



Global social issues in a Turkish foundation course

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Overview

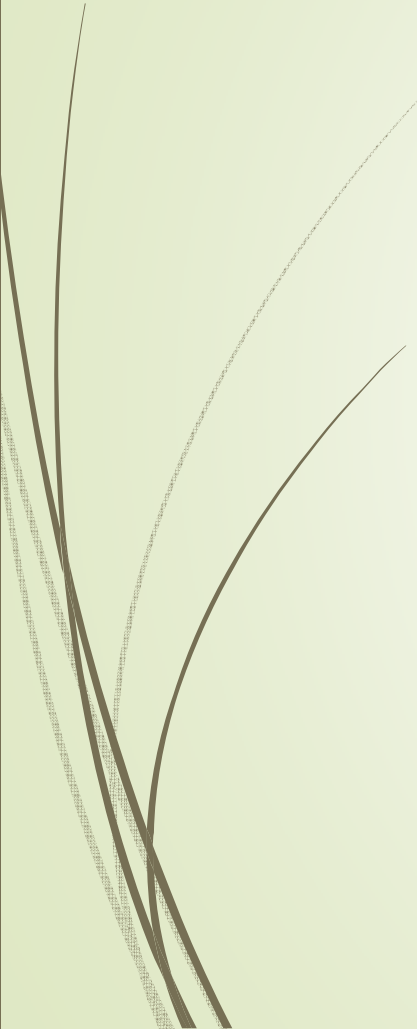
- Student profile
- Lesson plans
- Student feedback
- What about me?



Student profile



Student profile and rationale

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- Private university
 - Students from affluent backgrounds
 - 1st year English foundation course
 - Level: intermediate - advanced
 - Community Involvement Programme (volunteer)
 - Future leaders



Lesson plans



Lesson plans

- Language work: vocabulary – grammar
- Topics
 - Poverty
 - Access to clean water
 - Clothes and sweatshops
 - Gender-based violence
 - Freedom of speech and expression



Poverty lesson plan (1)

- Lesson questions

- What is poverty?
- Stereotypes, social stigma
- Causes, effects
- How to escape

- Stages

- Questionnaire (pre-existing views)

Poverty lesson plan (2)

(nick)name: Dila

1. The population below the poverty line is 15%
- a. USA
 - b. Bangladesh

2. Can you describe a poor person?

Not having enough money for his needs

3. Poverty is a result of:
- a. non-educated people
 - b. being lazy
 - c. not trying enough
 - d.

4. 'You can escape poverty if.....you really try to do something beneficial for your economical level

Poverty lesson plan (3)

(nick)name: Cemre

1. The population below the poverty line is 15%

- a. USA
- b. Bangladesh

2. Can you describe a poor person?

A poor person may be someone who is educated but couldn't find an opportunity to work and save money. Also, he/she can be someone who is uneducated so can't work.

Also, he/she may be from a village where it doesn't matter about money.

3. Poverty is a result of:

- a. Uneducated people
- b. So crowded population
- c. Bad governance
- d. Bad life conditions

4. 'You can escape poverty if...you take risks when you have a...'
opportunity

Poverty lesson plan (4)

(nick)name: *Sevinj*

1. The population below the poverty line is 15%
 - a. USA
 - ☒ b. Bangladesh

2. Can you describe a poor person?

A poor person is someone who lost ~~mother and~~ everything in life

3. Poverty is a result of:

- a. *lack of money*
- b. *loss of job*
- c. *lack of education*

d. *or you don't have any relatives who can help you*

4. 'You can escape poverty if.....*you work hard in life*.....'



Poverty lesson plan (5)

- Definition of poverty (group)
 - USA
 - Bangladesh
- Showed definitions from the Merriam Webster dictionary and the World Bank website → whole class discussion
- Gave short articles about poverty in both countries – what are the effects?
- Role play: Take a step forward



Poverty lesson plan (6)

- Group work → poster presentations
 - 'Living on One Dollar' Netflix documentary on extreme poverty in Guatemala
 - Budgeted for a family of 4 in Istanbul (Turkey)
 - poverty line: 4.000 TL (~700-750 GBP)
 - minimum wage: 1.630 TL (~290-300 GBP)
- Whole class discussion: solutions
- Students made a list of new words on the board
- Freewrite: Reflection + sharing with class



Student feedback

Student feedback – lesson day

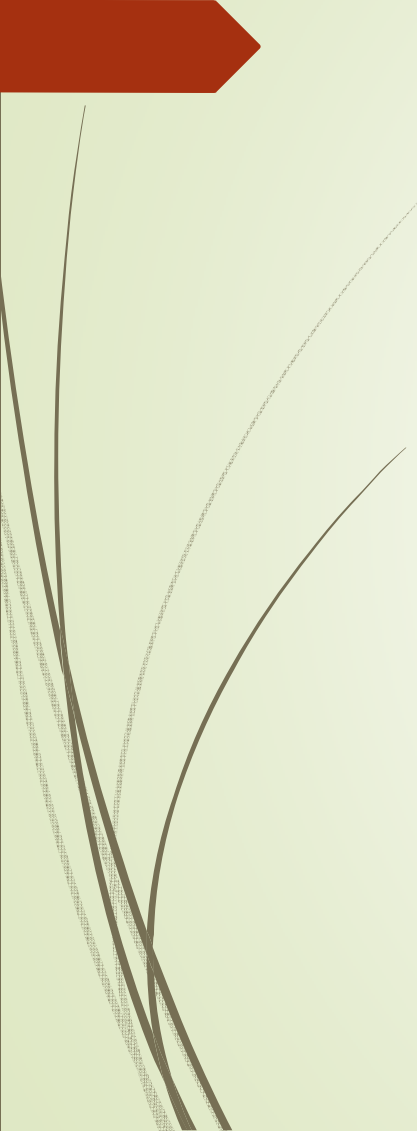
No
it should not be
applied in chems.

I didn't like the
subject. it was
disgusting but I
enjoyed the lesson
a lot

Yes It was interesting
learned new things.
It would be fun
if we do it more.

It is much better than other lessons (anode
and cathode stuff) to think about
world's real problems

Actually very helpful.
Though, it might become
boring very easily.

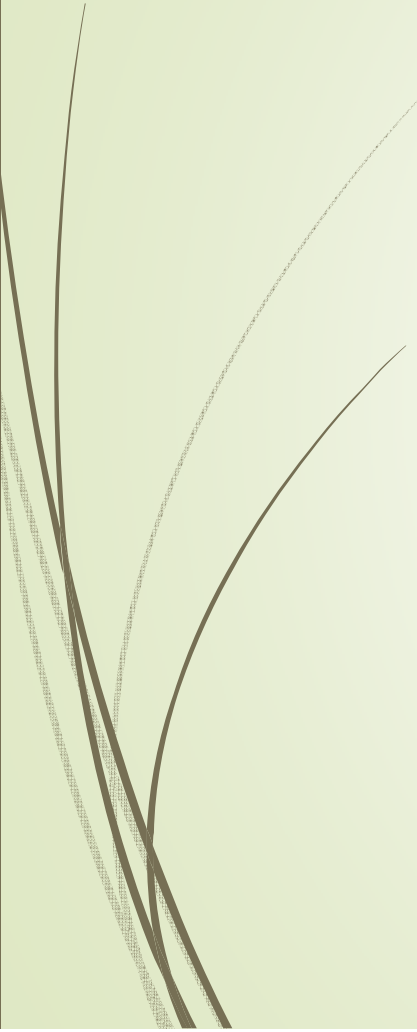


Student feedback – end-of-term comments

- It really helped our discussion skills because we had to look up words and force ourselves to communicate what we wanted
- Pre-watching and pre-reading are useful
- Writing essays or shooting videos would be a fun way to end the lesson
- We could turn the lessons into bigger research projects and/or organize student-led seminars
- Don't include these topics in the book because they'll immediately become fossilised and boring (!!)



Student feedback – end-of-term comments

- Clothes topic: very interesting because it relates to our everyday life
 - Water topic: also interesting because we learnt many new things
 - Freedom of expression topic: the least interesting...it's what everyone talks about these days so we're tired of it (some people said they don't feel free enough to discuss this in class)
- 



What about me?



Questions and decisions

- Skills and language
 - 1st year university students → become more autonomous?
 - They will need a lot of skimming!
 - Classes on reading
 - register,
 - academic vocabulary and
 - source evaluation
 - Intermediate – advanced → no word lists, I want them to ask
 - Worked mainly in groups → mixed abilities, they could ask others how to say something (grammar, vocabulary)



Questions and decisions

- Roles and opinions
 - Established ideas
 - Students
 - Teacher
 - Power relationship
- Boundaries
- Sparking curiosity and lasting interest

References

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Thank you!

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