
Delivering ESOL online

16th July 2020



**South East
Strategic Partnership
for Migration**

L&W LEARNING AND
WORK INSTITUTE

Zoom Housekeeping

- Do use the 're-name' function to edit your display name e.g. *Name – Organisation*
- Do keep your mic muted, unless speaking
- Do use the 'raise hand' function, or type in the chat box, to ask a question
- Do turn your camera off if you need to, or prefer. This can also help if you experience a poor connection
- This meeting is **NOT** being recorded – we'll share slides afterwards.

Welcome and introduction

Roy Millard, SESPM

ESOL Regional Coordinator – what is our role?

Coordinating adult ESOL provision in the region, with a focus on the needs of refugees

Encouraging and catalysing new coordination activities

Sharing advice, knowledge and tools to ensure they effectively take account of the needs of refugees

Facilitating relationships between different coordination hubs and partners in your region

Sharing lessons learned and best practice from your region with the ESOL Coordinator network and with central Government



Increased collaboration between ESOL providers and resettlement agencies across the region



Effective coordinated delivery of ESOL focussing on the integration of refugees

Our focus this year

- Attendance at sub-regional meetings in the autumn to find out the priorities and key issues in your area and share ESOL resources
- Events focussing on ESOL-related issues that have been identified as important in the region via attendance at the sub-regional meetings
- Targeted support for your area/organisation (e.g. to develop your ESOL strategy, to develop resources, or to support with a funding application)
- Access to a wide range of resources to help you plan and deliver provision
- Updating the ESOL map in a new format

Existing outputs

1. **ESOL map** - Help us to keep the ESOL map up to date to help you identify available and suitable provision in your area – [use this short form to share new provider's details here.](#)
2. **Helpdesk** - Contact southeastESOL@learningandwork.org.uk to get help and information from our team of experts about ESOL issues.
3. [How to Guide](#)
4. [Employment Guide](#)
5. [Pre-Entry Guide](#)
6. [Checklist for supporting young refugees with an ESOL need](#)
7. [Speedy integration for refugees or other new arrivals with no prior knowledge of English: A checklist](#)

Additional useful outputs and resources

1. **New to ESOL – [phonics](#) and [listening](#)** (ETF)
2. **[ESOL for Refugees](#)** (Home Office)
3. **[Volunteers, English language learners and conversation clubs](#)** (MHCLG)

EDUCATION & TRAINING
FOUNDATION



ESOL FOR REFUGEES:
RESOURCES FOR NEW ARRIVALS



Volunteers,
English language learners
and conversation clubs

English
conversation
practice toolkit



South East
Strategic Partnership
for Migration

L&W LEARNING AND
WORK INSTITUTE

Jennifer Akite, Home Office

16th July 2020



**South East
Strategic Partnership
for Migration**

L&W LEARNING AND
WORK INSTITUTE



Refugees Welcome Crawley

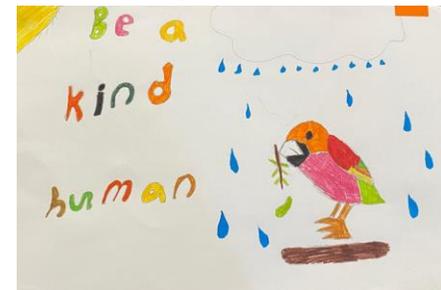
Supporting refugees and vulnerable migrants in the Crawley area

www.refugeeswelcomecrawley.co.uk

SE MIGRATION PARTNERSHIP ESOL WEBINAR - DELIVERING ESOL ONLINE

Context – pre-Covid

- Voluntary sector ESOL class to supplement formal provision, run by ESOL trained lead teacher and 2 or 3 volunteers with teaching (but not ESOL experience).
- Peer interpreter sometimes attended.
- Women only as Syrian women requested this – more confident learning in a segregated group. Men's Group set up subsequently.
- Children and Family Centre setting – pre-school children, babies and breastfeeding mums welcomed.
- Sociable, coffee break included.



Challenges



1. Technical

1. Not enough internet-enabled devices in the home. Many families had one or two smartphones but no other device
 - Challenge met by grant from Sussex Crisis Fund. Laptops provided to all Syrian families and tablets offered by WSCC Refugee Resettlement Team on loan/purchase basis.
2. Families with limited language and/or IT skill
 - Laptops setup and programmed before delivery, basic Arabic instructions provided, more able users prioritised so that they could help those less able.

Using Zoom with Refugee learners



- Set up Zoom practice session with peer interpreter who explained Zoom access process to all other families. Initial practice meeting held. Worked through key technical points with students— joining form link, audio, video.
- Same principle attempted with Skype (for ESOL lessons offered by another provider) but this proved much more difficult as link sent could be opened on a smartphone but not on a laptop. Teachers' Skype username/email address needed.
- Refugee families familiar with WhatsApp and Zoom but not Skype.



- Men's Zoom ESOL started after Women's group so women able to show partners how to access the sessions.
- Volunteer resistance: one teacher left Men's ESOL group as unwilling to engage with Zoom; second teacher reluctant but persevering.
- Previous accessibility issues including childcare and transport now resolved by having online access to ESOL sessions from home, enabling some women to attend who were previously excluded.

2. Change of environment



- Need to create a welcoming learning environment.
- Largely met as women and volunteers already knew each other, friendly learning environment carried over.
- ‘Homely’ atmosphere created by home backgrounds visible on video, using ‘realia’ from around the home in teaching. Children sometimes appearing on screen but partners respecting women only space. Peer interpreter useful in tactfully requesting women use mute button for babies or tv noise.
- Coffee break hospitality replaced by recipe sharing for fundraiser recipe book. Women showing their Eid dishes onscreen.

3. Managing teaching and learning



- New format: 1 hour only. Initial welcome missed by any latecomers – Peer interpreter alerts host from WhatsApp messages received if latecomers not spotted waiting to be admitted.
- Target language modelled by lead and volunteer teachers; whole group ‘drilling’ with words shown on shared screen; pair practice replaced with ‘breakout rooms’ for small group practice – one volunteer in each breakout room and peer interpreter with weaker students; Teacher can join and leave rooms to monitor.
- Use of names rather than gestures to select students to answer
- Peer interpreter explains tasks and difficult words as needed.

Learner-focused curriculum



- Flexibility as a non-statutory ESOL provider to respond to needs and context of learners, e.g. practising ‘must’ and ‘have to’ with reference to Covid guidance
- Select appropriate material from Excellence Gateway, Learning and Work Initiative , English My Way, One Stop English and ISL Collective internet resources, also adapting bilingual resources from Twinkl.
- Screen share teacher-prepared Word document with target language added to during the lesson, replacing whiteboard. Video input from e.g. British Council Nexus ESOL. Peer interpreter alerts teacher where learners are struggling to follow.

Points from Men's group volunteer interpreter

- I proposed to the tutors at the start that, as interpreter, I will only interpret when asked by them, which has been done.
- Some peer-to peer interpretation was also done, by more able participants, without prompting by the tutor, which was good.
- The main need was to explain what the next exercise was in the lessons, and homework. This is needed especially for beginners in the group which has very mixed ability.



Learning within the community



Overlap of ESOL and social groups

- Works well with peer interpreter as spokesperson within the group as she can raise general concerns and questions from the learners and their families with the teacher who is also the Chair (lead volunteer).
- Opportunity for questions at beginning/end of each ESOL session to be discussed and/or followed up afterwards.
- Liaison between refugee families, volunteers, WSCC keyworkers and Refugee Resettlement Team. ESOL sessions an important part of this.
- ‘Talk Club’ WhatsApp group a vital communication link between refugee families and our charity, e.g. Zoom links, materials from lessons and essential information, e.g. Covid guidance, posted in English and Arabic.

Learner feedback from peer interpreter

I asked the ladies what they think about English lesson by Zoom. All of them they say 'This lesson is perfect and they feeling they improve their English they are very happy.' And they would like to thank you a lot.





Cathy Merry, Refugees Welcome Crawley

Picture credits: Syrian refugee families

Discussion questions

1. What have the challenges of delivering ESOL online during lockdown been?
2. Which resources have you used? Are there any resources that have worked particularly well?
3. What approaches have you used? Are there any approaches that have worked particularly well?