



PRE-CONFERENCE EVENT TIMETABLE Harrogate, 15 March 2021

ESOL: sidelined no more!

Time	Presentations & Workshops
10:00-10:15 am	Meet and greet along with a welcome from the ESOLSIG coordinators and ESOLSIG committee: Lesley Painter-Farrell, Oya Karabetcha, Roshii Jolly, Caroline Okerika, Pauline Blake-Johnston, and Mike Chick -With refreshments
10:15-11:05 am	Jeremy Harmer <i>Advocate, counsellor, politician, teacher, coach? – the roles ESOL teachers play</i>
11:05-11:55 am	Rachael Roberts <i>Mindfulness techniques to manage stress</i>
11:55-12:45	Jo Gakonga <i>Teaching low level ESOL learners – some practical (mobile) ideas.</i>
12:45-13:00	<i>Thoughts from the morning</i>
13:00-14:00	Lunch Break <i>Attendees will be able to purchase food from food pods in the Convention Centre.</i>
14:00-14:50	Melanie Cooke <i>'Our Languages': working with sociolinguistics in multilingual participatory ESOL classes</i>
14:50-15:40	Philida Schellekens <i>The must-have ES(O)L teaching toolkit!</i>
15:40-16:10	Refreshments
16:10-17:00	Steve Brown <i>No sh*t, Sherlock! Things the ELT profession could learn from ESOL</i>
17:00	<i>Final Thoughts and ESOL Champion Award</i>

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

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Presentation Abstracts:

Advocate, counsellor, politician, teacher, coach? – the roles ESOL teachers play **Jeremy Harmer freelance author, New School MA TESOL faculty**

All teachers have to play many roles, but for the ESOL teacher this can be especially challenging. Some students in front of them are enthusiastic and going forward for their new immigrant lives. Their sense of adventure can be infectious. Others, however, struggle with the past and the future in ways that many others will never have experienced. So what pedagogy, what materials can satisfy this strange mixture, if any? Is it time for a rethink, or is the accumulated wisdom of the profession enough?

Mindfulness for teachers and students

Rachael Roberts

Mindfulness for teachers and students: looking at how teachers can use mindfulness to support their practice inside and outside the classroom, and also some ideas for using mindfulness techniques in class.

Teaching low-level ESOL learners – some practical (mobile) ideas

Jo Gakonga, Warwick University/ ELT-Training.com

In my experience, almost all learners have a smart phone in their pockets – even ESOL learners who are short of money and have literacy issues. This practical workshop will offer some ideas for how these can be used to encourage low level learners to learn the language that is relevant to them.

'Our Languages': working with sociolinguistics in multilingual participatory ESOL classes

Melanie Cooke, Kings College London

Teachers of ESOL work with students who use many languages, dialects and registers in their lives outside the classroom – but their experience of multilingual communities and their knowledge about languages and language use is not often made full use of in ESOL teaching. At a time when some of our students are facing increasing levels of prejudice and discrimination because they are speakers of languages other than English, however, we would argue that working with sociolinguistic ideas in ESOL is a way of addressing serious questions of social justice with migrant communities. In the *Our Languages* project, then, we explored various sociolinguistic themes which were relevant to our students: communicative repertoires; bi/multilingualism in families; linguistic discrimination and language ideologies. We noted at the end of our 8 week project that students had gained more confidence in their own linguistic identities, had thought more deeply about language issues in their daily lives and had considered ways of resisting language-based prejudice and discrimination.



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Since *Our Languages* ended we have been working on a set of web-based materials based on the findings from the project. The materials are organised in four sections: 'Ourselves', 'Our Homes', 'Our Classroom' and 'Our Communities'. This session will briefly introduce the web site, explain the original project and will discuss some of the sociolinguistic theory behind the project. We will also carry out some of the activities. The session will be hands on and participatory and will be of interest to teachers with varying levels of experience, as well as those interested in language education more generally.

The must-have ES(O)L teaching toolkit

Philida Schellekens

In this session we will take an overview of the skills, knowledge and behaviours that teachers and volunteers need to do a good job when working with language learners. I will draw on research findings in language and general educational research to guide us on this aspect. It will also be interesting to share our thinking on what the overlap between the skills of teachers and volunteers might be and whether it is possible to establish a cut-off point between the two roles.

No sh*t, Sherlock! Things the ELT profession could learn from ESOL

Steve Brown

EFL and ESOL in the UK have traditionally been regarded as distinct fields within language teaching, with EFL operating as a multi-billion-pound industry catering for wealthy visitors, and ESOL relying on limited funding and resources to support long-term residents who often hold vulnerable positions within society. The resource gap between the two fields, and the impact of UK-based EFL on the wider world of English Language Teaching, led many to assume that EFL was somehow superior. However, the changing role of English in the world, specifically the switch from EFL to ELF, requires us to question the current global ELT paradigm. Many assumptions embedded within traditional EFL are coming under increasing scrutiny, and calls for change are getting louder.

In this talk I draw heavily on my own experience in both EFL and ESOL to reflect on differences and similarities between the two fields. I suggest that many ideas being presented in ELT today as innovative or revelatory are in fact well-established features of the ESOL classroom, and explore ways in which the global ELT profession would benefit from allowing itself to be influenced by ESOL practice.

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