NILE ONLINE

in partnership with

TERM
Teach English to Refugees and Migrants

Teaching English to Refugees and Migrants

Overview and Outcomes

Working with refugees and migrants is different to any other type of English language teaching. It's hugely diverse, potentially challenging, and extremely rewarding. In this course, you'll learn core skills for teaching in all kinds of refugee and migrant learning contexts, in the UK and internationally.

You'll prepare the ground by understanding your learners' varied backgrounds and how this will affect your class. You'll learn the impact of trauma on the brain, and how to manage the many ways trauma can manifest within the classroom. You'll discover how to design courses, lessons, materials and activities that take into account your learners' specific needs, whether they be emotional, cognitive, linguistic or cultural.

You'll become aware of what to do when specific challenges arise in your classroom, and how to avoid burnout. You'll assemble a knowledge bank you can take with you into any refugee and migrant educational environment. Ultimately, you'll enter the classroom with confidence, knowing you have the skills and training you need to get the best from your learners, and yourself.

Trainers

TERM directors and lead trainers, Stephanie Lam and Chris Moore, have over 35 years' collective experience teaching, designing, managing and supporting teachers on English language programmes for refugees, migrants and asylum seekers across the UK.

Teaching approaches

- We make courses practical and 'hands-on', with reference to relevant theory
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence
- We use activities and tasks to help you apply the course content to your setting
- Courses are broken down into individual units and activities, forming a clear structure.
- Tasks are interactive, involving live online sessions, forums and community walls, and utilise a range of multimedia including images, audio files and videos.

Content

Teaching English to Refugees and Migrants covers the following core skills areas:

- Introduction to refugee and migrant learners
- Principles of trauma-informed practice
- Course and lesson design
- Adapting published materials and creating your own
- Teaching pre-A1 and A1 refugee and migrant learners
- Seven steps to creating a safe classroom environment
- Managing differentiation and cultural differences
- Dealing with challenging and unpredictable classroom situations
- How to look after yourself as a teacher

This special course is a partnership between NILE and TERM It has a maximum of 18 participants, and consists of eight units, each introduced and completed over a week, Thursday to Wednesday, with an optional 4-week NILE Online assignment at the end.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.

The NILE Online platform was developed specifically for teacher development courses, and upholds the NILE tradition of excellence in tutoring, materials, support and engagement.

Assessment and Certification

- NILE Online Certificate courses have a four-week assignment-writing period at the end of the taught part of the course. It is the only assessed part of the course and is optional. You can complete an assignment if you have achieved the required 80% participation on the course. The assignment is a further chance for you to apply what you have learnt on the course to your professional context.
- Your end-of-course NILE certificate details the areas covered on your course and includes your assignment grade (Pass or Distinction) where relevant.

Who should apply?

- English language teachers who are new to working with refugees and/or migrants, or who are considering doing so in the future.
- Participants should have a minimum language level corresponding to B2 on the Common European Framework

Requirements and Resources

- Participants need a computer, a headset (with microphone) and an Internet connection. You can do much of the course on a tablet or mobile device, but will need a computer for certain activities.
- All participants have access to NILE's extensive ELT e-Library and the NILE digital learning platform during the course and for a further six months, to access materials and keep in touch with your new colleagues. We also encourage you to sign up to the NILE Membership platform, which provides a great range of free resources for ELT professionals and is updated monthly.

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Schedule

This course consists of 8 units, plus an optional end-of-course assignment. Each unit requires approximately 5-7 hours work per week. Live sessions will be held at a time agreed with participants, and recorded for those who cannot attend.

Teaching English to Refugees and Migrants	
Unit 1: **Orientation and introductions: Welcome to teaching ERM**	**Unit 2:** **The ERM classroom**
In this unit, you will meet your fellow participants, learn how to use the NILE platform, share your experience of working with refugee and migrant learners. You will also explore the benefits and challenges of teaching ERM.	In this unit, you will gain an overview of the ERM classroom and learn about issues affecting learning. You will start by exploring the ERM context and its challenges in general. You will then go on to consider your ideas of what it's like to be in a classroom for an ERM teacher, and learner. You will discover issues specific to ERM that affect learning, with a special focus on trauma. You will reflect on how trauma manifests in the classroom, and consider pre-A1 and A1 levels from an ERM standpoint. Finally, you will reflect on functional English as a key aspect of ERM.
Unit 3: **Course and lesson design**	**Unit 4:** **Materials**
In this unit, you will reflect on how you would plan a course with almost no guidance. You will work out how to assess your learners' needs quickly when necessary, and discover useful strategies for lesson planning, especially for A1 learners in an ERM context. You will also consider which topic areas might be triggering, why, and how you can work around these, and explore level frameworks, and ideal course design. Finally, you will share your own course designs for a fictional ERM group.	In this unit, you will get an overview of English language materials in an ERM context. You will discuss practical advice for what is useful in terms of materials in the ERM in-person classroom, and look at specialist materials. You will then apply what you have learnt to critique a lesson from an English language coursebook, and suggest some adaptations. Finally, you will create some of your own materials for beginner levels, and explore how to work with minimal materials.
Unit 5: **Activities**	**Unit 6:** **Classroom management**
In this unit, you will explore how to become activities-aware when working with ERM learners, and become more trauma-informed when creating activities. You will then look at how to create activities that work with a mixed-level class, as well as for beginners. You will explore how to correct learners' mistakes in a trauma-informed way, and discuss course planning, materials and activities.	In this unit, you will reflect on the importance of classroom management and explore a framework to help you create a safe classroom space. You will discover how to manage the unpredictable nature of an ERM class, and cope with challenging situations in the classroom. You will then think about how to plan and manage an online ERM class.
Unit 7: **Cultural awareness & challenging situations**	**Unit 8:** **How to look after yourself as a teacher & course review**
In this unit, you will explore cultural awareness between learners, and between learners and the teacher, and reflect on its importance. You will discover how cultural differences such as attitudes to time - and prejudice - impact education. You will consider how to become the learner with your class, how to acknowledge culture without causing offence, and how to deliver a culturally-aware lesson. You will also explore translanguaging within the ERM classroom.	In this unit, you will explore the consequences of burnout and how to avoid it, practise self care as an ERM teacher, and get inspired by the prospect of your new career. You will explore helpful links to new resources, review and consolidate your learning on the course and share any questions you have about the optional end-of-course assignment. There will be an activity to round off the course and get some tips for the final assignment.
Assignment	
Option A	**Option B**
Design an original resource or teaching activity to be used with ERM learners, with accompanying teachers' notes.	Plan a 60-minute lesson for an ERM class at the level of your choosing.

At NILE we are committed to offering the best in language teacher training. As such, NILE Online courses were developed specifically to recreate the classroom experience and thus, we provide two-way tutorial contact in our online courses. Online participants will benefit from tutor interaction, support and feedback in each unit they take.

NILE Online is the first online course provider aligned to the Cambridge English Teaching Framework. NILE Online courses are also formally aligned to the Eaquals Framework for Language Teacher Training and Development, and the effort we take to make the NILE Online experience both positive and productive has been recognised by inspections from AQUEDUTO, The Association for Quality Education and Training Online.