

PROMOTING PEACE EDUCATION THROUGH LOTUS MODEL IN ENGLISH LANGUAGE CLASSROOMS

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Abstract:

Effect of massive industrial and technological interventions of humankind has impacted the planet to a greater extent. Competition for control of resources increases conflict amidst countries and various other human units. These conflicts result in making world unsustainable for future generations. Multilateral agencies such as UN insist upon promoting awareness on issues and problems entailing humankind. 'Peace Education' is envisaged as a tool for promoting inclusive thoughts among young learners to minimize the adverse effects. An English Language classroom is real opportunity for integrating real world issues into the educational aims aimed at promoting sustainability. Key roles of 'creativity' and 'critical thinking' in English Language classroom provides for flexible accommodation of innovative methods to achieve language learning outcomes with the specific subject mater. This paper demonstrates the possibility of integrating learning and subject outcomes through a circular LOTUS model for enhancing learning prospects on peace and sustainable education.

Keywords: Language class, Peace education, Sustainable planet

Introduction:

Education is to guide one self towards desired destination with sustainable tracks. Realization of human potential and capability has paved the way for rapid development in life styles and living conditions. Transition of nomadic culture to a settlement life was supported heavily by the developed and enhanced living conditions. These have also yielded adverse impacts such as growing conflicts and erosion of agreed value systems and beliefs. To reduce such adverse impacts, importance is being increased on integrating the lessons on Peace education and similar themes at school and collegiate levels. This paper focuses on one such experimental methodology of incorporating peace education within ELT classrooms

Peace Education: Evolution of thoughts and actions:

Peace Education by virtue is propagated as a right of individuals in a sustainable world. Documented sources on ancient histories reveals the existence of the concept of Peace Education through various means. Evolution of certain philosophical thoughts and schools in ancient days such as Buddhism, Jainism in India and other school of thought in other countries support the fact. But it is also to be noted that there was no structured theory on Peace Education till modern days (Johan 1975). Growth of humankind beyond threshold levels has resulted in the increased conflicts and competitions to control the resources. These conflicts

gives rise to unrest in the environment due to competitive groups. To minimize such impacts and undesirable acts, methods to prevent are being explored at various levels.

There have also been debates and discussions globally to arrive at the consensus on the concept of Peace Education. UN and its lateral agencies through various interventions have recognized the importance of peace education. Adoption of the declaration on Human Rights Education and Training has expressed its consensus on the importance of the process of human rights education as a process of building knowledge, skills and attitudes prompting behavior that uphold human rights (OHCHR 2006).

UNESCO has also declared that Peace education is its 'fundamental mission' (Koichiro 2008). These have resulted in the academic discourses on Peace Education to evolve a broader and holistic view of realizing human rights as well as to the long-term prevention of human rights abuses and violent conflicts.

Peace Education is structured on three variants such as Conflict Resolution Training, Democracy Education and Human Rights Education. Basic tenants of this learning process could be effectively achieved through programs for communication skills, social and emotional learning, restorative circles and dialogues and critical thinking

Peace Education: Promotion at Learning avenues:

Schools and Colleges are regarded as main avenues of formal learning in a structured manner. At these avenues Peace Education is an important component as it enables the education system to fulfill its fundamental aims of promoting the full development of the human personality and appreciation of human dignity of strengthening respect for human rights (CRC 2001)

Peace education contributes to the comprehensive effectiveness of the education system as a whole, which in turn lead to the sustainable economic and political growth

English Language Classrooms: Principles and Practices:

A Language learning classroom always provides an ample scope to employ creative and critical thinking tools for development of lessons and delivery to the wide range of students with diverse backgrounds. A language classroom aims to acquire communicative competence in the designated language. For this purpose it recognizes and manages the communicative needs of language learners. In India, English is taught as foreign language and wide utilization of the language have resulted in the higher learning rates of the language. English language classrooms often involve task based learning and skill acquisition activities as the language is acquired and stabilized as competence.

Since language learnt is acquired as a skill, it needs to demonstrate at various points and daily applications. In order to ensure this postulate, teachers of English Language involve wide range of teaching tools and techniques. As a language, it offers the fundamental flexibility for the learners to test the learning and acquired skill through real time application, verification and rectification of the learning. Integration of real world issues and topics in to the daily learning paths in English classrooms ensures the 'learner flexibility' to ideate, brainstorm,

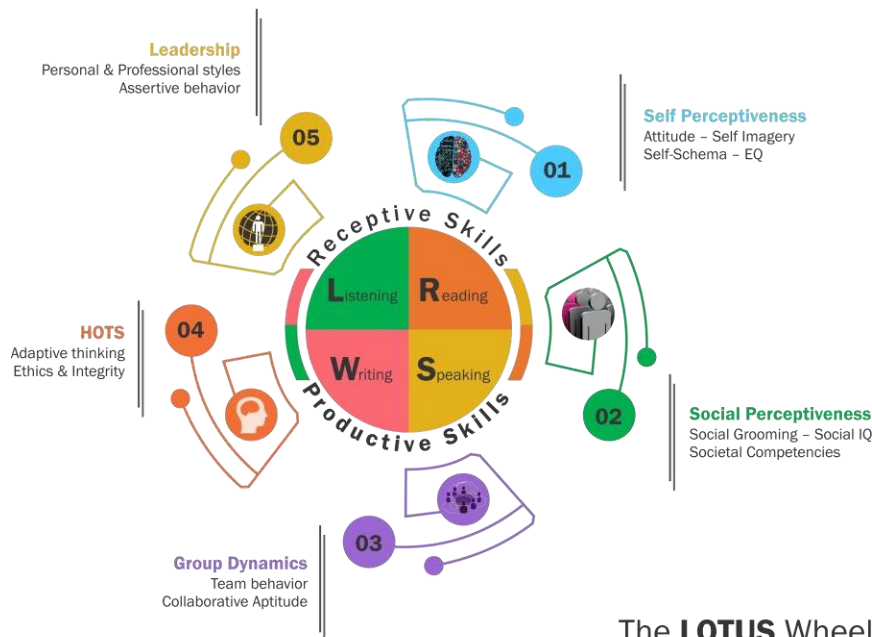
discuss, debate understand and communicate viewpoints to fellow beings

LOTUS Model and English Language Classrooms:

LOTUS Model is a teaching-learning model developed by this author herself through various interventions and projections with teaching learning models. LOTUS is an acronym stands for Listen – Observe - Think – Understand – Speak. This model calls for common but differential learning outcomes at levels supported by incremental learning materials. LOTUS Model was developed with integrating four skills of a language and aimed to enhance communicative competence of an individual through Communicative Language teaching.

This model was developed for English Language classrooms for engineering classrooms at under graduate level of study. As highlighted it provides space for fundamental ‘learner flexibility’ along with real world skilling exercises and tools such as critical thinking, creative thinking, communicative skills, interpersonal skills and other tenets of value and peace education. This model provides a training framework with 4 communication modules and 5 domains of personality development through which the variants of peace education gets integrated in the form of teaching learning materials.

The training framework evolved is in a wheel structure, which encompasses all the four communication skills and five personality domains. As the training model was developed in the ‘wheel’ structure, suitable groupings are made by default design



The **LOTUS** Wheel
(REC - CSRC - ELTeLL)

The training framework developed was ensured the vital elements of skill acquisition such as Listening, observing, thinking, understanding, speaking or exhibiting the acquisition. The model integrates the LSRW Skills in to receptive and productive skills and transit progressively from ‘receiving to revealing’. The personality domains are sequentially arranged from self-perceptiveness to Leadership such that the training programs align itself with natural progression

from *'self to society'*.

Domains such as Group dynamics, Social perceptiveness focus on one's personality behavior with society whereas the domain of HOTS (Higher Order Thinking Skills), Leadership helps the learner to focus on self

LOTUS Model: Classroom practices and Inferences:

This model was developed for the engineering classrooms where English is taught and learned as skill and competence. These classrooms follows Communicative Language Teaching mode and there by necessitates the endurance of learning objectives, targets and outcomes. In general LOTUS Model calls for common but differential learning outcomes embedded in different levels of Listening-Observing-Thinking-Understanding and Speaking. Teaching and Learning materials get arranged in incremental manner so as to support different cognitive needs of learners at different levels.

Common but differential learning outcomes, personalized learning paths, stratified learning materials are the core components of the LOTUS Model, which ensures the learner flexibility, learner autonomy. These postulates by virtue and practice enable the learners to learn a concept practically in more effective manner. Arrangement of materials, ensuring proper transition of learning stages promotes Higher Order Thinking skills and places the learner in a learning continuum.

Conclusion:

Thus, the LOTUS Model promotes the process of Peace Education by its nature of supporting structured-self learning amidst learners. This method is suggested to be reliable as it is being found suitable to support the cognitively exciting domain of Peace Education as it involves reflecting upon the learning process and materials.

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