
ELT Research Across Fracture Lines:

Themes and methods for difficult times and under travel constraints

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English Across the Fracture Lines

edited by Elizabeth J. Erling



https://www.teachingenglish.org.uk/sites/teacheng/files/Pub_English_Across_Fracture_Lines.pdf

OUTLINE

1. **Beth** (the editor of the volume):
 - introduce the book
 - point out some of the chapters that have much current relevance.
2. **Grazia** (one of the chapter authors):
 - provide some more details from her research, which she conducted online with participants facing difficulties and travel constraints.
 - Ethical, methodological, technical and personal considerations
3. **Grazia and Beth**
 - Recommendations for further research and questions

CONTEXTS

- Afghanistan
- Australia
- Bangladesh
- Democratic Republic Congo
- Iraq
- Lao PD
- Lebanon
- Malta
- North Korea (DPRK)
- Sierra Leone
- UK

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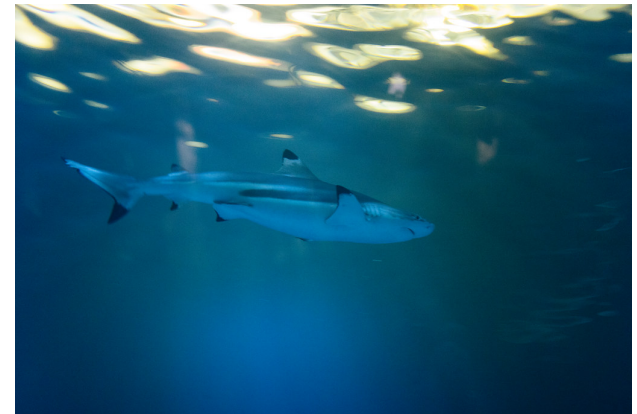
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ELT AS AWARENESS RAISING

- Environmental fragility and English language education
- Roslyn Appleby



“Shark”, by Conal Gallagher
<https://www.flickr.com/photos/conalg/13902977846>

ELT AS SUPPORTING THE DEVELOPMENT OF EMPATHY AND COHESION

- When ‘home is the mouth of a shark’: understanding migration through the use of multicultural poetry
- Daniel Xerri

”

You have to understand, that no one puts their children in a boat unless the water is safer than the land.

- Warsan Shire, *Home*

[#WarsanShire](https://www.picuki.com/tag/WarsanShire), Instagram post
<https://www.picuki.com/tag/WarsanShire>

ELT AS PROMOTING FORGIVENESS

- Forgiveness as pedagogy in the English language classroom
- Barbara Birch and Ilham Nasser



"Vive la resistance Palestinienne" by Tato_p2p,
<https://www.flickr.com/photos/30217172@N02/5683417153>

THE NEED FOR ELT TEACHERS TO LOOK AFTER THEMSELVES

- The emotional health of English language teachers working in tough environments
- Karin Harvey and Marie Delaney



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THE COMMITMENT OF ELT TEACHERS IN FRAGILE AND DANGEROUS CONTEXTS

- English language teachers on the fracture lines: Voices and views from Afghanistan and Iraq
- Amy Jo Minett



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ENGLISH LANGUAGE TEACHING RESEARCH AS PROVIDING VOICE AND HOPE

- Pedagogies of hope and resistance: English language education in the context of the Gaza Strip, Palestine
- Maria Grazia Imperiale, Alison Phipps, Nazmi Al-Masri and Giovanna Fassetta

Methodological and ethical considerations for research with people living in fragile contexts and contexts of forced immobility

Dr Maria Grazia Imperiale

University of Edinburgh

OVERVIEW

- Ethical considerations for researching in fragile contexts and contexts of forced immobility
- Methodological considerations: adopting participatory approaches in difficult circumstances
- Examples from a research project with participants living in the Gaza Strip (Palestine)

ETHICS OF RESEARCH IN FRAGILE CONTEXTS AND IN CONTEXTS OF FORCED IMMOBILITY

- GCRF Framework for Research Ethics in Fragile Contexts
- Ethics as an ongoing process
- Ethics and Relationships (MacDonald and O'Regan, 2012):
immanent ethics of responsibility
- Several challenges (e.g. unequal burdens, incentive structures; do not harm vs. benefitting participants and communities, knowledge of the context; lack of specific training etc.) (cf. Hultgren, Erling and Chowdhury, 2016)

ADDITIONAL ETHICAL CHALLENGES COVID-19

- Uncertainty related to funding
- What will research look like?
- Impact on country partners (especially in the Global South)
- Imperative for UK-based researchers to explicitly declare their research vision.

PARTICIPATORY APPROACHES

- A participatory paradigm
- Emancipatory aims, grounded in participation
- Research as a social practice and a practice changing practice (Kemmis et al, 2014)

How does *participatory* research look when conducted online?

THE CONTEXT OF THE GAZA STRIP (PALESTINE)

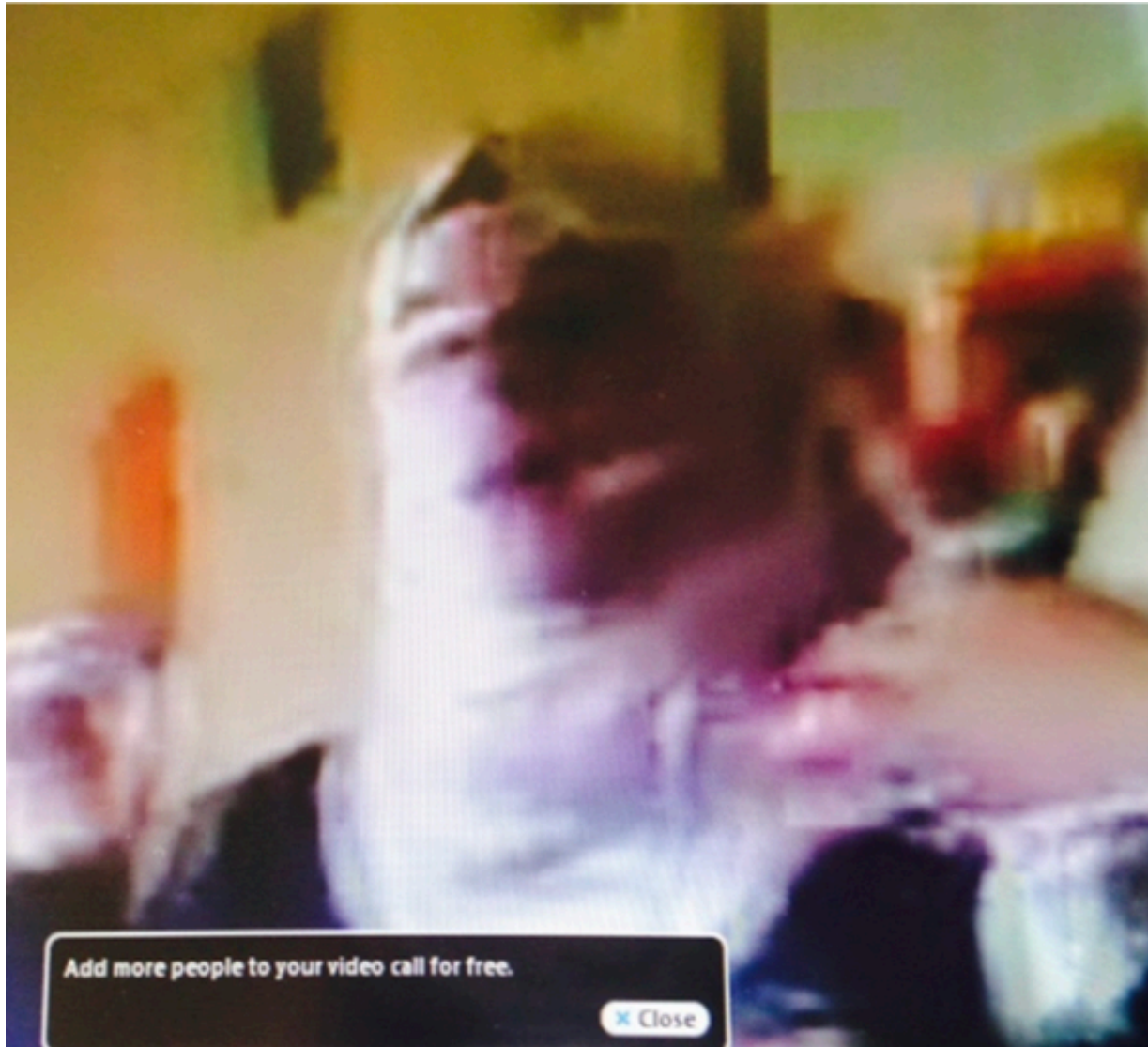
- Ongoing blockade since 2007
- 'Forced immobility' (Feldman, 2016)
- Situation of 'de-development' (Roy, 1995; UN, 2017)

‘STATISTICAL IMPOSSIBILITY’

More than two-thirds of the population is made up of refugees; 70% live in poverty; 20% live in ‘deep poverty’; just about everybody has to survive on humanitarian handouts; adult unemployment hovers around 50% give or take a few percentage points; 60% of the population is under the age of 18. This is the Gaza where on a good day there is no electricity ‘only’ 20 hours a day; where, before the latest Israeli military operation, in summer 2014, there was already a shortage of 70,000 homes; where 60% of the population suffers from food insecurity; where 95% of piped water is below international quality standards; where every child aged 8 or [older] has already witnessed three massive wars. (Tawil Souri and Matar, 2016: 3)

THE PROJECT

- A cycle of critical participatory action research
- Series of 8 online workshops on ‘Using the Arts of Resistance in English language teaching’
- Participants: 13 pre-service English teachers



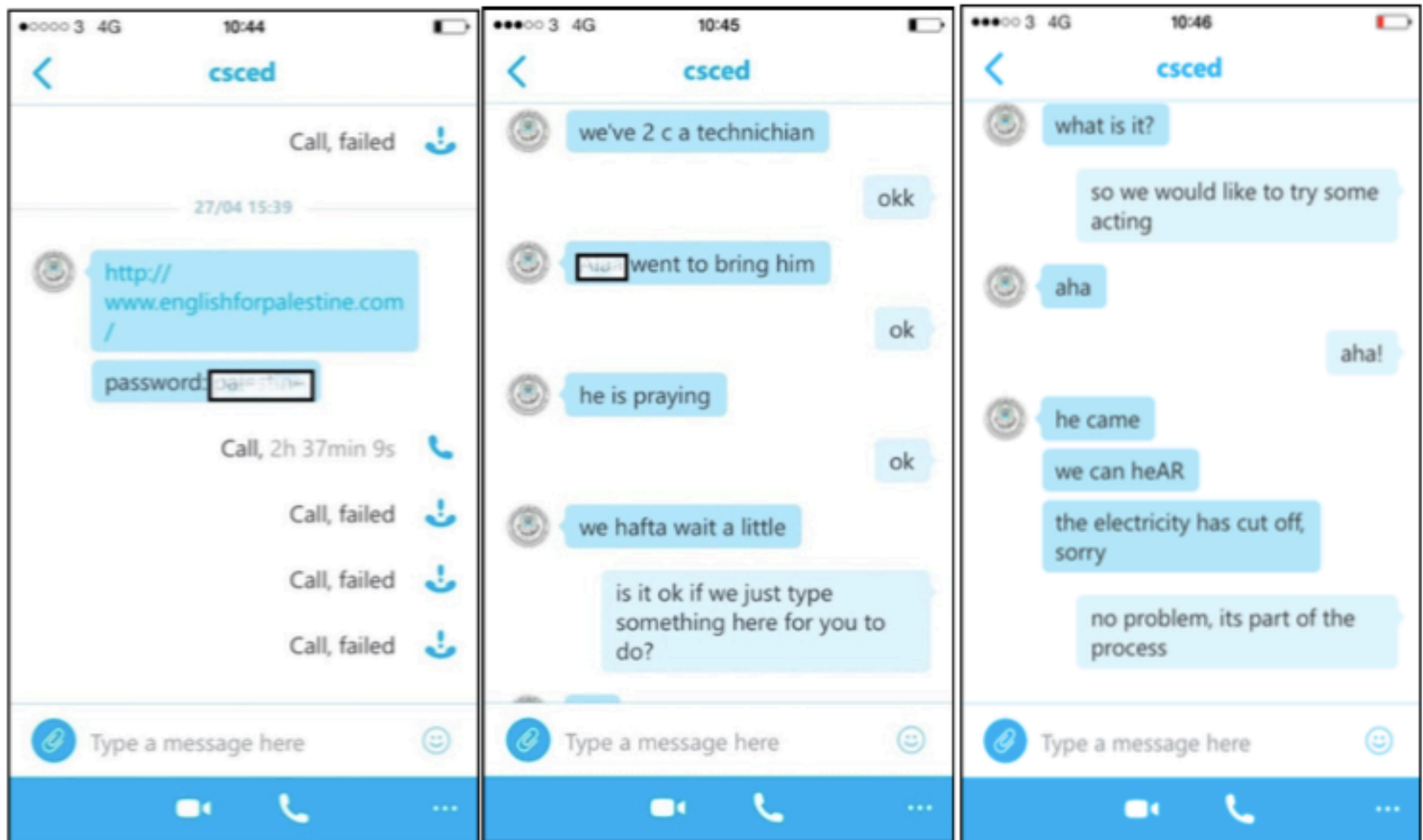


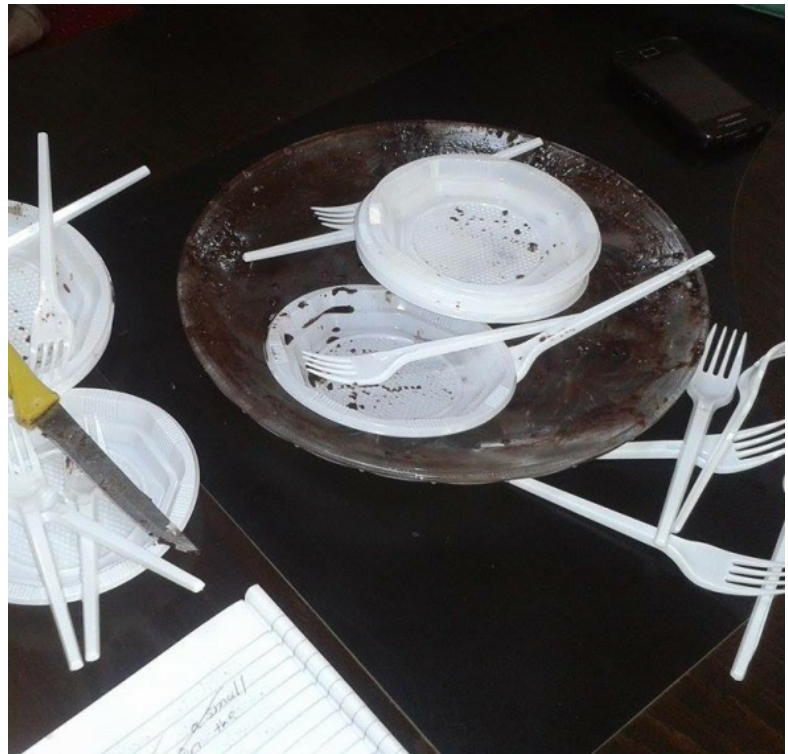
Figure 2: Screenshots of the Skype chat during the third workshop.



HOSPITALITY AND ETHICS

Cake time. F. slices the chocolate cake she made. I am overwhelmed by happiness in seeing the joy they [the participants] spread. Music in the background. N. invites me to get a cup of tea, so at least I can share a tea with them. I put my pen down, it is not the time to take notes anymore. I want just to be filled with their laughter and my tea. Everybody is smiling. Tears are coming soon.

(My field notes, last workshop)



HOW TO TAKE THIS TYPE OF RESEARCH FORWARD?

- Politics of solidarity (Adam Branch)
- Invitation to explore guidance that we might receive from fragile contexts, from contexts of forced immobility, from indigenous studies.

CONCLUSION: CHAPTERS FROM THIS VOLUME SUGGEST THAT THE ELT CLASSROOM CAN...

- help develop students' attitudes and beliefs in relation to migration, integration, the environment and peace.
- offer the possibility for individuals to explore values of openness, tolerance, and critical thinking.
- be used to create a space in which new ideas, concepts and ideologies can be voiced, allowing forgiveness and transition to be discussed and imagined.
- cultivate relationships across fracture lines that can support us through challenging times.

- **We need more research dedicated to exploring these issue in hard-to-reach contexts!**
- **Covid-19 might give us the impetus and inspiration to find out more about how to conduct such research. Can we turn this challenge into an opportunity?**

QUESTIONS?

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