

Indian people in the UK

Problem: Why is Chicken Tikka Massala the favourite international dish in the UK? = an analysis of Indian history and integration of Indian people in the UK today.

Final task:

A radio show composed of students' productions (produced during the project)

- **An oral presentation:** 1 historical expert talking about the link between India and the UK (dates, precise facts, Gandhi, preterit tense)
- **An oral interaction:** 1 journalist interviewing an Indian person about Indian people's integration in the UK nowadays (present tense, questions, intonation in questions, short answers)
- **An oral interaction – Game:** the host playing with a candidate on the phone to win a trip to India.
5 words game (food, clothes, festivals, non-verbal communication, values, famous places).
The candidate is a 1st-year student (6è) who has benefitted from a one-to-one lesson with a 4th-year student (3è)

Destination: each show will be listened to by 4th years (on intranet / Educ Horus). The auditors will have to post comments about the show and will get an answer from the host or one of his partners. The comments can be questions or simply the expression of a feeling. (= written interaction).

Compétences socle:

CE Peut lire des textes factuels directs sur des sujets relatifs à son domaine et à ses intérêts avec un niveau satisfaisant de compréhension.

CO Peut comprendre une information factuelle sur des sujets simples en distinguant l'idée générale et les points de détail, à condition que l'articulation soit claire et l'accent courant.

EO Peut assez aisément mener à bien une description directe et non compliquée de sujets variés dans son domaine en la présentant comme une succession linéaire de points.

Main objectives of the sequence: During a professional trip to Denmark where we had the opportunity to observe an English teacher for a whole week, we have been struck by the level of autonomy the Danish students can show. Their teacher referred to her teaching method as “the ‘they teach themselves method’” and during the week, it became our new motto. Back in France, we were very motivated to experiment this new method with our students. What amazed us exactly was the way the teacher could step aside to let the students create their knowledge all together. It is quite incredible but the students were given and explained the activities they had to do and then they could go **ANYWHERE** in the school (even to some places where they were no adults) and they had to come back 10 minutes before the end of the lesson to speak about their findings all together...

We have, of course, adapted the activities and the whole idea of the “they teach themselves method” to **OUR** students. Indeed, we work in a “**REP**” and our students are not always willing to work on their own so we had to think of different ways to be sure they would work and not spend their time chatting or doing anything else on the tablets.

Speaking of tablets and new technologies, they are quite important in our sequence as they are our way to make students autonomous and an incentive for them to actually do the job they are given. You will see how in the description of the sequence.

The other influence we had for the creation of this sequence is the reading of an amazing book written by a French primary school teacher, Céline

Alvarez, *Les Lois Naturelles de l'Enfant* (<https://www.celinealvarez.org>). In a few words, in her book Mrs Alvarez praises the importance of autonomy in the learning process. She explains that autonomy is the basic incentive to learn and that we tend to diminish our students' will to learn when we teach in a teacher-centered manner. We know, it is not a new idea and that many teachers try to use more student-centered methods nowadays but the interesting point in her book is the belief that pupils of different ages should work together and that we should stop teaching "age-group" classes. Indeed, she proves that working with pupils from different ages (her experiment was with pupils of 3, 4 and 5 years old) is beneficial to everybody: the younger pupils acquire new knowledge by observing the older ones, the older pupils reinforce their knowledge by explaining them to the young ones and become more confident and show pride. The teachers, finally, are relieved as they are not the only conductors anymore, the class has become full of mini teachers! In this way, the teachers (the adult ones) can rely on the different groups' leaders and use their time and energy to help the pupils in need and observe their students working. This allows them to understand better the origins of their pupils' mistakes and helps them personalize their teaching (this idea is also the basis of a program called "Apprenance"). So, we have tried to integrate this idea in our sequence by planning a lesson during which a 4th year student will "teach" on a one-to-one basis a 1st-year student. The 1st year student will play a role in the 4th year's final task.

To conclude, our sequence is based on the use of new technologies in order to give a greater autonomy to our students and to personalize our teaching. A special attention has been given to our stepping aside and letting the students fill in the space by, among other things, giving them the opportunity to become teachers for a lesson.

Description of the project

Lesson 1

Objective: introducing the topic – Oral interaction

One image related to India (Taj Mahal) is hidden behind questions (with powerpoint / file 2)

12 general questions about travelling:

- Do you like travelling? Where have you been travelling?
- What is your favourite foreign dish?
- What foreign languages can you speak?
- Have you ever flown / travelled by plane?
- Where are your dream destinations in the world?
- If you could see a match abroad, what sport would you choose?
- What famous monuments have you already visited?
- Do you prefer selfies or landscapes on your trip's photographs?
- Do you prefer travelling with a small bag or a huge suitcase (to bring everything you might need)?
- Do you prefer travelling with your family or with friends, why?
- What sort of souvenirs do you like buying for yourself, your family and friends when you are on holidays?
- Do you prefer shopping malls or museums?

- 1) Discovering the questions, repeating them to practise the pronunciation
- 2) Pair work: two students ask these questions to one another.
- 3) Chainspeaking: one student chooses a question and asks it to another student = each time a question is answered, part of the picture is revealed.

Mindmap: Presentation of the project and of the final task + the use of a mindmap (file 3) that will be filled in throughout the sequence and used as a kind of guiding map for the creation of the final task

Seating map: The students need to choose classmates and sit with them in groups of 4, until the final task that they will prepare and perform together !

Lesson 2: with TABLETS or IT ROOM

Objective: Oral comprehension to get historical information

Video (file 4) <https://www.youtube.com/watch?v=z7MlyQS9p5E>

- 1) The video is divided into 4 parts: historical/geographical facts, the link between the UK and India throughout time, Mahatma Gandhi and his role in the Independence and finally India today.

In the groups of 4, each student becomes the expert of 1 part of the video.

He watches the video, takes notes (words he recognizes, main ideas etc)

Thanks to the tablets, they can watch the video at their own pace, as many times as needed and benefit from a better quality of listening.

- 2) The experts of 1 part of the video join to put their answers in common. A worksheet is given to them in order to guide them and be sure they have understood what they needed to understand for the project. It is also be our written record (worksheet, file 5). **Thanks to the tablets,** they can watch the video again. If they are stuck, the help sheet (file 6) is given to them.

They need to be prepared to do an oral presentation of their answers, to the rest of the class, during the next lesson!

Lesson 3

Objective: preparing the first task (historical expert) – oral interaction, oral comprehension – taking down notes

- 1) The experts join again to review their answers.
- 2) 2 experts are chosen in each group to do the oral presentation (by the students? by the teacher?) + 1 secretary (who is going to type the answers on the computer of the classroom. The answers won't be projected during the oral presentation, but right after it, not to spoil the quality of their listening).
- 3) The historical experts go to the board, then the expert of the link between the UK and India, then the experts of Mahatma Gandhi, and finally the experts of India today. The rest of the class has to complete their worksheet (they know they will be tested on it next class!)
- 4) Each student has to choose 10 pieces of information (2 minimum from each expert), to memorize for an historical test next lesson.

Lessons 4, 5, 6, 7

Objective: 3 lessons in AUTONOMY and STUDENT-CENTERED method, during which the students can study 3 documents at their own pace and in the order they fancy, about integration in the UK (task 2)

- 1) Use of the app KAHOOT or PLICKERS to review the main historical facts on India, before the test
- 2) Test
- 3) Students have 5 documents on the tablets (2 texts (files 7 and 8), 2 oral documents (files 9 and 10) and pictures (file 11)). They are told

they have 3 lessons to work on three of them, the topic being the same: integration of the Indian community in the UK. They can choose what document they want to start with, work on them at their own pace, choose their level (A2, B1) and finally choose the help they will get (from a total freedom “read/listen to the doc and write a summary of what you understand” to a very guided worksheet with questions, the middle help being some tips to analyse the document).

The quickest students will be able to work on the 5 of them.

Fun activity if time: work on the Indian accent (file 12).

<https://www.youtube.com/watch?v=z7MlyQS9p5E>

- 4) To check the work of the students and give them an incentive to work. Each student will be responsible for sharing a special piece of information with the rest of the class (file 13) on a Padlet created for the project.

At the end of lesson 6 (so on the last day of those lessons in autonomy), as homework, the students will be asked to go on the padlet, check their classmates' answers (correction between peers) and take down notes on their doubts. The teacher will correct too and this will help the whole class be effective the next day for the correction (the purpose being to speak only of the wrong answers so as to spend less time on the correction in itself).

Lesson 7: The class debates about the wrong answers then it is time for memorisation –through a quiz via socrative app and available from their home. (<https://www.socrative.com>).

Lesson 8

Objective: older students tutor younger students to prepare the game about Indian Culture (task 3)

Fourth years discover the text at home and they have to work on their understanding of the text as the next day they will have to help the 1st years understand the text so they mustn't have difficulties themselves. The hard words and expressions, grammar points will be underlined in the text to allow them to anticipate the problems the 1st years will have to face (file 14). They will also be responsible to check that 1st years know how to look for a word in the dictionary. In class, they help first years read and understand the text.

- First years benefit from pieces of advice from older students.
- Fourth years have to think about reading strategies to explain them to younger students.

*Preparation time: First years will benefit from a lesson about India, before working with fourth years and will be explained their role in the 4th years' final tasks. The game is **THEIR** final task and so they will be marked on their oral skills, their understanding and their cultural knowledge.*

Lessons 9 and 10

Final task

- 1) In groups of 4, each student needs to choose a role.

Role 1: the host. He's going to host, introduce and conclude the radio show, asks questions during the final game, distributes the right to speak during the show etc.

Role 2: historical expert = the student uses pieces of information gathered in task 1, to do a short historical introduction, during the radio show.

Roles 3 and 4: 1 journalist / 1 Person of Indian origin living in the UK are going to use the pieces of information gathered in task 2, to prepare an interview on integration in the UK.

The interviewee has to be from Indian origin and needs to work on his accent!

- 2) Each student gets a preparation time to prepare his part of the radio show individually – except for the interview, the 2 pupils can work together. This means that each student is responsible for his part of the show (and this allows the teacher to mark the students individually.)
- 3) Each group gets a rehearsal time, to practise together as a team.
- 4) The shows will be recorded next class in autonomy, **with the TABLETS.** The students have to add different noises to make their recordings sound like real radio shows (jingle, ringtone...). The 1st year student intervene for their part. The shows will be sent to their teacher via airdrop.
- 5) The shows will be posted **on the school's intranet** and students (1st years and fourth years) will be the auditors. Each fourth year will have to post a comment on another group's show and will have to do the follow up on their own show (written interaction in English that will be part of the mark!)

