



A bully, a victim and a bystander walk into a school... what do they see?

Giovanni Licata
English UK, October 11th 2019

Back in the summer of '69



On our way out





A new place (for us)



Licata_EnglishUK_Oct_11_2019



Back to 2019





Our experience?

We felt seen

We felt included

...for that quick journey



Who is bullied?

- **Risk factors from stopbullying.gov:**
 - **Students who are perceived to be different**
 - **Students who are perceived to be weak or unable to defend themselves**
 - **Students who belong to certain social groups, e.g. LGBTQ, youth with disabilities, religious and/or ethnic minorities**
 - **Perceived outcasts**



What the literature says

Possibly the largest study to date (80,770 students) in the Netherlands (Mooij,2011) found the following risk factors for bullying:

- physical appearance,
- school performance
- physical or mental disabilities
- religious aspects
- gender issues
- sexual orientation
- individual behavior
- 32.5% of the sample was somehow involved in bullying



But we're not going to talk about bullying today.

We're going to talk about how our schools are immersed in their sociocultural context



**Learning is intrinsically situated in the
sociocultural context and community of
practice
(Johnson, 2006)**

“There are no neutral spaces in schooling, no ways to insulate oneself from the social consequences of one’s activities”

Morgan (2004: p.176)



Can we stop/prevent/act on these causes?

We (probably) can't

But we can definitely do something





Let me come out...

I'm a bit of an impostor...

**I am an advocate for *representation* more than
inclusion, for *identity* more than *tokenism***



Identities are socially constructed and negotiated, shaped by discourse, context-bound and

indicative of how one understands his/her relationship to the macro-societal context

(Norton, 1997, Pennycook, 2001, Johnson, 2003).



**Where am I – as a disabled woman- in the
general culture that surrounds me?
(Jenny Morris, Pride against Prejudice)**



**In groups of 4/5: all different roles in the school
(possibly)**

**Follow a new student's steps in your school: what do
they see or hear?**

**Think about reception, the DoS, floor managers, the
brochures, the pictures on the walls**



Feedback

Are your equality policies mentioned at reception?

Are groups at risks *represented* on your walls, in your brochures, in your *discourse*?



Do we let (potential) victims, (potential) bullies and bystanders know that any identity may be represented, seen and expressed in our school context?



Pictures from IH Rome

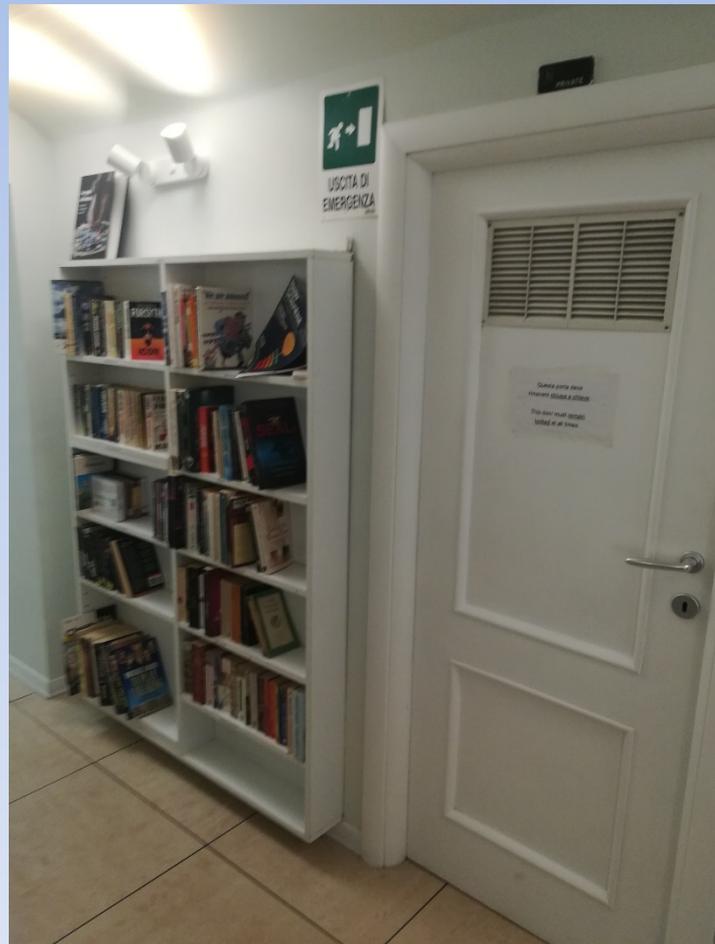




Pictures from IH Rome



Pictures from IH Rome





Pictures from IH Rome

ih International House
Accademia Britannica
Roma

Impara un'altra lingua, apri nuovi orizzonti

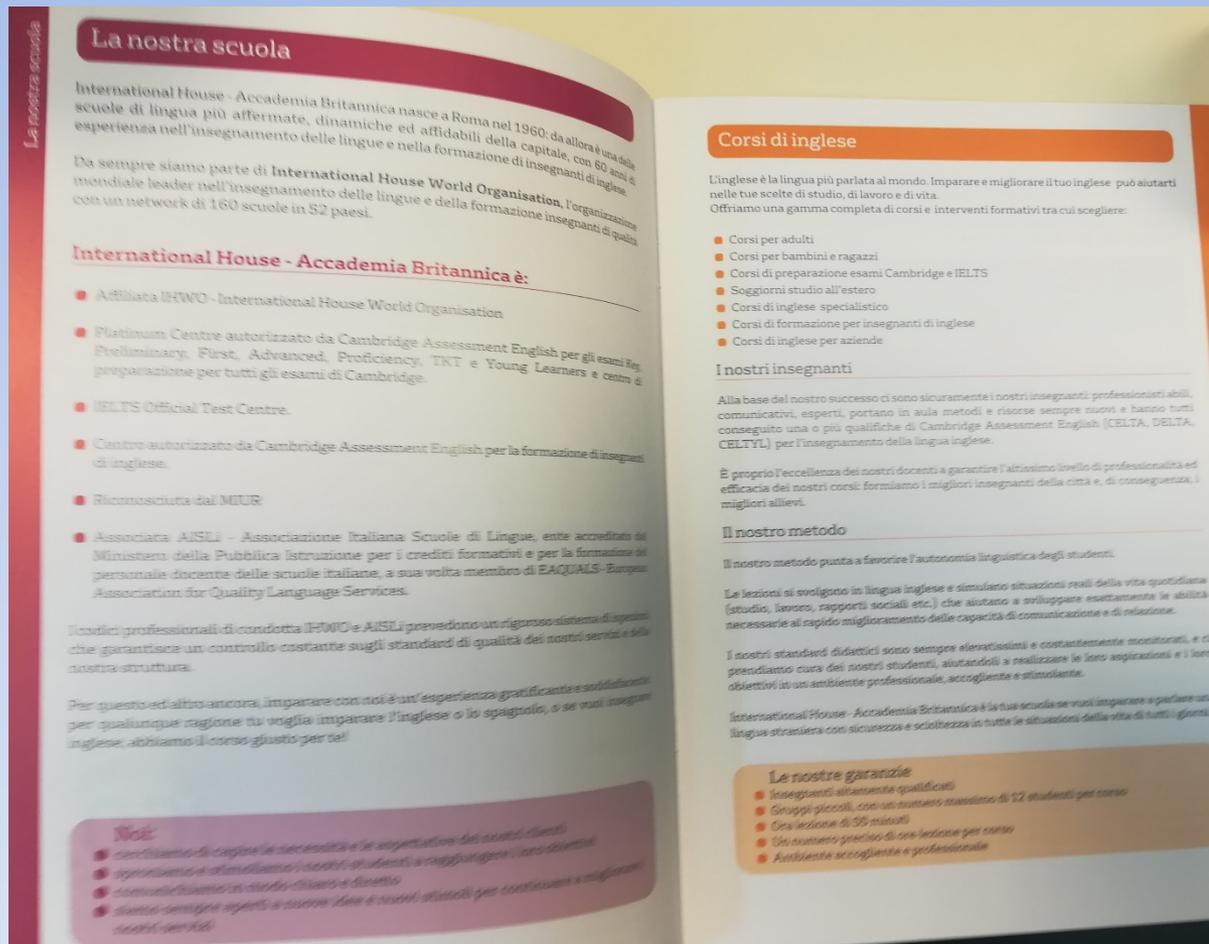
Inglese
Spagnolo
Soggiorni e viaggi studio
Cambridge Exams
IELTS Test

60
YEARS
INTERNATIONAL HOUSE 1960-2020 - 60 YEARS OF EXCELLENCE IN LANGUAGE TEACHING

ih A Member of the
International House World Organisation

The advertisement features a photograph of a convertible car driving on a road towards a sunset. The car's interior and the back of a driver's head are visible. The passenger's hands are raised in the air. The sky is a warm orange and yellow. Below the photo is a decorative border of colorful diagonal stripes. The text is arranged in a clean, modern layout.

Pictures from IH Rome



The Others: who are «the others»?

A simple task for our learners, a challenge to take on for publishers:

- 1) Go through your coursebook
- 2) Who are «the others»?
- 3) Design one coursebook page (reading, speaking, writing, listening task) to include these others



<https://the-unpublished.com>

Advantages of learner-generated materials?

- **No rubric is imposed by the teacher on the learners**
- **Any form of negative backlash is dealt with by the learners**
- **Learners create their own content: we can bury the hatchet on textbooks**
- **Demand high & cognitive challenge**

Sample Lessons: J5, IH Rome

THE OTHERS.

- Twins
- Desert people
- Unemployed
- Bad marks @ Sch.
- Mixed race family
- Gun violence
- Non technological games/people
- Homeless
- Obese people
- Problematic teens
- 3rd World countries
- Outer suburbs
- The elderly
- Immigrants
- refugees
- Transgender
- Ugly people
- Poorer families - Sth. America
- Spartan facilities.
- Solo parent/Divorced
- Gay "families"
- Disabilities
- Bullying
- Gay characters
- People with dark skin
- Racism

Sample Lessons: Marta and Beatrice, 18-IH Rome

Read the text about the movie *Brokeback Mountain*. Use the word given in capitals at the end of the text to form a word that fits in the space that has the same number. There is an example at the beginning.

Brokeback Mountain



Here is a love story from director Ang Lee in which the taboo word "love" is never (0) spoken. In fact, the whole movie is a rich, spacious, (1) way of showing, not telling, feelings that dare not speak their name and doing so with superb intelligence and (2) candour.

Brokeback mountain is an (3) of a piece of writing from 1997 by Annie Proulx that already bears the (4) reputation of being the best short story ever to be published in the New Yorker magazine: the tale of two (5) ranch-hands in the early 1960s, Ennis and Jack, who get a summer's work (6) on Brokeback mountain in Wyoming.

- (0) SPEAK
- (1) PASSION
- (2) MAGNIFICENCE
- (3) ADAPT
- (4) BURDEN
- (5) ITINERARY
- (6) SHEPERD
- (7) DEEP
- (8) APPROVE

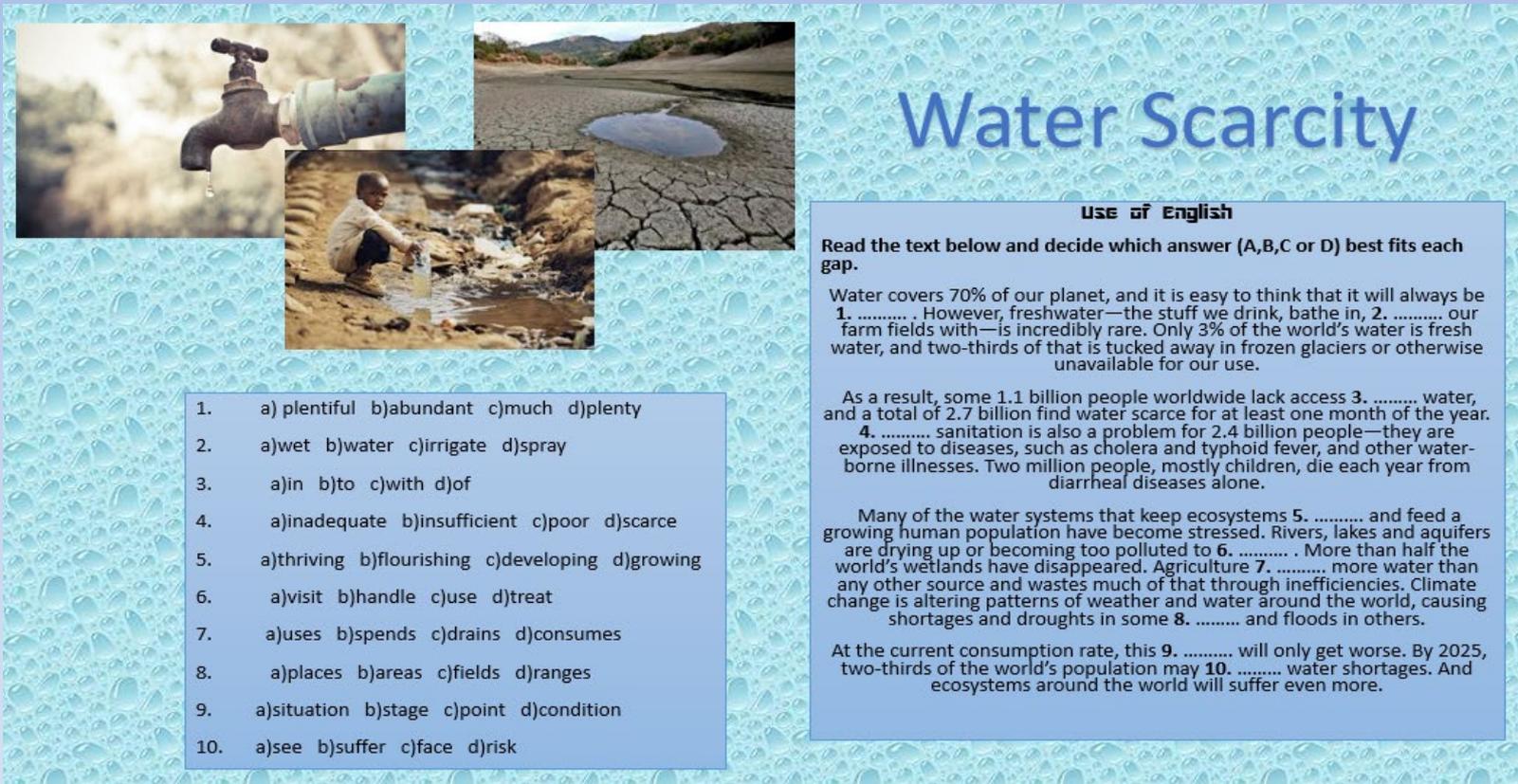
Source:

<https://www.theguardian.com/film/2006/jan/06/3>

SOLUTIONS

- (1) PASSION (passionate)
- (2) MAGNIFICENCE (magnificent)
- (3) ADAPT (adaptation)
- (4) BURDEN (burdensome)
- (5) ITINERARY (itinerant)
- (6) SHEPERD (shepherding)
- (7) DEEP (deeper)

Sample Lessons: Nicola, 17-IH Rome



The collage features three images: a close-up of a dripping faucet, a cracked, dry riverbed with a small puddle, and a person filling a plastic bottle from a natural water source in a dry landscape.

Water Scarcity

Use of English

Read the text below and decide which answer (A,B,C or D) best fits each gap.

Water covers 70% of our planet, and it is easy to think that it will always be **1.** However, freshwater—the stuff we drink, bathe in, **2.** our farm fields with—is incredibly rare. Only 3% of the world’s water is fresh water, and two-thirds of that is tucked away in frozen glaciers or otherwise unavailable for our use.

As a result, some 1.1 billion people worldwide lack access **3.** water, and a total of 2.7 billion find water scarce for at least one month of the year. **4.** sanitation is also a problem for 2.4 billion people—they are exposed to diseases, such as cholera and typhoid fever, and other water-borne illnesses. Two million people, mostly children, die each year from diarrheal diseases alone.

Many of the water systems that keep ecosystems **5.** and feed a growing human population have become stressed. Rivers, lakes and aquifers are drying up or becoming too polluted to **6.** More than half the world’s wetlands have disappeared. Agriculture **7.** more water than any other source and wastes much of that through inefficiencies. Climate change is altering patterns of weather and water around the world, causing shortages and droughts in some **8.** and floods in others.

At the current consumption rate, this **9.** will only get worse. By 2025, two-thirds of the world’s population may **10.** water shortages. And ecosystems around the world will suffer even more.

1. a) plentiful b) abundant c) much d) plenty
2. a) wet b) water c) irrigate d) spray
3. a) in b) to c) with d) of
4. a) inadequate b) insufficient c) poor d) scarce
5. a) thriving b) flourishing c) developing d) growing
6. a) visit b) handle c) use d) treat
7. a) uses b) spends c) drains d) consumes
8. a) places b) areas c) fields d) ranges
9. a) situation b) stage c) point d) condition
10. a) see b) suffer c) face d) risk



**No juniors or teens were harmed in
the making of this lesson**

...not even when queer themes came up!



Delta publishing has taken the leap

**Activities for Inclusive Language Teaching: embracing
diversity in the ELT classroom**

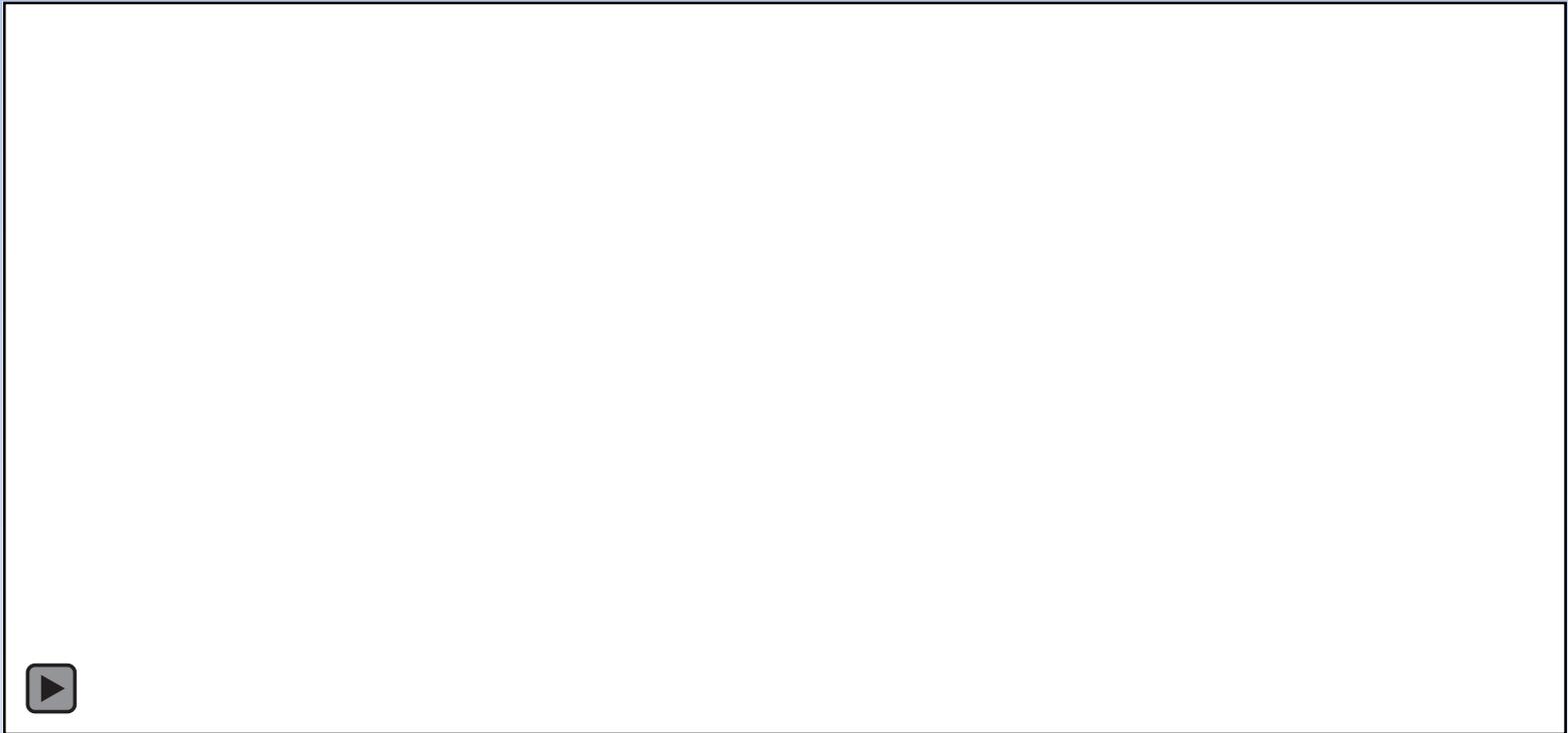
Out in September 2020

Inclusion vs representation

“Welcome to my space” vs “this is our space”

**We’re on a Moebius strip,
not on a two-sided strip**

One continuous side, one boundary, unorientable



**We may not be able to stop bullying
But...**

**We can definitely make our students'
experience a more *inclusive* one**





References

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