

# Let's start with an activity...

- Paper Folding



<https://www.usip.org/public-education/educators/paper-folding-activity>



# Webinar 4: Peacebuilding & Immigration

Deniz Ortaçtepe, Adnan Yılmaz, Eyyup Yaprak



# AGENDA

- ▶ Immigration
- ▶ Language instruction and immigrants
- ▶ Immigration in Turkey
- ▶ Peacebuilding
  - ▶ Differentiated instruction

# OBJECTIVES

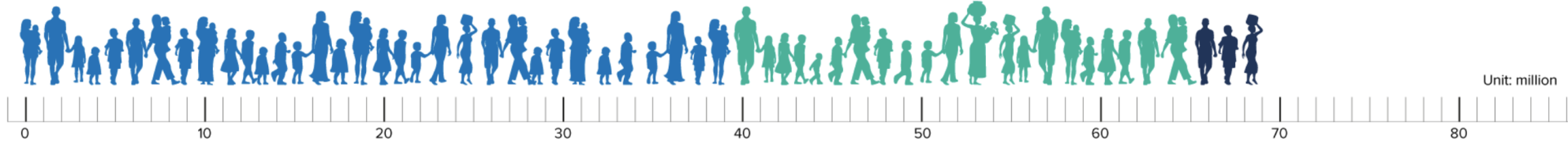
- ❑ To introduce students teachers (you!) key terms and concepts related to immigration and peacebuilding
- ❑ To enable you to apply peacebuilding pedagogy in the language classroom
- ❑ To enable you to cultivate resilience in your students and institutions
- ❑ To enable you to provide differentiated instruction in the language classroom
- ❑ To enable you to empower students coming from different sociocultural backgrounds

# What does it mean to be a refugee?



<https://ed.ted.com/lessons/what-does-it-mean-to-be-a-refugee-benedetta-berti-and-evelien-borgman>

**68.5 million** forcibly displaced people worldwide



Internally Displaced People  
**40 million**

Refugees  
**25.4 million**

19.9 million under UNHCR mandate  
5.4 million Palestinian refugees registered by UNRWA

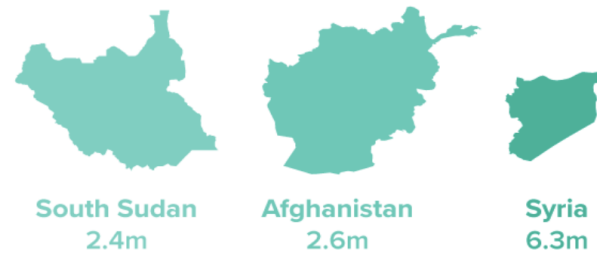
Asylum-seekers  
**3.1 million**

**Where the world's displaced people  
are being hosted**

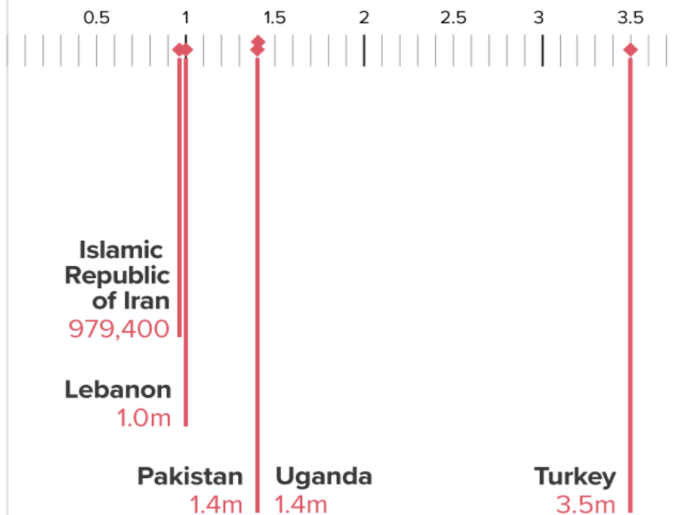


85 per cent of the world's displaced  
people are in developing countries

**57%** of refugees worldwide  
came from three countries



**Top refugee-hosting countries**



# Warm-up Questions

- Why do we discuss immigration and peacebuilding in our webinars?
- Why is language instruction important for immigrants?
- When we say language instruction, which language are we referring to - their L1, English, or the local language (e.g., Turkish)?



**Resilience:** having the internal resources to overcome adverse circumstances.

- Every language used by the refugees helps them to build resilience at the individual, family and community levels. Both home language and their additional languages matter
- Proficiency in additional languages provides new opportunities for education and employment
- Proficiency in key languages gives people a voice to tell their story in various contexts
- Language-learning can bolster social cohesion and intercultural understanding
- Language-learning activities can be supportive interventions to address the effects of loss, displacement and trauma
- Building the capacity of language teachers can strengthen the resilience of the formal and non-formal education systems in host communities



# Role of Language Learning

Language learning activities can serve a basis for:

- **developing** individual and community **resilience**,
- ensuring dignity, self-sufficiency, and life skills,
- increasing refugee integration and protection,
- forging new social networks and interaction with the wider community,
- strengthening opportunities to build greater social cohesion.

# Building Institutional Resilience

The purpose is to facilitate teacher development opportunities that raise awareness of methodologies which:

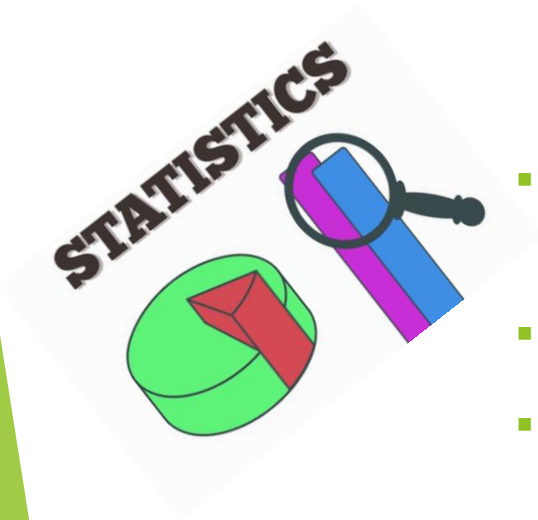
- promote social interaction and understanding
- develop inclusive pedagogy
- facilitate multilingual learning
- focus on student-centered learning
- support teacher and student well-being



# In Turkey



- In K-12: Turkish
- In Higher Education: Turkish and English



- Out-of-school refugee children as of August 2015: 433,000 of 633,000
- Enrollment rate: Less than 30%
- Higher in low level but lower in higher grades

# In Turkey: Need for...

- children to learn Turkish to access formal education as well as to improve the Arabic literacy rates of Syrian children.
- emphasis on the role for English language learning in giving an international voice for Syrians inside and outside the country.
- programs that teach Turkish in a communicative way for everyday life, to access public services, training and employment.
  - The difficulty parents have in communicating with the school
  - The risk of isolation for women who are unable to speak Turkish and live in cities far from the border
- teacher training on how to include students in classes where their home language is not Turkish.
- training and support of Syrian volunteer teachers in Temporary Education Centers.

# In Turkey: Opportunities



- Temporary Education Centers (TECs)
  - ✓ The Syrian curriculum
  - ✓ Mostly Syrian teachers
- YUVA (<https://www.yuva.org.tr/>)
- Paper Airplanes (<https://www.paper-airplanes.org/>)
- National or international guidelines
- Training for school principals and teacher co-ordinators

# PEACEBUILDING

Try to see it my way,  
Do I have to keep on talking till I can't  
go on?  
While you see it your way,  
Run the risk of knowing that our love  
may soon be gone.  
We can work it out,  
We can work it out.  
Think of what you're saying.  
You can get it wrong and still you think  
that it's alright.  
Think of what I'm saying,  
We can work it out and get it straight,  
or say good night.  
We can work it out,  
We can work it out.

Life is very short, and there's no time  
For fussing and fighting, my friend.  
I have always thought that it's a crime,  
So I will ask you once again.  
Try to see it my way,  
Only time will tell if I am right or I am  
wrong.  
While you see it your way  
There's a chance that we may fall  
apart before too long.  
We can work it out,  
We can work it out.  
Life is...



The Beatles: We can work it out



- The same song by Isreal and Palestinian singers 2002

<https://www.youtube.com/watch?v=lFwRyaTvnYg>



- Other artists using their art forms to promote peace

<http://www.unartforpeace.org/e/200>

# Why not language teachers?



# What is peacebuilding?

- “a process of establishing peaceful relationships” (Jakar & Milofsky, 2016, p. 44)
- “empathy and understanding the lived experience of those different from ourselves is key in building relationships and breaking down barriers”  
(Jakar & Milofsky, 2016, p. 42)



# Peacebuilding and Language Classrooms

- Peace is created through the work of individuals.
- The English language classroom as a place of transformation:
  - ✓ to engage youth in conversations around peace and conflict,
  - ✓ to develop critical thinking skills and the skills to manage conflict,
  - ✓ to understand how they can participate in peacebuilding both individually and collectively (Jakar & Milofsky, 2016, p. 44)



# Peacebuilding and Language Classrooms

## Content-based learning

- ✓ to raise awareness about conflict, styles of conflict management, the effects of individual and collective trauma, violence, and issues of justice, truth, forgiveness, and reconciliation (Medley, 2016, p. 55)

- Concepts and skills:

- ✓ Reducing prejudice,
- ✓ Building relationships,
- ✓ Communicating effectively,
- ✓ Using negotiation to manage disagreements



**the English language classroom as a natural site for teaching peacebuilding**

(Jakar & Milofsky, 2016, p. 44)

# Principles for Teaching Peacebuilding (1)

## 1. Emphasize Multiple Perspectives

- Conversations on difficult topics to experience and learn different perspectives
- Cultivation of the capacity to listen to one another and truly hear what the other has to say
- **How about disagreements?**
  - ✓ Natural and a healthy part of conversation
  - ✓ An opportunity to clarify one's own perspectives and consider how other people's views can inform opinions
- **"What do you do when both sides are right?" (2002)**
- Amos Oz, a revered Israeli author,
  - ✓ both "sides" may well be "right" and that it is [our] role to help them understand each others' "rights" and reasons. (Jakar & Milofsky, 2016, p.43)



# Principles for Teaching Peacebuilding (2)

## 2. Teach dialogue skills

### ■ Debate?

- ✓ Concludes with a winner
- ✓ Involves a process of listening for holes in the opponent's arguments

### ■ Dialogue?

- ✓ Assumes there is no winner or loser,
- ✓ Involves listening to enhance one's understanding of a topic and to hear the speaker's intended meaning.

(Jakar & Milofsky, 2016, pp. 44-45)

# Principles for Teaching Peacebuilding (3)

## 3. Engage students in interactive lessons using creativity

- ✓ role play,
- ✓ small-group work,
- ✓ large-group discussion
- ✓ Goal: to move students from the abstract to the concrete, encouraging students to make decisions about how they will act when faced with conflict and what can be done to address conflicts beyond the interpersonal level (Jakar & Milofsky, 2016, pp. 44-45)

# Principles for Teaching Peacebuilding (4)

## 4. Share real stories

- to hear the voices of other people whose lives have been affected by conflict
  - ✓ Stories: Make abstract concepts real/concrete & cultivate empathy

## 5. Leave students feeling empowered but not despair

- Help students develop their own capacity as peacebuilders

Jakar & Milofsky (2016, pp. 44-45)

# Principles for Teaching Peacebuilding (5)

## These teaching practices aim to:

- enhance students' understanding of the "other."

## We, as educators, must reflect on:

- who we are,
- what stories we want to share with our colleagues and students.

## Because sharing stories:

- builds trust,
- contributes to understanding,
- allows our students to see the humanity within us
- invites them, as well as ourselves, to see the humanity within others.

(Jakar & Milofsky, 2016, pp. 44-45)

# Challenges/Problems

## Publishers:

- Avoiding controversial issues to ensure marketability
- PARSNIP:
  - “NO **P**olitics, **A**lcohol, **R**eligion, **S**ex, **N**arcotics, **I**sms, or **P**ork” (Thornbury, 2010)
- “the woman's magazine world of EFLese course materials” (Mario Rinvoluturi as cited in Thornbury, 2010).

## Some language teachers:

- doing their part for world peace merely by focusing on language learning, teaching a culture, and facilitating travel
- feeling no need to go further to incorporate peacebuilding knowledge, skills, and values into their courses.

# Strategies for Welcoming Diversity While Maintaining Safety

- Build community through a variety of activities: Ice-breakers (e.g., have you ever?)
- Ask open-ended questions that don't have right or wrong answers.
  - Discuss critical incidents for intercultural encounters without "one correct answer."
- Maintain flexibility to allow for students' personal stories when they emerge (but never forced).
- Use various artistic media (music, visual arts, mime, film clips, etc.) to create interpretive tasks and ensure that diverse viewpoints are expressed and respected.
- Invite or introduce other voices into the classroom.
  - Arrange for students to meet, or invite into class persons who represent marginalized groups.



# Differentiated instruction

There is no formula or recipe that works for all learners in all times. There is no set of lesson plans or units that can engage the range of learning styles, approaches, and intelligences that are likely to gather in one classroom.

William Ayres, *To Teach: The Journey of a Teacher*

► <https://www.youtube.com/watch?v=h7-D3gi2LL8>

# Differentiated classrooms

- support students who:
  - ✓ learn in different ways and at different rates
  - ✓ bring different talents and interests to school.
- work better for a wide range of students than do one-size-fits-all settings.

# Break out session:

## Differentiated instruction

Please examine the scenarios\* below and decide if the teacher is differentiating or not.

- If yes, identify if differentiation takes place in terms of content, process, or product.
- If not, then try to suggest possible ways for differentiation.

<https://goo.gl/forms/PjMMbX98BKb35PQp1>

\*Scenarios adapted from Tomlinson (2014, pp. 2-3)

# Blog post # 4

Keeping in mind your Practicum/teaching context or the most recent context you have taught, which one of the activities in the link below (also posted on Canvas) you would use for peacebuilding? Please explain why.

<https://www.usip.org/public-education/educators/lessons-and-activities>

# Important organizations

- The Center for Justice and Peacebuilding
  - <https://emu.edu/cjp/star/>
- United States Institute of Peace
  - <https://www.usip.org/>
  - ✓ Classroom resources: <https://www.usip.org/public-education/educators/classroom-resources>
  - ✓ Lesson and activities: <https://www.usip.org/public-education/educators/lessons-and-activities>
- Art for Peace
  - ✓ <http://www.unartforpeace.org/e/200>

# Sample lesson plans

- <https://sharemylesson.com/teaching-resource/new-immigrants-share-their-stories-273303>
- <https://sharemylesson.com/teaching-resource/embracing-differences-273304>
- <https://sharemylesson.com/teaching-resource/refugees-story-global-oneness-project-278864>
- <https://sharemylesson.com/todays-news-tomorrows-lesson/resources-talking-and-teaching-about-immigrant-family-separations>



# Canvas

- Peacebuilding kit for middle and high schools
- Sample lesson plans
  - ✓ Refugees
  - ✓ Community building
  - ✓ Community and sense

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