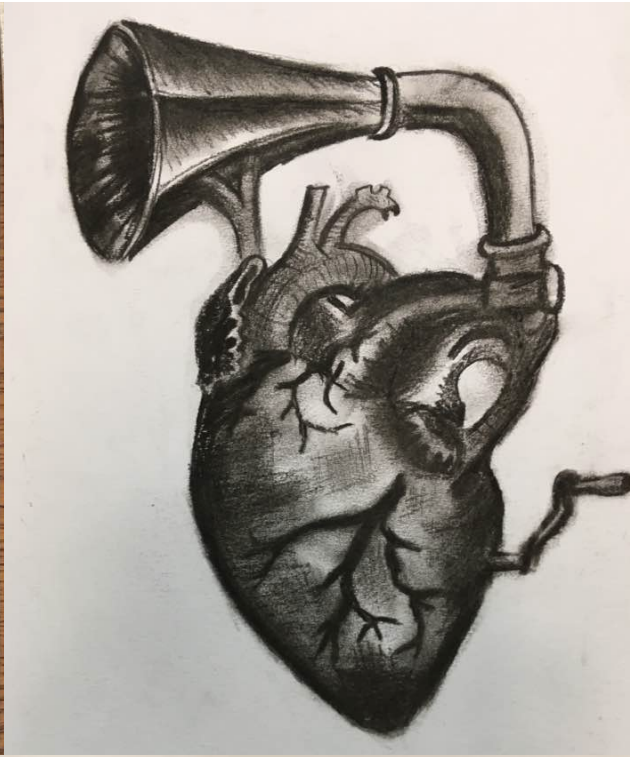
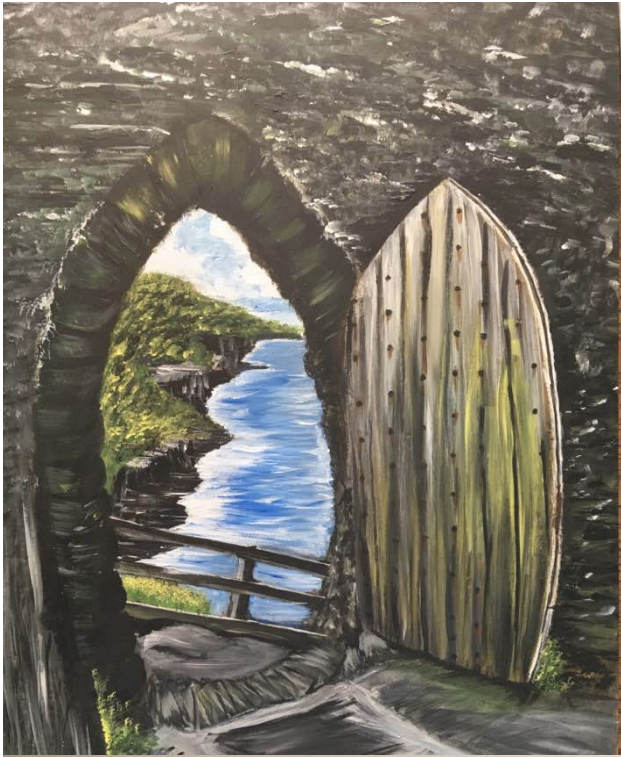
- At the end of each class, children put whatever they have created in a box
- Every month, each class puts up a display in their classroom of what they have co-created.
- Parents, other teachers, other children look at what each class has produced in a 'show and tell' type situation.





Co-constructed

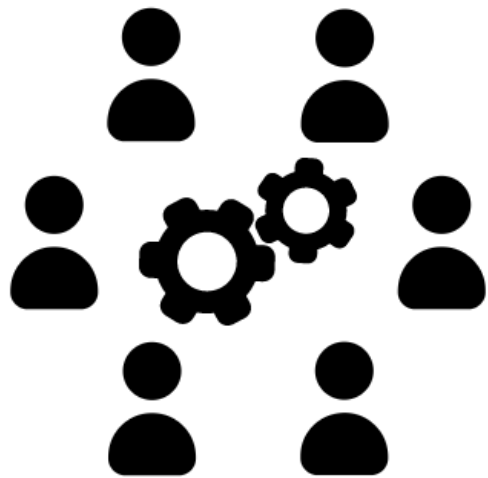
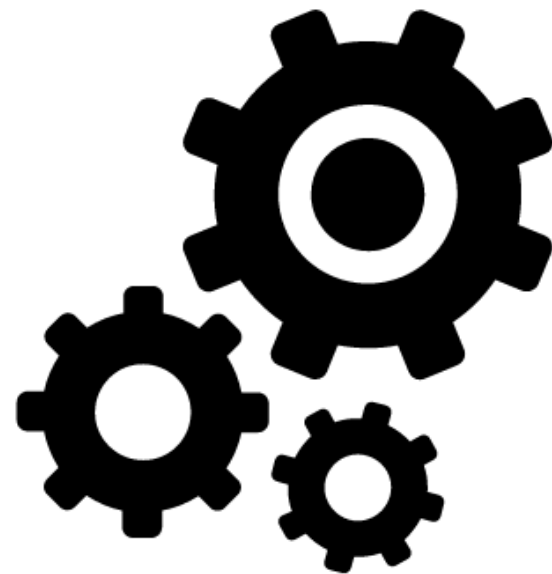
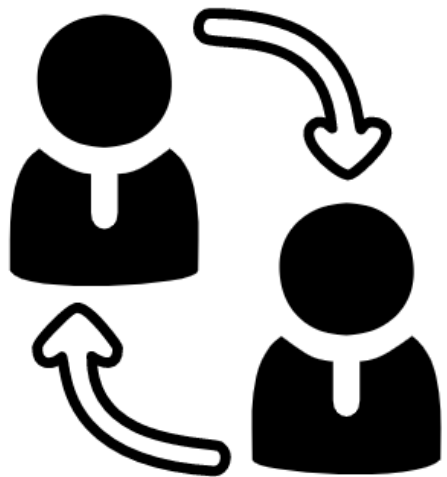
- Teachers and Students as researchers and creators: the process gives agency to all those involved, creates familiarity with the materials and achieves greater buy-in from all concerned
- Co-construction should be an iterative, not a one-off process
- Inputs can be directed according to curricular needs, or unplanned / opportunistic – e.g. these pictures by Syrian teenagers when asked to describe how they felt about their lives ...





Heuristic

- = Enabling someone to discover or learn something for themselves ... an imperfect but practical method. Optimal in marginalised environment
- Translanguaging is a part of this process
- Inductive methodology should be central - provides agency to students
- Focus on lexis at the phrase level rather than individual words / makeshift lexical sets





If this interests you, and you would like to be involved in any ELT capacity, please contact me:

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