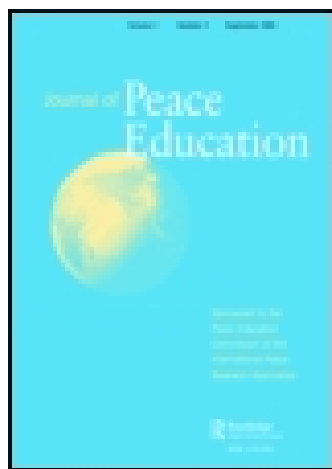


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Environmental peace education in foreign language learners’ English grammar lessons

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English language teachers create contexts to teach grammar so that meaningful learning occurs. In this study, English grammar is contextualized through environmental peace education activities to raise students’ awareness of global issues. Two sources provided data to evaluate the success of this instructional process. Fourth-year pre-service English language teachers ($n = 50$) learned about relevant classroom activities and evaluated their applicability in foreign language classrooms. Secondly, tenth-grade students ($n = 46$) completed these activities with pre-service teachers and then evaluated the overall learning process. The students were enrolled in the English language course offered in the second year of their four-year secondary school education. Pre-service ELT (English language teaching) teachers’ evaluations were collected through 15 Likert-type questions. Tenth-grade students answered four structured, but open-ended questions. The quantitative data were analyzed using SPSS 13.5, and the qualitative data were studied through multiple readings of the data. The findings from this study indicate that learning English grammar in relation to environmental peace education is an effective strategy that can be used in foreign language teaching.

Keywords: environmental education; peace; foreign language; grammar; social responsibility; English; Turkey

Introduction

Both in theory and practice, teaching has been conceptualized and practiced in more deliberate forms in the contemporary world. Freire’s (1999) critical pedagogy confronted traditional education that is characterized by classrooms where the teacher teaches, knows everything, thinks, talks, disciplines, prepares and guides the content. In contrast is the role of the student, who learns, knows nothing, is thought about, listens, is disciplined, and adapts to the content. Critical pedagogy can be better understood when the relationship between the school and society is taken into consideration. From the perspective of critical pedagogy, schooling should raise political awareness of political and social ills that people face in daily life. Similarly, peace educators aim to raise awareness so that not only local, but also global problems are solved. Echoing Freire’s aforementioned clash with traditional teaching practices, peace education has contributed to the development of newer forms of teaching practices by, as Synott (2005, 10) claims, consistently asserting ‘the importance of critiquing the compartmentalised silo views of knowledge’ and conceptualizing knowledge as ‘interdisciplinary and holistic’.

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Along with many aspects of foreign language teaching, ways of teaching grammar have changed rapidly in the last few decades. A bifurcation of grammar teaching approaches, such as rule-based versus discourse-based, linguistic versus pedagogical, prescriptive versus descriptive (Becker and Bieswanger 2006), and structural versus functional/notional (Keskil 2000), has affected the content and instruction of foreign language teaching. The former approaches in each pair focus on the language system, whereas the latter strategies see grammar as one facet of discourse in communicative interaction. Hence, foreign language teaching is planned so as to occur in social interaction.

Contextualized grammar teaching (CGT), which can be seen as the brain-child of the latter approaches mentioned above, prioritizes the discursive formation of language teaching tasks and activities that aim to teach grammar in a socially meaningful way. Hence, grammar learning is to occur as students make use of the language in a meaningful task, such as problem solving or preparing written materials. Often, these tasks or activities are presented in ‘meaningful’ dialogs occurring in certain situations (at the reception desk, in the bank, etc.), signaling language situated within social interaction and action.

The connection between peace education and foreign language teaching can be found in these newer forms of theory and practice of foreign language teaching because foreign language teaching has started to scrutinize individuals’ place in their social and natural environments. Among many contemporary issues currently examined in foreign language teaching, the analysis of language in socio-political development is the most visible one. A closer look at foreign language teaching magazines and journals will reveal that language teachers are seen as socially responsible agents who are expected to bring positive change in society through content and instruction. For instance, Cates (1997) cites the words of William Kirby, Commissioner of the Texas Education Agency, to show the rationale behind global education through socially responsible teaching:

What good is it to teach our students to read if they only read degrading pornography?
 What good is it to teach students to write if they use their knowledge to write racist graffiti?
 What good is it to teach students arithmetic if they use their skills only to embezzle others?

Socially responsible teaching (SRT) seeks ways to change classroom interaction so that students focus on (and hopefully act against) real world problems such as hunger, gender inequality, immigration issues, racism, ageism, and pollution. SRT and CGT are relevant because one can successfully teach grammar in a real-world context within the paradigm of pedagogical grammar. Such an application is promising because the students’ attention is directed towards real life, in which they are treated as active agents with many responsibilities.

Peace educators, as argued by Spence and Makuwara (2005, 29) see ‘impact’ and ‘change’ as ‘ultimate destinies’ requiring ‘a critical reflection on how we create peace knowledge or content’. In this article, the effectiveness of CGT through SRT is evaluated through applying environmental peace education activities carried out in collaboration with pre-service ELT teachers and tenth-grade students.

Environmental peace education

The goal of environmental peace education, as articulated by Harris (2004, 13), is ‘teaching environmental understanding so that a peace literate person can become

aware of the planet's plight, its social and ecological problems, and has a commitment to do something about them'. As suggested by Carter (2004), environmental peace education in literature and language arts classrooms can take many forms, including the use of poetry, arts, and explicit instruction of various peace-related topics.

A view that underlines the importance of interconnectedness amongst various forms of knowledge is fundamental to peace education. As Synott (2005, 11) suggests, 'the analysis of widespread violence in a community requires understanding of the relations that may exist in a community between such factors as environmental breakdown, ethnic communities, commercial interests and emergence of conflicts'. Hence, peace education should use activities that promote socially responsible thinking in the context in which we live. Peace education is socially responsible teaching and learning that encourages students to take responsibility, give effort, and produce effects in society. Although all peace education research is used to build a peaceful society, its methodology is defined by communities themselves (Fuller 1992), showing various characteristics in applications.

Socially responsible teaching (SRT)

Starting with Dewey in the West, the relationship between school and society has been under continuous interaction and restructuring. As it pertains to ELT research, teachers' roles as social agents in the classroom emerged as a discussion point in the 1970s, with the wave of feminist research and action. Since then, the role of teachers as bearers of social action into the classroom has been seriously interrogated. Brown (1997) argues that language teachers and teacher educators are driven by convictions about what this world should look like, how its people should behave, how its governments should control that behavior, and how its inhabitants should be partners in the stewardship of the planet.

Incorporating social issues into educational materials is not a new ELT concept. Cates (1995) states that textbooks around the world use issues of peace and international understanding as themes for language lessons. However, although educational activities have always envisioned a world that is desirable, SRT goes one step further by trying to rehearse, in a critical way, what can be done in and out of schools to establish a desired society and environment. For Anderson (1996), the truism about today's youth becoming tomorrow's leaders demands success from global issues educators. Thus, socially responsible teaching assumes that students are active agents who have power to solve our social and ecological problems if they are encouraged to focus on such issues.

As Cates (1997) suggests, the rapid growth of global education in ELT materials and classroom activities (within the field of English education) has helped to stimulate ELT in many ways. For instance, it has encouraged educators to reconsider the basic aims of teaching English, sparked a debate about the mission of the profession, and promoted a healthy discussion about meaningful content and educational relevance. SRT walks hand in hand with critical thinking. Critical thinking, together with media literacy, could protect students from the influence not only of teachers with extreme views but also of those who manipulate mainstream media and the Internet for political or commercial gain (Peaty 2004). As such, SRT is a form of critical thinking that focuses on universal (as well as local) problems that affect the lives of all individuals living on this planet. However, it must be noted that critical thinking can be applied to all courses, including ELT courses. An application of such critical thinking can be considered as SRT, which is the focus of this present article. Because language

teaching can be contextualized through many types of activities, SRT can be considered as a medium of contextualization through which students and teachers collaborate.

How can grammar be contextualized?

Ur (1996) suggests that it is important for language learners to have contextualized examples of the grammar structure and instructional processes in which visual materials can contribute to understanding. This model seeks to promote effective grammar instruction, and states that explicit grammatical knowledge is realized through communicative activities in which rules of use are presented in the context of discourse (Chen 1995). Thus, grammatical points should be taught through activities that represent how native speakers use them in their daily lives or while completing real-life tasks. Poster making, writing a letter of complaint, filing a law suit, filling in a report card, demanding a written answer, ordering a piece of technology from a company on the Internet, or gossiping about recent events around the neighborhood are examples of situations in which language rules are contextualized. Hence, contextualizing grammar is an effort to represent language use in real-life contexts in which the meaning and structure of the use is determined and articulated by the social and linguistic qualities of the context itself.

Harmer (1991) defines the chief task of language teachers as having two requisites: showing learners what the language means and how it is used. The model for 'correct' usage is regarded as native speakers' language use; for this reason, the most appropriate way to teach grammar can be defined as presenting language in context. Davies and Pearse (2000, 206) define *context* as 'what surrounds something' and use the example of 'it is hard' meaning either 'it is difficult' or 'it is rigid', according to the context of the sentence. Thus, the context of a linguistic event is characterized by the place, situation, format, mode, and appearance of the linguistic production. With the help of contextual grammar teaching, learners have a more precise understanding of the semantic meaning of language usage. When using the notion of contextualized grammar, the teacher's task is to plan meaningful activities that allow learners to engage in authentic and real-life communication (Yule 1998). Although it is true that all grammar teaching is contextual in one way or another, the teacher can contextualize the lesson through numerous methods including (but not limited to), using audio or visual materials, bringing in realia and props, storytelling, problem solving, giving examples, showing grammar usage, playing games, and teaching explicitly or implicitly. Table 1 summarizes the degree to which contextualized grammar instruction takes place in foreign language classrooms (Tommaso 2005).

Table 1. Approaches to contextualized grammar instruction.

How contextualized?	Using what?	Examples
Somewhat	Rules and diagrams	Memory aids, questioning, frames, charts
Mostly	Sentences	Sentence combining, transformational exercises, sentence modeling, sentence expansion, sentence rewriting, discovery approach
Entirely	Compositions	Grammatically specific topics, essay editing models, self-correction strategies, process methods

Methods

Aim and participants

This study aimed to find out how pre-service English language teachers and secondary school students viewed teaching English grammar through a set of environmental peace education activities that was constructed to raise students' awareness of environmental peace education. School Experience I course (practicum) offered in a large state university in Ankara, Turkey was chosen as the research site. This practicum course is delivered to fourth-year future English language teachers ($n = 50$) who spoke advanced-level English as a foreign language. Forty-six of these pre-service teachers (92%) claimed that they did *not* have previous experience in peace education activities. Four pre-service teachers reported that they had been involved in some intercultural communication workshops that were offered in an international project where peace education was mentioned 'without much detail'.

In the first phase of the research, these pre-service ELT teachers were introduced to the rationale behind CGT and how to teach a foreign language with SRT activities, and their opinions about these activities were collected through Likert-type questions. Then, these pre-service teachers were asked to apply one activity in the practicum classes they taught and collect students' views of the activity. As part of this, pre-intermediate level tenth-grade students ($n = 46$) participated in and evaluated the activities. Students were asked to write their opinions about the efficiency and benefits of the process. Their open-ended responses aimed to find answers to the following questions:

- How did you feel during the activities?
- How did these activities help you in learning English?
- Do you think these activities were helpful? How?
- Compared to your previous learning experiences, how did these activities differ?

Procedure

Three activities previously designed by Arikan (2006) and one new activity were used in this research. The data collection process followed the following steps:

- (1) The activities were taught to 50 fourth-year pre-service ELT teachers by the researcher (see Appendix 1 for a description of the activities).
- (2) Pre-service ELT teachers' evaluation of these activities was collected through 15 Likert-type questions.
- (3) Pre-service teachers used the activities in their practicum schools to teach tenth-grade English language learners ($n = 46$).
- (4) Pre-service ELT teachers and the researcher collected the written responses of these tenth-grade students.

The activities were carried out in a cyclical way. Following the grammar work, the activities were completed and the end-products students prepared were shared as a whole-class activity which enabled students to practice the grammar points learned.

Research questions

The following questions guided this research:

- (1) What are teacher candidates' perceptions of the activities designed to contextualize grammar for peace and social responsibility?
- (2) What are tenth-grade EFL students' perceptions of the activities designed to contextualize grammar for peace and social responsibility?

Data analysis

SPSS 13.5 was used to process the quantitative results obtained from the questionnaire. While reporting participants' responses, all numerical evidence is given in percentages. Qualitative responses of the tenth-grade students were read and analyzed by the researcher by applying thematic coding strategies as prescribed by Creswell (1998).

Results and implications

Pre-service ELT teachers' evaluation

As can be seen in Table 2, the majority of participants (86%) acknowledged the effectiveness of these activities while learning grammar. Sixty-six percent agreed that the applied activities were much more effective than traditional grammar teaching activities in creating real-life contexts. Furthermore, 93% of the respondents thought that practicing grammar with these activities was beneficial in developing language skills, and 80% believed that such activities would increase students' participation both qualitatively and quantitatively.

Forty-one percent of the participants agreed somewhat and 36% agreed fully that these activities were applicable. Thus, 77% of the respondents believed that these activities were applicable and useful for their future classrooms. Furthermore, 67% stated that such activities would provide an enjoyable classroom environment for their future students. However, the results also indicated that prospective teachers had some doubts about the possible attitudes of school administrations towards such applications. The majority of the respondents (43% agreeing and 18% agreeing fully) believed that the school administration would not like such activities.

Eighty-eight percent of the respondents thought that environmental issues should be taught with the help of such activities. In addition, socially responsible teaching activities and materials were regarded as beneficial by 92% of the respondents who stated that it was necessary to teach about peace, discrimination, poverty, and solutions to other social problems through such activities.

Pre-service teachers applied all the activities instead of reading about how to do them. According to 94% of the participants, this teaching style was more effective. Forty-nine percent agreed and 29% fully agreed that they realized the importance of socially responsible teaching with the help of these activities. Ninety-three percent of the prospective teachers articulated the view that social responsibility should be given more space in the curriculum.

Eighty-two percent of the students found that role playing was effective in teaching grammar accurately. The poster-making activity was regarded as effective by 80%, and writing brochures was found to be effective by 88% of all respondents. Hence, although all the activities were evaluated as effective, the activity in which students were asked to write was evaluated as the most effective. These results suggest that CGT is most effective when productive skills such as writing and speaking are used extensively.

Table 2. Pre-service teachers' responses to the activities (in percentages).

Items	Fully agree	Agree	Not sure	Disagree	Fully disagree
1. Students should learn grammar effectively with these activities.	48	38	8	4	2
2. Creating real-life contexts to teach grammar is more effective than traditional grammar teaching.	30	36	16	8	7
3. Learning grammar with the help of such activities is good for developing language skills.	49	44	2	4	1
4. My future students will practice grammar with these activities in an enjoyable classroom atmosphere.	26	41	13	14	6
5. Classroom interaction will increase both qualitatively and quantitatively.	37	43	6	7	2
6. Role-play activity is more effective in learning of grammar.	37	45	4	9	4
7. Poster-making activity is more effective in learning of grammar.	47	33	10	7	3
8. Writing brochures is more effective in learning of grammar.	40	48	9	6	1
9. I can easily use these activities in my future teaching contexts.	36	26	21	11	1
10. Doing these activities in class was more effective for us than reading about how to do it.	51	43	4	2	—
11. With the help of these activities, I realized the importance of socially responsible teaching.	29	49	11	7	4
12. I think the school administration will not like such activities.	18	43	16	18	5
13. Environmental issues must be taught with similar activities.	47	41	7	2	3
14. Teachers should design socially responsible teaching activities and materials.	42	50	3	3	2
15. Social responsibility must be given more space in the curriculum.	58	35	5	2	—

Tenth-grade students' evaluation

Among the 46 tenth-grade students who participated in the activity, the following results were collected. Three students reported that they did not really find these activities beneficial. However, they also reported that working with others in the classroom was new and one of these three students claimed that he would like to participate in similar activities in the future. In contrast to this minor dissatisfaction, 43 students approached the activity in a positive manner. The terms used with high frequency by these students to describe the process show that the activities were enjoyable to complete and the students were happy to collaborate although the task was challenging and difficult. The terms used are as follows: fun (40); enjoyable (38); doing together (35); helping each other/friends (32); perfect (27); difficult (23); better (than other activities) (20). Forty students claimed that they practiced the learned items in a realistic context. Three students' reflections help us see how these students viewed the context of CGT through SRT:

It is the first time we did something in groups. We produced a poster together. It is a small one but for me it is very important because I can prepare a poster in English.

I did something with my English. Now, I can go to England and help them solve their pollution problems. Or, they can come here and we can solve our pollution problems.

I didn't know what to do first because I didn't know the names of the objects we used. But our teacher helped us with them and we used our dictionaries to finish our work. It was fun.

Forty-five students claimed that they want to participate in similar activities in their future grammar lessons. This is the highest frequency result. One student claimed that the activity caused them to be 'active in the class, not looking through the coursebook, but cutting and gluing and talking and writing', signaling a chain of events that they 'had never participated in before' in their English classrooms. With regard to having similar activities in their English language classroom, one student's response exemplifies many others' as follows:

Of course I want to have similar activities. We were sitting on the floor and studying English. We spoke, we drew, we laughed, and our teacher didn't want us to speak in Turkish. It was the only class in which we didn't speak in Turkish at all. I want to do it again. I won't forget it.

Similarly, all of the students agreed that they were, for the first time in their educational lives, working on such serious issues as war in a personally engaged manner. As expressed by one student, 'Seeing the horrible depictions of what wars have done to human beings' was a 'shaking experience'. These activities, despite being new to them, brought some changes in their perception of such horrible events. The following statements made by these learners can be read in support of this finding:

I like watching war films. But seeing these pictures on the board made me feel very bad. I don't want to live in a place where there are wars.

My friend and I prepared a brochure to inform our friends about forest fires. We thought it was important. Then, we read another group's brochure which was about nuclear weapons. We felt really bad. Nuclear weapons are more serious than forest fires because

forest fires endanger trees and we can replant some of them, but we cannot save forests and human beings after a nuclear bomb explodes because it kills all of us including the trees.

These activities clearly brought change in students' perceptions of global issues. Their answers indicate that the students gained awareness through the activities completed. As shown by the frequencies of the phrases (given in parentheses) used by these students to describe the process, they were inspired to think beyond the limits of their classrooms:

- 'Now I can (see, feel, understand) that...' (32)
- 'Solving problems...' (25)
- 'Country's situation...' (17)
- 'Doing something to help...' (15)
- 'Thinking...' (11)

Of course, the students did not experience the activities in the same manner. Although most of the students focused on the activities themselves, some preferred to focus on the grammar learning in a rather traditional way. Eleven students' answers showed that they did not get much out of this whole environmental peace education experience, but that they were instead focusing on the language in use. However, among these 11 students who approached the activity as a linguistic event (rather than one concerning environmental peace education), three students' answers represent the other eight as to how this activity might have helped them see our global concerns as meshed with their personal language development:

It was a difficult activity. We had to talk a lot. My grandmother has asthma. In the winter, she gets worse. I thought about her during the activity.

I had never prepared posters on pollution in our English classes before. I liked it.

It was not boring, but my English was not enough to express what I meant. I didn't know how to say 'gazli kalem' [marker] in English. Now, I learned it.

Discussion and conclusion

This article evaluated CGT that was framed so as to emphasize the importance of environmental peace education. Participants approached such an application with positive feelings and opinions. As the results of the questionnaire showed, pre-service ELT teachers developed positive attitudes towards the use of CGT. Similarly, participants' views on activity types indicated great appreciation. As for the tenth-grade students, the results showed that almost all students found the activities enjoyable, likeable, and meaningful. Students noted that the fact that they helped each other was the most compelling part of this process. However, as mentioned below, future research should teach and test CGT through SRT in a longitudinal design to validate the success of the application.

This research supports the notion that English grammar does not have to be mastered through boring and repetitive drills because teaching grammar in an informative and meaningful way is possible. The results of this study showed that contextualizing grammar through environmental peace education activated learners to delve into the

use of English as if the participants were in real-life situations where the language was naturally spoken. Our experience showed that not only negative realities (such as pollution and disasters), but all sorts of facts and realities can be included in similar applications. Examples include love, friendship, single parents, divided families, social injustice, racism, homophobia, secularism, terror, etc. The activities not only provided a context to improve knowledge of grammar, but also let learners discuss important issues concerning their society and social life from a global perspective. Similar to Higgins' (2007, 137) conclusion, our responses demonstrated how 'the lights of empathy and reason can illuminate their hearts and minds' through such activities.

The students who participated in these activities integrated all four language skills voluntarily and searched for unknown vocabulary items eagerly. However, it was also noted that students had difficulty adjusting to these activities because such activities were not widely used in these students' formal education.

The major limitation of this research is that it did not allow for teaching and testing a thorough grammar syllabus or a set of lesson plans applied over an extended period of time. Rather, four activities were applied and opinions were gathered regarding these applications. Hence, a longitudinal application of the research would be more beneficial and reliable. However, the aim of this research was to collect opinions about a new application after it was utilized. As such, this limitation is understandable because the researcher did not generalize the results to other contexts.

As these findings suggest, the activities designed and proposed in this article can help ELT teachers contextualize and develop similar activities to be used in their classrooms. However, the activities suggested here are more likely to be used for practice and production phases (to reinforce concepts and solidify the new language) because they require students' active participation and engagement. Future applications should also focus on such activities to present the grammatical material to be learned.

Notes on contributor

Arda Arikan holds a PhD from the College of Education, Penn State University, specializing in language and literacy education and bilingual and multicultural education. He has been researching educational anthropology and cultural studies, literature teaching, materials development, and teacher education. Currently, he is interested in ELT materials development, ICT, and practicum.

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Appendix 1

Activity 1

Issue: Environmental, global, and local problems

Time: 1 class hour

Linguistic objectives: For learners who have just learned some verbs and nouns in English, this activity will allow students to practice verbs in their base forms (and some plural nouns) by using them in simple sentences.

Pedagogical objectives: The main objective of this activity is to make the learners aware of problems they see in the world. Also, helping students to learn how to use a dictionary can be an objective if necessary.

Skills: Writing and speaking

Techniques: Poster preparation using dictionaries.

Materials: Card board, colored pencils, picture cut-outs from various magazines, and bilingual dictionaries.

Process: Show two posters to the students and mount them onto the board or on a wall. One poster should have a picture on it around which a sentence is written in form of 'Stop/ Help + Noun' such as 'Stop Wars!', 'Rescue Turtles!', 'Help Animals!', or 'Start Peace!' Then, ask the students to get into pairs or groups to prepare similar posters. Help students to find adequate pictures and prepare correct sentences using their dictionaries. Having completed the activity, hang all the posters and celebrate the effort.

Activity 2

Issue: Peace

Time: 1 class hour

Linguistic objectives: This activity will allow students to practice the simple present, present progressive, and present perfect progressive tenses by using vocabulary related to sustaining peace.

Pedagogical objectives: The main objective of this activity is to make learners aware of the importance of peace.

Skills: Writing and speaking

Techniques: Role play

Materials: Photographs showing wars, unhappy faces, and negative feelings associated with wars.

Process: Set the scene by hanging pictures showing wars and destruction. Tell students that this is a country where a horrible war makes people unhappy. Then, give role cards to students and ask them to act according to what is written on these cards.

Role card A: You have just arrived in a place where people suffer from wars. Ask questions to learn about the causes of wars and how wars affect the lives of the citizens. First, write down some questions to ask and study them, but don't look at them as you speak with your partner.

Role card B: You have been living in a city where people suffer from a horrible war. First, write down and study some sentences that you will use when you start answering your partner's questions, but do not look at them as you speak with your partner.

Activity 3

Issue: Disasters

Time: 2 class hours

Linguistic objectives: This activity will provide a valuable chance to make use of the modals, passives, and/or subjunctives or any complex structures.

Pedagogical objectives: The main objective of this activity is to create awareness of the problems people face and understanding what to do in such cases.

Skills: Speaking and writing

Techniques: Brainstorming, clustering, free writing, and pamphlet/brochure preparing.

Materials: Students may be shown pictures of regional disasters and related associations or groups who help us in hard times such as the Red Cross, the Red Crescent, the United Nations, etc. These pictures focus students' attention on regional disasters and the ways in which people receive help under such circumstances.

Process: Ask students to brainstorm in order to list some regional problems they have faced or witnessed in their lives. Start by writing 'earthquake, explosion, flood, tsunami, fire, forest fires, terrorist attacks, etc.' and then ask students to list some civil organizations that provide help during such events. Lastly, ask students to write and design brochures or hand-outs to inform other citizens as to who to call or what to do when such specific problems occur in their region.

Activity 4

Issue: Finding role-models

Time: 2 class hours

Linguistic objectives: This activity will help students practice all tenses, especially the simple past tense and present perfect tense.

Pedagogical objectives: The main objective of this activity is to create awareness about the premise that we can all achieve something, be a model, and influence our society as much as important people have done in history.

Skills: All skills

Techniques: Brainstorming, researching, free writing, reporting, and pamphlet/brochure preparing.

Materials: Students may be shown pictures of famous peace builders or environmentalists who have set examples.

Process: Ask students to brainstorm and list some famous people who have tried to bring or maintain peace in a peaceful and democratic way. You may also give the photograph and biography of a well-known person of this kind as an example (M. Gandhi and B. Bhutto were used in this classroom). Then ask students to gather some information on the individual they selected in order to highlight his or her achievements. Lastly, ask students to write and design brochures or hand-outs to inform others about such personalities.
