

Incorporating Indigenous cultural awareness into ELICOS curricula through live listening and storytelling

Josh Wanganeen & Tristan Quigley, August 31, 2023



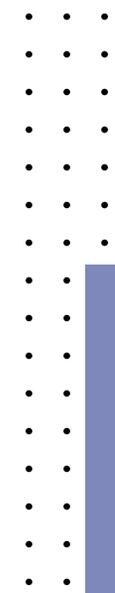
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Celebrating 40 years of quality and innovation in ELICOS

ACKNOWLEDGEMENT OF COUNTRY



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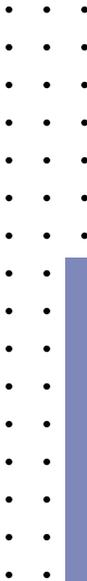
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A WORD
FROM JOSH



CONTEXT

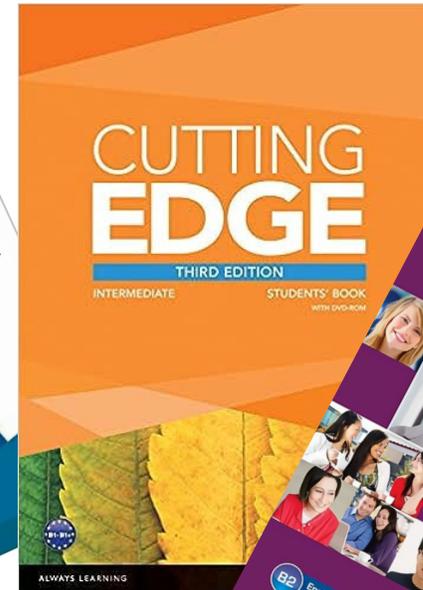
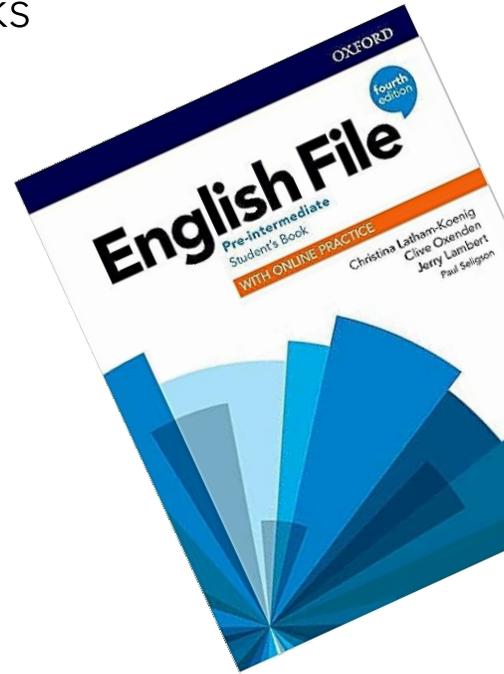


IT ALWAYS STARTS
WITH FOOTY



SO WHY IS ABORIGINAL CULTURE MISSING?

- Internationally-aimed coursebooks
- Lack of personal knowledge/comfort
- Perceived lack of room in the syllabus
- Perceived lack of student interest
- Lack of funding



SO WHAT DID WE COME UP WITH?



STORYTELLING IN ELT

- Engaging tool that adds a human and experiential element to learning. (Wajnryb 2003:4-5)
- Encourages students to interact with content on a more personal level. (Ibid)
- 'Language is the material by which story is forged, mediating experience and enabling that same subjective experience to be accessed by others (Ibid:6)



ABORIGINAL STORYTELLING

- The world's oldest living oral tradition
- The classroom is country itself and learning takes place through stories and experience



LIVE LISTENING

- Ensures 'genuine communication' for learners and mirrors real-life listening (Harmer 2001:230).
- Students are participants in authentic conversation, rather than 'eavesdroppers' to a recording (Rixon 1986:13).
- Provides students with a fresh new voice and perspective in the classroom and acts as a 'bridge' to the 'real, outside world' (Wilson 2008:46).
- Allows for digression, clarification and a non-linear progression, which is a key element of Aboriginal pedagogical tradition.
- Having a First Nations speaker ensures cultural authenticity and avoiding misrepresentation/cultural appropriation.



JOSH TO VISIT DISCOVER ENGLISH
AS GUEST SPEAKER AND STORYTELLER





Painting by Alkina
Edwards (Alkinas
Creations)



PRE-LISTENING ACTIVITIES

- Two classes involved (Cambridge FCE Prep and GE Upper Intermediate)
- Provided both teachers with a painting the day before that Josh would tell a story about.
- Both teachers encouraged students to think of questions they'd like to ask Josh (as suggested in Starford & Hoy 2019:31).

Painting by Alkina Edwards (Alkinas Creations)



DADIRRI

- 'Inner, deep listening and quiet, still awareness' - Dr Miriam-Rose Ungunmerr (1988)
- Concept from the Daly River region of WA but prevalent across Aboriginal Australia



DADIRRI VS TRADITIONAL ELT LISTENING METHODOLOGY

- Imagine a CELTA candidate telling the students to simply sit back, breathe deeply and try to connect with a story on a personal, almost meditative level...
- Reminiscent of 'extensive listening/reading' in its focus on enjoyment and reliance on internal motivation.
- Why not hybridise the session with an element of traditional Aboriginal pedagogy to work alongside more commonly accepted CLT approaches to listening and its micro-skills?



THE LESSON



RECEPTION



POST-LISTENING AND FOLLOW-UP OPTIONS

- Recorded the lesson with permission from Josh for use in later lessons with same classes
- Can re-use various stories, provide students with clarification/additional listening opportunities
- Can use segments to focus on elements of authentic, connected/natural speech



LOOKING TOWARDS THE FUTURE

- Student interest is clearly there – all about finding the speakers
- These speakers need to be paid their worth – visits require cultural knowledge and expertise, as well as performative and storytelling skills.
- Government and community organisations are underfunded and overworked.
- Grants are the obvious answer for private ELICOS institutes.



THANK YOU!

Any questions?



REFERENCES

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