

**NISSEM GLOBAL BRIEFS**

Educating for the Social,  
the Emotional and the Sustainable

**Launch of Volume 4**

# Doing more with language teaching

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**12 June 2023**

**Hosted by**



# Practical information

- This session will be recorded
- Please make sure your microphone is muted
- Put your questions in the chat for the Q&A at the end
- Zoom provides automatic captions
- Simultaneous translation: Indian sign language

# Introduction to Volume 4

The *NISSEM Global Briefs* series aims to show how SDG Target 4.7 themes and social and emotional learning (SEL) can be embedded in education policies, programs, curricula, materials, and practice, to help make progress towards sustainable development. Since the publication of the first volume in 2019, it has become well-established as a regular overview of an important dimension of education worldwide.

This fourth volume of *NISSEM Global Briefs* is the first to address subject specialization. It explores the challenges and opportunities facing curriculum specialists, teachers, and writers of textbooks and learning materials for teaching national and international languages.

The volume focuses mainly on mother tongue (L1) and on English as an additional language (L2). The decision to include L1 and L2 education in a single volume reflects the many concepts and challenges that are common to teaching each discipline in a rapidly changing world. It also recognizes that in some contexts several languages have varying degrees of use.

With 16 papers by a total of 37 contributors from a wide range of countries, and an introductory conversation by co-editors, Andy Smart, Susan Iannuzzi, Lisa Horvath, and Margaret Sinclair, this is an innovative addition to the *Global Briefs* series.

**'For textbook authors, publishers, and SEL developers, NISSEM Global Briefs: Educating for the Social, the Emotional and the Sustainable is a must read.'**

SOLFRID RAKNES, *Journal of Education in Emergencies*

## **NISSEM**

Our aim is to integrate SDG Target 4.7 and SEL skills into educational materials.



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## **NISSEM** GLOBAL BRIEFS

Educating for the Social,  
the Emotional and the Sustainable



# Volume 4 Doing more with language teaching

[www.nissem.org](http://www.nissem.org)

# Agenda

1. Welcome and practical information

Esther Goldschmidt

2. Introduction to the volume

New curriculum and ELT textbooks in

The Gambia: The SEL dimension

Susan Iannuzzi

3. Socio-emotional learning in Arabic

language education in Morocco: A

school quality improvement endeavor

Abdelkader Ezzaki

4. An empirical investigation of social emotional learning among children in primary education:

The case of Catch Up in Zambia

Michael Phiri

5. The reciprocity between English language learning and social emotional learning:

The case of Vietnam

Le Anh Vinh

6. Question and answer session

Speakers and audience



# Meet your panel



**Abdelkader Ezzaki**

Independent Expert on Education & Training



**Vinh Le Anh**

Director General of VNIES & the Director of National Center for Sustainable Development of General Education Quality



**Susan Iannuzzi**

Independent Education & Publishing Consultant



**Michael Phiri**

Research Advisor at VVOB in Zambia

**Moderated by**



**Esther Goldschmidt**

Strategic Partnership Advisor VVOB



**Andy Smart**

Education & Publishing Consultant NISSEM



# Susan Iannuzzi

Independent Education & Publishing Consultant

## **NISSEM GLOBAL BRIEFS**

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## **PAPER**

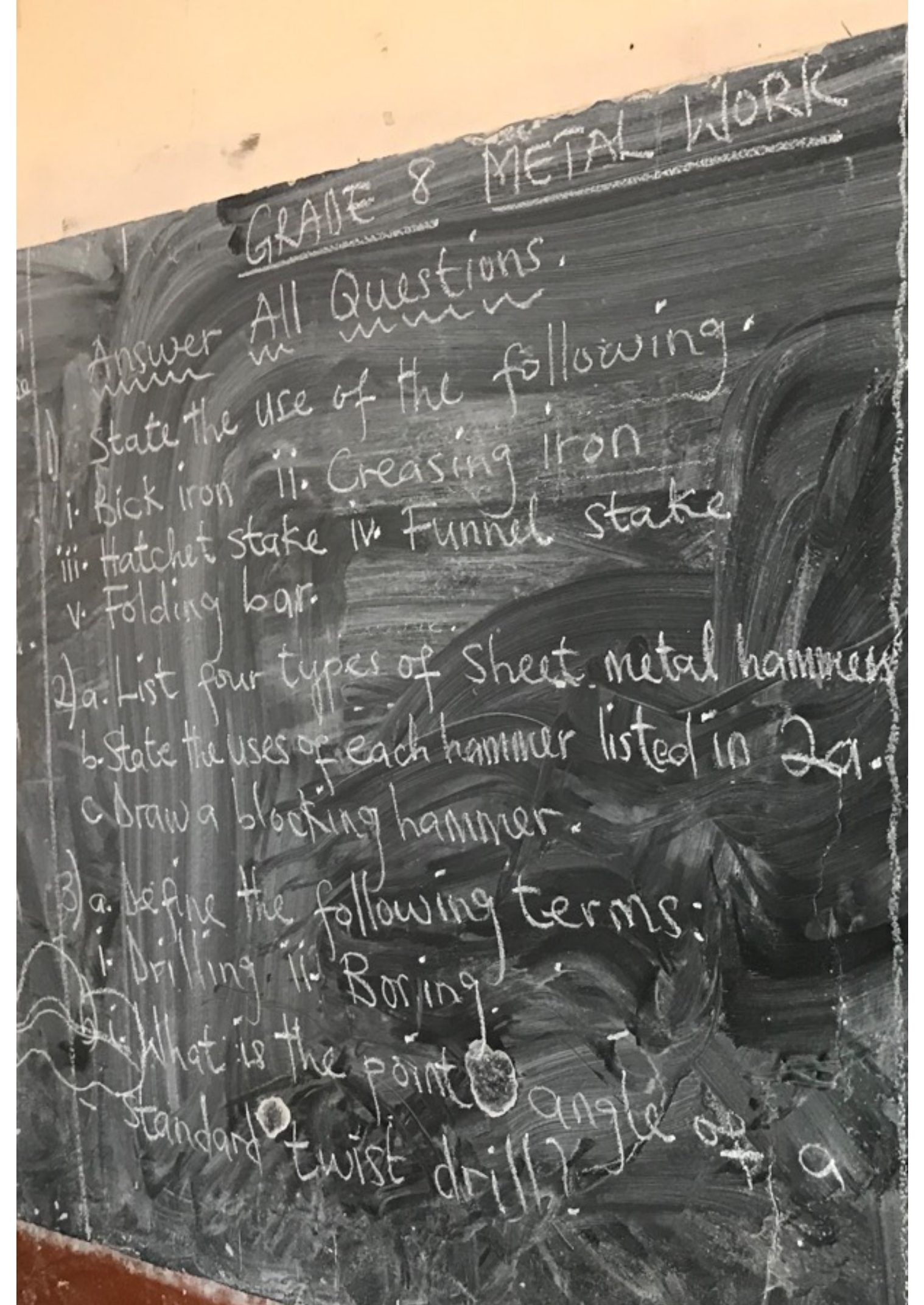
New curriculum and ELT textbooks in  
The Gambia: The SEL dimension

Susan Iannuzzi is an education and publishing consultant with 25 years of experience in first and second language development. After editing ministry textbooks for Longman (now Pearson) in Egypt, she began writing and editing materials independently, and her work has been published by Oxford University Press, Cambridge University Press and McGraw-Hill. She has advised Ministries of Education on curriculum and textbooks throughout Africa and the Middle East, as well as Central, Southeast and East Asia.



# Theory versus implementation

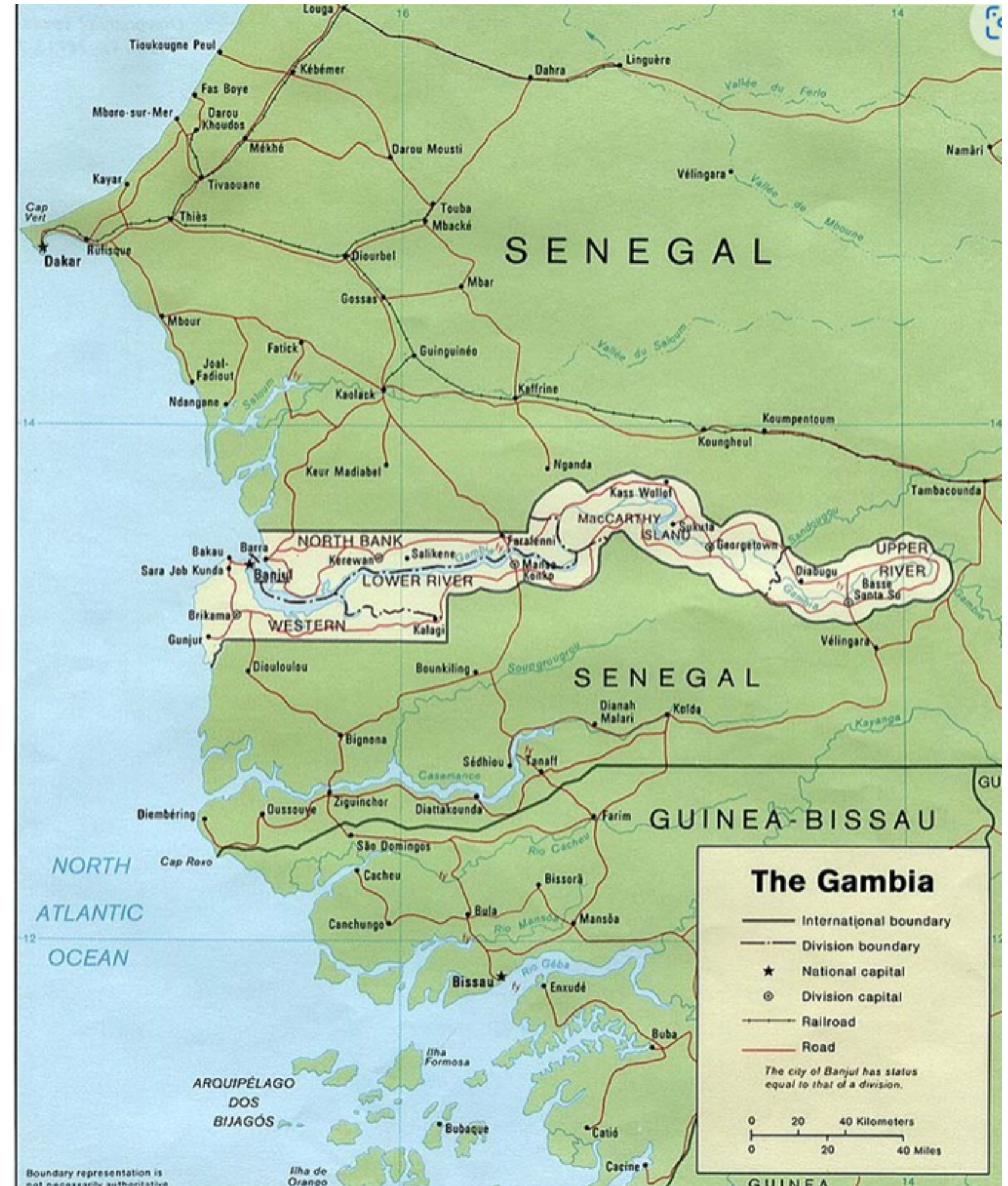
- Knowledge or skill?
- Telling or discovering?
- Memorizing or reflecting?
- Textbook as barrier or carrier?





# The Gambia

- Smallest country in mainland Africa
- 50km across at its widest point
- Gambia River at its heart
- Dry season / rainy season
- Population of about 2,000,000
- 7 national languages / ethnic groups
- English is official language





# New curriculum framework

- Values – compassion, tolerance, social cohesion, unity, etc.
- Cross-curricular topics – environment protection, sustainability, disaster risk reduction





# Grade 3 (current)

- adjectives - opposites
- objective presentation / practice
- personalization lacking

UNIT

26

## Jainaba and the old man

### 1 Make sentences

a

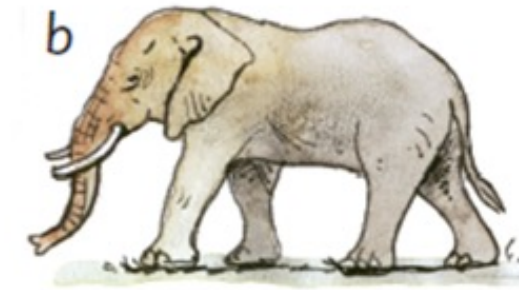


young



old

b



big

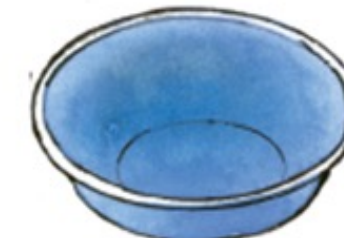


small

c



heavy



light

d



short



tall

e



cold



hot

f



happy



sad

**Example:** The girl is young. The woman is old.



# Grade 3 (new)

- adjectives - feelings
- immediate personalization opportunities

Value: Empathy

**A. Listen, point and say.**

[Design: Place images in a row with corresponding words underneath]

[a/w a happy emoji face]

happy

[a/w a sad emoji face]

sad

[a/w an angry emoji face]

angry

[a/w a tired emoji face]

tired

[a/w a worried emoji face]

worried

[Design: under all the words: happy, sad, angry, tired, worried, place a bracket and under that the word feelings.]

feelings

**B. Look, listen, and read.**

How are you feeling? How are your friends feeling?

Sometimes we feel happy. I feel happy when I eat.

Sometimes we feel sad. My friend feels sad when he cannot play football.

Sometimes we feel angry. I feel angry when I cannot play.

Sometimes we feel tired. My sister feels tired when it is morning.

Sometimes we feel worried. I feel worried when there is too much rain.

## B. Listen, say and do.

Reuse

[Design: Please place the following 6 image in three rows and format like the [stories](#) at the beginning of each unit. Place the words at the bottom of each picture frame]

1. [\[a/w Isatou Ceesay \(please see https://www.youtube.com/watch?v=r354rs7aYzI\)](https://www.youtube.com/watch?v=r354rs7aYzI) is picking up a dirty old plastic bag from a pile of rubbish outside]

Isatou Ceesay finds plastic bags.

2. [\[a/w Isatou Ceesay is washing the dirty plastic bag that she picked up in the first picture\]](#)

She washes them.

3. [\[a/w The plastic bag is hanging on a line to dry with other plastic bags\]](#)

She dries them.

4. [\[a/w A pair of scissors is cutting the bag\]](#)

She cuts them.

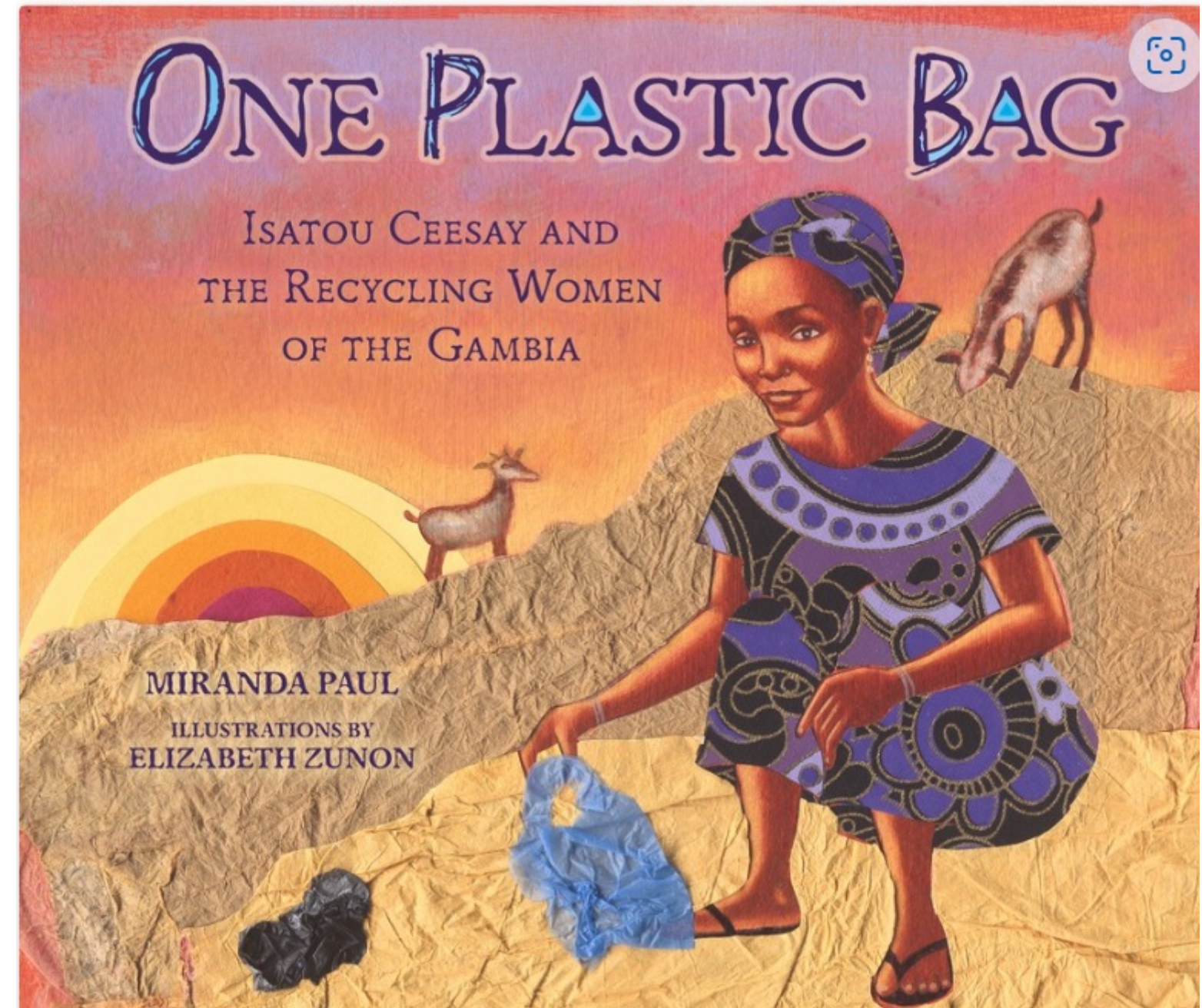
5. [\[a/w Isatou Ceesay is crocheting a new purse out of the plastic\]](#)

She makes new bags.

6. [\[a/w the area where Isatou Ceesay was picking up the plastic bag that was previously full of rubbish is now rubbish-free\]](#)

Happy planet!

# Grade 2







# Abdelkader Ezzaki

Independent Expert on Education and Training

## NISSEM GLOBAL BRIEFS

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the Emotional and the Sustainable

### PAPER

**Socio-emotional learning in Arabic  
language education in Morocco:  
A school quality improvement endeavor**

Prof. Abdelkader Ezzaki is a renowned education and training expert from Morocco, specialising in internationally-funded projects. Over the last 15 years, he served, under different titles, as an educational specialist (program designer, manager, researcher, trainer, and curriculum developer) with cooperation projects in Morocco and overseas. He has taught at Mohammed V University and as a Visiting Professor in universities across the USA, Europe, and the Gulf countries. Dr. Ezzaki has published academic articles in Arabic, French, and English, and contributed to training modules for the Moroccan Ministry of Education and international partners. He holds a Ph.D. and a Master's degree in Education from Temple University (USA) and an MA in applied linguistics from Bangor University (UK).

# The problem

## ▪ SEL in Social Talk

- Statement 1: “Top engineers or graduates who are unable to make **successful oral presentations or keep positive social relationships**”.
- Statement 2: “Even those specialized in Arabic do not communicate **fluently** in Modern Standard Arabic -- MSA”.
- Statement 3: “We learn everything at school except how to keep a **healthy relationship with a spouse**”.

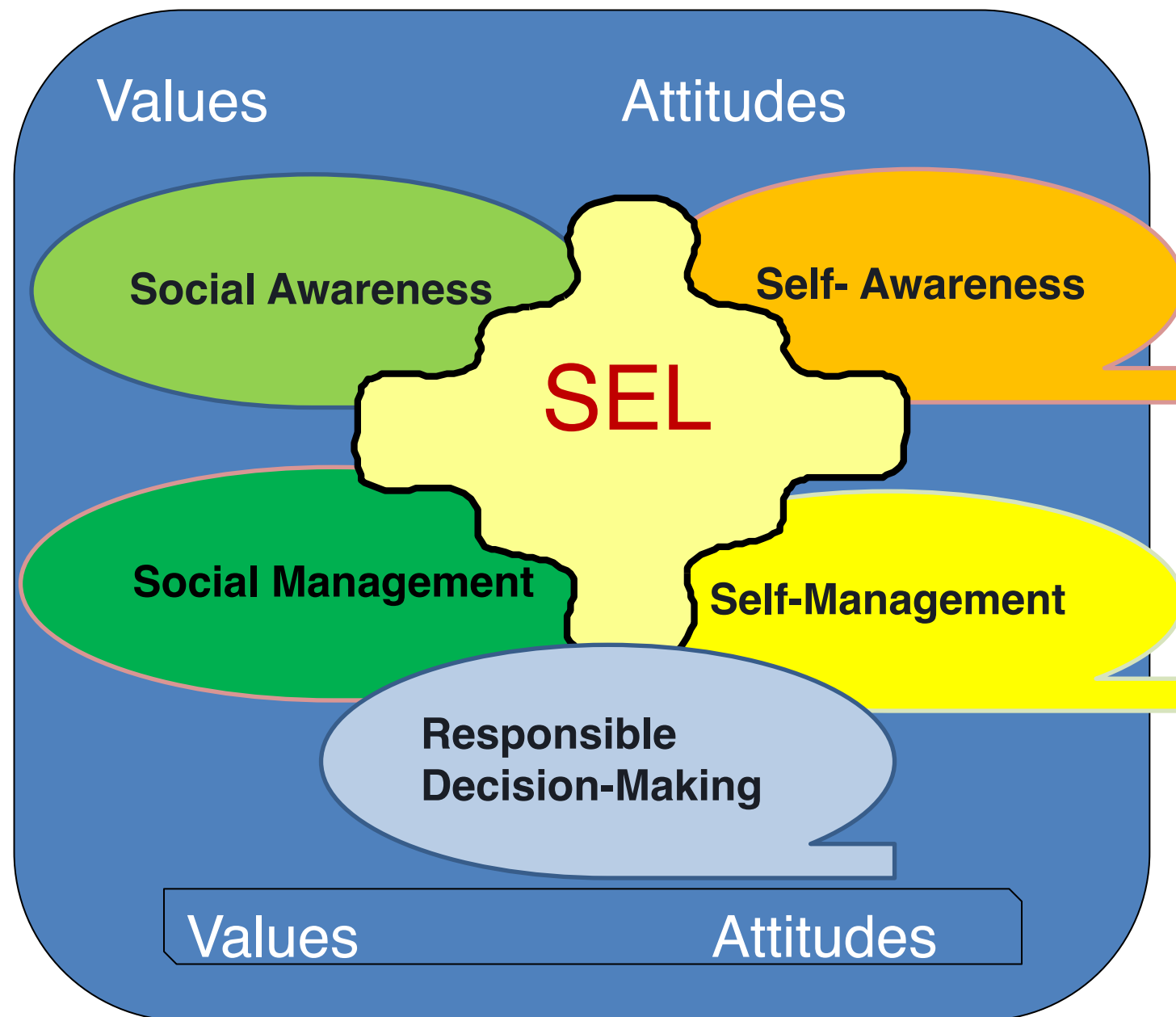
▪ **A General Ed. problem:** Holistic education (“total child”) - Emotional Intelligence- Human development – Relevance - Quality crisis.

▪ **An MSA problem:** **Espoused theory**” vs. “theory in use”. Reform: “Promotion of the **individual and society**”. “Teaching **ABOUT** the Language” vs. Teaching the Language and **WITH** the language. Limited “**language acquisition**” opportunities.

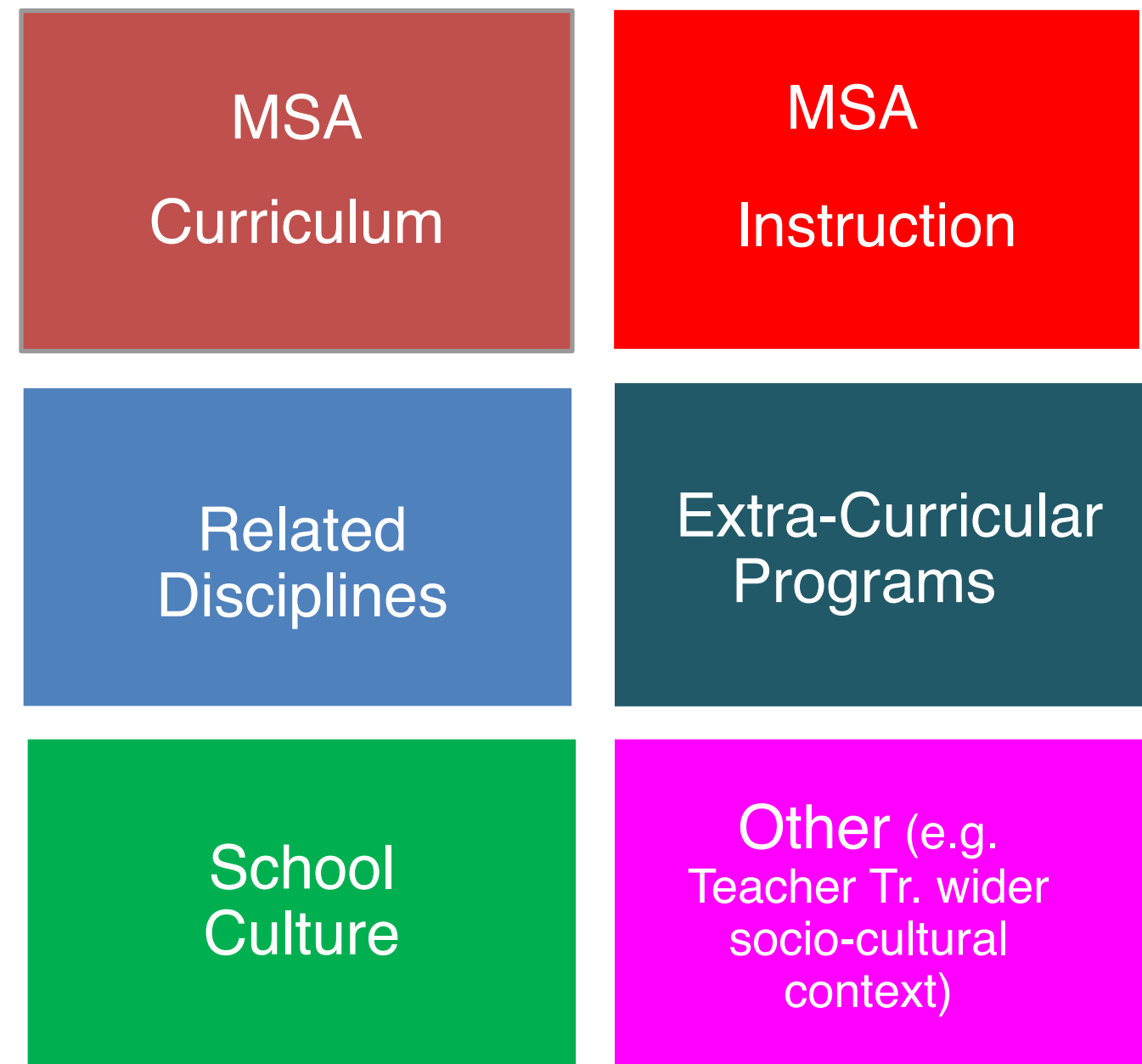


# SEL components and intervention domains

## Adapted CASEL



## SEL intervention domains



# SEL for effective MSA acquisition

- Examples of guidelines: Holistic approach. SEL-embedded curriculum. Primacy of **fluent communication- Acquisition practices - Desirable emotions, values and attitudes - SEL across the curriculum - Relevance - Narrowing the language gap. Extra-curricular** programs.
- Illustrating SEL-embedded MSA curriculum:

Component 1: Curriculum and instruction			
Examples of SEL domains	Examples of SEL skills	Illustrative learner activities	
Self-awareness	<ul style="list-style-type: none"> <li>▪ Reinforce one’s sense of identity;</li> <li>▪ Strengthen one’s self-confidence and self-efficacy;</li> <li>▪ Clarify one’s values and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading and discussing texts on useful psychological topics for self-understanding (e.g., emotions, personality types, positive conduct, etc.):</li> <li>▪ Viewing and discussing videos on good conduct (e.g., soccer champions in the 2022 World Cup);</li> </ul>	
Self-management	<ul style="list-style-type: none"> <li>▪ Demonstrate sensitiveness to the attributes of others ;</li> <li>▪ Express appreciation of diversity and respect for others;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading and discussing texts on useful psychological topics (e.g., emotions, personality types, etc.):</li> <li>▪ Studying vocabulary and phrases on self-management;</li> </ul>	
Component 2: Extra-curricular programs		INTEGRATED SEL SKILLS	
Component 3: School Environment and Culture			



# Conclusion & take-aways

- A **holistic** approach to language education
- An **acquisition-oriented** approach
- Multiple **self-growth** opportunities
- SEL as an ingredient of **quality** in language education
- **Doing more with MSA-** Content learning, academic skills, Socio-Emotional growth and participating in national and global citizenship



- *“EQ is so critical to success that it accounts for **58** percent of performance in **all types of jobs**. It’s **the single biggest predictor of performance** in the workplace and the strongest driver of leadership and personal excellence.” — Travis Bradberry*
- *There is no running away from MSA as a school subject and as a medium of instruction— We might as well learn it and use it effectively – that is **holistically**.*





# Michael Phiri

Research Advisor VVOB in Zambia

## **NISSEM GLOBAL BRIEFS**

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the Emotional and the Sustainable

## **PAPER**

An empirical investigation of social emotional learning among children in primary education: The case of Catch Up in Zambia

Michael Phiri joined VVOB in January 2022 as a Research Advisor. He is a Child Psychologist and behavioural researcher with approximately 8 years of experience in developmental and educational research and evaluation. At VVOB, he is responsible for producing research evidence to enhance learning, innovation, and adaptations to support the implementation of VVOB's interventions.



# TaRL in Zambia (Catch Up)

- Why? Even after 3 years or more of schooling, many children have difficulties with reading simple text and perform basic math operations
- Ministry of Education Zambia was actively looking out for a programme to address the learning crisis

## Zambia was the first country to pilot TaRL in Africa (2016)

- With technical support from TaRL Africa (Pratham/J-PAL), UNICEF, UK (FCDO) and VVOB, and financial support from UNICEF, TaRL was contextualised and adapted for Zambia and piloted over 10 months in 80 schools in 2 provinces
- Catch up is now being implemented in 8 out of 10 districts with plans for national scale and is reaching about 4000 schools (1/3 of total)



# Delivery model of Catch Up



**Target group:** grades 3 to 5 / Age 8 to 10++

**Language(s):** local languages (e.g. IChibemba, Citonga etc...)

**Type of schools:** All government schools and community schools

**Duration:** 3 terms every academic year, January-October



**Timing and Modality:** during school day, outside class hours (1 additional hour / 1 hour of instruction daily, literacy (in 7 local languages) or numeracy before or after regular class hours)



**Instructors:** school teachers



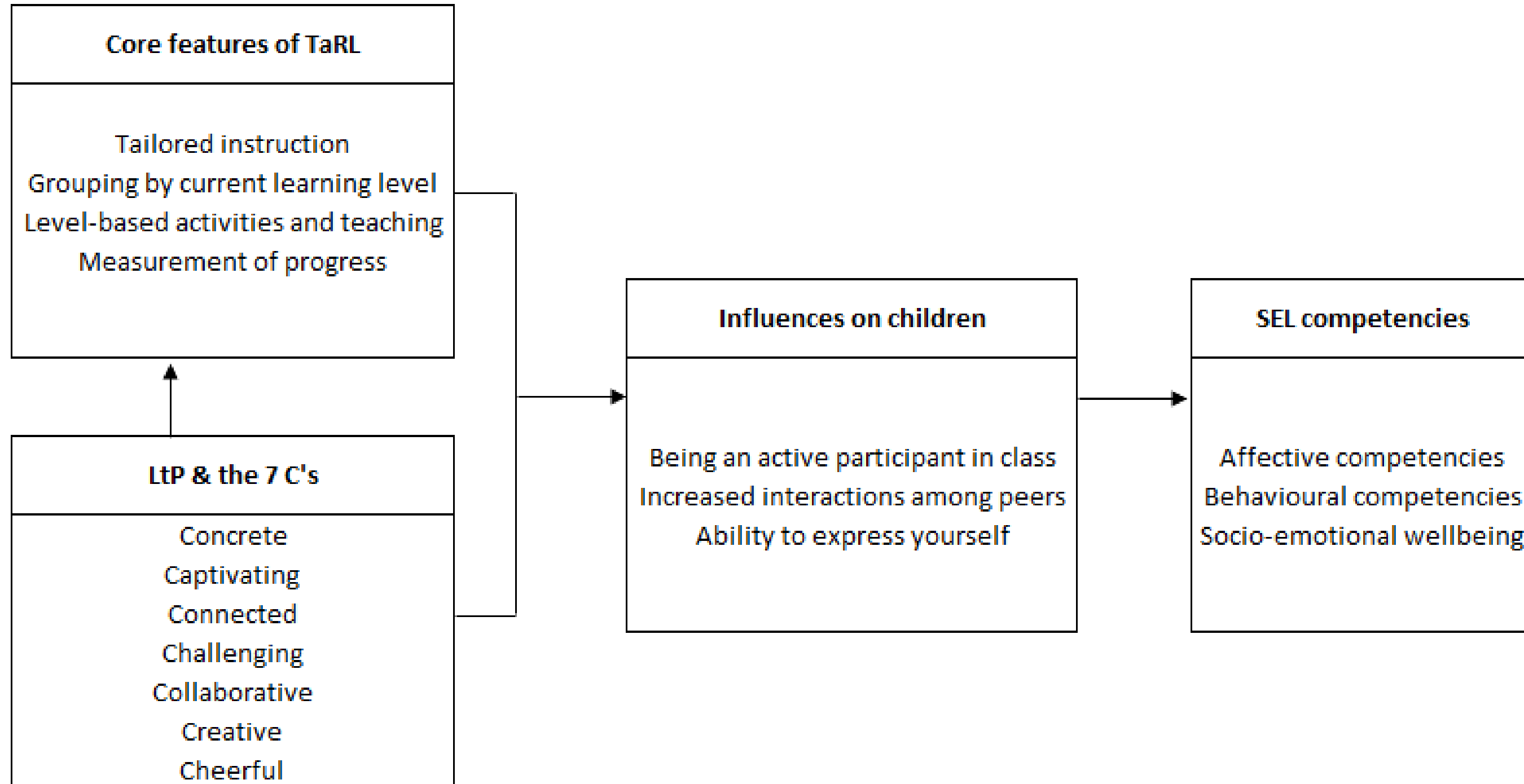
**Mentors:** district Coordinators, zonal coordinators, school mentors



**Role of Government:** owner of the programme; provides strategic orientation; / defines policy; leads implementation (coordination, trainings, evaluation, supervision)



# Main research question: Does TaRL, as a methodology, including features of LtP, contribute to socio-emotional learning?



# Methodology

## Randomisation

- Random sampling stratified by school type and gender
- Treatment group - Lusaka province – exposed to Catch Up
- Control Group - Central province - schools in which Catch Up was not implemented yet

## Sample size

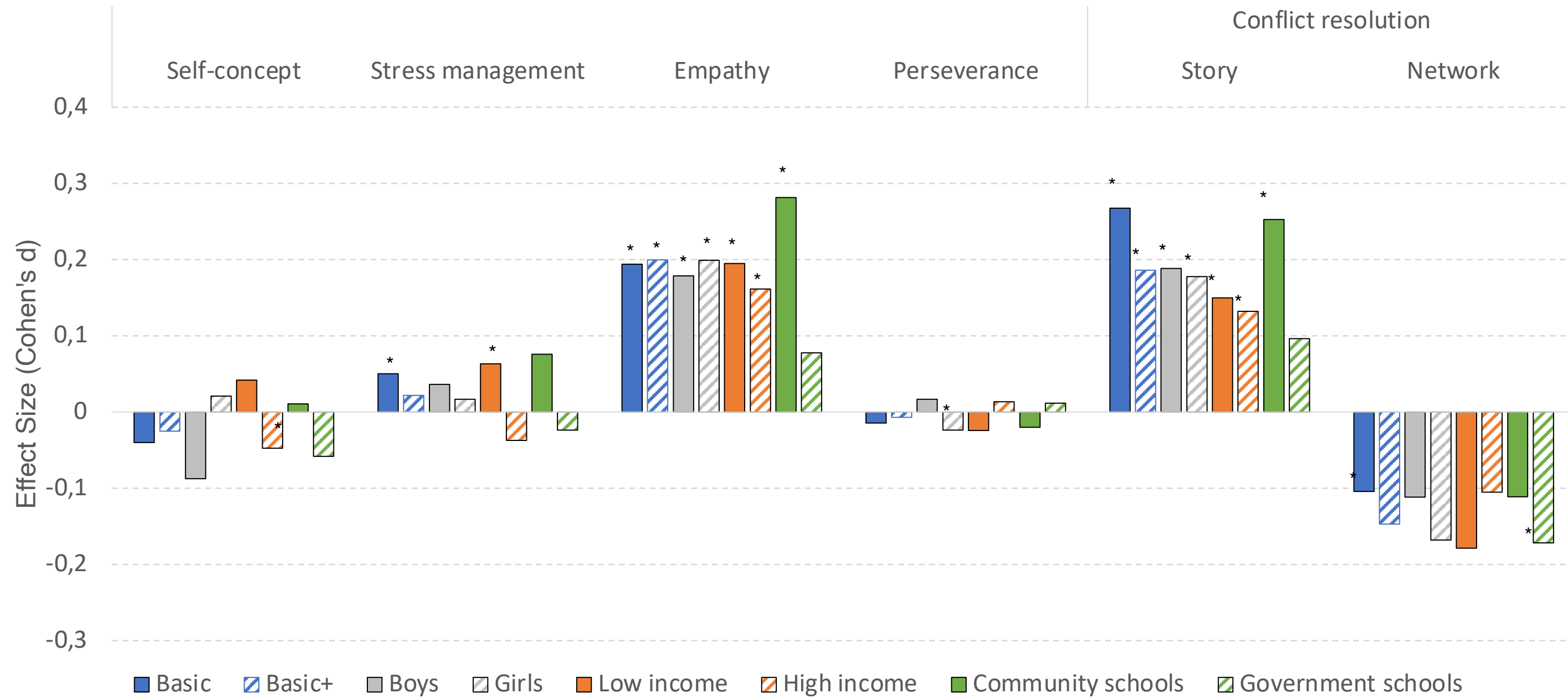
- Baseline: assessment in 100 schools and 2,592 learners
- Endline: assessment in 100 schools the same schools and 1,951 learners
- Analysis: a pre- and post-analysis using treatment effect models for observation data
- Reason for attrition - transfers upon the introduction of free education (policy change)

## Timelines

- Baseline: February 2022
- Endline: November 2022



# Effect of Catch Up on SEL



# Conclusion and key takeaways

- **Catch Up methodology (TaRL) and SEL competencies**
  - Catch Up has potential to build SEL competencies in learners(personal skills) and teachers(teaching skills). i.e emphasizing SEL vocabulary & Play characteristics
  - Requires increased exposure of learners to Catch Up as some competencies may need some time to show impact. i.e networking, self concept, perseverance.
- **Scaling up and adaptations**
  - Study needs scaling up to investigate the full potential of Catch Up.
  - Additional adaptations and additional contextualization of materials and tools
- **Implications for education policy makers**
  - Cultivation of SEL skills should be explicit and intentional in primary education and the TaRL methodology provides an opportunity through literacy and numeracy activities embeded in play.
  - There is something to learn from community schools about building some SEL skills i.e. empathy and conflict resolution
- **Benefits for adolescents**
  - Acquire competencies to navigate stress and challenges
  - Optimize primary education experience for maximum growth





# Le Anh Vinh

**Director General of Vietnam Institute of Educational Sciences (VNIES) and the Director of National Center for Sustainable Development of General Education Quality**

## **NISSEM GLOBAL BRIEFS**

Educating for the Social,  
the Emotional and the Sustainable

## **PAPER**

**The reciprocity between English language learning and social emotional learning: The case of Vietnam**

Professor Le Anh Vinh is Director General of Vietnam Institute of Educational Sciences (VNIES) and the Director of National Center for Sustainable Development of General Education Quality. He got his B.Sc. in Math (with Honors) and Computer Science from the University of New South Wales, Australia, Master of Education in International Policy, and PhD in Mathematics at Harvard University. Before joining VNIES, he held several positions at University of Education, Vietnam National University, including Dean of Faculty of Teacher Education, Director of Center for Educational Researches and Applications, and Principal of High school of Educational Sciences. Prof Le has published more than 70 papers at international journals (both in Math and Education) and led many large-scale national and international projects in education.

# ESL in Vietnam's education context

## Effectiveness of Learning and Teaching

Year	Rank	Proficiency level
2022	#60 of 111	moderate
2021	#66 of 112	low
2020	#65 of 100	low
2019	#52 of 100	low
2018	#41 of 88	moderate
2017	#34 of 80	moderate
2016	#31 of 72	moderate
2015	#29 of 70	moderate
2014	#33 of 63	low
2013	#28 of 60	low
2012	#31 of 54	low
2011	#39 of 44	very low

Vietnam's rankings in the Global English Proficiency Index by EF: **very low - moderate. Why?**

- Official curriculum from 2008 still maintained a **heavy focus** on grammatical rules and vocabulary range
- National teacher training programs **had not been successful** in transforming teachers' grammar-driven pedagogy into more communication-driven teaching approaches
- The learning goals set out by the Vietnam curriculum seemed **not to have considered the wider purpose of learning a second language.**

→ **The new National Curriculum Framework, introduced in 2018**, aims to transform a knowledge-based education into an education system that comprehensively develops students' qualities and capabilities

# Assessing the practice of SEL in the New National Curriculum Framework

## At Macro (Curriculum) level:

- Course objectives and learning outcomes of both the old and new curriculum frameworks (2006 and 2018) still **maintain a strong focus on the theoretical knowledge** that students acquire, with the latter framework having added the development of soft skills (e.g., communication skills and thinking ability).
- SEL components, including self-awareness, social awareness, self-management, relationship skills, and responsible decision-making according to the CASEL framework, **have hardly been mentioned or considered clearly** as an aspect for development in the English national curriculum.

## At Micro (Textbook) level:

- At **primary and lower secondary levels**, there are very limited SEL-based activities.
- At **upper secondary levels**, the topics are significantly related to SEL factors, particularly relationship skills (e.g., The Generation Gap, Relationships, in the grade 11 textbook), and social awareness (e.g., Caring for those in need, Cultural Identity, in the grade 11 and grade 12 textbooks).



# Challenges for implementing SEL in English language learning in Vietnam

## #1 Teachers' competences

The low level of English competences and old-fashioned pedagogical skills found among English teachers in Vietnam are certainly the first and foremost issues for SEL implementation

## #2 Lack of SEL-based pedagogical training

Even though the government has issued policies to enhance the quality of English teaching at all levels, the training content has not explicitly considered SEL as a recognized component

## #3 National assessment system

Vietnam's exam-driven culture is another challenge that makes SEL demanding to implement

# Reflection on Vietnamese Language and Literature subject

## STRENGTHS

### Curriculum

The shift to the competency-based curriculum – Well aligned with SEL education

- Mission and objectives towards SEL
- Equally distributed across 4 language strands
- Various types of texts (literary, formative, argumentative texts) ..

### Textbook

The shift to many sets of textbooks

- The diverse range of topics and contexts, including self, family, school, nature, society
- Guiding questions enable students to experience real-life situations and develop SEL

### Teachers' practices

Enhancing innovative methods of teaching language

- Teaching process allows students to express, practice, and discuss
- Self-reflection, discussion, role-playing, and debate in various contexts and language content

## CHALLENGES

### Curriculum

- A disparity in the competencies
- Self-awareness and social awareness more explicitly
- Relationship management and responsible decision-making less attention and remain unclear.

### Textbook

- Limited operational systems and activities to develop SEL competencies
- Depend on the creativity and capacity of teachers in organizing related activities
- Some higher-level SEL skills are not thoroughly addressed

### Teachers' practices

- The phenomenon of rote learning
- Maintaining in-class discipline, and modelling methods, students hesitate to share openly and creativity

### Assessment system

- Vietnam's exam-driven culture that makes SEL demanding to implement

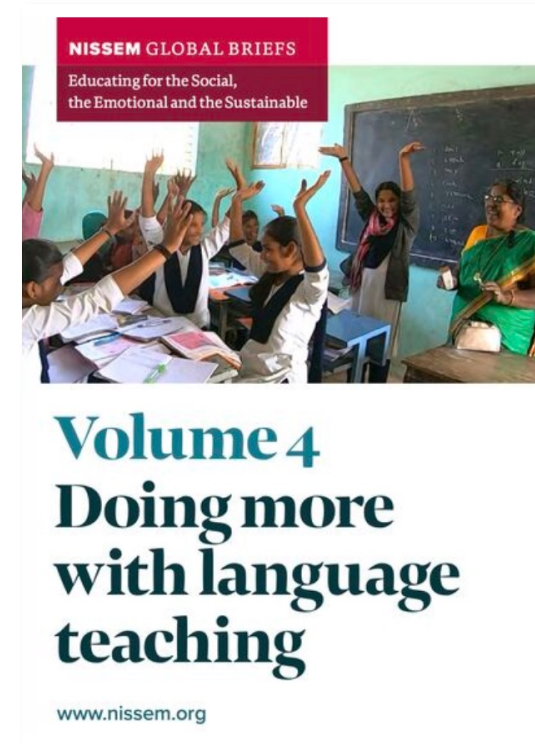
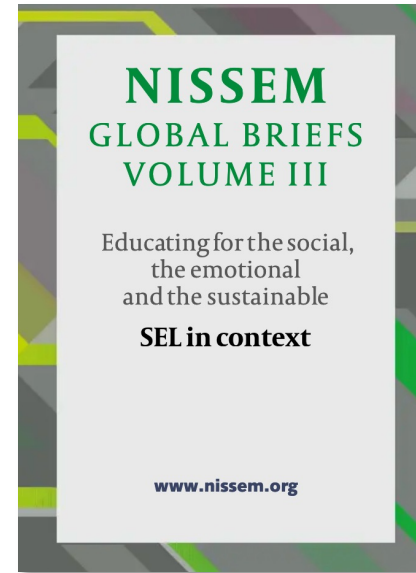
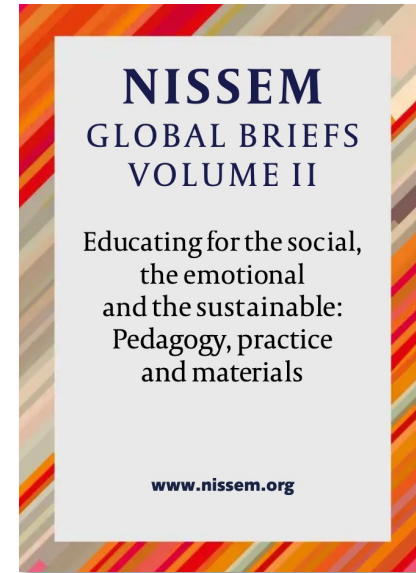
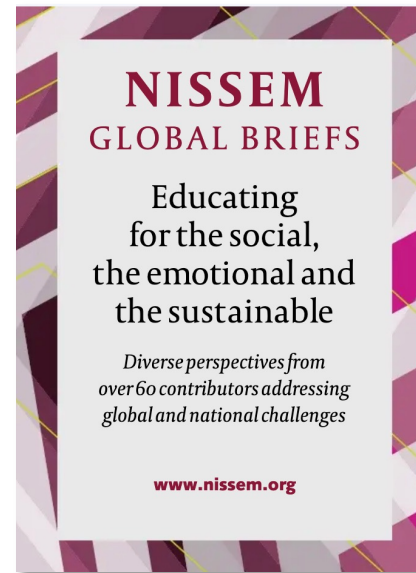
# Recommendations

1. **Strengthen teacher training activities** at national, regional, and local levels, including intensive competence-based training, technology training, social emotional competence training, and SEL-based pedagogical training
2. **Enhance the quality of teacher training activities** to adapt to the needs of various groups of teachers
3. **Propose an incentive scheme** for highly proficient English teachers to show the government's strong efforts in improving teachers' quality of life, thus encouraging them to stay dedicated to improving English education in Vietnam
4. **Raise public awareness regarding the wider goal of learning a language**, that is, to use the language for effective communication and for exploring the world, rather than merely for examination performances.

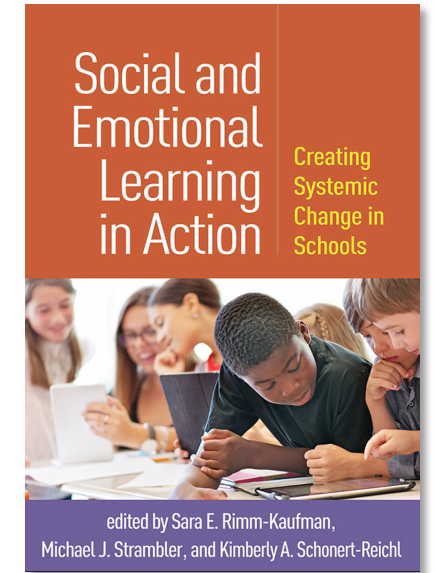


# NISSEM: Celebrating 5 years

**2019–23:**  
4 volumes of  
NISSEM  
Global Briefs:



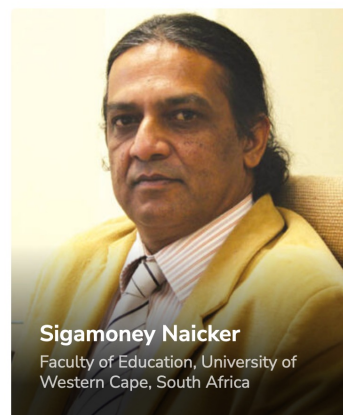
**May 2023:**  
Chapter on  
'Integrating SEL  
into Textbooks and  
Instruction in Low-  
and Middle-  
Income Countries'



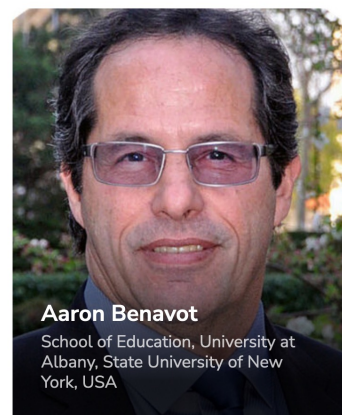
**Nov. 2023:** CIMQUSEF  
conference, Morocco: 'Social  
and Emotional Learning: a  
pillar in strategies for  
education transformation'



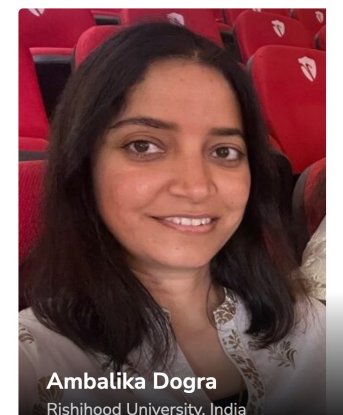
**Najat Vallaud-Belkacem**  
Former French Minister of Education,  
Higher Education, and Research



**Sigamoney Naicker**  
Faculty of Education, University of  
Western Cape, South Africa



**Aaron Benavot**  
School of Education, University at  
Albany, State University of New  
York, USA

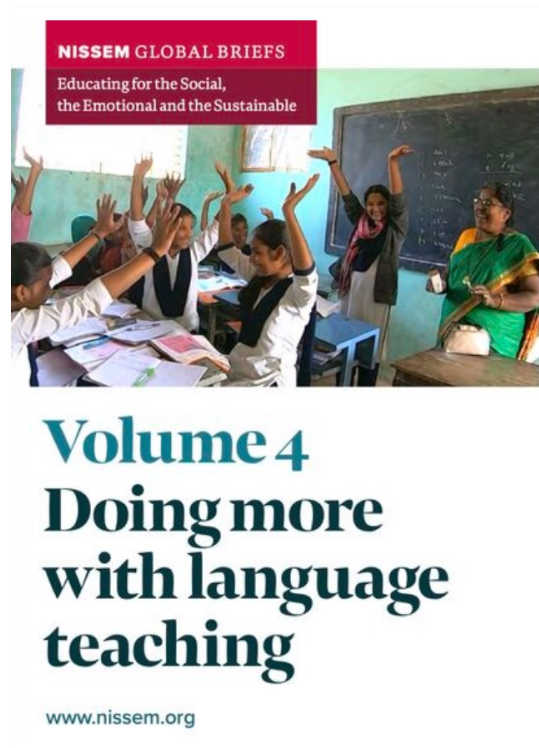


**Ambalika Dogra**  
Rishihood University, India

**Feb. 2023:** Creation of NISSEM Advisory Group:

- Vishal Talreja, Co-founder and Trustee, Dream a Dream, India
- Esther Care, Professorial Fellow, Univ of Melbourne, Australia
- John Mugo, Executive Director, Zizi Afrique Foundation, Kenya
- Abdennasser Naji, President, AMAQUEN, Morocco
- Vicky Colbert, Founder and Executive Director, Escuela Nueva, Colombia
- Sam Loni, Program Director, Global Schools Program, UN Sustainable Development Solutions Network (SDSN)
- Danielle de la Fuente, Founder and CEO, Amal Alliance





## **NISSEM Global Briefs Vol.4 includes the following contributions:**

### **Section One: Mother Tongue and National Language**

1. Abdelkader Ezzaki: [Socio-emotional learning in Arabic language education in Morocco: A school quality improvement endeavor.](#)
2. Allen Thurston | Gloria Lucia Bernal Nisperuza | Luz Karime Abadía Alvarado | Maria Cockerill | Alison MacKenzie | Joanne O’Keeffe | Pelusa Orellana | Tien-Hui Chiang: [Using cooperative learning to enhance reading in Colombia.](#)
3. Debra Myhill: [Grammar as choice, not grammar as compliance.](#)
4. Mohini Gupta: The burden of textbooks: [Language socialization in India and Wales.](#)
5. Michael Louis Phiri | Sofie Cabus | Jacqueline Mathenge | Haatembo Mooya | Daniele Ressler | Ashleigh Morell | Anne-Thora Vardoy-Mutale: [An empirical investigation of social emotional learning among children in primary education: The case of Catch Up in Zambia.](#)
6. Priscilla Angela T. Cruz: English and Mother Tongues in the Philippines: [Reflections on language policies and education.](#)
7. Bui Thi Dien | Le Anh Vinh: [How social-emotional learning is integrated into the Vietnamese Language and Literature subject: A review from curriculum and textbooks to teachers’ practices](#)
8. Meenal Sarda: [Integrating Social and Emotional Learning into literacy programs.](#)

### **Section Two: English as an Additional Language**

9. Tran My Ngoc | Le Anh Vinh: [The reciprocity between English language learning and social emotional learning: The case of Vietnam.](#)
10. Dalia Elhawary | Eleanore Hargreaves: [The social and emotional aspects of learning to speak English as an L2 in the Egyptian primary classroom.](#)
11. Nick Bilbrough | Haneen Jadallah: [Talk globally, learn locally: Interculturalizing the Palestinian English Curriculum through weekly online link-ups with a volunteer in another country.](#)
12. Patrice Kané: [Teaching sustainability topics in English in Mali.](#)
13. Momodou Jeng | Susan Iannuzzi | Amie Jaiteh | Philomen Sanyang | Michael Secka: [New curriculum and ELT textbooks in The Gambia: The SEL dimension.](#)
14. Lisa Horvath: [Stories: Connect to language, self, others, and the environment.](#)
15. Shinibali Mitra Saigal | Radhika Shenoy: [The power of biographies: Revolutionizing ideas through inspirational lives.](#)
16. Jason Anderson: [TESOL textbook content in the global South: Challenges and opportunities for appropriate and sustainable learning.](#)