

Using the ESSC in the classroom



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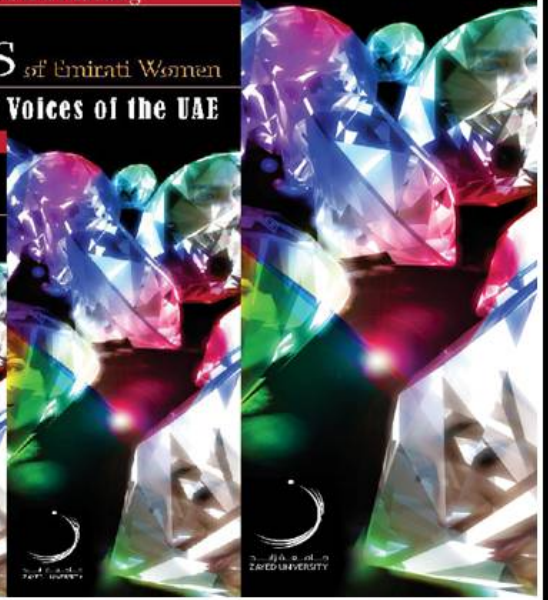
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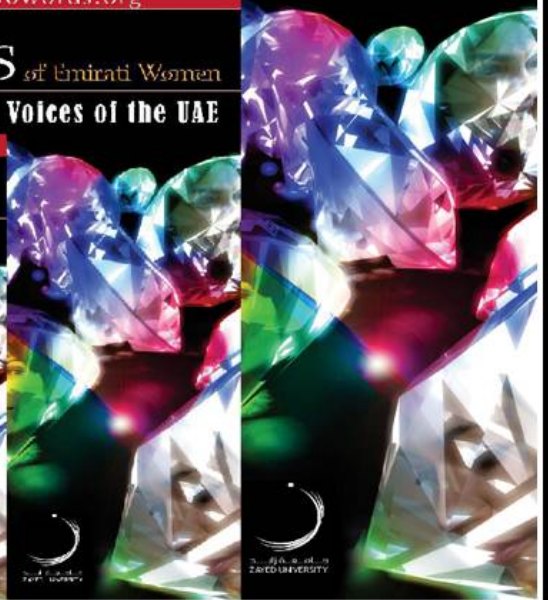
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Why use ESSC?

- ❖ **They are authentic material**
- ❖ **They encourage interaction**
- ❖ **They expand language awareness**
- ❖ **They present values and attitudes**
- ❖ **They are motivating**

Ana Dubawe

“I am from Dubai”

Camels across the dunes. Stately thoughts reach up to the first full stop. The silence shimmers in the heat. Our lips like parchment in the sun. Prepositions and adjectives, pronouns, nouns and verbs are all still. Tumbling through the sand and wind. Rushing down to the oasis in the wadi.

PJH, ELC DXB



“Definitions of Woman”

**...FACET... polished surface of ...DIAMOND...
very expensive ...STONE... piece of
...MOUNTAIN... reason of earth’s stability!!**

.....

...WOMAN...

**Could be a FACET, with no inner meaning!
Could be a DIAMOND, expensive when buying
cheaper when selling! Could be a STONE,
meaning behind strength! Could be a
MOUNTAIN, life’s stability source!**

.....

Ashy, DXB



A Gaze of Time

She walked steadily, dragging her abaya along the sun-baked sand. The wrinkles time had carved upon her face grew deeper as she squinted, staring at the horizon lined with skyscrapers.

“Things have changed,” she sighed. A shadow approached. A tap on her shoulder; “Grandma, it is time to go home.”

Maitha, AUH



A lady in an ABAYA

*I walk the night desert: a dark mist in the
dryness of your existence. You feed from me
because I have an abundance when there is
no light. You fear me for what I might take
from you, but the fear is tempered with love:
a love, secret and black.*

Latefa, AUH



Lost Soul

In this ever-changing multicultural world, I am a lost soul. My father says I am an Arab. My mother says I am English. Most people around the world say I am an oppressed Muslim woman. Conversely, many others say I am a fundamentalist, a terrorist.

**Tell me, who am I?
F. Al Mazrouei, AUH**



Who is She?

A story in her gorgeous dark eyes lined with kohl to make them perfect, long slim fingers patterned with henna, famous for her shyness with each graceful step she takes, abaya and shaila to cover her body and protect her beauty. A girl that fascinates the world by being herself.

evilfox, DXB

Different models of Teaching

- ❖ The cultural model
(teacher-centred)**
- ❖ The language model
(learner-centred)**
- ❖ The personal growth model
(learner-centred)**

ESSC Lesson plan



Stage one: warmer

- **A short discussion**
- **A whole class discussion**
- **A guessing game**
- **A brainstorming of vocabulary**

Stage two: before reading

- **Pre-teaching very difficult words**
- **Predicting**
- **Giving students a “taste”**

Vocabulary exercise

Match words to definitions

drag

squint

sigh

abaya

carve

stare

A long black piece of clothing worn by Muslim women

Look at sth for a long time without moving your eyes

To let out a deep breath slowly and with a sound

Pull sth along the ground

To cut a pattern on the surface of sth

Look at sth with your eyes partly closed in order to see better

Stage three: understanding the text

- **Let students read it to themselves**
- **Check comprehension**
- **More subjective questions follow
e.g. Why do you think X said this?
How do you think the woman
feels?**

Understanding the text

A Gaze of Time

She walked steadily, dragging her abaya along the sun-baked sand. The wrinkles time had carved upon her face grew deeper as she squinted, staring at the horizon lined with skyscrapers.

“Things have changed,” she sighed.

A shadow approached. A tap on her shoulder; “Grandma, it is time to go home.”

Maitha, AUH

1. Who is the main character of the story?
2. Where does the story take place?
3. When does the story happen?
4. Who is narrating the story?
5. Why did Grandma sigh?
6. How have things changed?
7. How would you change the plot?
8. What would happen if.....?

Stage four:

understanding the language

- **Get to grips with difficult words**
- **Look for elements of style**
- **Look at the connotation of words the writer has chosen**

Stage five: follow-up activities

- **Ask students to personalise the text**
- **Who was this story for?**
- **What led to the writing of this story?**
- **What will happen next?**
- **What do you think happened just before?**
- **Ask students to improvise a role-play between two characters in the story**

Stage five: follow-up activities

- **Ask students to write a character description**
- **Have a discussion on issues the story raised and how they relate to the students' lives**
- **Ask students to read the story angrily**
- **Ask students to re-write the story**

Teaching culture / cultural diversity

“I know of no other medium which can give language learners such insight into another culture as the sharing of stories.”

David Heathfield

Students learn:

- **about the past and present**
- **about people’s customs and traditions**
- **to understand and respect people’s differences**
- **to become more aware of their own culture**
- **to compare their culture to the other culture**

“As the English Language becomes more and more widespread and provides a mode of communication that belongs to increasing numbers of people, it should change and expand to accommodate the needs of its new owners whilst enriching the language for everybody.”

Peter J. Hassall

Ithaca

**As you set out for Ithaca
hope the voyage is a long one,
full of adventure, full of discovery...**



**Keep Ithaca always in your mind.
Arriving there is what you are destined for.
But do not hurry the journey at all.
Better if it lasts for years,
so you are old by the time you reach the island,
wealthy with all you have gained on the way...**

C.P. Cavafy

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