Authentic contexts for real grammar work

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QUIZ!:
which grammatical structure could you elicit and practise with these 5 contexts?
Rana Plaza
Short stories: helping refugees
Housing in a Burkina Faso village:

1985

2016
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 ...
But hang on a minute .....!!
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!”

“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!”
Trump

If ...... If ......

Past     Future
Easier English wiki New Internationalist

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]

Blood brothers

Humanity adrift

Why are we locking up migrants?

We are able
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

**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?*
Let’s look at some 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_Justicecontexts_for_presenting_and_practising_grammar
How can this sort of lesson help with these typical ESOL issues / problems:

a) developing HOTS and / or creativity
b) lacking knowledge of the world
c) short-term and long-term memory problems
d) lack of engagement / motivation
e) ‘plateau-ing’
4 x no-preparation student-centred tasks to develop grammar and skills:

• DIY dictation
• DIY gap-fill
• PMI
• Protest banners
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 really important?
- so important that you’d write it on a protest banner and chant it
Task 3: 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 4: 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)*
Engage and activate!

Anti-trivialisation!

Bridges not walls!
Questions?

• 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/

PCE at IATEFL Glasgow, April: ‘English in an unstable world’