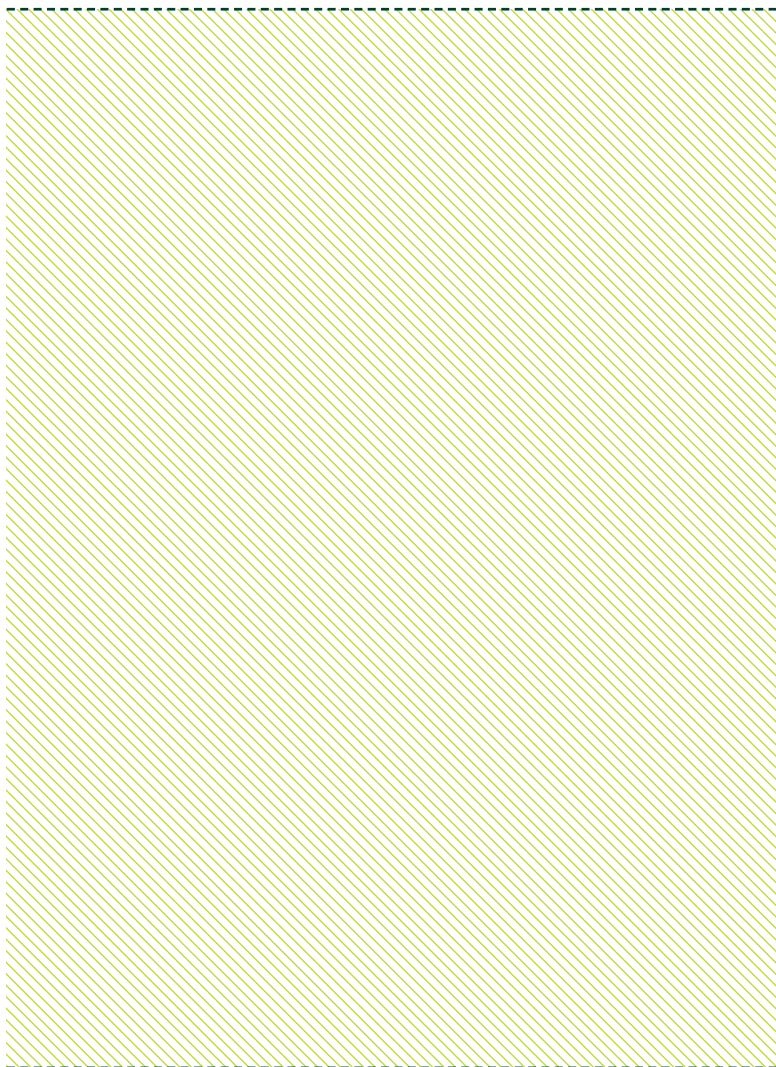


**EQUAL
OPPORTUNITY
AND DIVERSITY:**
THE HANDBOOK
FOR TEACHERS
OF ENGLISH



**EQUAL
OPPORTUNITY
AND DIVERSITY:**
THE HANDBOOK
FOR TEACHERS
OF ENGLISH





CONTENTS

Page — 04	Introduction
	SECTION 1
Page — 06	What is ‘equal opportunity and diversity’?
	SECTION 2
Page — 12	Equal opportunity and diversity in English language teaching (ELT): what’s in it for us?
Page — 14	The moral case
Page — 18	The legal case
Page — 23	The business case
Page — 29	The ELT case
	SECTION 3
Page — 68	Equal opportunity and diversity in the classroom
	SECTION 4
Page — 80	Equal opportunity and diversity in the teachers’ room
	SECTION 5
Page — 84	Tools for personal/professional development
Page — 93	Select resources
Page — 95	Acknowledgements
Page — 96	Bibliography

INTRODUCTION

This Equal Opportunity and Diversity Handbook has been produced for English teachers, by English teachers. Our goal is to provide good practical advice and ideas on how to become more aware and integrate aspects of equal opportunity and diversity into your work.

Our approach is not prescriptive and this handbook is not a 'one size fits all' recipe book for the diverse global contexts we teach in. It is a showcase of best practice from a variety of teaching contexts around the world, where colleagues have successfully embedded equality and diversity in English language teaching (ELT).

The suggestions for activities, lesson materials and professional development tools should be seen as springboards which you can adapt to suit your own learners' and teaching purposes. The handbook isn't just a collection of success stories: we have also shared our experiences of the challenges we encountered and how we overcame them. We hope these 'lived' case studies will inspire you to be creative in your approach to integrating equal opportunity and diversity into your teaching.

To help you navigate, we have divided the handbook into the following sections:

SECTION 1

What is equal opportunity and diversity?

SECTION 2

Equal opportunity and diversity in ELT: what's in it for us?

SECTION 3

Equal opportunity and diversity in the classroom

SECTION 4

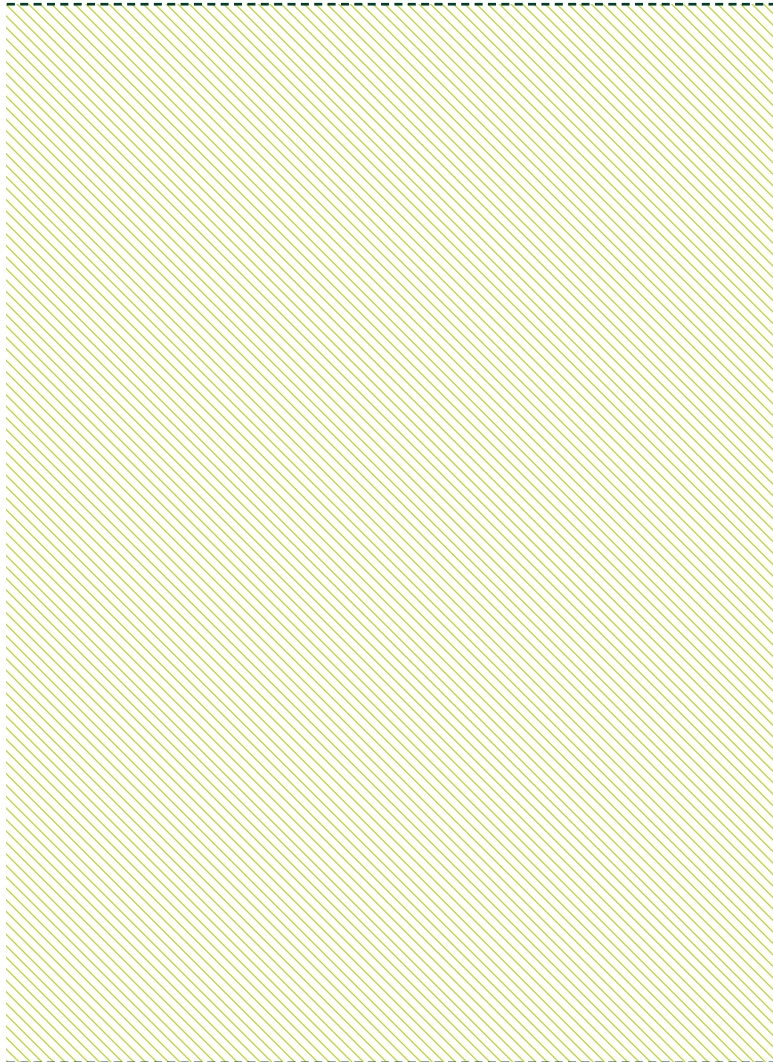
Equal opportunity and diversity in the teachers' room

SECTION 5

Tools for personal professional development

SECTION 1

WHAT IS EQUAL OPPORTUNITY AND DIVERSITY?



WHAT DOES EQUAL OPPORTUNITY AND DIVERSITY MEAN FOR US?

Equal opportunity is usually linked to the law and focuses on legislating against unjustified discrimination.

In ELT, this means that we treat our colleagues and learners fairly, remove barriers to equal opportunity and redress any imbalances in the classroom and staffroom. For example, academic managers should ensure that teachers take maternity/paternity leave and make reasonable adjustments to enable learners with specific needs to access our classrooms.

Diversity is about visible and invisible differences, accepting them, and harnessing and maximising the potential they bring. This means that as teachers we recognise that people are different in many visible and invisible ways and by understanding, valuing and managing these differences effectively, our colleagues and learners will benefit.

In ELT, equal opportunity and diversity are strongly interconnected: we need both.

Equal opportunity and diversity are interdependent. Diversity builds on equal opportunity and embraces its principles of equity but has a broader focus . . . This is because without valuing difference, communicating this and 'walking the talk', our work will not be premised on communicating respect for others – the wide range of others that we as teachers of English invariably engage with in many countries and cultures.

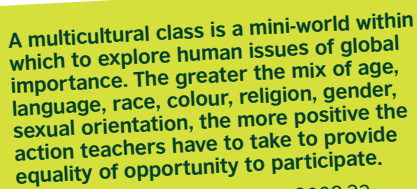
Adapted from: Equal opportunity and diversity workshop handbook, British Council 2007:8

WHAT MAKES YOU 'YOU'?

Take a few minutes to think about the visible and invisible differences that make you the person you are. Don't underestimate the invisible differences – for example your education, family background, position in family, values, upbringing, etc. – i.e. what makes you 'you'.

Now, consider a group of learners you currently teach and draw up a class profile focusing on their visible and possible invisible differences. Share this profile with another teacher and discuss practical ways to value and manage these differences to facilitate the learning of English in your class.

Use the graphic opposite as a springboard for your reflections. When reflecting on the differences between the learners in your class, consider this quote from Hilary Hunt and Margot Brown (2008:22):



A multicultural class is a mini-world within which to explore human issues of global importance. The greater the mix of age, language, race, colour, religion, gender, sexual orientation, the more positive the action teachers have to take to provide equality of opportunity to participate.

Hilary Hunt and Margot Brown 2008:22

This handbook has been designed to help you examine these visible and invisible differences and take steps towards the 'positive action' Hunt and Brown talk about by providing you with practical ideas, tips and suggestions.



DISABILITY

**EDUCATIONAL
BACKGROUND**

LANGUAGE
INCLUDING VARIETY,
ACCENT AND DIALECT

**FAMILY
BACKGROUND**

GENDER
INCLUDING
TRANSGENDER

**SEXUAL
ORIENTATION**

VALUES

**POLITICAL
OPINION**

ETHNICITY/RACE

**MARITAL
STATUS**
INCLUDING CIVIL
PARTNERSHIPS

**SOCIO-ECONOMIC
BACKGROUND**

**SPENT
CONVICTIONS**

**RELIGION
OR BELIEF**

AGE

**TRADE UNION
ACTIVITY OR
MEMBERSHIP**

UPBRINGING

**HAVING/
NOT HAVING
DEPENDENTS**

**POSITION
IN FAMILY**

**HIV/AIDS
STATUS**

A METAPHOR FOR VALUING DIVERSITY IN ELT

Imagine going to a café and ordering your favourite salad. When it arrives it has been blended in a food processor so that none of the ingredients are distinguishable. You are really disappointed as you were looking forward to eating the crisp fresh lettuce, the juicy tomatoes and crunchy red and green peppers, cucumber and onion. When we order a salad, we want the ingredients to retain their flavour, colour, texture, shape and size.

The key message from the salad metaphor is that, as teachers, we should not try to make our colleagues and learners the same. Instead, we should accept them for who they are. This helps us nurture an environment in which we, with our varied origins and backgrounds, can work positively together and feel valued, included, treated fairly and with dignity.

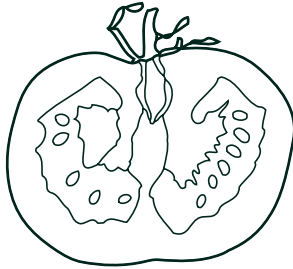


Fig. 1 Tomato

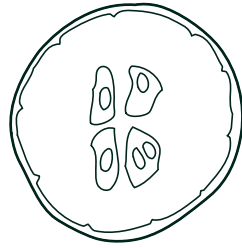


Fig. 2 Cucumber

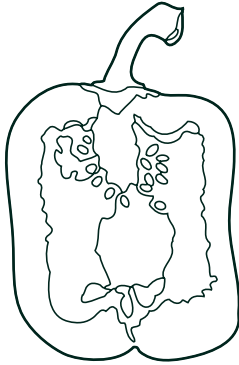


Fig. 3 Pepper

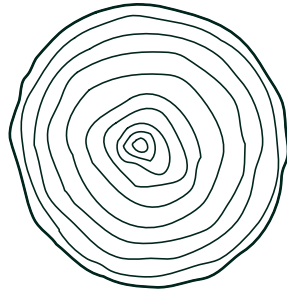


Fig. 4 Onion

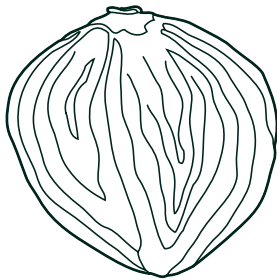
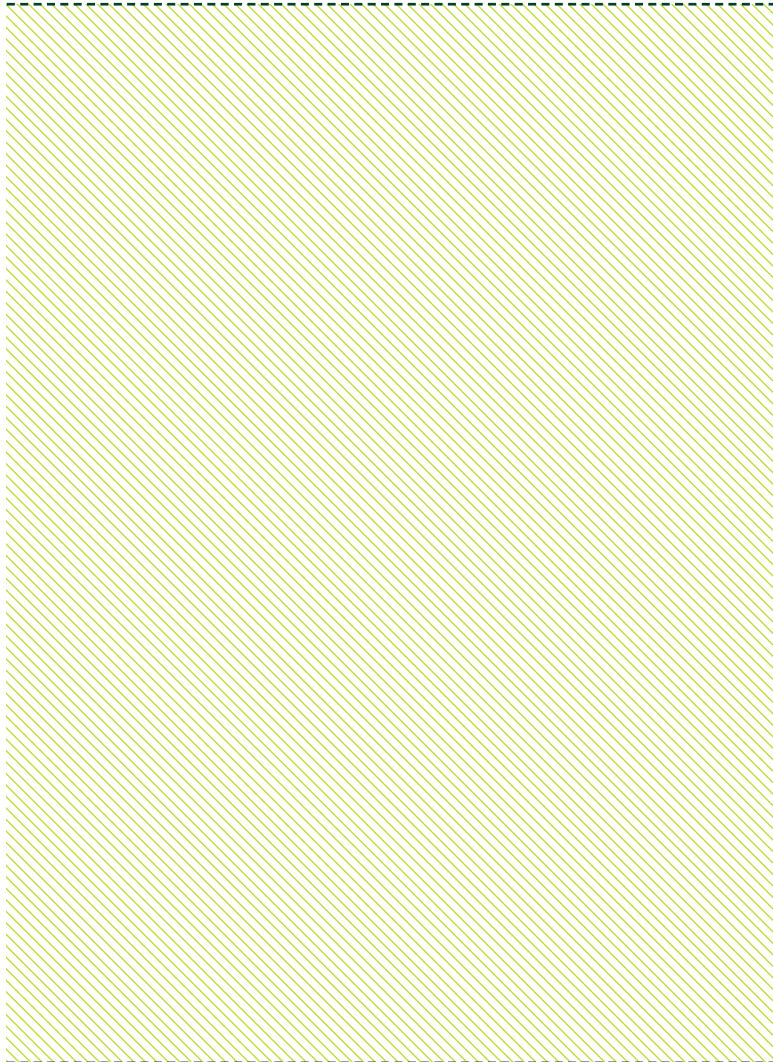


Fig. 5 Red onion

SECTION 2

EQUAL OPPORTUNITY AND DIVERSITY IN ELT: WHAT'S IN IT FOR US?



WHAT'S IN IT FOR US?

You might be wondering why we should build equal opportunity and diversity into our work?

Here are three reasons that link equal opportunity and diversity directly to ELT:

One

Our goal is to develop learners' abilities to communicate globally with a highly diverse range of people.

Two

Equal opportunity and diversity themes provide real content to develop learners' language skills in a meaningful way.

Three

Our learners and colleagues have the right to have their differences respected.

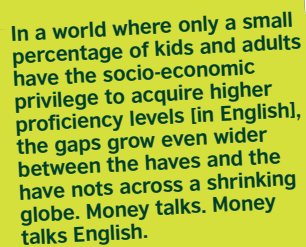
We can also identify four main 'cases' for progressing equal opportunity and diversity in all work contexts including ELT, as follows:

- **the moral case**
- **the legal case**
- **the business case**
- **the ELT case.**

THE MORAL CASE

This is linked to human rights because as educators we have an ethical responsibility to 'walk the talk' by ensuring that English language is accessible to all. We can provide the equality of opportunity that proficiency in English can bring and ensure it is no longer a 'gatekeeper' to educational and professional advancement.

We need to counter what Bill Templer (2008:7) identifies as the effects of globalisation on the ELT market:



In a world where only a small percentage of kids and adults have the socio-economic privilege to acquire higher proficiency levels (in English), the gaps grow even wider between the haves and the have nots across a shrinking globe. Money talks. Money talks English.

Bill Templer, 2008

CASE STUDY 1

THE BURMA EDUCATION PARTNERSHIP/THAILAND

The Burma Education Partnership (BEP) is a registered charity that teaches English to the displaced communities found on the Thai-Burmese border. Led by Bob Anderson, BEP is a superb example of ‘walking the talk’ and redressing the balance that Bob Templer described.

As a result of the country’s fighting, political repression and economic hardship, over a quarter of a million Burmese have fled to Thailand to seek work. Another 130,000 are in refugee camps.

The ‘migrant’ population provides a low-skilled, low-paid workforce for the factories and farms along the border. In response to this, small schools have been set up to provide the children with skills to enable them to make different life choices. English is part of the curriculum.

BEP has established an English teaching project using a mobile teacher unit with each teacher working in a cluster of schools. The young learners are aged between nine to 16 years old and come from eight Burmese ethnic groups.

To date, the outcomes of this project include:

- creation of a teacher-friendly supplementary materials bank for use in a minimal resources context
- implementation of a skills framework for the teaching of English aligned to the learners’ needs
- delivery of teacher training for Burmese teachers in the use of these materials.

This has contributed to the development of a sustainable network of trained teachers who are able to carry on the work autonomously.

CASE STUDY 2

TAMKEEN PROJECT/UAE

Tamkeen is a non-profit making organisation established by Sheikh Mohammed Bin Rashid Al Maktoum and supported by Knowledge Village, biz-ability and British Council UAE, aimed at empowering visually impaired individuals in the UAE by providing training, support and counselling. The ultimate goal of the project is to provide skills to enable participants to get meaningful employment.

Teachers from the British Council Teaching Centre in Dubai headed up by Lucy Mardel and Karen Ryan contribute by designing and delivering the English language part of the programme. This has enabled a number of the participants to graduate with university degrees and find suitable employment.

For more information about the project visit:
www.tamkeen.ae/english/normal/home.asp

You can also visit the Royal National Institute of the Blind website for advice on all aspects of visual impairment:
www.RNIB.co.uk



Learners and teacher at the Tamkeen project, UAE

THE LEGAL CASE

If you are a language school owner and/or academic manager, you will be familiar with the ever-increasing equal opportunity and diversity legislation that is being introduced in many countries. This means that language schools and institutions are increasingly becoming obligated under law to ensure there is no unjustified discrimination and to promote equality. This is clearly linked to ‘corporate social responsibility’ and the common aim to develop a reputation as a quality English language provider. It also relates to the moral case as human rights are firmly embedded in the growing legislation. Think about your language school or institution and consider ways you could positively promote equality.

Notable examples of how schools worldwide have fulfilled their legal duties include:

- making reasonable adjustments for learners with disabilities to access English classes
- teaching English to girls and women in contexts where they are often excluded
- challenging racial stereotypes by using lesson materials which reflect multiculturalism
- providing free classes for refugees and asylum seekers.

When teaching marginalised groups such as refugees, we need to consider what Bill Templer (ibid) calls ‘the impact of socio-economic and cultural disparities’. Traditional ELT approaches often do not cater for diversity in learning styles where learners:

- lack interest in course books
- are resistant to formal learning
- are unmotivated to learn English
- are not used to reading extensively.

In these contexts, we can adopt a more oral approach to teaching, which reflects the oral traditions of our learners. We can use storytelling and enable learners to share personal anecdotes about their experiences. As Templar maintains educational equity means respecting the authentic realness of their experience and life worlds – their basic dignity.

CASE STUDY 3 UN AND BRITISH COUNCIL REFUGEE PROGRAMME/ HONG KONG

The Teaching Centre at British Council Hong Kong has been providing English lessons to refugees and asylum seekers since 2003 and is a clear example of how we can meet our corporate social responsibility obligations.

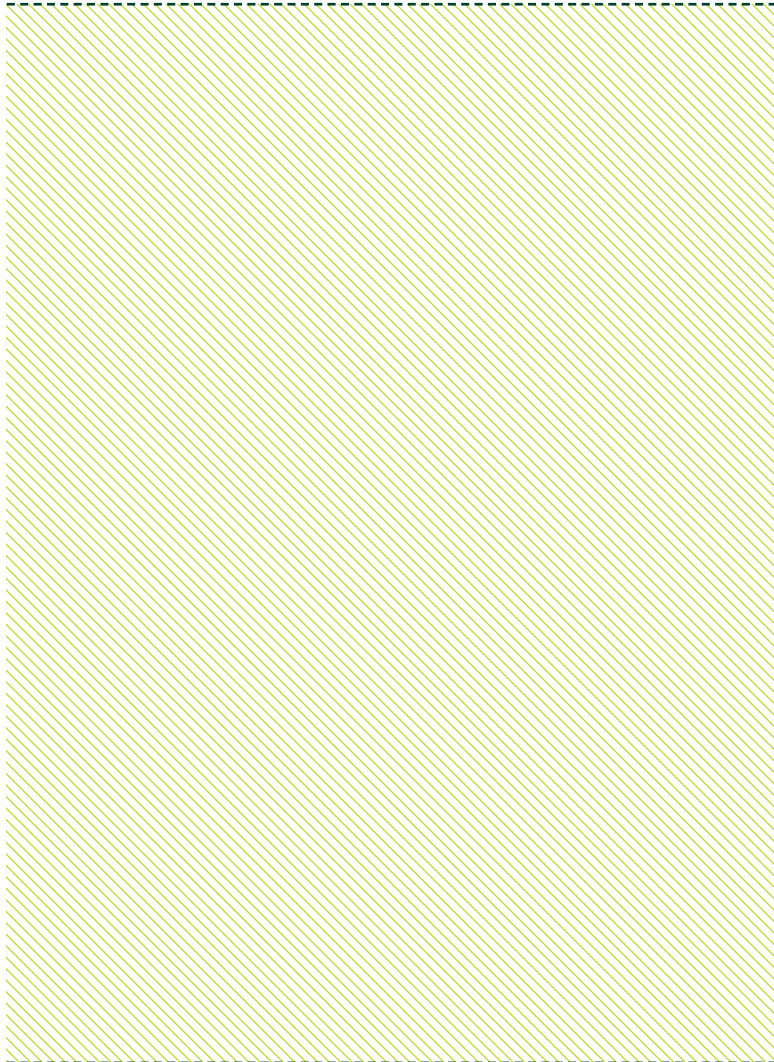
Over the last five years, more than 25 teachers have been involved in the programme, currently managed by Kathryn Kelly. Over 150 learners have participated in the scheme, which provides a free weekly lesson. Currently, ten teachers volunteer to teach refugees and asylum seekers from a wide range of countries including Cameroon, Congo, Nepal, Pakistan, Sri Lanka, Somalia and Uganda.

Teachers adopt a more oral approach and the main function of the lessons tends to be social. These classes provide learners with a focus and support which they greatly appreciate. Teachers also help the refugees prepare for the crucial interviews they have with consulate officials when they go through the resettlement process.



Learning English at the British Council
Hong Kong Teaching Centre.

SECTION 2 EQUAL OPPORTUNITY AND DIVERSITY IN ELT: WHAT'S IN IT FOR US?



THE BUSINESS CASE

More and more companies are realising that considering equality and diversity in marketing campaigns, product design and service delivery is actually good for business.

Equal opportunity and diversity help companies meet their targets, reach wider audiences, get good publicity from being an employer of choice, and attract and keep a motivated workforce.

One footwear brand's (Kenneth Cole New York) recent advertising campaign is a strong example of how a company has succeeded in reaching a wider audience – in this case, targeting customers in Thailand. The advert was placed in the Thai edition of *Wallpaper* magazine (September 2008), and features Nina Poon, a transgender person embracing her boyfriend with the strapline: 'We all walk in different shoes'.

The advert reflects a positive image of transgender people as consumers and embraces their difference to show how the brand values diverse customers. Transgender people in Thailand are often marginalised and represented negatively in the entertainment industry or stereotyped as sex workers. This advertising campaign moves them into the 'mainstream' – featuring in an international design, interiors, fashion and travel magazine.

For more information about transgender identity in the Thai context and beyond, see:

- *Toms and Dees: Transgender Identity and Female Same-Sex Relationships in Thailand (Southeast Asia: Politics, Meaning, Memory)* by Megan J. Sinnot (2004)
- www.pfc.org.uk

You might be thinking that the business case is clear for companies targeting diverse customers with their products, but perhaps you are wondering how this relates to ELT . . .

Think about your teaching context and consider these points:

One

By managing diversity in your classrooms and recognising that every learner is different – for example, by enlarging worksheets for students with visual impairments or providing extra time for exams candidates with specific needs – this will enhance their learning experience and result in positive recommendations to others. This could lead to increased enrolments on courses and business growth.

Two

Similarly, by managing diversity in your teachers' room, where teachers' visible and non-visible differences are embraced, this can help build a team of positive, motivated colleagues who feel valued. Teachers will be keen to stay and give their best to their teaching, which avoids retention problems. Also, when recruiting new teachers, there are likely to be higher numbers of applicants as your institution will be recognised as a good place to work.



WE ALL
WALK IN
DIFFERENT
SHOES.

NINA POON, TRANSGENDER WOMAN
and girlfriend, models with her partner

KENNETHCOLE.COM

Kenneth Cole Productions, Inc.

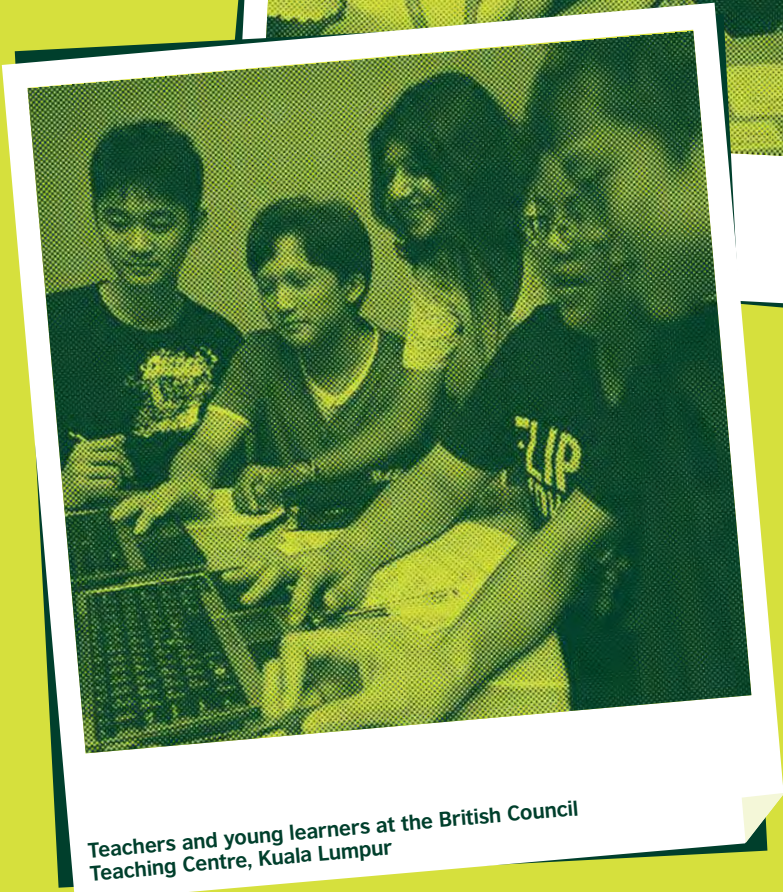
CASE STUDY 4

YOUNG LEARNER PROGRAMME/ BRITISH COUNCIL MALAYSIA

The Young Learner Programme, managed by Jackie McMullan at the British Council Teaching Centre in Kuala Lumpur, has also successfully managed to reach more diverse audiences.

Jackie and her teaching team have adopted an inclusive approach to accommodating learners with specific needs. The centre enrolls over 1,400 young learners per term and has integrated 15 children with designated additional needs/specific requirements into regular classes.

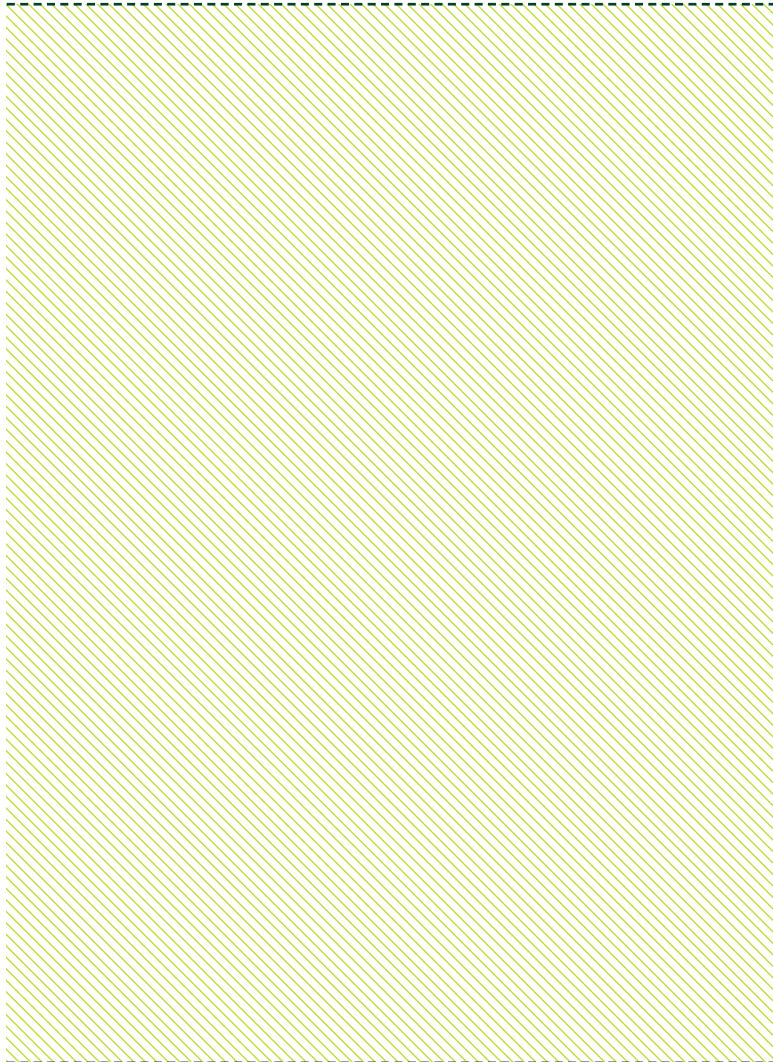
Their needs range from attention deficit hyperactivity disorder (ADHD), dyslexia, Asperger's syndrome, and dyspraxia to physical disabilities including children who are wheelchair users. This was initially challenging for the teachers, but their commitment to finding out more about their learners' needs by being open to reasonable adjustments and working with a team of classroom assistants, they have developed an inclusive culture in their classrooms.



Teachers and young learners at the British Council Teaching Centre, Kuala Lumpur

SECTION 2

EQUAL OPPORTUNITY AND DIVERSITY IN ELT: WHAT'S IN IT FOR US?



THE ELT CASE

In addition to the moral, legal and business cases, there are powerful reasons for incorporating equal opportunity and diversity specifically into our work.

Let's consider five aspects that support the ELT case for equal opportunity and diversity:

- I. global citizenship and intercultural dialogue
- II. English as a lingua franca
- III. 'We want a real English teacher!'
- IV. diverse learning styles and preferences
- V. ELT coursebooks don't reflect global diversity.

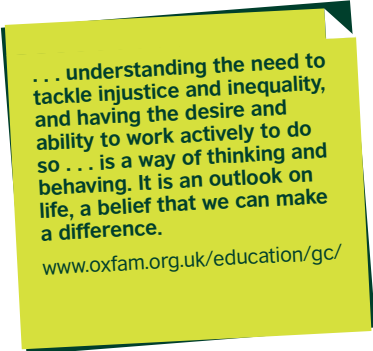
I. GLOBAL CITIZENSHIP AND INTERCULTURAL DIALOGUE

WHAT?

By starting with working definitions of 'global citizenship' and 'intercultural dialogue' we can make the concepts concrete and explore how they relate to our work in ELT.

Global citizenship

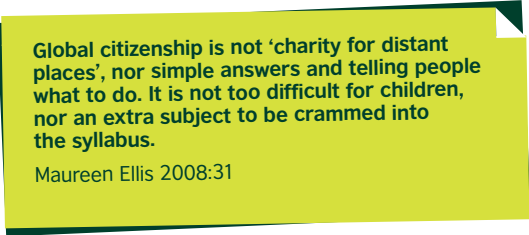
According to Oxfam Education, a leading authority on the subject, global citizenship is about



... understanding the need to tackle injustice and inequality, and having the desire and ability to work actively to do so ... is a way of thinking and behaving. It is an outlook on life, a belief that we can make a difference.

www.oxfam.org.uk/education/gc/

Maureen Ellis (2008:31) clarifies the concept for us further by maintaining:



Global citizenship is not 'charity for distant places', nor simple answers and telling people what to do. It is not too difficult for children, nor an extra subject to be crammed into the syllabus.

Maureen Ellis 2008:31

Intercultural dialogue

The world in which we all live is a world of differences – differences within cultures as well as differences between cultures. Intercultural dialogue acknowledges that differences exist and seeks to develop mutual trust and understanding between people with diverse opinions, viewpoints and values.

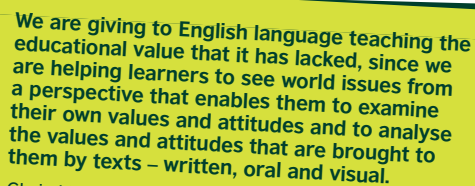
British Council Intercultural Dialogue Booklet (2008:3)

WHY?

Hunt and Brown (ibid:21) provide us with sound rationales for incorporating global citizenship and intercultural dialogue into our language lessons, as they:

- use real life experience to develop language
- use a common language of global values to understand the context and complexity of specific global issues
- create awareness and appreciation of similarities and differences – of opinion, experience, aspiration, opportunity
- motivate learners.

The benefits for us as teachers are summarised by Chris Lima (2008:11):



We are giving to English language teaching the educational value that it has lacked, since we are helping learners to see world issues from a perspective that enables them to examine their own values and attitudes and to analyse the values and attitudes that are brought to them by texts – written, oral and visual.

Chris Lima 2008:11

HOW?

Sandra McKay (2002:100) suggests an approach that we can use when teaching global citizenship and intercultural dialogue in ELT:

- use materials to encourage learners to reflect on their own culture in relation to others – this helps establish a ‘sphere of interculturality’
- emphasise the diversity that exists within all cultures
- critically examine cultural content so that learners consider what assumptions are in texts and in what other ways topics could be discussed.

For Gail Ellis and Jean Brewster (2002:39), the teacher’s role is:

... to encourage and to help bring about discovery, drawing attention to the fact that the differences in relation to the learners’ own habits and day-to-day lives are to be seen in a positive light.

Ellis and Brewster *ibid*:39

They recommend the following practical techniques to enable learners to discover diversity in ELT:

- observe illustrations in texts and ask questions about aspects learners find different or interesting
- question the context and language used in texts
- compare similarities and differences with life/culture in learners' own countries
- research – learners use the internet to explore cultural areas they find interesting and then use this research to produce projects and displays
- work with authentic materials e.g. DVDs to bridge the credibility and culture gap as learners see and hear real people in action
- participate in exchanges with learners from other countries – find e-pals, etc.

Our main aim when using these techniques is to develop an understanding and openness towards others while simultaneously developing our learners' language and skills.

Adopting a project approach can help build global citizenship/ intercultural dialogue into our English lessons. For example, we can use this framework for planning a project around the International Days calendar:

www.oxfam.org.uk/education/gc/calendar

-
- Choose a global cultural event, e.g. International Mother Tongue Day on 21 February (aim: to raise awareness of linguistic and cultural diversity)
 - Which age group would this be suitable for: primary, secondary, adults or all?
 - What language and skills could learners develop via the project?
 - Can the project be integrated into your language syllabus?
 - What resources and materials would you need and how could you share these with colleagues?
 - What are the tangible outcomes, e.g. a poster, an oral presentation or a webpage?
 - Could the outcomes be 'published', e.g. displayed in your school/institution or online?

(Adapted from *Developing Intercultural Competence* by Claudia Connolly, British Council 2008)

CASE STUDY 5

CAMTEFL TEACHER TRAINING/CAMBODIA

Led by Neal Evans, CamTEFL established a Cambodian administered, not-for-profit, initial teacher training course in 2007. The trainers are committed to being part of an organisation which benefits Cambodia and concentrates on helping people.

The course also caters for trainees who want their money to help develop local communities whilst they obtain a professional qualification (accredited by the College of Teachers in the UK as a Level 1 Advanced Certificate in TESOL).

The course adopts a clear global citizenship/intercultural dialogue approach in the following ways:

- emphasis on training to teach in developing countries with limited resources
- focus on lesson planning and creativity for teaching in small and/or remote communities
- preparation for teaching paperless lessons and reducing environmental impact
- all profits donated to the Cambodian Rural Development Team (CRDT)
- capacity building with the long term goal of employing a Cambodian trainer
- scholarships to train Cambodians to positively influence ELT throughout the country.

For more information visit: www.camtefl.org

NO ONE SAID IT WAS GOING TO BE EASY . . .

Integrating global citizenship and intercultural dialogue into English lessons can be challenging for teachers. Anticipating potential problems and coming up with practical solutions helps to make lesson planning much easier.



POTENTIAL PROBLEMS

POSSIBLE SOLUTIONS

Learners may feel uncomfortable about discussing equality and diversity issues in a whole class context.

Use pair and mini group work to build confidence and avoid embarrassment.

Discussions may become heated due to the polemic nature of topics.

Select less controversial topics until your class is familiar with the style and format for debates/discussions. Negotiate boundaries and ground rules.

Learners may not be interested in and/or motivated by the topics.

Hunt and Brown (ibid) recommend the following stimulating topics: human security, freedom from fear, freedom from violence, the reality of the Universal Declaration of Human Rights , gender relations, displaced people, children's education, the tension between different rights and the rights of different people.

Teacher may lack knowledge surrounding the issues.

Source authentic materials – articles, documentaries, etc. Use the learners as a resource: they may know more about the issues than you.

Some of the issues are associated with politics and may be forbidden in your teaching context.

Use contextual knowledge to make sound judgements – avoid topics which may compromise your learners' safety.

Topics may be emotional for some learners especially those who have experienced family trauma, loss resulting from armed conflict, etc.

Know your learners to gauge the suitability of topics; depersonalise if necessary by bringing in authentic listening and reading texts about other people.

RESOURCES AND MATERIALS



Primary learners

Authentic children's literature is a brilliant tool for developing language skills and raising awareness of global citizenship and intercultural dialogue in a child-appropriate manner. Ellis and Brewster (ibid:11) provide sound criteria for selecting storybooks that incorporate equal opportunity and diversity themes:

- Does the story offer children a broader view of the world?
- Does it develop an awareness and understanding of environmental and ecological issues, gender issues, racism, sexism, human rights, disability, tolerance, etc?
- Does it foster an awareness of and compare life in other countries?

Tell it Again! The New Storytelling Handbook for Primary Teachers by Gail Ellis and Jean Brewster (Penguin, 2002) provides teacher's notes on 12 stories from around the world. For each story there is a series of ready-made lesson plans with photocopiable activity sheets. The activities maximise effective language learning and the authors suggest how to use the stories effectively to raise learners' awareness of intercultural dialogue and global citizenship.

Global Citizenship: The Handbook for Primary Teaching
by Mary Young with Eilish Commins (Oxfam 2002).

This comprehensive teacher's handbook explains what global citizenship is, why it is important, and how it can be adapted for ELT. There are classroom activities as well as detailed lesson plans and worksheets.

You can also download an excellent guide from Oxfam Education's website, with teaching tips and themes to exploit for a global citizenship/intercultural dialogue focus:

www.oxfam.org.uk/education/gc/files/education_for_global_citizenship_a_guide_for_schools.pdf

ICT can be a highly engaging point of entry into global citizenship/intercultural dialogue for children and Oxfam's 'Cool Planet' website includes stories, food around the world projects and a 'Take Action' area. See www.oxfam.org.uk/coolplanet/kidsweb/



Secondary learners

Discovering Diversity (2nd edition), written and compiled by Mark Taylor (British Council Sweden, Swedish National Commission for UNESCO and Tillsammans) consists of the book *Space*, a teachers' pack and a website: www.discoveringdiversity.org

The activities in this pack are designed to raise learners' awareness of issues surrounding cultural diversity and to address the problems of racism, xenophobia and intolerance, fostering genuine cross-cultural communication and dialogue, and empowering young people as agents of positive change.

Global Issues by Ricardo Sampedro and Susan Hillyard (Oxford University Press, 2004), a teachers' resource book that focuses on language learning as a natural way to foster cross-cultural understanding and uses a variety of hands-on techniques to tackle stereotypes and cultural barriers. The book raises awareness of global and social issues via art, music, drama and games. It encourages reflection, critical thinking and a questioning attitude, with many opportunities for improving communication skills through open discussion, reasoning and putting forward different points of view.



Adult learners

- www.britishcouncil.org/premierskills

This includes clips of football players being interviewed about their experiences of learning English and living in the UK and can be linked to project work surrounding diversity areas such as:

- stereotypes of the UK and other countries
- economic migrants and ‘home’
- UK dialects/regions/class
- individual learning styles
- English as a lingua franca.

Other video clips and articles, which have accompanying online learner activities and ideas for teacher use, focus on the work Premier League clubs do in their communities to promote inclusion and diversity.

Intercultural Resource Pack – Latin American Perspectives

- <http://interculturalvoices.wordpress.com/activities/>

This resource pack has been designed specifically to ‘support teachers and learners of English in their intercultural explorations of language.’ Topics include: challenging stereotypes, musical genres, media, world heritage and environmental issues.

Oxford Bookworms Library – World Stories

(Oxford University Press, 2007)

These short stories can be used with a range of levels to develop extensive reading skills and promote intercultural dialogue. They are from a diverse range of global contexts from Botswana to New Zealand, from Jamaica to Nigeria, from Uganda to Malaysia, from India to South Africa. See in particular:

- *Cries from the Heart, Stories from Around the World*
retold by Jennifer Bassett
- *The Price of Peace, Stories from Africa*
retold by Christine Lindop
- *Land of my Childhood, Stories from South Asia*
retold by Clare West

II. ENGLISH AS A LINGUA FRANCA

Consider designing a needs analysis questionnaire for a class you currently teach. Include questions such as:

- What situations do you use English in? Business, social, etc.?
- Who do you use English with?
- What's the first language of the people you communicate with in English?
- Which varieties of English do you find most difficult to understand?

If they don't currently use English, ask your learners to think about who they are likely to communicate with in the future.

Now, select a range of teaching materials (coursebooks, grammar reference books, dictionaries, etc.) in your staffroom and skim through them with a colleague. To what extent do they reflect the types of English your learners encounter and the types of people they communicate with in their daily lives? That is, do they raise your learners' awareness of English as a lingua franca or do they teach artificial grammatical structures, culturally specific idiomatic expressions and native-speaker models of pronunciation? The problems caused by this mismatch between what types of English are taught and what learners really need is highlighted by Jennifer Jenkins (2007:198).

In terms of the English language specifically, its rapidly growing dominance as the world's main lingua franca is leading to both increasing diversity in the way the language is spoken, and to corresponding attempts to limit the diversity by the continued 'distribution' of native speaker norms to an ever-larger number of English speakers.

Jennifer Jenkins 2007:198

The key differences between the Global English and World Englishes approaches are clearly illustrated in this table by Robert Phillipson (Jenkins, ibid:19):

GLOBAL ENGLISH	WORLD ENGLISHES
Assimilationist	Celebrates and supports diversity
Monolingual orientation	Multilingual, multi-dialectal
US/UK norms	'International': a cross-national linguistic common core
World Standard Spoken English	English as a lingua franca
Anglo-American linguistic norms	Local linguistic norms, regional and national
Target norm the 'native speaker'	Target norm the good ESL user
Teachers can be monolingual	Bilingual and bicultural teachers

ELF – WHAT?

Sean Sutherland (2008:10) provides us with a working definition of English as a lingua franca (ELF):

... how non-native English speakers use English with each other, in the absence of native English speakers. Rather than focus on examining non-native speakers' speech for mistakes ... ELF research looks at how proficient non-native English speakers communicate effectively with each other.

Sean Sutherland
2008:10

Henry Widdowson in Jenkins (ibid:7) goes on to define the language content of ELF as:

The modified forms of the language, which are actually in use should be recognised as a legitimate development of English as an international means of communication. The functional range of the language ... enables its users to express themselves more freely without having to conform to norms, which represent the socio-cultural identity of other people.

Henry Widdowson in Jenkins ibid:7

You might be thinking that this contradicts your teacher training and the language teacher's role as a provider of accurate models and corrector of errors. ELF approaches may be outside your comfort zone; however, try making an authentic recording of two non-native English speakers having a conversation. Consider how they communicate meaning, then focus on features of their pronunciation and use of uncountable nouns as countable, e.g. 'informations', 'staffs', 'advices'.

Then, ask yourself:

- Was communication successful?
- Are these features consistent in ELF contexts globally?
- Would 'native speaker' norms add anything to the mutual intelligibility process?

If you answered 'yes' to the first two questions and 'no' to the third, then the case for incorporating ELF into your lessons is highly convincing.

ELF – HOW?

- Awareness-Raising
You can raise your learners' awareness of ELF by exploiting authentic listening texts during lessons (using podcasts, DVDs, etc) which feature a wide range of speakers and global varieties of English. Design activities which highlight how meaning is successfully communicated and then have your learners focus on consistent language features. Emphasise how these are not sub-standard versions of the English used in countries where English is a first language.
- Approach to correction
During speaking and writing practice activities, foreground successful communication over language accuracy. Praise students' attempts at expressing themselves and avoid correcting consistent forms which don't adhere to 'native speaker' norms but which are comprehensible ('informations', 'discuss about', etc).

RESOURCES AND MATERIALS

1^L

Primary learners

Tell it Again! The New Storytelling Handbook for Primary Teachers by Gail Ellis and Jean Brewster (Penguin, 2002).

The audio material accompanying the handbook features stories told in a variety of Englishes. For example, *The Kangaroo from Wooloomooloo* is told by an Australian English speaker and *The Clever Tortoise* is told by a West African English speaker. This exposes young learners to different accents from an early age and enables them to question the idea of a global 'standard' variety.

2^L

Secondary learners

www.britishcouncil.org/learnenglish-podcasts.htm

Learners can listen to a wide variety of Englishes on their computer or they can download them on to their MP3 player, etc. New materials are published weekly.



Adult learners

www.speechinaction.com/index.htm

The speakers featured are from Argentina, France, Germany, Japan, Poland and Sudan and speak English as well as many native speakers while retaining an important part of their personal, social and cultural identity – their accent. All of them use English in their professional lives.

Authentic films featuring speakers whose first language isn't English and who don't share a common first language provide powerful models of ELF in action.

Use DVDs and design activities to raise your learners' awareness of ELF as well as aspects of equality and diversity. For example, the film *Dirty Pretty Things* directed by Stephen Frears (2002), which features Nigerian, Turkish and Spanish users of English, and highlights the exploitation of illegal immigrants.

III.

‘WE WANT A REAL ENGLISH TEACHER!’

Think about the number of times you have heard this comment or similar comments from learners, as a teacher and/or academic manager. Try to remember the context in which the comment was made. Talk to a colleague and discuss:

- Was it made while making a complaint?
- Who was being addressed?
- What did the learner(s) mean by it?
- What were their perceptions of a ‘real’ English teacher?
- How did the teacher differ from their perceptions?

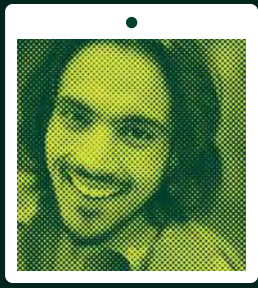
In many contexts worldwide, our learners’ perceptions of what a ‘real’ English teacher is are based on stereotypes often linked to race and ethnicity. Consider what stereotypes the following images represent and whether they are familiar in your teaching experience.



**WHAT DO OUR
LEARNERS EXPECT?**



WHAT DO THEY GET?



CASE STUDY 6

BRITISH COUNCIL TEACHING CENTRE/SYRIA

In 2004, Amir Ramzan and Paul Kaye carried out some action research to investigate learners' perceptions of teachers' ethnicities, at the British Council Teaching Centre in Damascus. At the time, one third of the teaching team were from UK minority ethnic backgrounds. These teachers were interviewed and their ethnic backgrounds included (as identified by the teachers themselves):

- British Pakistani
- Asian
- British Muslim Asian
- Middle Eastern
- Asian/Arab British

Focus groups and questionnaires asked learners what skin colour they expected their teacher to have. Sixty per cent of the respondents said white.

During interviews with the teachers, they were asked:

Have you ever experienced behaviour which may indicate learners have expectations related to your or other teachers' ethnic backgrounds?

Here's a selection of their responses. When you read them, reflect on whether this has ever happened to you or any of your colleagues:

'I get negative attitudes from students all the time as they expect Hugh Grant look-alikes. Some students ask to be transferred to other classes because of this ...'

'Their perceptions are based on classic British literature – that of the polite, well-educated, white person with RP ...'

'I must admit that initially I was irritated and surprised by their questions. At one stage I became very fed up ...'

WHAT ACTION CAN WE TAKE?

Lessons from the classroom

As teachers, we need a repertoire of practical strategies to raise awareness and counter these stereotypical expectations. Here are some ideas which the teachers in Damascus found worked successfully:

- Getting to know you (GTKY)
Explicitly address your ethnicity with the learners. Incorporate getting to know you activities during which questions such as 'Where do you really come from?' can emerge in a more acceptable and appropriate context.
- Authentic materials
Use authentic materials in your lessons that reflect the multi-ethnic make-up of many countries globally. For example, in the UK context you could exploit listening material featuring famous Brits such as Myleene Klass, Lewis Hamilton and Konnie Huq. This enables learners to question the stereotype of the blonde, blue-eyed Brit themselves by raising their awareness.
- Lesson themes
You could use 'multiculturalism' as a theme for skills and language-based lessons to provide real context and content.

Teachers whose first language (L1) isn't English

Those of you who haven't experienced prejudice and discrimination on ethnicity grounds, may have encountered negative learner perceptions based on whether English is your L1 or not.

Michael Kessler (2003:1) points out how:

Much of the future demand for English language teachers will be met by people whose first language is not English. This realignment of the ELT industry creates major challenges, including the need to monitor and evaluate student reaction to the new classroom environment.

Michael Kessler 2003:1

We can't deny that many language learners worldwide want and expect a teacher who speaks English as their first language. However, we can raise their awareness of the benefits of being taught by a multilingual teacher, as they:

- possess cultural funds of knowledge which are invaluable in terms of knowing the learners' backgrounds and acting on this in the classroom
- often have sound language awareness and can draw on the learners' first language as an invaluable resource
- can empathise with learners, having learnt English as a second language (L2) themselves and are able to share tried and tested learning strategies.

CASE STUDY 7

BRITISH COUNCIL TEACHING CENTRE/QATAR

Since the beginning of 2009, 50 per cent of teachers working at the British Council Teaching Centre in Doha speak English as their second language. They have very diverse language backgrounds and nationalities including Bulgarian, Egyptian, Indian, Ivorian, Russian and Serbian. To gauge learners' reactions to this, it was focused on during market research and focus groups conducted in Arabic. Overall, learners responded positively and some preferred to be taught by these particular teachers than those with English as their first language, who, some said, sometimes 'speak too fast' and/or 'don't pronounce words clearly.'

We need to manage our learners' expectations around teachers' L1/L2 English status. We can do this by sharing the employment criteria for our teachers and publishing these in brochures, on noticeboards and in classrooms.

Here's a possible list of criteria you may like to adapt:

All of our teachers are:

- proficient users of English as a lingua franca
- trained and qualified (on a course with substantial teaching practice and observation)
- experienced and have taught a range of levels and course types
- committed to professional development (undertake further training, attend INSETT, share ideas and materials with colleagues, read ELT articles, attend conferences, etc.)
- willing to experiment with new teaching approaches
- able to tailor lessons according to learners' needs and purposes for learning English.

IV. DIVERSE LEARNING STYLES AND PREFERENCES

Have you ever completed a questionnaire to find out your own preferred learning style?

You can take a test to see what kind of learner you are at:

www.open2.net/survey/learningstyles.

Reflect on whether you agree with the results.

Traditionally, ELT has focused on learners with more linguistic learning styles and has tended to neglect those with more diverse preferences. Sometimes learners are labelled as 'poor language learners' because they aren't good at completing form-focused activities, when in reality they manage to acquire English outside of class.

We should also be aware of the temptation to only teach according to our own preferred learning style as this is certain to exclude a number of our learners. To ensure we avoid this, we can apply the principles of Howard Gardner's theory of Multiple Intelligences (MIs) to the design of our classroom activities. As Herbert Puchta (2006:25) explains:

Language teaching activities based on MIs are an excellent way of accomplishing linguistic teaching objectives through a variety of means that go beyond language.

Herbert Puchta 2006:25



THE THEORY OF MULTIPLE INTELLIGENCES



Bodily-kinaesthetic

Learners are good at physical activities. They enjoy Total Physical Response (TPR) and drama activities. Tasks should involve movement.



Interpersonal

Learners like pair and mini group work. They have an awareness of group dynamics.



Intrapersonal

Learners prefer working alone and are good at reflecting and learning from these reflections.



Verbal-linguistic

Learners are good at language and dealing with words. They like reading and writing tasks.



Logical-mathematical

Learners are good at maths and like logical patterns. They make connections logically and enjoy dealing with facts. They learn by ranking and analysing.



Musical

Learners are good at picking up rhythm, pitch and music. They enjoy DVDs and audio input and activities using music and rhyme.



Naturalist

Learners are good at categorising the natural world. They like working with real objects and learning outside of the classroom.



Visual-spatial

Learners think in pictures and are able to identify visual relationships. They enjoy working with visual input and graphics.

HOW CAN WE APPEAL TO DIVERSE LEARNING STYLES?

By varying the activity types in our lessons we can cater for learners with different learning styles and MIs. Cheron Verster (2008) suggests the following lesson-planning framework:

Stage 1: Activities that help learners connect with the lesson

Learners:

- discuss what they know about the lesson topic, as a whole class or in small groups
- predict what a reading text will be about from the title or cover picture
- share an experience that relates to the topic, with the whole class or in small groups
- listen to a song or piece of music that relates to the lesson topic. Then they discuss how the song/music made them feel. These activities may appeal to students who have a visual-spatial, verbal-linguistic, musical or bodily-kinaesthetic preference.

Stage 2: Activities that provide learners with new information

Learners:

- listen to a presentation of the new information
- read a text
- watch a DVD which presents the new information.

This stage is especially important for logical mathematical and verbal-linguistic learners.

Stage 3: Activities that provide learners with opportunities to practise the new information

Learners:

- discuss questions based on the new information
- use the new information to create a poster
- use the new information to develop a role play or drama.

These activities help learners interact with and understand the lesson material. They may appeal to learners who are visual-spatial, verbal-linguistic and kinaesthetic.

Stage 4: Activities that provide learners opportunities to extend their ideas

Learners:

- use the new language which they have learnt outside the classroom
- apply the reading strategies which they were taught in another subject.

This stage is important for all types of learners. Whether you use this framework, adapt it to suit your needs, or use your own lesson-planning framework, the key to lessons that suit learners with different learning styles, is variety.

RESOURCES AND MATERIALS



Primary learners

Integrating songs, rhymes and chants in sequences of work, see pp. 183-4 in *500 Activities for the Primary Classroom* by Carol Read (Macmillan, 2007)

This provides an excellent example of how a chant can be used as a springboard for a whole sequence of work to develop a range of skills. The variety of activity types appeal to all eight of Gardner's MIs to ensure a balance and include different children. These can then be adapted for any song, rhyme or chant.



Secondary learners

Multiple Intelligences in EFL: Exercises for Secondary and Adult Students by Herbert Puchta and Mario Rinvolucris (Helbling Languages, 2005)

This book helps teachers by showing how to integrate MI exercises into English course books. It provides a wealth of ideas of how the intelligences work in relation to ELT. There are also two chapters which provide exercises for communicative learners and more introspective learners respectively.



Adult learners

Tell Us A Story by Michael Berman
(Brain Friendly Publications, 2008)

This resource book on storytelling for teachers adopts a multiple intelligence approach and includes 28 stories based on myths, fables, facts and fiction from around the world. The diverse stories come from countries including China, Georgia, Germany, India, Japan and Wales. Full notes for teachers are provided illustrating how to gain the most from the stories.

It is also downloadable from www.brainfriendly.co.uk.

V. ELT COURSEBOOKS DON'T REFLECT GLOBAL DIVERSITY

Consider spending some time with a colleague doing a quick materials evaluation. Select some of the course books from your teachers' room shelves – choose a range of books written for different age groups and levels. Then, skim through the books and discuss the following questions:

- What cultural content does the book contain (target/local/global)? How is this presented?
- Does the book have an international 'feel' and 'look' or does it focus on a particular context?
- Does it address real world issues or is it contrived trivial and/or stereotyped?

Twenty years ago, Luke Prodromou, writing in the *ELT Journal* (1988:79), highlighted how international course books were stubbornly anglo-centric and that when learners enter the language classroom:

... they leave their three-dimensional humanity outside and enter the plastic world of EFL textbooks where life is safe and innocent and does not say or do anything. Most textbooks present an anglo-centric, male dominated, middle class utopia.

Luke Prodromou, *ELT Journal* 1988:79

He maintained that it is therefore understandable why learners find little to motivate them in the English language class. Now twenty years on, an analysis of the thematic content of young learners' coursebooks by Bruce Milne (2008:22), found that there was still a reliance on stereotypical topics including:



According to Chris Lima (ibid:11):

The closer to it [real life] students would get in the classroom would be a role play of a tourist in a restaurant or going shopping in an English-speaking country. How real it is for the majority of language learners in our times around the world is something highly debatable, to say the least.

Chris Lima ibid:11

Ben Goldstein (2008:16) echoes this and identifies the following problems with our coursebooks:

- Cultural content is often presented in texts which do not enable learners to reflect or personalise the content. They are often far removed from many learners' realities.
- Coursebooks commonly focus on a particular country and culture. This can erect barriers between L1 and L2 English speakers which do not facilitate global communication.
- Content is often superficial and stereotypical in its presentation and does not significantly reflect global diversity.

He outlines a superb task that addresses these problems, in which learners create 'a subjective atlas'. The intended outcome is for learners to collate a wide variety of texts and photographs of their own country as they perceive it. For many learners, this enables them to challenge perceptions of their country as stereotyped by the Western media. This was pioneered by a Dutch designer working in partnership with Palestinian artists and its principles can be readily transferred to an ELT context.

For more ideas, visit www.annelysdevet.nl/palestine/

HOW TO KEEP IT REAL . . .

We shouldn't see this idea as a one-off event; instead we can easily link it (and similar tasks) to learning aims from the Common European Framework of Reference (CEFR).

Using equal opportunity and diversity themes as content for language lessons enables us to overcome the problems surrounding cultural content within our coursebooks. Rather than teaching 'stand alone' lessons, we can explicitly link the equal opportunity and diversity content to our language aims: developing learners' English while simultaneously raising their awareness of global issues. This helps us to position equal opportunity and diversity as a key part of 'mainstream' ELT:

At the heart of this approach, is the concept of 'mainstreaming', so that valuing and managing diversity are woven into all aspects of our work.

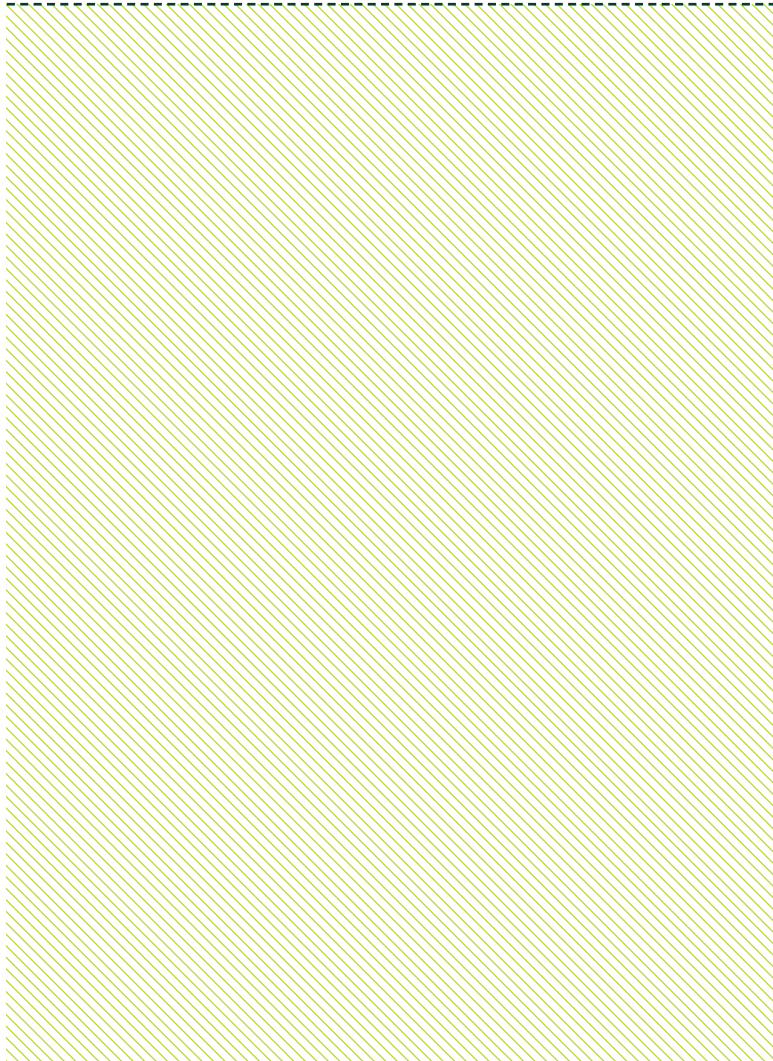
Equal Opportunity and Diversity Workshop Handbook, British Council, 2007: 8.

The companion website for this handbook includes three synopses of a series of language lessons with equal opportunity and diversity themes. They are based on the mainstreaming approach and have clear language learning objectives and exploit authentic materials to ensure cultural content is relevant. The lesson materials are designed for the three age groups: primary, secondary and adult learners respectively. Please visit:

www.teachingenglish.org.uk/try/resources/books/equalopportunities-diversity-handbook

SECTION 3

EQUAL OPPORTUNITY AND DIVERSITY IN THE CLASSROOM



PRACTICAL STRATEGIES FOR DEALING WITH RACISM IN THE CLASSROOM

Take a few minutes to think about any incidents of racism, which may have occurred in your teaching career.

One academic manager we interviewed reported being told not to offer posts to teachers from ethnic minority backgrounds. She explained how teachers had been removed from teaching in-company business English because learners had complained about their ethnicity or persistently questioned where they were from and/or if they had learned English. Does this sound familiar in your experience? Have you ever encountered racist comments/behaviour in your classroom?

Consider these questions:

- What was the racist comment/behaviour?
- Who made the comment/acted in a racist way and who was it directed towards?
- How did the victim respond?
- How did you react in your role as the class teacher?

Paul Bress (2007:196) asks what racism 'looks like' in the English language classroom and goes on to offer this theoretical example:

Imagine there is a European (Student X) and an African (Student Y). Student X may laugh when Student Y is speaking or joke about Student Y's appearance. Student X may also avoid eye contact with Student Y or may stare aggressively. There may even be overtly racial insults.

Paul Bress 2007:196

FIVE-STEP ACTION PLAN

Discuss this theoretical scenario with colleagues in your teachers' room and share views and experiences. Can you draw up a list of practical advice that could be used to deal with racist incidents?

When racist incidents occur, they are highly challenging, however, Paul Bress provides us with a practical five-step action plan to deal with them directly:

Stage 1: Stay calm

Avoid getting into conflict with the learner who has made the racist remark. If you display anger, this will not enable the learner to reflect on the consequences of their racist behaviour.

Stage 2: Get ready for action

The behaviour needs to be addressed explicitly. Teachers who ignore it and hope that it will disappear often find the racism escalates. Decide when is the most appropriate time to intervene. In the case of an offensive remark to you or another learner, you need to intervene immediately.

Stage 3: Confront the behaviour

This is crucial. Make it explicit to the learner that the behaviour has been noted and must stop immediately. However, in doing this, you need to remember the need for equity. Treat the learner who has made the remark with the same level of respect as the others. You need to model appropriate behaviour.

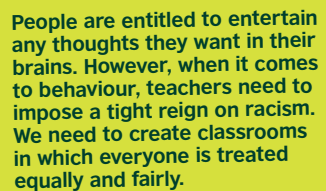
Stage 4: Elicit examples of racism

You need specific examples – and you need to elicit these from the offender. Avoid telling them, try to get the learner to reflect and articulate themselves.

Stage 5: Elicit the causes/effects of racism

Once you have raised the learner's awareness of what is unacceptable, elicit the consequences of the behaviour. Ask how such comments/behaviours make the other learner feel, i.e. establish the impact of racism on others. Summarise by referring to the rights of all class members to be treated with the same levels of respect by both the teacher and other learners.

By following the above steps, we are sending a clear message about racism in the classroom i.e. a zero tolerance policy which is implemented. As Bress maintains:



People are entitled to entertain any thoughts they want in their brains. However, when it comes to behaviour, teachers need to impose a tight reign on racism. We need to create classrooms in which everyone is treated equally and fairly.

Paul Bress 2007:196

ACCOMMODATING LEARNERS WITH SPECIFIC NEEDS

Gail Ellis, from British Council Paris, provides us with some superb practical tips for creating an inclusive culture in our classrooms for learners with specific needs:

The tips below are recommended for supporting students with particular difficulties; however, each person may experience their condition in a slightly different way so they are pointers rather than rigid rules, and reflect guidelines, as opposed to a comprehensive list. Whenever possible, find out how best you can support your students by speaking to them or to their parents/carers.

Attention deficit hyperactivity disorder (ADHD)

- keep instructions simple – the one sentence rule
- make eye contact and use the learner's name when speaking to her/him
- sit the learner away from obvious distractions
- provide clear routines and rules; rehearse them regularly, and be willing to restate them
- reinforce positive behaviours rather than highlighting negative ones.

Autistic spectrum disorder

- give a plan for each lesson
- warn the learner about any changes to the usual routine – allow the student to sit in the same place each lesson?
- avoid using too much eye contact as it can cause distress
- use simple clear language; avoid using metaphor or sarcasm
- create as calm a classroom environment as possible.

Down's syndrome

- use straight forward familiar language
- give time for information to be processed
- break lesson up into a series of shorter, varied tasks
- accept a variety of ways of recording work, drawings, diagrams, photos, videos, etc.

Hearing impairment

- find out about the degree of hearing loss the student has
- check on the best seating position
- check the student can see your face for expressions and lip reading
- make sure the light falls on your face and your lips
- don't stand with your back to the window
- if using an interactive whiteboard ensure that the beam does not prevent the student from seeing your face
- indicate where another learner is speaking from during class discussion and only allow one speaker at a time
- provide lists of vocabulary, context and visual clues, and copies of tape scripts
- be aware of and reduce any background noise interference as far as possible.

Visual impairment

- find out about the degree of sight impairment
- check the optimum position for the student, e.g. for a monocular student their good eye should be towards the action
- maximise the listening environment by having a quiet classroom as far as possible
- for more severely visually impaired students, verbally describe everything you are doing
- check that the use of interactive white boards does not disadvantage the student
- if you are using video clips, explain context; if necessary, pause the video and describe what is happening on the screen
- always provide the student with their copy of the text
- provide large print copies of written text
- check use of ICT (enlarged icons, talking text, teach keyboard skills)

-
- don't stand with your back to the window as this creates a silhouette and makes it harder for the student to see you
 - make sure the floor is kept free of clutter
 - tell the student if there is a change to the layout of a space
 - find out if the student uses any specialist equipment (enlarged print dictionaries, lights, talking scales)
 - look at the alternative format handouts – e.g. enlarged, modified and Braille versions.

Dyslexia

- give clear instructions and follow verbal instructions up with a written back up, which can be referred to again
- display key words on display panels/boards and provide word banks
- provide support in the form of writing frameworks
- encourage the student to think what she/he has to do before starting and perhaps verbalise it to you
- provide photocopied notes, print outs, lists of spellings, highlight or underline key phrases. Photocopies should be on off-white paper, e.g. salmon, grey, beige
- look at alternative ways of recording information, e.g. tapes, mind maps, pictures
- use different colours for each line if there is a lot of written information on the board or underline every second line with a different coloured pen
- ensure that writing is well spaced
- use a plastic overlay to abbreviate the problem of 'glare' of black print on a white background.

Dyspraxia

- ask the student questions to check her/his understanding of instructions/tasks
- check seating position and ensure the student is sitting in an upright position with both feet resting on the floor
- use computers to record work to minimise handwriting problems
- use sheets with spaces for answers to reduce the amount of writing required
- break down tasks into small components as far as possible
- repeat verbal instructions several times and keep them simple
- use different coloured pens for each line when on the board
- signpost the different stages of the lesson and when the lesson is nearing the end of the lesson review stage.

Physical disability

- ensure that any student who is a wheelchair user is timetabled into a classroom which is easily accessible
- ensure you are familiar with how the disabled lift functions or that a security guard or other member of staff is available to assist you
- ensure that the classroom is clutter free and easily accessible
- ensure that there are clear evacuation procedures in place in the event of an emergency and that these are communicated to all parties, i.e. security guards, customer services teams, etc.

When producing materials, make sure the font is Arial. Font size 12 or 14 is best for most students. Bold is acceptable but italic is hard to read. Double or 1.5 line spacing helps students who have problems with visual tracking. Use headings and sub-headings as signposts. Use illustrations to break up text into more manageable chunks and to give visual clues to the accompanying text.

RESOURCES AND MATERIALS

<http://www.bbc.co.uk/cbeebies/grownups/about/specialneeds/>
The CBeebies website has a range of activities for children with specific needs.

Williams, M and Symonds, G (2007) *Total Teacher's Pack*.
Pearson Longman

This sourcebook for the *Challenges* series for secondary learners provides support and tips on how to accommodate learners with dyslexia and other learning needs. It also includes excellent teacher development materials on global citizenship education.

Guide to choosing dyslexia-friendly books for kids

This booklet has been produced by Waterstone's bookshop and includes very useful checklists for teachers of YLs including:

- how to spot signs of dyslexia
- how to support dyslexic children with their reading
- how to select storybooks for children with dyslexia
- recommended storybooks

For further information about teaching young learners and adults with dyslexia, you can visit: www.dyslexiaaction.org.uk.

You can download the booklet at: www.waterstones.com/wat/images/special/mag/waterstones_dyslexia_action_guide.pdf

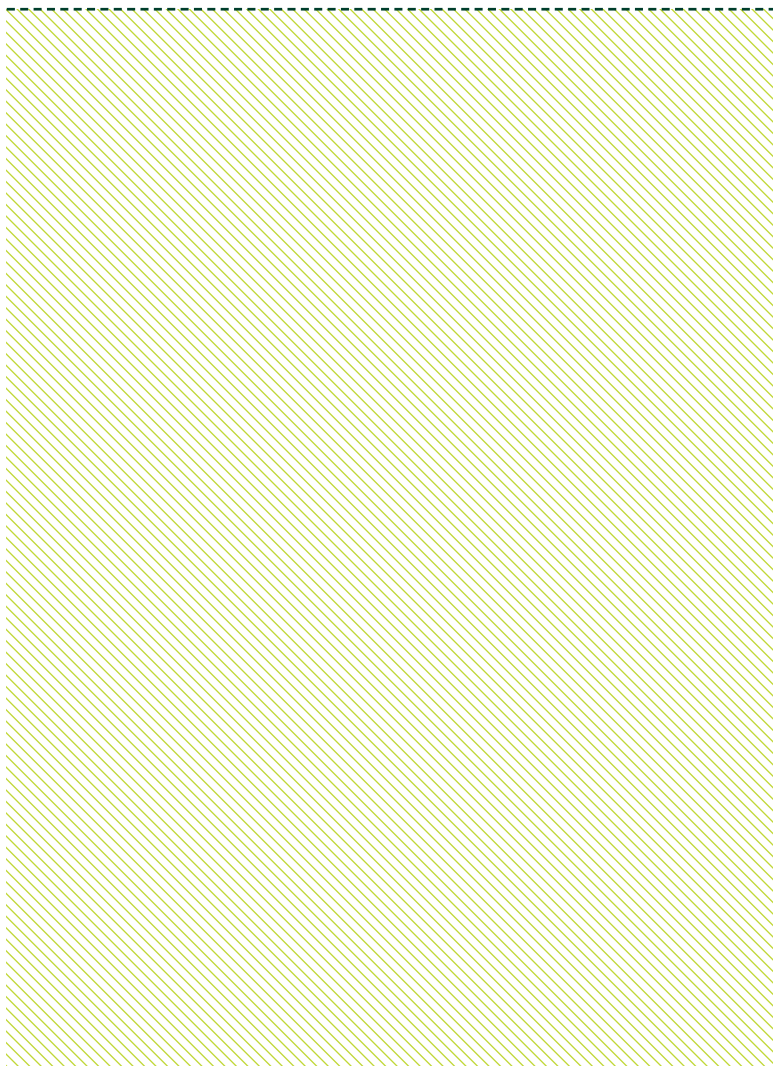
Teaching English website

www.teachingenglish.org.uk/think/methodology/additional_needs
www.teachingenglish.org.uk/talk/questions/teaching-blind-students
www.teachingenglish.org.uk/think/articles/teaching-english-blind-students

www.teachingenglish.org.uk/talk/questions/visually-hearing-impaired-students

SECTION 4

EQUAL OPPORTUNITY AND DIVERSITY IN THE TEACHERS' ROOM



IN THE TEACHERS' ROOM

Let's think about what it's like to be in the minority within a teaching team, in the staffroom context. Consider doing a 'comfort exercise' at your next INSETT or teachers' meeting to explore this.

Hand out the issues list below and ask groups to discuss how comfortable they believe it would be to be . . . (insert the characteristic on the list) and mark this on a scale of 1 to 5 (where 1 is very uncomfortable and 5 is very comfortable).

Groups can list any comments at the side. When the group has agreed, nominate a person from each group to record the results on a flipchart with any comments.

Feedback to plenary: what do the results reveal about your Teachers' room? Were there any common areas of agreement with regards comfort/discomfort? Why might this be the case? Is there general consensus regarding which groups might be least comfortable?

With your team, explore the implications of this and any actions needed.





**HOW COMFORTABLE
WOULD IT BE IN YOUR
TEACHERS' ROOM TO:**

1– *very uncomfortable*
5– *very comfortable*

COMMENTS

Have a different working
pattern from the majority?

1 2 3 4 5

Be male?

1 2 3 4 5

Be female?

1 2 3 4 5

Have a different religion
or belief to the majority?

1 2 3 4 5

Be disabled?

1 2 3 4 5

Be gay/lesbian/bisexual?

1 2 3 4 5

Be older than most
of the others?

1 2 3 4 5

Be younger than most
of the others?

1 2 3 4 5

Be a different ethnic group
than the majority?

1 2 3 4 5

Challenge others about
their behaviour or language?

1 2 3 4 5

Activity adapted from Jane Franklin, Diversity Unit,
British Council Manchester

SECTION 5

TOOLS FOR PERSONAL/ PROFESSIONAL DEVELOPMENT



BEING IMPAIRED

What if you become impaired? To raise your awareness of the experiences of learners with disabilities, list some of the barriers you would face in a typical day if you lost your ability to walk, your vision or your hearing.

Consider how you would manage the activities shown in the column on the left if you had each of the impairments on the right. What barriers would you have to overcome in each case?

NOW COMPLETE THESE ACTIVITIES TO DEEPEN YOUR UNDERSTANDING:

Getting dressed

Put on a blindfold. Go through the motions of getting dressed or a similar task. What obstacles do you encounter? Which are the most difficult?

Sight and sound

During a TV programme, try the following:

- wear a blindfold for five to ten minutes
- turn off the sound for five to ten minutes

What are the differences between no sight and no sound? What insights does this experience suggest to you about visual and hearing impairments?



ACTIVITY	MOBILITY IMPAIRED	VISUALLY IMPAIRED	HEARING IMPAIRED
Getting up in the morning, getting dressed			
Going to work			
Teaching, communicating with learners and colleagues			
Having lunch			
Using the bathroom			

Adapted from *Facilitating Equal Opportunity and Diversity Workshops Handbook* (British Council 2008:79)

EQUAL OPPORTUNITY AND DIVERSITY CLASSROOM-BASED ACTION RESEARCH

This questionnaire, which focuses on gender issues, aims to encourage you to reflect on how you create an inclusive culture in your classrooms and provide equal opportunities for your students.

It is to be used in contexts where there is a gender mix in your classrooms and to be adapted as appropriate depending on different cultural and educational expectations. Please think about and complete this questionnaire before an observation. You will then have the opportunity to discuss your analysis with that of the observer.

TEACHER

DATE

CLASS NO.

MATERIALS

NUMBER OF STUDENTS

AVERAGE AGE OF STUDENTS

Girls

Women

Boys

Men

WHOLE CLASS SEATING ARRANGEMENTS

Who decides where your students sit? You or your students?

If you, how do you decide who sits where?

If your students decide, how do they organise themselves?

For example, do the girls/women tend to sit together, do the boys/men tend to sit together or do girls/women and boys/men sit together in mixed groups?

Are any of your students ever in a dependent position, e.g. out of the line of your sight, difficult for you to monitor, or in a dominant position and therefore able to monopolise attention? If yes, why? And is there any way of improving this for future lessons?

PAIR/GROUP WORK SEATING ARRANGEMENTS

How do your students organise themselves for pair or group work?

All girls/women?

All boys/men?

Mixed groups?

Who decides?

If mixed groups or pairs, who does most of the following?

Skill	Girls/Women	Boys/Men
• Speaking	<input type="checkbox"/>	<input type="checkbox"/>
• Listening	<input type="checkbox"/>	<input type="checkbox"/>
• Collating and writing down information	<input type="checkbox"/>	<input type="checkbox"/>
• Reporting back to class	<input type="checkbox"/>	<input type="checkbox"/>

If single sex groups or pairs, do you observe any differences in the way girls/women and boys/men do things?

**The questionnaire was developed by Gail Ellis, Manager,
British Council Paris for use in the Paris Teaching Centre.**

It can be used with classes of young learners or adults.
Gail would be very interested to hear from colleagues who use this questionnaire and would welcome any feedback and/or suggestions as to how it may be improved. Gail is also keen to see any adaptations of the questionnaire being used in other contexts.

Please contact Gail at the British Council Teaching Centre, Paris or email: gail.ellis@britishcouncil.fr.



TEACHER TALK

Do you use the same kind of language with both sexes?

Do you model language that is gender neutral?

Do you model language that causes no offence, exclusion or discrimination on grounds of age, disability, gender, race, colour, nationality, religion or sexual orientation?

Do you address all students in the same way (first names only, surnames only, etc.)?

Do you encourage all students to use appropriate language?

TEACHER ATTENTION

What percentage of your time in class do you think you spend speaking and listening to the

Girls/Women %

Boys/Men %

Why?

How much of your time in class is demanded:

Reason

Girls/Women

Boys/Men

- for disapproval
- for praise
- for assistance

Do you accept questions and interruptions from both sexes equally?

Do you correct both sexes in the same way?

Is your threshold of "tolerance" of errors the same for both sexes?

Do you call on both sexes equally to answer questions, to give opinions, etc?

COMMENTS

OBSERVER

DATE

TEACHER

DATE

IATEFL GLOBAL ISSUES SPECIAL INTEREST GROUP (GISIG)

Joining Global Issues Special Interest Group (GISIG) reflects a personal professional commitment to the importance of global issues within ELT. It provides a valuable global forum for the exchange of ideas about mainstreaming throughout language teaching.

The aims of GISIG (2008:4) are to:

- exchange information and ideas within ELT such as peace, justice and equality, human rights and social responsibility, globalisation and world development, social identity, and the role of the English language and ELT in the world
- exchange ideas on integrating peace education, human rights education, development education and environmental education into language teaching
- help members fulfil two roles: the conveyor of linguistic knowledge and the educator to enable students to understand better how the modern world functions
- equip learners with the knowledge, skills and values that will help them confront both local and global problems
- promote a less Eurocentric perspective within ELT
- provide a counterbalance to the idea that language teaching is necessarily high tech and profit generating.

For more information, visit <http://gisig.iatefl.org>

SELECT RESOURCES

Equal opportunity and diversity – general

www.britishcouncil.org/diversity

The British Council's diversity website covers the major areas of diversity, summarises legislation and issues relating to those areas and identifies resources. The website includes current issues as well as examples of the British Council's equality policy and diversity strategy, e.g. the appropriate use of terminology.

www.acas.org.uk

ACAS equality and diversity website: the site contains guidance on age, sexual orientation and religion or belief in the workplace as well as a variety of other resources.

www.equalityhumanrights.com

The Equality and Human Rights Commission.

www.stonewall.org.uk

Stonewall works to achieve legal equality and social justice for lesbians, gay men and bisexual people.

Clements, P and Spinks T (2000). *The Equal Opportunities Handbook: How to Deal with Everyday Issues of Unfairness*. Kogan Page.

Intercultural dialogue and global citizenship in ELT

Brumfit, C (2001) *Individual Freedom in Language Teaching*, Oxford University Press.

This book considers the roles of literature and culture, as well as language policy in relation to learner's rights and outlines a humane and realistic philosophy for language teaching.

British Council (2008) *Global citizenship in the English language classroom*

This collection of papers outlines initiatives which have put citizenship at the heart of ELT. The booklet provides a sound balance of theory and practice surrounding the political and ethical dimensions of teaching English in a troubled world.

You can download the PDF at:

www.teachingenglish.org.uk/files/teacheng/GlobalCitizenv2.pdf

Valente, D. (2009) *Raising Teenagers' Global Awareness*.

IATEFL Global Issues Sig Newsletter, Issue 24

This article explores how to mainstream global citizenship and intercultural dialogue while developing teenagers' extensive reading skills. It provides a flexible framework for syllabus planning and ideas for addressing sensitive issues including sexual orientation.

English as a Lingua Franca

Holliday, A (2005) *The Struggle to Teach English*

as an International Language, Oxford University Press.

This book discusses the balance of power in classroom and curriculum settings, the relationship between language, culture, and discourse and the change in ownership of English.

Jenkins, J (2005) *The Phonology of English*

as an International Language, Oxford University Press.

This book proposes an innovative approach to pronunciation teaching, in which the goal is mutual intelligibility among non-native speakers, rather than imitating native speakers.

It offers a basic core of phonological teaching, with concrete suggestions for what should be included.

Diverse learning styles and preferences

http://pzweb.harvard.edu/Pls/HG_larsen.pdf

Text of an interview between Steen Nepper Larsen and Howard Gardner on using MIs.

ACKNOWLEDGEMENTS

This handbook was developed by **David Valente**. We would like to thank the following teachers, teacher trainers and academic managers for sharing their experiences and ideas which have made the handbook so meaningful and practical: **Bob Anderson, Laurence Bardout, Claudia Connolly, Gail Ellis, Neal Evans, Paul Kaye, Kathryn Kelly, Jackie McMullan, Amir Ramzan, Karen Ryan** and **Alison Shriparam**.

Particular thanks must go to **Emily Bell, Roberta Calderbank, Anna Edgar, Liz Fishwick, June Jackson, Chris Lima** and **Alan Mackenzie** for their superb suggestions and comments on earlier drafts of the handbook as well as to **Fiona Bartels-Ellis** and **Jane Franklin** from the British Council Diversity Unit for their support and encouragement.

Finally, we would like to sincerely thank **Liam Brown** and the **Learning and Development team** at British Council London, without whom none of this would have been possible.

BIBLIOGRAPHY

Bress, P (May/June 2007) 'Racism in the classroom: how can you spot it? How can you handle it?', *IATEFL Voices*, Issue 196.

Ellis, M (September 2008) 'Think piece: the critical global citizenship educator', *IATEFL GISIG Newsletter*, Issue 23.

Goldstein, B (November/December 2008) 'Fashioning an intercultural voice', *IATEFL Voices*, Issue 205.

Hunt, H & Brown, M (September 2008) 'Learning to live our global language: human rights education in the language classroom', *IATEFL GISIG Newsletter*, Issue 23.

Jenkins, J (2007) *English as a Lingua Franca: Attitude and Identity*. Oxford University Press.

Kessler, M (April 2003) 'Non-native speakers: the future of ELT', *EL Gazette*.

Lima, C (September 2008) 'Critical literacy', *IATEFL GISIG Newsletter*, Issue 23.

McKay, S (2002) *Teaching English as an International Language*. Oxford University Press.

Milne, B (January 2008) 'CLIL of course!', *English Teaching Professional*, Issue 54.

Prodromou, L (1988) 'English as cultural action', *ELT Journal*, 42:2.

Puchta, H (March 2006) 'Multiple intelligences in action 2', *English Teaching Professional*, Issue 43.

Sutherland, S (November/December 2008) 'Team teaching with NES and NNEST teachers', *IATEFL Voices*, Issue 205.

Verster, C 'Lesson Planning Framework', Retrieved 6 December 2008 from: www.teachingenglish.org.uk/think/articles/learning-styles-teaching

ISBN 978-086355-623-4

© British Council 2009

The United Kingdom's international organisation for cultural relations and educational opportunities.
A registered charity: 209131 (England and Wales) SC037733 (Scotland).