



Advocating for ESOL learners in systems of constraint

ESOLSIG PCE DAY, IATEFL BELFAST
16 May 2022

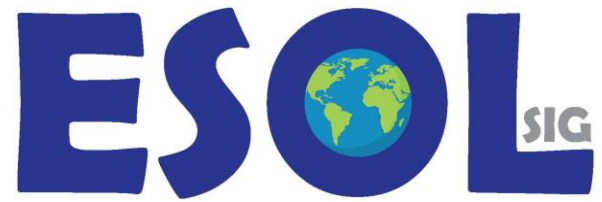
Time	Presentations & Workshops
10:00-10:20	Meet and greet along with a welcome from the ESOLSIG committee: Lesley Painter-Farrell, Roshii Jolly, Vivi Bairami, Kathryn Sidaway, Lora Agbosa, Pauline Blake-Johnston, and Mike Chick
10:20-11:10	<i>ESOL provision for Syrian refugees in Ireland: voices and choices</i> Fiona Gallagher, Dr Shadi Karazi, and Bronagh Catibusic
11:10-12:30	<i>Learning and integration as a two-way process – collaboration, connection and community</i> Carol Goodey and Pam Armstrong
12:30-13:30	Lunch Break <i>Attendees will be able to purchase food from food pods in the Convention Centre.</i>
13:30-14:30	<i>An emergent curriculum in ESOL</i> Sam Shepherd
14:30-15:30	<i>Language education, inclusion and the importance of a participatory pedagogy</i> Mike Chick
15:30-16:00	Refreshments
16:00-17:00	<i>Panel Discussion with Presenters and Final Thoughts</i>

Presentation Summaries:

ESOL provision for Syrian refugees in Ireland: voices and choices

Fiona Gallagher, Dr Shadi Karazi, and Bronagh Catibusic

This session will present findings from a research project entitled Language and intercultural support for Syrian refugees in Ireland. The aim of this study was to investigate language and intercultural support for Syrian refugees who have resettled in Ireland under the Irish Refugee



Protection Programme (IRPP). This research was conducted between 2016 and 2018 by Dr Bronagh Ćatibušić, Dr Fiona Gallagher and Dr Shadi Karazi through the School of Applied Language and Intercultural Studies (SALIS) at Dublin City University. Its findings were published in 2019[i].

The study involved interviews with 26 adult refugees (12 women and 14 men) and 14 support providers - including English language teachers, other professionals and volunteers – who work with them. These participants were based in several resettlement locations around Ireland. The interviews with the Syrian participants were conducted through Arabic.

This session will first present the voices of the Syrian refugees in terms of what they said about learning English in Ireland: their precise needs, their learning preferences, what they found useful and what they found less effective about their ESOL lessons. This will be followed by a focus on the experiences of the support providers in relation to ESOL provision for the Syrian refugees and will present their views of the effectiveness of the programme overall, what worked and what didn't work in this teaching context and their suggestions for the future. Finally, implications for best practice and recommendations for the design and delivery of future ESOL programmes will be discussed.

[i] Ćatibušić B., Gallagher F., & Karazi, S. (2019a). An investigation of ESOL provision for adult Syrian refugees in Ireland: voices of support providers. In F. Mishan (Ed.), ESOL provision in the UK and Ireland: Challenges and opportunities, pp. 133-154. Bern: Peter Lang.
Ćatibušić B., Gallagher F., & Karazi, S. (2019b). Beyond ESOL provision: Perspectives on language, intercultural and integration support for Syrian refugees in Ireland. In F. Mishan (Ed.), ESOL provision in the UK and Ireland: Challenges and opportunities, pp. 287–314. Bern: Peter Lang.
Ćatibušić B., Gallagher F., & Karazi, S. (2019c). Syrian voices: an exploration of the language learning needs and integration supports for adult Syrian refugees in Ireland. International Journal of Inclusive Education. 23, 1-19, published online October 2, 2019. doi.org/10.1080/13603116.2019.1673957

Learning and integration as a two-way process – collaboration, connection and community

Carol Goodey and Pam Armstrong

In an increasingly hostile environment, ESOL, while essential, is not sufficient to promote community integration. Collaborative work to make connections in communities is also very important. In this session, we reflect on a local Cultural Connections project to bring different parts of the community together to learn with, from and about each other. We outline the steps we took, the lessons we learned and the changes that took place for us, our colleagues, the ESOL learners and the wider community. We highlight the learning opportunities, not just for ESOL learners but for all members of the community. We emphasize that integration is a two-way process, with valuable learning opportunities for all.

Carol Goodey has been involved with English Language Teaching for over 18 years. She is currently an Associate Tutor with the University of Glasgow while also continuing to work with ESOL learners in communities.



Pam Armstrong has worked in Community Learning and Development for 18 years. In her current role, she manages a project exploring inequalities using an asset-based community learning development approach.

An emergent curriculum in ESOL

In this workshop, we will critically review the origins of ESOL curriculum design and processes, before going on to explore an alternative model based on emergent language using methods and approaches from participatory pedagogy and dogme ELT. We will be exploring both how to facilitate this emergence as much as what emerges, and the challenges and opportunities presented when applying these approaches in a large further education college in England. We will look at some of the early reflections and findings so far in the project, and the session will include practical and interactive suggestions which can be used to inform day to day teaching. The research is being carried out as part of an MPhil at the University of Sunderland, co-funded by the Education and Training Foundation and supported by Kirklees College.

Sam Shepherd is an ESOL teacher and CELTA trainer working at Kirklees College, based in Dewsbury in West Yorkshire. He has taught in a wide variety of contexts, from international EFL to community and college based ESOL in England. He has been interested in materials-light and student-driven ESOL practices for some time, as well as the policy context of ESOL. Classroom technology has also been a long-standing interest, often in terms of when not to use it, as much as about when not to.

Language education, inclusion and the importance of a participatory pedagogy

This workshop will argue that ESOL classes, whether formal or informal, professional or voluntary, are ideally placed not only to further language development but also to promote feelings of belonging and inclusion in a democratic society. It will provide examples of how a participatory approach to classes has led to participants taking action on issues which affect their lives and will include an example activity for workshop attendees to discuss how viable a participatory approach may be in their teaching context.

Mike Chick has worked in language teaching for over twenty-five years. At the University of South Wales, he is a TESOL teacher education lecturer and is the University Refugee Champion. His research interests surround language education for migrants in Wales and he is currently researching social justice in language education.

Thank you for joining us!

If you would like to contact us please email: esolsig@iatefl.org

**Do not forget the ESOLSIG Showcase day is
on Thursday 19 May - join us!**