

EFA LONDON

TRAINING BROCHURE



List of workshops

1. Participatory ESOL (pedagogical principles of participatory ESOL including Freire and Reflect).	14
2. Sociolinguistically informed participatory ESOL	16
3. Teaching and planning with a participatory framework	17
4. Anti-racist teaching	18
5. Exploring positionality and power inequalities in the ESOL classroom	19
6. The power of discussion	20
7. Participatory approaches to writing	22
8. The emerging language model	23
9. Problem posing education	24
10. ESOL for Action - campaigning with ESOL students	25
11. Using Theatre of the Oppressed for Language teaching	26
12. Participatory evaluation	30
13. Reading the word and reading the world - participatory reading	31
14. Participatory approaches for new readers and writers	32
15. Our Languages and using a multilingual approach to ESOL	34
16. Participatory photography	35
17. Community organising with ESOL students	36
18. Participatory ESOL online	37



What is EFA?

EFA London is a charity that provides free ESOL courses to adult migrants in London. We have more than ten years' experience delivering community-based, action-orientated ESOL classes and training ESOL teachers across the UK in participatory teaching approaches. EFA London is one of the leading practitioners of participatory ESOL in the UK and we are committed to sharing our experience with other ESOL teachers in order to support our collective development. This series of teacher education workshops is part of this work.



“The training has proved effective for our teachers, who can put participatory methodology into practice straight away with learners. In my view, EFA’s approach to multilingual pedagogy is second to none, and I would strongly recommend them to all ESOL providers, whether they be college or third-sector organisations.”



Why train in Participatory ESOL?

Participatory ESOL training is aimed at teachers and institutions who recognise the need to combine ESOL with the social and political effects of injustice towards migrants in the UK. Our approach draws on the popular education pedagogy of Brazilian educator Paulo Freire, adult literacy work in the US led by Elsa Auerbach, and Action Aid's Reflect ESOL project, and is underpinned by theoretical work in applied and sociolinguistics.

“ Now I have a much clearer idea of how these participatory tools can work in practice. ”

ESOL students are language learners but they are also part of a social structure which so often means they also find themselves in situations of inequality, racism, and poverty, subject to inhumane immigration controls and in precarious work. At EFA we believe that, as these issues are part of most ESOL students' lives, they are integral to the ESOL curriculum. The content of the participatory ESOL curriculum emerges from discussions in the classroom and these workshops guide participants to manage their own emerging curriculum, both in terms of language development and of important issues to discuss and tackle.



What do we offer?

Participatory ESOL training offers a series of workshops designed to share the research-based practice that we have been developing at EFA for more than ten years. Our trainers are trained and experienced ESOL teachers and community organisers.

All our workshops guide teachers to open up spaces in their ESOL classroom for student-led reflection and discussion of issues which affect their lives and encourage teachers to think of their classrooms as a space in which campaigns and actions against injustice can grow. **Language learning as well as reflection on how issues of language impact on our everyday lives are at the centre of each of the workshops.**

Each workshop provides pedagogical tools, techniques and frameworks. Our training methods are experiential, and **we use the same tools techniques and frameworks for training that we use in our ESOL classes** meaning that participants experience the techniques whilst learning how to use them in their own classrooms. Our approach to both ESOL and teacher training puts emphasis on building community and creating the right atmosphere, ensuring classes have the right balance between engagement with serious themes and space for creativity and fun aided by the use of games, theatre, visual tools and photography.



Who can do our training?

Our training is available to individual ESOL teachers, support workers and volunteers but will also be of interest to activists and campaigners, particularly those involved in campaigning for migrants' rights.

We can also do training for whole groups. Colleges, schools, voluntary organisations and training providers can book us for their staff development. **Our list of workshops can be tailored to the needs of your group.**

How we stay in touch after the workshops

Many teachers and groups return to do different workshops. We also have a strong network of participatory practitioners who meet monthly on Zoom to share ideas and discuss issues that arise, so there are opportunities for ongoing discussion and support after the training workshops. We also run a Participatory ESOL Facebook group.

“Connecting with other ESOL practitioners has made me reflect on my own practice. Inspiring use of participatory tools, I intend to use them more going forward.”



Booking our workshops

Most of our workshops below can be half day sessions but some can be only realistically delivered as whole day workshops. We can also link workshops together to provide a longer programme of CPD. Those who take all the workshops over a period of time will become confident and experienced participatory ESOL practitioners.

Our prices vary depending on whether you are an individual or booking for an organisation. We are a not-for-profit organisation and our charges reflect this.

For more information and to book, please contact training@efalondon.org

“ I enjoyed connecting with other colleagues and seeing how alike and different our experiences were in the pandemic. Seeing how a participatory approach doesn't have to be abandoned in online teaching. ”



Our workshops

1

Participatory ESOL (pedagogical principles of PE including Freire and Reflect).

This workshop provides a theoretical introduction to participatory ESOL pedagogy. In the workshop we will explore the key concepts and ideas that have influenced participatory ESOL, including the Freirean concepts of dialogic learning, co-construction of knowledge, problem posing education and consciousness raising. We will also explore Reflect's (ActionAid) educational philosophy and practical tools.

“It's given me a solid foundation to begin to build on introductory practice -including useful reading, links, and contacts.”

Although this is mainly a theoretical workshop, participants will use some of the practical applications of the theories too and they will consider how the pedagogy would work in their own contexts. As far as possible, it will draw out and build on participants' existing knowledge of the theories presented. We will also look at examples of how different aspects of the pedagogy have been applied in UK contexts and we will provide some historical background to this pedagogy and how it has developed from 1960s Brazil to 2020 UK.



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قوتنا

ESOL

MAKES US

UNITED

Our workshops

2 Sociolinguistically informed participatory ESOL

At EFA, we are increasingly drawing on sociolinguistic theory alongside pedagogical theory (see Workshop 1) to underpin our practical work. We believe that sociolinguistic theory has been underused in ESOL but that its core concerns with how language reflects, moulds and dominates society, and its focus on the language and literacy of minority communities, make it especially relevant as a theoretical basis for ESOL. In this workshop, we will explore sociolinguistic concepts such as language ideology, linguistic inequality, multilingual communicative repertoire and heritage language maintenance and how these concepts link to our approach to language education. This workshop argues for the

inclusion of these concepts in ESOL courses, and participants will try out practical ways that these can be incorporated into lessons and activities, alongside the teaching of grammar, vocabulary and communication skills.

NB Workshops 1 and 2 taken together provide a comprehensive introduction to the theories underpinning participatory ESOL, from both a pedagogic and linguistic perspective. Although these workshops explore the theories, they will use participatory activities and tools to do this so they are also, in effect, a practical introduction to participatory ESOL.

3

Teaching and planning with a participatory framework

How to use the structure *Making Meaning, Going Deeper, Broadening Out*. (Available as a one day workshop only)

This workshop guides participants to plan and develop a whole series of interconnected, participatory ESOL sessions by following a clear three stage framework. Our framework 'Making Meaning', 'Going Deeper', 'Broadening Out', helps to provide structure for participatory language work. This workshop explains how to start a course from a 'generative word' (Freire) to establish an overarching theme for each series of sessions. There are an infinite

amount of generative words that can be used to start a sequence of lessons in this way but some examples are: learning, migration, racism, women, work.

The workshop will take participants through each of the three stages, clearly explaining the purpose of each stage and demonstrating the use of a range of tools and activities which allow the content of the course to emerge and develop from session to session. At the end of the workshop, participants will see clearly how the stages fit together as well as how this framework can be used to design their own series of lessons.

Our workshops

4

Anti-racist teaching

What does it mean to be an anti-racist ESOL practitioner? What would an anti-racist curriculum look like? This workshop aims to help colleagues think about their specific teaching context and the openings it provides for anti-racist work. Our starting point is that the ESOL classroom is an already racialised context, in a world still shaped by colonialism. We'll think through what this means and how we make this explicit, and politicised.

We can tailor a training session to explore:

- What should be included in an anti-racist curriculum. How to develop courses that are shaped by students' interests and experiences, and foster their critical thinking and agency.
- How we deal with racism in the classroom, finding creative ways to proactively dismantle racist ways of thinking.
- Analysis of the different levels of racism - interpersonal, institutional and societal - working with tools that can be used in the classroom.
- Identification of the complex variety of resistances to addressing racism that emerge in the classroom, some coming from positions of privilege, some coming from positions of relative powerlessness.

5

Exploring positionality and power inequalities in the ESOL classroom

This workshop explores the concept of positionality in relation to the ESOL classroom and the power dynamics that emerge as a result of it. Positionality is a term rooted in critical feminist praxis and is used to refer to the positions we exist in socially, economically and politically, often with reference to gender, race and class, and how they shape our daily interactions and experiences. It builds on the principles of participatory ESOL pedagogy which recognise that the classroom and teaching and learning that take place in it are never neutral; power dynamics often shape who speaks, who is heard, what is said and how it is said. The concept of positionality allows teachers to reflect

on how their backgrounds and life experiences play a part in shaping the participatory ESOL classroom. In the workshop, we explore what power means and how it plays out, as well as how participatory tools can be effectively used to address complex power dynamics, particularly between teacher and students, and between different students. The workshop will include opportunities to reflect on our own positionalities and look at the importance of listening and evaluation, as well as self-reflexivity and practical ways to incorporate it into our teaching practice. Participants will receive a toolkit that further builds on discussions that take place in the workshop.

Our workshops

6

The power of discussion

This workshop explores the potential of classroom discussions for language development in ESOL courses. We will share ways to set up and sustain classroom discussion, and how to build discussion skills and manage equal participation. We will introduce participants to visual tools, such as the problem tree and the iceberg, that can be used to structure and record discussion, or the speaking line for evaluating discussion.

We will identify the micro skills needed for successful discussion by listening to real life discussions settings (even in different languages where possible), and analysing how people use micro discourse strategies to navigate a discussion, including opening up and closing down topics, making space for themselves and others to speak. We will explore how to practise these skills in class in order to equip students with the confidence to manage discussions linguistically both in and outside the classroom.

Drawing on ideas from sociolinguistics, we will also discuss the ideological aspect of discussions such as power dynamics and the linguistic choices we make, often unconsciously, with regards to language and register. Using real life scenarios, we will explore what determines who speaks and who is heard and what societal and cultural factors determine why we choose to talk about certain topics and not others. This workshop works well in combination with workshop 5.



Our workshops

7

Participatory approaches to writing

This workshop looks at how to support and encourage ESOL students to become effective authors. We will use participatory tools to investigate the kinds of text students might like to author and why, the languages they might want to write in and what kind of audiences they might want to connect with. Aspects of this workshop will also link to the ESOL and campaigning workshop (see Workshop 10) as we will explore writing for effective campaigning, including different media and genres. In

the workshop participants will explore how participatory tools can be used to generate rich content for texts. They will then discuss the forms these texts might take and how to publish and distribute them. We will also look at techniques for collective authorship. We will draw on process approaches to writing which foreground the importance of ideas over form in the initial drafting phase followed by critical reflection, editing and redrafting and peer evaluation.

8

The emerging language model

This session will help participants to teach language as it emerges rather than through fixed, pre-planned schemes of work. Participatory ESOL provides a language development model which replaces the target language approach to teaching language. Instead, we approach language learners as language 'knowers' with an already established linguistic repertoire. This focus takes into consideration all the linguistic skills students bring to class, not just their competence in English. The emerging language curriculum begins by engaging students in discussions about things that are interesting and relevant to them. We begin therefore with students' own language rather than any language teaching point. In the workshop we will demonstrate how this approach gives time to

observe and analyse the language students are comfortable using, as well as aspects which need more practice or some development work. The first step in an emerging language curriculum is listening and observing and in this workshop we will explore the tools to help us do this. Following this observation, we will explore activities to develop and extend language knowledge and skills. This might be vocabulary, managing discourse, language structure, pronunciation and issues of power in communication. There will be time in the workshop to design practice activities both 'on the hoof' and for using in subsequent lessons. We will also look at how to effectively incorporate traditional language practice activities within the emerging curriculum.

Our workshops

9

Problem posing education

Problem posing education is both a general, critical approach to education and a series of pedagogic techniques which allows students to engage in discussions about the problems they face and think collectively about how to tackle them. In this workshop participants will develop practical and theoretical knowledge about problem posing education. We will draw on Freire, the architect of problem posing education, and Wallerstein and Auerbach who have adapted the ideas more recently to the adult education sector in the US. The practical element of this workshop will focus on problem posing from a code and how to use this technique in your ESOL classroom. Workshop participants will learn to identify which of the many issues students bring to class can be usefully developed into codes for problem posing. We will explore different ways of making codes, including simple line drawings,

using photographs and using theatre tableaux. We will then guide participants through the structured questioning technique which allows students to gradually:

- identify a problem
- share personal experiences
- understand who it affects
- understand the (structural) causes and consequences of the problem
- think collectively about how to tackle the problem
- plan action

Participants will have the opportunity to explore the theory, the purpose, generate the materials and practise facilitating problem posing discussions using the questions.

10

ESOL for Action - campaigning with ESOL students

This workshop draws on the EFA experience of campaigning and organising alongside students. Workshop participants will discuss the role of adult education in struggles for social change and share experience of the process of change. We will enable teachers to work with their ESOL groups to carry out analyses of power, build allies, tell their stories in a powerful way and use the media (including social media).

The workshop compares and contrasts different approaches to campaigning for social change. It borrows methods from traditional labour organising, community organising and social movements. Throughout the workshop we will examine how language learning interacts with planning, taking and evaluating action. We will look at a variety of different oral and literacy genres which support campaigning and action. For example, giving speeches, writing campaign leaflets, writing blog posts and tweets and we will discuss the importance of producing texts in different languages.

Our workshops

11

Using Theatre of the Oppressed for Language teaching

These workshops draw on our extensive training and research experience with Serpentine Galleries' Implicated Theatre and Giolli Coop in Italy.

Together with Implicated Theatre and under the guidance of the Serpentine team, we worked on incorporating Theatre of Oppressed methods into ESOL teaching. Theatre of the

Oppressed, inspired by Paolo Freire's Pedagogy of the Oppressed, was developed in Brazil by Augusto Boal in the 1960s as participatory theatre practice. Workshops 11a and 11b use some of the techniques we developed alongside experienced Theatre of the Oppressed practitioners and draw on the ACT ESOL teaching resource booklet produced by Serpentine Galleries.

https://serpentine-uploads.s3.amazonaws.com/uploads/2020/03/act_esol_language_resistance_theatre_2019_0.pdf

ACT ESOL

LANGUAGE
RESISTANCE
THEATRE

Our workshops

11a

Introduction to ESOL and Theatre- half day

This half day workshop gives a short practical introduction to using Theatre in the ESOL classroom. We will introduce participants to some of the games, techniques and exercises used in Theatre of the Oppressed, which have been adapted specifically for ESOL in order to develop language and communication skills.

We will then show participants how to transform oral narratives, based on real-life experiences, into short, improvised scenes acted out in the classroom by students for a student audience. We will cover aspects such as positioning, scene change, using props, voice projection, communicating a narrative effectively through theatre and acting out different roles and participants will get the chance to try out some of the techniques and methods.

We will explore how performing such scenes can form the basis for discussion and debate of the issues raised in the narratives. The use of games and exercises, the development of students' real-life experiences for storylines and the repetition of dialogues are all excellent for language learning.

11b

ESOL and Theatre of the Oppressed

This whole day workshop will extend the work done in Workshop 11a by introducing the participants to Forum Theatre. Forum Theatre means the group re-acting scenes many times in order to explore and reflect on the events and issues raised. As part of the Forum process, students try out different roles, different dialogues and different perspectives. We will show how Forum Theatre allows us to reflect on how our lives could be different and how the process allows for a deeper investigation and discussion of real-life experiences. Participants will be introduced to techniques and methods of Forum Theatre and will be supported to try out the activities and reflect on how they might work with their ESOL students.

The workshop will also contain a brief introduction to Augusto Boal and some of the theory underpinning Theatre of the Oppressed.

Both workshops will show how students' own, sometimes difficult experiences, can be put at the centre of language learning. Combining Theatre of the Oppressed with ESOL can stimulate students and teachers to make the classroom a space of critical understanding, challenge and transformation.

Our workshops

12

Participatory evaluation

This workshop draws on theories belonging to the field of participatory development and especially Reflect. At its best, participatory development supports local people to make decisions about the development of their communities.

In education contexts, participatory evaluation helps students to critically evaluate and influence their learning, learning environment and curriculum content. We discuss the importance of students having this opportunity, the difference between genuine participatory evaluation and the tick-box exercises we are all familiar with.

During the workshop participants will have the opportunity to use and analyse a range of participatory evaluation tools such as the speaking wheel, the spectrum line and activities adapted from participatory theatre.

These methods offer a more meaningful way to evaluate a learning, student and teacher experience.

13

Reading the word and reading the world - participatory reading

This workshop centres on how to develop students' reading skills within a participatory framework. It uses participatory tools to explore students' multilingual reading practices and personal reading histories. We will look at different ways to encourage students to investigate, reflect on, evaluate and perhaps make changes to, their own reading choices.

We will also investigate how to access 'difficult' texts which may, on the surface, appear to be too challenging. We will demonstrate how spending time on participatory discussions, which allow students to bring their own ideas to texts before reading can transform students' ability to understand, engage with and get pleasure from many texts.

We will outline aspects of critical reading that can be developed in the classroom. They include the sourcing and selection of reading texts, responding to text and critiquing aspects of text such as tone and the author's choice of terms and vocabulary and the understanding that powerful discourses can circulate even in the most mundane texts.

Our workshops

14

Participatory approaches for new readers and writers

This workshop shows how to use participatory approaches for developing students' basic literacy skills. We demonstrate how to use collective writing, multilingual approaches, theatre and drawing to allow students to express their ideas in written form, regardless of literacy skills. This workshop will help participants to use a variety of tools and activities to allow beginner literacy students to author texts which can be subsequently read and enjoyed by the whole

group. It will also help participants to use texts authored by students to design follow up reading and writing activities for further basic literacy skills development. The workshop will combine participatory approaches with other approaches to developing basic literacy skills - such as Language Experience approaches, whole word recognition, phonic skills - and the development of technical skills such as letter formation.

Our workshops

15

Our Languages and using a multilingual approach to ESOL

Our Languages was a classroom research project carried out in two London ESOL classrooms. In this project we used participatory approaches to begin to develop a multilingual ESOL pedagogy where students focus not only on English but on their whole repertoire of linguistic resources. By doing this we aimed to counter the monolingual bias in the ESOL and ELT curricula. This workshop will use some of the teaching resources we produced as a result of this project and will help teachers use these resources in their classroom. It will outline sociolinguistic concepts that informed the research and the materials

including communicative repertoire, language discrimination, linguistic inequality, language ideologies and heritage language transmission. It will also explore how to use students' multilingual skills in ESOL activities and explore political reasons behind this shift alongside the benefits and challenges of this. The workshop will include a good balance of theory and practice and will equip participants with the necessary tools, understandings and resources to do their own 6-10 session Our Languages course.

<http://ourlanguages.co.uk/>

16

Participatory photography

This workshop combines participatory ESOL with participatory photography. Using participatory photography to develop language skills offers a different way for students to express meaning and develop voice. ESOL students can find talking about photographs helps them to communicate ideas about things that are important to them in their lives. This workshop explores the concept of 'voice', an important aspect of participatory photography. It also introduces the idea of visual literacy: being able to respond to and 'read' a photograph for meaning. Participants will learn about concepts such as colour, shape,

repetition, pattern and texture in photographs and how to connect these to meaning. In this workshop participants will themselves take part in participatory photography activities by responding to and talking about photographs, evaluating them, and finally working on their own photographs. We will also consider at what points during the learning process we can work with participatory photography. All the activities we use will also be suitable for the ESOL classroom and will include accessible resources that participants will be able to use with their students.

Our workshops

17

Community organising with ESOL students

This workshop will help ESOL teachers learn about community organising (CO) and how they can train their students in CO methods. Community organising is about building the capacity of ordinary people to effect change. EFA has always done community organising as an integral part of our participatory ESOL, learning from organisations such as Citizens UK, COLtd, Acorn and HASL. EFA's community organising centres on three key concepts, equally important inside and outside of the classroom: listening, power and action.

This one-day session will help teachers to train their students in community organising. We will discuss what CO is and what it isn't (compared

to campaigning, mobilising, labour organising etc.) and what its purpose is. Participants will learn about the importance of deep listening to community organising and how to do it and train their students to do it. We will then focus on power and learn how to do a power analysis and how it might work with students. Finally we will share experiences of organising and taking action, and look at why it's a fundamental part of the CO process and how to approach taking action with ESOL students.

Throughout the training we will consider how all this fits with participatory ESOL and language learning more generally.

18

Participatory ESOL online

This practical workshop will focus on the different ways that it is possible to adapt participatory methods and stances to the online classroom. Since the outbreak of coronavirus, we have been working to capture the participatory classroom in the online space using a variety of digital tools.

In the workshop we will explore our new context and what participatory ESOL means when we can't meet face to face. We will use online participatory tools to explore some of the current challenges we are facing such as digital exclusion, teachers' and students' struggles with new digital skills, re-creating a supportive classroom online and finding ways of replacing 'real' interaction. We will demonstrate how tools such as the

iceberg, card cluster, and picture pack can be used online using Google Jamboard and Padlet, and participants will get the chance to facilitate small groups in breakout rooms using these tools. We will also share some games, energisers, warmers and theatre techniques which can be done easily online and which can allow us to build an online classroom community where students feel connected and can support each other.

We will also discuss issues and themes, both old and new that might be affecting our students and explore and share ideas about organising and campaigning online.

For more information and to
have an informal chat about
your needs, please contact:

training@efalondon.org

