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Authentic contexts for language work

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Easier English wiki New Internationalist

LSEC, Greenwich

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Session plan:

- 1) **Warmers / energisers** – bringing the real world into class
- 2) **Global Issues** – why? Why not?
- 3) Grammar in authentic contexts – free **materials**
- 4) **Relevance** to ESOL learners & how this approach helps
- 5) More easy **tasks** to adapt: PMI, ‘radical phonology’, DIY dictation, DIY gapfill
- 6) ‘The **Theory**’ – ‘The Emancipation Continuum’

What's the 'naughtiest' thing you've ever done? (or the one you'd admit to in an interview)



Rank my 'naughty things':

- Marrying a Brazilian I hardly knew so he could get a visa
- Eating meat for more than 25 years
- Driving to work when I could take a bus
- Smuggling 30 kilos of coffee from Vienna to Dubrovnik in the 80s when I was a tourist guide ... several times
- Flying far too much
- Having a mobile phone made with conflict minerals

What's 'naughtier'?

- Running through wheat fields as a child
- Selling arms to Saudi Arabia
- Cutting benefits to people with disabilities
- Refusing entry to child refugees with family in the UK



Trump

If

(About
the past)

If

(About the
future)

Quiz

1. How many people in the world have no home?:

a) more than 10 million b) more than 100 million c) more than 1 billion

2. What's the reason for most homelessness in Australia?:

a) health reasons b) money problems

c) problems from domestic violence and relationships

3. In which countries are house prices growing faster in relation to

income?: a) New Zealand, Austria and Germany b) UK, UK and Japan

c) Norway, Austria and Switzerland

4. In 2015, how many people in how many countries had to leave their homes because of conflict, violence or disaster?:

a) 2.7 million in 82 countries b) 27.8 million in 127 countries c) 279 million in 53 countries

5. How many people have to leave their homes every year because of development eg. dams or big sports events?:

a) 1.5 million b) 15 million c) 150 million

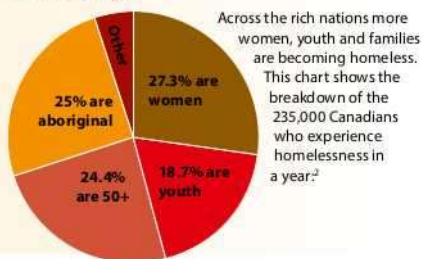
6. What percentage of homeless teenagers in the US, UK and Canada say they are LGBT+?: a) 10 - 20% b) 20 - 40% c) 40 - 60%

Homelessness – The Facts

How many?

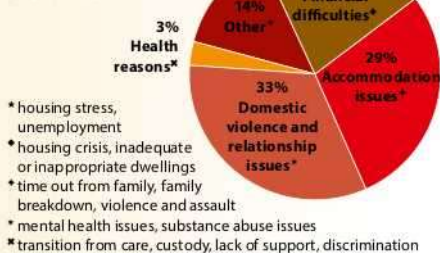
According to UN-Habitat, 1.1 billion people live in inadequate housing in urban areas – and at least 100 million have no housing whatsoever. This number is expected to increase to 1.6 billion by 2025.¹ As many as 4 million Europeans and 3.5 million US citizens experience homelessness every year.

Who are they?



Why are they homeless?

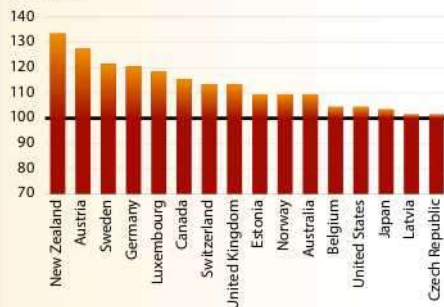
Homelessness has complex roots. This chart illustrates the main reasons in Australia.³



Unaffordable housing

House Price-to-Income Ratio (2016, 2010=100)

House prices are growing faster than incomes in many countries. If we use 2010 as the base year house prices in 2016 outstripped incomes by 35% in New Zealand, 15% in the UK and almost 10% in Australia.



imf.org/external/research/housing/

- For 70% of the world's city dwellers the median house price is 5 times the annual household income, well above the recommended ratio of 3 times. Just 13% of global cities have affordable housing of any kind.⁴
- From 2002-12 a typical London, UK home sold for 7 times the city's average annual salary. Today the figure is 12 times.⁵
- 1 in 5 renter households in Canada pay more than 50% of their income on rent.⁶
- 1 in 4 families in the US spend over 70% of their income on rent and utilities.⁷
- There are 33,000 people on the waiting list for public housing in the Australian state of Victoria. Less than 1% of private rental properties in and around Melbourne are affordable for single parents on low incomes.⁸

Shelter saves money

- In Canada, every \$10 spent on housing and support for the chronically homeless results in \$21.72 in savings on healthcare, social supports, housing and the criminal justice system.⁹
- An Australian study found that preventing young people from becoming homeless by strengthening school and youth services at a community level could save \$626 million a year.¹⁰
- The Central Florida Commission on Homelessness found the state spends \$31,000 a year on each chronically homeless person. The cost of providing each of them with permanent housing, job training and healthcare was \$10,000 a year.

1 UN Human Settlements Programme, unhabitat.org

2 The State of Homelessness in Canada 2016, n.in./HCAN2016 3 Australian Broadcasting Association, n.in./HVIC2016 4 UN-Habitat, n.in./13housing 5 'Hot in the city', 2 April 2016, The Economist 6 Beyond Housing First, a holistic response to family homelessness in Canada, 2015, n.in./BHF-Canada 7 Matthew Desmond, Evicted: Poverty and Property in the American City, 2016 8 Justice Connect, 'Keeping Women and Children Housed', 2017, n.in./JC-house

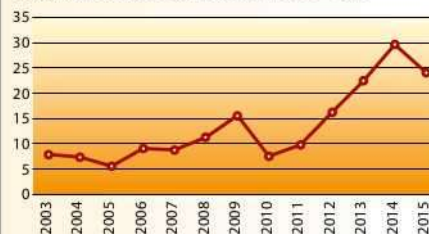
Public Health Emergency¹⁵

- Homeless people are 2-5 times more likely to die prematurely than the general population.
- Rates of tuberculosis infection are 20 times higher; rates of depression are 7 times higher.
- In Britain the homeless are 4 times more likely to use emergency hospital services at a cost of about £85 million (\$106 m) a year.
- In the US the rate of tobacco use by the homeless is 4 times that of the overall population.

Violence, disasters & development

In 2015, 27.8 million people in 127 countries were forced to flee their homes because of conflict, violence and disasters – more than the total populations of New York, London, Paris and Cairo combined.¹⁴

Newly displaced persons per minute, 2003 – 2015



Source: UNHCR

- 75% of the world's internally displaced people – 30 million – are located in just 10 countries – including Colombia, Democratic Republic of Congo, Iraq, Sudan and South Sudan.
- Disasters displaced 19.2 million people in 113 countries in 2015. Over the past 8 years 203.4 million people fled their homes due to natural disasters.
- 15 million people a year since the mid-2000s have been forced out of their homes by development schemes such as dams, urban renewal projects and mega-sporting events.

Race

- Native Canadians are 10 times more likely than non-indigenous to end up in an emergency shelter. Nearly 1 in 5 native people who live off reserve are homeless.¹¹
- African Americans make up 12% of the US population but nearly 40% of the people in homeless shelters.
- About 1 in 5 Black women renters in the US are evicted at some point in their lives. For white women the figure is 1 in 15.¹²
- Aboriginal people have 14 times the rate of homelessness of non-Indigenous Australians.¹³

9 Mental Health Commission of Canada, 2014, At Home/Cher Soi, 2014, MHCC-at-home

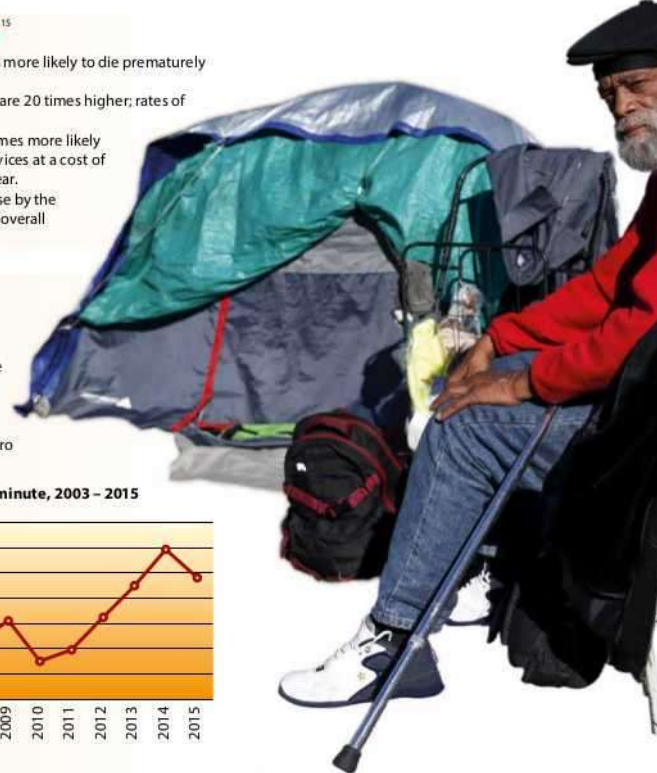
10 The cost of youth homelessness in Australia, 2016, missionaustralia.com.au

11 National Shelter Study 2005-2014, n.in./GovCanNSS 12 Desmond, see 7 13 Australian Government, n.in./ABHW-IA 14 IDMC, 2016, n.in./IDMCgrid 15 'The health of homeless people in high-income countries', The Lancet, October 2014, n.in./health-hope

16 Homelessness Australia, 2013, HA-2013 17 National Law Center on Homelessness and Poverty, nlchp.org 18 'Risk of Death Among Homeless Women', homeless.shub.ca

19 Ending Youth Homelessness: A human rights guide, n.in./youth-rights

20 Covenant House Toronto, n.in./cohort



Women

Women fleeing violence, often accompanied by children, are a significant part of the 'hidden homeless', often moving between home, shelters and friends or relatives.

- 40-50% of homeless people are women and nearly 60% of people seeking specialist homelessness services are female.
- More than 90% of homeless women have suffered physical sexual abuse; escaping that abuse is a leading cause of their homelessness.¹⁷
- Homeless women between 18-44 are 10 times more likely to die prematurely than women the same age in the general population.¹⁸

Youth

Homeless youth make up a growing portion of the homeless. Children living on the streets are especially vulnerable to victimization, exploitation and abuse.

- 1.9 million teens are homeless each year in the US. In the UK over 83,000 youth were homeless in 2014, while in Canada 35,000 youth are homeless annually.¹⁹
- Half of homeless kids are from middle and upper income families. On average they leave home at age 15. More than 70% have suffered some form of abuse.²⁰
- There are an estimated 150 million street kids in India.
- In the US, UK and Canada 20-40% of homeless teens identify as LGBT+.



But publishers don't like:



P - **politics**

A - **alcohol**

R - **religion**

S - **sex**

N - **narcotics**

I - **-isms**

P – **pork** **WHY NOT??**

**Teachers / students / managers might
say you shouldn't bring these topics into
class because.....:**

“It's boring!”

“It's too political!”

“I don't know anything about it!”

“It's dangerous to talk about!”

**“It's too heavy – we only need light, fun
topics in class!”**

“It might upset people!”

Easier English wiki New Internationalist

eewiki.newint.org

Are you learning English? [\[edit\]](#)

and are you interested in the world? read these Easier English articles, or choose one of the [QUIZZES](#).

- [Learners - how to use this wiki](#)

Follow us on Twitter: [@EasierNewInt](#) for new articles / contact us at: easierenglish@newint.org

Are you teaching English? [\[edit\]](#)

- use our [Ready Lessons](#) (and other teaching ideas) and get learners to read the Easier English articles.
- [Teachers - how to use this wiki](#)

Look at our latest issues: [\[edit\]](#)

Issues

- Issue 490
- http://eewiki.newint.org/index.php/Issue_487

Magazine covers shown:

- Blood brothers**
- Humanity adrift** Why refugees deserve better
- Paris climate** Paris Climate Summit
- Save our speech!** The politics of language loss
- Organ trafficking** Exposing the brutal trade in body parts
- The war on whistleblowers**
- Why are we locking up migrants?**
- FRACKING** The authorisation
- We are able**

Free materials:

For teachers:

Ready Lessons

Quizzes + infographics

Arguments

Teaching ideas eg.:

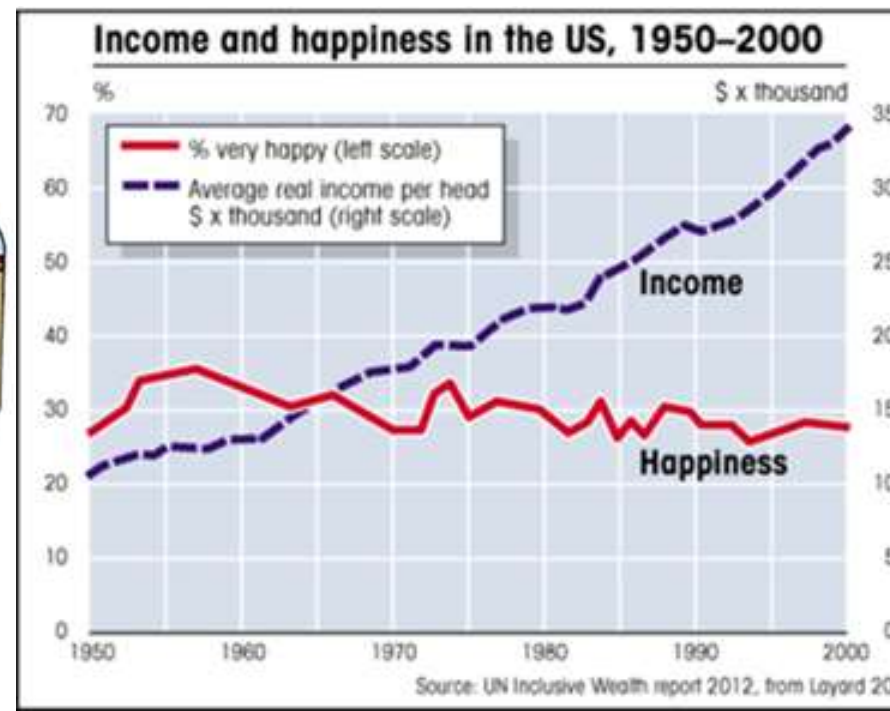
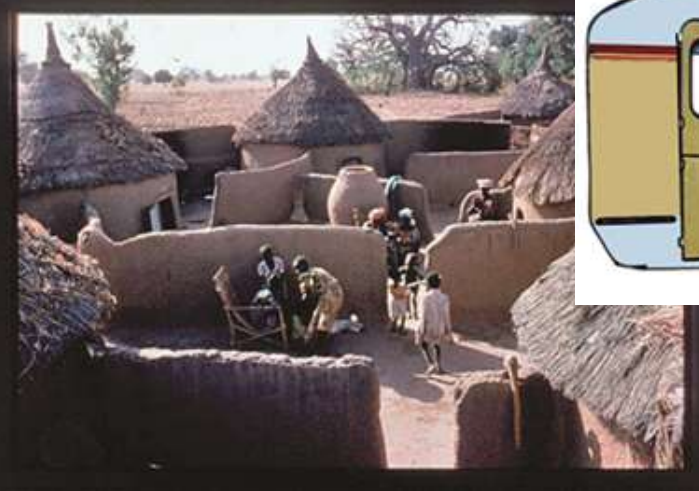
- 'Radical Phonology'
- 'CELTA in 2 days' review / intro for volunteer teachers of refugees
- Dictations
- 1-1 lessons



For students:

- Graded articles (then click on original and read that too)
- Quizzes
- Photos stories
- Country profiles
- Teaching tips on how to develop reading, speaking, writing and vocabulary

What grammar?



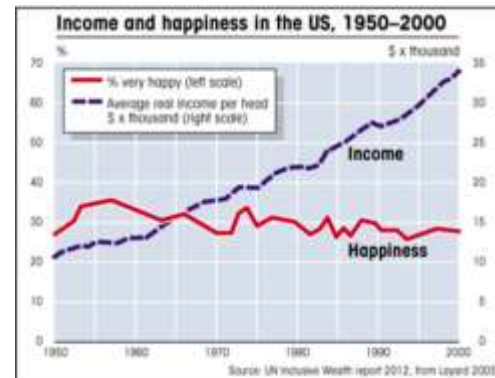
Would you use these contexts?

What else do you / learners need?

- 1/ Climate-proofing the planet: **present continuous** for time around now
- 2/ Rana Plaza: **3rd conditional** / should(n't) have + pp / I wish + past perfect for regret
- 3/ Helping refugees: **present perfect**
- 4/ **Used to + inf** / present perfect for changes



5/ The more ... the more ...



What else teachers / learners need.....:

Teacher:

- Structure
- Stages
- Visuals
- Model sentence(s)
- Context that generates many examples
- Ready materials
- Learning checks
- Differentiation options
- Follow- up tasks / for self-study
- Adaptation to class needs
- Personalisation opportunities

Learners:

- Interest / motivation
- Clarity
- Checking of understanding
- Visuals
- Feedback
- Error correction
- Further practice if necessary
- Memory jogger

Which of the above will materials probably NOT provide?

Look at some eewiki Ready Lessons:

Over 80 Ready Lessons:

https://eewiki.newint.org/index.php/Ready_Lessons

Ready Lessons with specific grammar presentation / practice:

https://eewiki.newint.org/index.php/Global_Justice_contexts_for_presenting_and_practising_grammar



The screenshot shows a web browser window displaying the eewiki website. The browser's address bar shows the URL: https://eewiki.newint.org/index.php/NO_TO_MODERN_SLAVERY_-_for_intermediate_learners_vocabulary_grammar_tenses_read_speak_project. The website has a sidebar on the left with a logo for '2015 ELTons nominated' and a navigation menu. The main content area features the title 'NO TO MODERN SLAVERY - for Intermediate learners: vocabulary/grammar (tenses)/read/speak/project' and a description of the lesson. Below the text is a photograph of five people standing behind a banner that reads 'WHERE WERE LEAS COMPUTERS MADE?'. The browser's taskbar at the bottom shows various icons, including the Start button, taskbar search, and several open applications.

2015 ELTons nominated
Innovation in learner resources

New Internationalist website
» newint.org

Navigation
Main page
Ready Lessons
QUIZZES
Arguments
Country profiles
Photo essays
Categories
Recent changes
About

NO TO MODERN SLAVERY - for Intermediate learners: vocabulary/grammar (tenses)/read/speak/project

Try this Ready Lesson with your learners - 2 versions to choose from: powerpoint (which has teachers' notes and you can adapt to your group) and pdf:

NO TO MODERN SLAVERY - Intermediate - 2-3 hrs (from October Issue 496) - *grammar(tenses), vocabulary, reading, speaking and project work.*

Media: NO to Modern Slavery.pptx
Media: NO to Modern Slavery.pdf

WHERE WERE LEAS COMPUTERS MADE?

RECR



**How can this sort of lesson
help with the following:**

- a) developing HOTS**
- b) encouraging creativity**
- c) sts' lack of knowledge of the world**
- d) learners 'plateau-ing'**
- e) cross-cultural understanding**
- f) maintaining teacher motivation**
- g) fewer course hours**
- h) very little time to prepare**

5 x no-preparation learner-centred tasks to develop grammar and skills:

- PMI
- Protest banners
- Shouting
- DIY dictation
- DIY gap-fill

Task 1 – PMI (Edward de Bono): 'China shouldn't be in Africa'

P – Plus

M – Minus

I - Interesting



Moral dilemmas: is it a good idea to stop halal and kosher killing of animals?



25 x Arguments – critical thinking:

<https://eewiki.newint.org/index.php/Arguments>

Task 2: Protest banners: 'radical phonology'



**What's really
really important?
- so important that you'd
write it on a protest
banner and chant it**



Task 3: Shouting - confidence and clarity with important words :

deforestation

exploitation

fracking

pollution

organ trafficking

love

sharing

feminism

transgender

war

fossil fuels

technology

hope

refugees

fundamentalism

piracy

drugs

debt

healthcare

land grabs

cooperation

apathy

climate change

migration

money

peace

faith

occupation

Task 4: DIY dictation

I CAN HEAR IT!
THE SOUND OF... MISOGYNISTIC
TRASH!



1) Last week, a Catholic nun was not allowed to take a medical entrance examination, the All-India Pre-Medical Entrance Test (AIPMT). She was wearing her religious 'habit', a nun's veil and a cross around her neck. They did not stop Sister Seba for religious reasons. Most people respect Catholic nuns in Kerala. But she couldn't take the exam because a lot of other people have been cheating.

2) They introduced a dress code because some people, not the nun, had secretly taken important papers into the exam. They really wanted to pass the entrance exams for the top medical college. Earlier last week, the Kerala High Court allowed two Muslim girls to wear a headscarf and dresses with full sleeves for the exam – but only if one of the people responsible could 'frisk' them (search their body and clothes) if necessary.

3) There were big problems with the exam. People said some students found out the questions before the exam. And that students had secretly taken electronic equipment into the exam so they could cheat. So the Education Board cancelled the examinations after they happened. They then told candidates that they must not wear anything like 'belts, caps, scarves, etc' in the examination hall. The Supreme Court said students were not allowed to wear a hijab. They said 'your faith won't disappear' if you don't wear a hijab on one day.

4) We know it is difficult for them to organize exams to stop students cheating. But they could be more understanding.

Sister Seba, the nun, asked if she could sit in a separate, private room to take her exams but they said no. So she did not take the exam. She wasted a whole year. So did the Muslim women in hijabs.

Task 5: DIY gap-fill



Technology success stories:
If we want technology, low and high, to make a difference, it needs to be appropriate, and cheap enough



a) Only connect Many families of refugees lose contact because they cannot find, or communicate with, each other. REFUNITE is a new online platform that offers help. It mainly works with mobile texts. People looking for others can register for free. They have a database of 400,000 people. It is easy to use, and people can use Amharic, English, French, Somali, Sudanese, Arabic and Swahili languages. It has helped some people meet already.

b) Fruits of the forest Picking coffee, protecting the forest. Peruvian farmers grow cash crops eg. bananas, coffee and yucca, together with local trees. This helps protect the plants and stops soil erosion. This is very different from the 'slash-and-burn' farming they used before for coffee – this destroyed some of the mountainsides. They use organic manure and pest management. And the farmers increased production by 33 per cent in one year.

c) Hole in the wall The idea behind this Indian organization is 'Minimally Invasive Education'. They put computer terminals with internet access in a hole in a specially constructed wall in areas of poorer children. The children have not been to school much. They discover how to use the computer, and help each other. And they are very proud of teaching themselves and their new skills.

d) To market – using gravity The monsoon season used to be very difficult for hill farmers in Nepal. The hills get very dangerous and slippery. People have to choose: they can take goods to market and they could die as it is so dangerous; or they can watch the food as it rots and goes to waste. Then they started using a very clever trolley on steel wires. This has made a big difference. The full trolley goes down - the weight of what is in it pulls it down. At the same time, the empty one is pulled up ready to put more goods in. It's simply mechanical, and does not need any electricity.

Example: ‘small words’ (articles / prepositions ...)

b) Fruits of the forest Picking coffee, protecting 1/.... forest. Peruvian farmers grow cash crops eg. bananas, coffee 2/.... yucca, together 3/.... local trees. This helps protect 4/.... plants 5/.... stops soil erosion. This is very different from 6/.... ‘slash-and-burn’ farming they used before 7/.... coffee – this destroyed some of the mountainsides. They use organic manure and pest management. And the farmers increased production by 33 per cent in one year.

Add these ‘small words’: with / for / the x 3 / and x2

Example: verbs

c) Hole in the wall The idea behind this Indian organization 1/.... 'Minimally Invasive Education'. They 2/.... computer terminals with internet access in a hole in a specially constructed wall in areas of poorer children. The children 3/.... to school much. They 4/.... how to use the computer, and 5/.... each other. And they are very proud of teaching themselves and their new skills.

Add these verbs – in the correct tense: discover / is / help / put / be (negative)

The 'Theory': What do you want for your learners?



Match and order

- a) Empowerment**
- b) Disempowerment**
- c) Emancipation**
- d) Indoctrination / Imperialism**

i/ “Don’t learn anything that might allow you to upset the status quo”

ii/ “Critically evaluate current structures and practices with a view to effecting change”

iii/ “Learn how to succeed within existing societal / power structures”

iv/ “Learn how things are so you can do what is expected of you”

The Emancipation Continuum – Steve Brown, Glasgow



Disempowerment

“Don’t learn anything that might allow you to upset the status quo.”



Indoctrination/Imperialism

“Learn how things are so you can do what is expected of you.”



Empowerment

“Learn how to succeed within existing societal/power structures.”



Emancipation

“Critically evaluate current structures and practices with a view to effecting change.”



A poem (by Alan Maley)

Teacher

What do you do? I'm a teacher.

What do you teach? People.

What do you teach them? English.

You mean grammar, verbs, nouns, pronunciation, conjugation, articles and particles, negatives and interrogatives ...? That too.

What do you mean, 'that too'? Well, I also try to teach them how to think, and feel – show them inspiration, aspiration, cooperation, participation, consolation, innovation, ... help them think about globalization, exploitation, confrontation, incarceration, discrimination, degradation, subjugation, ...how inequality brings poverty, how intolerance brings violence, how need is denied by greed, how –isms become prisons, how thinking and feeling can bring about healing.

Well I don't know about that. Maybe you should stick to language, forget about anguish. You can't change the world. But if I did that, I'd be a cheater, not a teacher.

Alan Maley

From the brand new British Council book 'Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals'
Eds. A.Maley & N.Peachey. Free to download here:

<http://www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom>

❖ Engage and
activate!

❖ Anti-
trivialisation!



- All materials / ideas / visuals from **Easier English wiki New Internationalist:**
https://eewiki.newint.org/index.php/Main_Page

- Interested in Global Issues?: join **IATEFL GISIG**
<http://gisig.iatefl.org/>

Pre-Conference Event at IATEFL Brighton, April 2018: 'Social justice and ELT through the visual arts'

- Books: Why Global Issues? by Linda Ruas
<http://gisig.iatefl.org/uncategorized/why-global-issues-by-linda-ruas>
- Global Justice in Easier English by Linda Ruas
<http://ethicalshop.org/global-justice-in-easier-english.html>



Global Issues SIG

