What does global mean to secondary learners in Sub-Saharan Africa?

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AFRICA TESOL's INAUGURAL PRE CONFERENCE EVENT

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Africa in the World, the World in Africa:
Quality Secondary English language education for local and global understanding

DAKAR
Senegal - 4 May 2018
What does ‘global’ mean?
Protecting the environment
English language
Healthy food
Globalisation
Money
Development
World understanding
What does ‘global’ mean?

• ‘the planet – the land of the whole earth’

• ‘making the big world into a small community through economic, political, social and cultural changes – all with English’

• ‘expansion of capitalism – breaking down borders’

• ‘linking countries and people of the whole world, economically and socially, using English, French and Portuguese, internet, WhatsApp and Facebook’

• ‘transferring habits, music, food etc and making English the world language’
• ‘environmental **challenges** like climate change, air pollution, over-fishing in the ocean – that’s global’
• ‘technology that brings people and economies **closer** together, like the Internet’
• ‘we need to talk about ‘global’ and the way things are developing and **act** – individually and in groups like trade unions’
• ‘global started with the invention of trains, and the explorers like Vasco de Gama, David Livingstone and Pedro Alves, who **spread** the cultures, the religions – it’s the same now with the Internet’
• ‘**sharing** important developments in science, technology and communication – borders are less important and people are closer’
Global Mother Earth
Great, Mother Earth
Locally different, your children are
Omniparous in each corner of the world
Blended by languages and cultures in
diversity
Aware of their diversities
Love makes them live globally in harmony.

By Souleymane Camara, Grand-Yoff Middle School Level: 4e M 4 B
What does the word "global" mean for me?

Explaining "global" means derivating it from "globe" and "globalization" and relating it with earth, planet or citizen to determine their universal and diverse characteristics. I will consider my own experiences to first set it in my locality and second put it on my way with foreigners. Wolof is our practical language in Senegal where intercultural communication and living in a large family are realities. Friendship or marriage exists between a Diola and a Toucouleur. Parents and children live with other relatives like grandparents, uncles, aunts, and cousins. However, learning foreign languages such as French, English and Spanish at school shows me similarities and differences from foreigners in languages, cultures, behaviors. In English, I know how to greet people or how to give directions. I also read English books and understand their thoughts, behaviors and cultures. So, local and foreign languages help us globally reduce our differences in a harmony life.

Co-writing Binetou Dieme & Merry Seck 4e M1B Grand-Yoff Middle School
“WE MUST ESTABLISH A NEW
WORLD ORDER BASED ON JUSTICE,
ON EQUITY AND ON PEACE.”

#anataban
Critical Pedagogy perspective
‘REAL’ learning:

• Real
• (Intensely) Engaging
• Active
• Life- (or world?) - changing
Publishers don’t like PARSNIPs:

P - politics
A - alcohol
R - religion
S - sex
N - narcotics
I - isms
P – pork

WHY NOT??
Protest banners

Giving girls power to fight against breast ironing in Cameroon. © Nakinti Besumbu Nofuru/Gender Danger

COP17 protesters in Johannesburg, 2011. Meraj Chhaya under a CC Licence
Stories:
Groups or pairs write the
AUTOBIOGRAPHY OF A .....
Hello, I’m a tiny microbead, who started life as a plastic bottle. I was made by a company in London and a child bought me. She drank the water and put me in a bin. The recycling men came to pick me up and threw me violently in the recycling. Unfortunately they couldn’t recycle me because they said I am the wrong type of plastic, so they sent me to landfill in Nigeria. I got seasick on the long journey and lots of my friends fell into the sea and fish ate them. Finally I arrived and .....
I have a dream .....

Manasseh Mathiang, S.Sudan © Andreea Campeanu/Reuters

Ogoni, Nigeria © George Osodi / Panos

Anjelique Kidjo, Benin © Bex Singleton
I HAVE A DREAM

I have a dream that one day,
The sons of former slaves and the sons of slave owners
Will sit down together at the table of brotherhood.
I have a dream that one day,
My four little children will live in a nation
Where they will not be judged by the colour of their skin,
Where little black boys and little white boys
Will join hands and work together as brothers.
This will be the day when all of God's children
Will be able to sing with new meaning:
"Let freedom ring!"

Martin Luther King Jr
I have a dream that one day
Tribalism will be kicked out of Cameroon
And soon Gadamayos and Wadjos
Will live together and think together
About the future of their nation.
I have a dream that one day
Bamilekes and Mundangs
Will eat Nkwui and Nyebe together.
I have a dream that one day
Cameroon will be a big village
Where every son and daughter
Will feel good everywhere
This will be a day of glory
GENDER DISCRIMINATION

I have a dream that one day,
Boys and girls of Maoua, Garoua
Boys and girls of Cameroon, of the whole nation
While be able to stay together in a classroom for the society.
That one day, girls will drive taxi moto
And boys while sit behing
That women while marry men
I dream of a world where women
While take care of their husbands and
Husbands take care of their wives
Where they while live in equals rights and privileges.
And when this dream shall come true
I have the faith that one day,
Walai! Men and women joined together
While move this country into a great nation.
Model
Rain comes falling now (5)
People plant, animals eat (7)
Everyone is glad (5)

Aids, unleashed virus
Kills without any petty
Your destroyed my hope

Education’s great
Children learn from their teacher
It helps the nations.
HABIBA’S SHORT LIFE

Habiba had her first boyfriend when she was 12. His name was Aminou. They were together for 2 years. They had sex. When she was 14, Habiba began going out with another boy called Yroumsia. Soon after she started dating Yroumsia, she got pregnant. She left school because it is illegal for pregnant women to go to school. During her pregnancy, Habiba had some medical problems and went to see the traditional doctor in her village. Because she was complaining of pain in her lower back, he cut her back with a razor blade. She felt better after that, and before she was 15, Habiba had her first baby. Habiba returned to school when she was 16. She fell in love with Maboudi and stayed with him until she finished school. When Habiba was 20, they got married. After they got married, Habiba had her second baby. When Habiba was 22, she got sick. She had diarrhea for several months and lost a lot of weight. She also had a persistent fever and coughed a lot. A few years later, Habiba died. One day Mabouti’s friend told him that Habiba probably died from AIDS. Since that day, Mabouti has been very worried.
NAFISSATOU'S LIFE

Once upon a time there was a girl called Nafissatou who loved too much money. She was a girlfriend of Rodrigue who studied in the university of Yaounde I. But Rodrigue didn't give much money to Nafissatou because he was still a student. Sometimes Nafissatou had adventure with another man who could give her much money. She didn't think to the consequences of these acts. One night when she was going back to her house, she saw a handsome and rich man who called Mr. Winston. She said, "This can be a kind of man that I love". He was in health and he proposed to Nafissatou to accompany her to her house with his car. During the journey he told her that they can go to his house. She accepted but on the road, she was thinking about her poor boyfriend Rodrigue. They stayed all the night together and they had sexual contact but Nafissatou forgot to use a condom.

After three months; she became sick with Rodrigue. One day one of their best friend told Nafissatou and Rodrigue to make the HIV test. They made it and it was positive.

The lessons that we can get from this story is that we cannot know with physical aspects the person who has AIDS and that money is a way to contact AIDS.
SDGs to structure global issues education:

- poverty
- hunger
- health
- education
- sanitation
- energy
- jobs
- infrastructure
- sustainable cities
- consumption
- environment
- working together
- nature and animal life
- water
- peace and justice
- gender

- Warmers?
- One per month?
- Students working in groups on different goals?
- Adapt tasks from the SDG book?
- English Club project work
Why?

• Develop critical literacy (to contextualise the past and understand the present)
• Talk, discuss, share opinions - engage
• Apply to local issues

• Develop news literacy, number literacy & internet literacy
• Understand the world
• Problem-solving
• Motivate to take action
AfricaTESOL / GISIG / YLTSIG competition:

Write (up to 250 words) or write a rap or a poem or draw!

Teachers: complete the entry form and attach student work to emails to: gisig@iatefl.org by 30th June 2018

Support: ideas on how to engage learners with SDGs at gisig@iatefl.org

Prizes: books worth £200

Winning entries will be published by GISIG/YLTSIG
A poem from The Millenium Model School, Kano, N. Nigeria:

South Africa’s young activists (c) Desmond Bowles, Creative Commons
Thank you and enjoy the day!

Contact:  gisig@iatefl.org
Photos from  www.newint.org , eewiki.newint.org & Harry Kuchah Kuchah

British Council book:  Integrating Global Issues in the Creative English Language Classroom