Grappling with issues in ESOL for refugees: A case study of ESOL teacher development workshops

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This dissertation is submitted in accordance with the requirements for the degree in Master of Arts in Teaching English to Speakers of Other Languages by completion of six taught units and dissertation.

Jennifer Graves

September 2018

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DISCLAIMER

The opinions expressed in this work are entirely those of the author and do not represent in any way the views of the University of Bath.

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ABSTRACT

This study sits in the shadow of the current refugee crisis, increasingly labelled the greatest humanitarian crisis since World War II. It aligns with those who advocate ESOL is key to assisting refugees' holistic and equitable integration into English-speaking resettlement nations. The study highlights the complexity of refugee work, the need for increased attention in research and practice to teacher development for teachers of refugees, and the potential of critical pedagogy to effectively facilitate this.

Using observations of three specifically designed teacher development workshops employing principles of critical pedagogy, journal entries and semi-structured interviews, this embedded case study found that participants' engagement with the workshops highlighted a grappling with tensions experienced within ESOL provision for refugees. The findings suggest that the critical pedagogy approach contributed to participants' collaborative and critical engagement with the workshops and expansion of their views of the role of ESOL and the ESOL teacher, and their views of engaging with dominant discourses in and through ESOL.

This impacted participants as they gained ideas for practice, were challenged in their current practice and motivated to do something differently or incorporate something new into it. The outcome of this is suggested to lead to increased holistic and equitable teaching practices. It is hoped this study will inspire further research into teacher development for teachers of refugees, to facilitate increasing equity in refugee education.

Author Declaration

1. The author has not been registered for any other academic award during the period of registration for this study.

2. The material in this dissertation has not been submitted wholly or in part for any other academic award.

3. The program of advanced study of which this dissertation is part has included completion of the following units:

- Research Methods for Second Language Education 1 (ED50492)
- Second Language Acquisition (ED50327)
- Language Awareness (ED50479)
- Research Methods for Second Language Education 2 (ED50493)
- Language Policy, Curriculum and Methodology (ED50317)
- Teaching and Assessing English as an International Language (ED 50480)

4. Where any material has been previously submitted as part of an assignment within any of these units, it is clearly identified.

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1-Introduction

1.1-Background

The 1951 Geneva Convention defined refugees as those leaving their home nation fearing 'being persecuted for reasons of race, religion, nationality, membership of a particular social group, or a political opinion' (Cultural Orientation Resource Centre, 2017, para. 3), with no desire to return. There are almost 25.4 million refugees worldwide (UNHCR, 2018). Thus, we are currently experiencing what is increasingly labelled the 'largest refugee crisis since World War II' (McNutt and Boothby, 2018, p.6). In the UK those arriving illegally are labelled asylum seekers and have no legal rights to education, work, economic assistance or other support (APPG, 2017), furthering trauma and generating shame (Morrice, 2012). However, those officially resettled or granted refugee status receive official assistance in areas such as housing, healthcare, education and work (APPG, 2017).

With the increasing tension surrounding immigration, a greater emphasis on assimilation (Klenk, 2017), and harsher implementation of laws (Strang, Baillot and Mignard, 2017), ESOL is suggested to be vital to aid refugees' resettlement. Seen as a functional key to integration, the literature also positions it as a mediator between cultures (Bartolomé, 2007; Gagné, Schmidt and Markus, 2017), facilitating holistic responses to refugees' exploration of their past and present, to move forward to a place of healing (Stone, 1995), and reframing of identity (Norton, 2000). However, much ESOL provision is survival-based, unofficial and provided by volunteers (Refugee Action, 2016), who may not have qualifications to teach, or experience of working with refugees. Thus, refugees can often be denied equity and opportunities to thrive (Strang, Baillot and Mignard, 2017). This can be furthered by teachers being overwhelmed by refugees' complex needs (Bobrow Finn, 2010; Perry, 2013), which has led to recommendations for targeted teacher development (TD) for teachers of refugees (Bobrow Finn, 2010; Perry and Hart, 2012). Of the available research, some suggest critical pedagogy (CP) can positively impact teacher education (Zion, Allen and Jean, 2015), whilst others recommend it for the education of teachers working specifically with refugees (Gagné, Schmidt and Markus, 2017).

1.2-Research gap, aims, contribution and research questions

Yet despite this, the literature displays a general paucity of research into TD specific to refugee work, especially within the field of ESOL. Therefore, the purpose of this study is to

investigate the impact of a series of three TD workshops for volunteer teachers who work for a UK charity focused mainly on Syrian refugees. More specifically, by employing a CP approach to the workshops, the study aims to investigate the influence that this intentionally critical element might have on teachers and their practice, by answering the following questions,

1. How do volunteer ESOL teachers engage with a series of three specifically designed teacher development workshops employing principles of critical pedagogy to explore refugees' needs and experiences?

> *1.1. What is the impact of these workshops on the teachers' views of ESOL for refugees?*
>
> *1.2. How do the teachers relate this impact to their future practice?*

The aim in conducting this study is to contribute to the gap in the literature by adding voice to others' findings, commenting on using CP within TD. The effects of this may have significance for those who provide TD opportunities for teachers of refugees, whilst it is also hoped the participants themselves will find the experience beneficial to their own practice. Finally, the study is an opportunity for me to gain a deeper understanding of CP, which will influence my own future practice.

1.3-Preview of the structure

To provide answers to these questions, the research assumes a progressive structure. Chapter two will detail the review of literature identifying key needs within TD for refugee education. This will then be positioned against definitions of TD and suggestions for contributing to its efficacy, whilst the concluding section will link the previous two sections, by suggesting CP as an approach serving both the complexity of refugee work and the recommendations for effective TD. Chapter three will provide the methodological framework for the study, outlining the strategy and design structure, demonstrating how this provides the approach for the data collection methods and data analysis. Chapter four will present the research findings, foregrounding three salient themes identified across the data. This will then be discussed in Chapter five, relating the findings back to the literature and also highlighting

the study's limitations. Chapter six will outline the implications of the findings and the study's contribution, which will be used to make recommendations for the future. The final section will conclude the study by highlighting its impact on me personally.

2-Literature review

2.1-Introduction

This chapter contextualises the study. Section 2.2 highlights refugees' needs, points to the role of ESOL in response and concludes stating the need for teacher development (TD) for ESOL teachers of refugees. A discussion of TD follows in section 2.3, including definitions of terminology and an appraisal of recent sources from the literature which position communities of practice (CoP's) and reflection as key to effective TD. The limitations of both suggest the need for a targeted approach to TD. Section 2.4 offers critical pedagogy (CP) as a possible approach, using the literature to identify its political significance, tensions and impact on ESOL and TD, and key principles associated with it. The chapter closes by summarising the literature review and re-introducing the research questions guiding the study.

2.2-Refugees

2.2.a-Refugee needs

Refugees' experiences are not easily generalisable (Gagné, Schmidt and Markus, 2017), and result in many complex needs. A synthesis of the literature identified three periods contributing to refugees' needs, pre-flight, flight and resettlement (Lustig et.al., 2004). Needs generated by flight and pre-flight are commonly, but not exhaustively, connected to upheaval, trauma, violence, uncertainty, family separation, interrupted education, discrimination and loss (Lustig et.al., 2004; Morrice, 2012). These negatively impact resettlement due to a variety of outcomes, summed up as the effect on identity (Morrice, 2012; Kuyini, 2013; Klenk, 2017). Characterising this identity is vulnerability (Morrice, 2012), negatively affecting mental health (Lerner, 2012; APPG, 2017; Strang, Baillot and Mignard, 2018), and the loss or lack of recognition of capital (Morrice, 2012; Strang, Baillot and Mignard, 2017).

Bourdieu (1977) states individuals build up a range of 'capital.' Kuyini's (2013) appraisal of this explains economic capital as economic possessions, cultural capital refers to social learning documented by academic certification and social capital is gained from group membership and social networks. However, refugees have lost economic capital thus mobility is restricted (Strang, Baillot and Mignard, 2017). In resettlement, their cultural capital is hindered by a lack of local cultural knowledge, the tensions of balancing two cultures (Lustig et.al., 2004; Morrice, 2012; Puttick, 2016; O'Toole Thomessen and Todd,

2018), and a lack of transferability of educational/professional certification (Klenk, 2017). This can strain relationships due to generational and gendered differences in attitudes to integration and the effects of culture shock (Lustig et.al., 2004; Morrice, 2012; Puttick, 2016). Refugees' social capital is hindered due to a lack of language and their often-negative positioning by the resettlement nation (Klenk, 2017; O'Toole Thommessen and Todd, 2018). This can result in refugees being seen from a deficit mindset (Hayward, 2017).

Currently, official systems receiving refugees are considered increasingly assimilationist (Klenk, 2017). Strang, Baillot and Mignard (2017) describe policy as punitive and uncompromising, marginalising and discriminatory. Refugees' existing capitals and aspirations are often disregarded, and gender inequality perpetuated. They are generally not equipped to question this (Klenk, 2017; Strang, Baillot and Mignard, 2017), which could be said to exacerbate the identity issues previously mentioned, resulting in shame (Morrice, 2012; Strang, Baillot and Mignard, 2017).

2.2.b-The role of ESOL

Whilst ESOL cannot be positioned as the only solution, it is widely advocated that it is fundamental to integration (Norton, 2000), to increase social, economic and educational opportunities (Early and Norton, 2012). Norton (2000) employs Block's (2007) notion of third space, positioning the ESOL classroom as a site of struggle and border crossing in which identity and subject positioning can be re-framed. For this to happen, it is argued ESOL needs to be seen as non-neutral, whereby teachers recognise the political element of their role (Pennycook 1990; Bartolomé, 2007). Such approaches facilitate equitable learning experiences by responding to refugees holistically, embracing their past, present and future (Stone, 1995), and their complex needs (Ogilvie and Fuller, 2016). Alternatively, teachers can replicate the dominant discourses that serve the higher-order policies with a survival-based (Pennycook, 1990), employment-related (Klenk, 2017), focus on English. However, Dame Casey's call for all in the UK to speak English by a specific date (BBC News, 2018), yet the government's 55% cut in ESOL funding in England since 2009, leaves local charities and community and faith groups relying on volunteers to supplement the unmet demand for ESOL with unaccredited provision (Refugee Action, 2016). This suggests the resettlement nation's demands are prioritised, side-lining refugees' needs, underestimating the importance of English in resettlement.

2.2.c-Volunteers

Those desiring to see improvement and '[give] unpaid help through a group, club or organisation' (NCVO, 2017), undertake the formal volunteering which is vital for ESOL provision in the UK (Refugee Action, 2016). A review of the literature of volunteers in English language teaching identified a paucity of sources, especially referencing work with refugees in the UK. The sources used in this review originate mainly from America, with only four (Bobrow Finn, 2010; Farmelo, 1987; Perry, 2013; Perry and Hart, 2012), focusing explicitly on refugee work. They include reports of particular projects (Farmelo, 1987; Wu and Carter, 1999; Bobrow Finn, 2010; Henrichsen, 2010), and an exploration of the issues in community colleges' ESL provision (Blumenthal, 2002), which are not supported by the rigour of empirical research. The empirical studies used (Perry and Hart; 2012; Perry, 2013), concentrate on interviewing individual volunteers about their backgrounds and approaches to teaching.

Most of the sources comment on the limitations of volunteer teachers, stating they do not possess relevant training, experience, accreditation or pedagogical knowledge. Henrichsen (2010) claims volunteers often use outdated and ineffective methods they experienced as students. However, he does not substantiate this with evidence. Perry and Hart's findings demonstrate that volunteers' lack of training and knowledge renders them feeling unprepared and unable to articulate their own needs, suggested to 'inadvertently [withhold] literacy' (2012, p.118). However, in relation to working with refugees, Bobrow Finn (2010) and Perry (2013) problematise this assumption of volunteers, suggesting that even experienced, qualified teachers' have difficulty in teaching refugees, due to the complexity of their needs.

Whilst some teachers may operate under such limitations, in the current climate volunteers are key to ESOL provision, offering a cost-effective solution to the demand for ESOL (Wu and Carter, 1999; Blumenthal, 2002; Henrichsen, 2010; Refugee Action, 2016). Additionally, volunteers can often approach students in ways paid teachers cannot, through 1-2-1, small group and non-linguistic support (Farmelo, 1987; Wu and Carter, 1999; Blumenthal, 2002). Although only a snapshot of one teacher, Perry's study positions Carolyn as epitomising the benefits volunteer teachers bring to the profession due to their personal characteristics, causing her to state 'while [Carolyn] may not be certified to teach, she may, in fact, be very qualified to do so' (2013, p.22). This supports Wu and Carter's (1999) suggestion that volunteers' success derives from life experience, education, travel and interest

in cultural experiences, adding weight to Bobrow Finn's (2010) assertion that volunteers value gaining insight into students' histories.

2.2.d-Summary

This evidence leads to the conclusion that teachers need increased, specific training to equitably respond to refugees' complex needs. Both Perry and Hart (2012) and Perry (2013) call for in-service professional development (allowing for volunteers' limited time and finances) whilst Perry and Hart (2012) advocate training which targets teachers' specific contexts. Bobrow Finn's (2010) report on a specialist course dealing with refugee survivors of torture recommends training should privilege deeper insights into refugees' histories to enable a more learner-centred curriculum. Finally, Perry (2013) advocates for professional social networking, echoing the 'connectivist' aspect of Blumenthal's (2010, p.11), BTRTESOL online training course.

2.3-Teacher Development

2.3.a-Setting the scene

Such calls for teacher training point to the need for TD. Terminology relating to teacher training, education and development often lacks clarity, whilst the literature presents a lack of cohesion between definitions of TD and professional development (PD). Therefore, a brief summary will follow, locating the orientation of this study. Maggioli (2012) suggests teacher education (the development of knowledge through the (re)construction of it) differs from training (the unreflective transmission of knowledge and focus on skill, disregarding contextual relevance). Whereas TD, an amalgamation of both, focuses on the quality of learning through the use of knowledge (Maggioli, 2012). However, TD is often positioned differently from PD. Evans (2002) and Cherkowski and Schnellert (2018) locate TD as improvement of the individual impacting the institution. Mann (2005) furthers this stating TD attends to personal morals, values and ethics, whereas PD is more generally career-oriented. Alternatively, others comment on PD for teachers (Patton, Parker and Tannehill, 2015; Cherkowski and Schnellert, 2018; Misra, 2018), which suggests core elements of development traverse all professions, with specific out-workings in each. Borg (2011) states that TD affects teachers' beliefs on a continuum from strengthening existing beliefs, to changing them and aligns with Warford's (2011) argument that PD should not divorce affect and cognition. Cherkowski and Schnellert's (2018) use of PD within the exploration and

adjustment of practice and beliefs, Misra's (2018) reference to values and Mann's connection of individuals' personal morals and values of their 'inner-world choices' to their 'outer-world contexts' (2005, p.105), supports this.

This study aligns with these broader definitions of TD, viewing it as an effective tool providing opportunities for growth through building capacity, which enhances pedagogical skills and knowledge (Patton, Parker and Tannehill, 2015), and increases understanding of self and teaching (Richards and Farrell, 2005). Therefore, it is generally advocated that effective TD cannot rely on information transmission (Mann, 2005; Warford, 2011), but is best grounded in bottom-up approaches (Mann, 2005; Richards and Farrell, 2005; Darling-Hammond and McLoughlin, 2011; MacPhail et al., 2014). Such approaches focus on teachers' needs and interests (Patton, Parker and Tannehill, 2015), within their real contexts (Musanti and Pence, 2010; Darling-Hammond and McLoughlin, 2011), whilst employing prior experience, beliefs and knowledge (Freeman, 2010; Warford, 2011). Social constructivist approaches are positioned as most appropriate for this, placing learning as a collaborative process (Patton, Parker and Tannehill, 2015), and knowledge as constructed through participation in social practices (Borko, 2004; Musanti and Pence, 2010; Mirra and Morrell, 2011). Within research of TD, this is seen through the foregrounding of collaborative and reflective processes, positioned to facilitate the validation and challenge of knowledge and beliefs, in order to affect practice.

2.3.b-Community of practice

Collaboration is generally associated with communities of practice (CoP's). Lave and Wenger state that a CoP is 'a set of relations among persons, activity, and the world over time' (1991, p.98), where knowledge is socially constructed. Wenger characterises learning as resulting from 'our lived experience of participation in the world' (1998, p. 3). Research into CoP's is mostly qualitative. A sample of recent studies discovered that CoP's build community and facilitate challenge and/or change in individual's and practice.

2.3.b.1-Effect on the individual

Studies suggest CoP's improve feelings/attitudes towards work through the collaborative benefits of them (Kiely and Davis, 2010; Hunuk, Ince and Tannehill, 2013; Mak and Pun, 2015). Specifically referenced are connectedness (Ratner et.al., 2018), teamwork (Kaschak and Letwinsky, 2015), overcoming isolation (Musanti and Pence, 2010),

and a sense of belonging (Mak and Pun, 2015; Brody and Hadar, 2015). Equally, CoP's are positioned within social constructivist theory, which links the effect of reconstructing knowledge through engaging in social practices (Burns and Richards, 2009), to changes in identity (Mann, 2005). Mak and Pun's (2015) ethnographic/action research project focused on 18 participants of a summer writing course, identifying the CoP as validating and challenging expertise and facilitating empowering acts of self-discovery. Kaschak and Letwinsky (2015) conducted qualitative analyses of pre-service teachers' reflections on their engagement in a CoP emerging from a service learning project. Results demonstrate participants' experiences of teamwork, sharing tools, relationship building and engaging in meaningful practice left them with positive attitudes and intentions towards their future role. Although both of these studies foreground the impact of CoP's on teachers' identity, which Kaschak and Letwinsky (2015) suggest positively affects practice due to the developing of confidence and self-efficacy, neither study gives evidence of how this affected practice.

2.3.b.2-Effect on practice

Other studies seek to understand teachers' learning within CoP's and the effect on practice. Kiely and Davis' (2010) study investigated collaborative learning using critical incidents and literature to raise teachers' awareness of what they do. They engaged participants through video-recorded workshops, interviews and written reflections. Raised awareness of practice is positioned as a primary outcome, and discussion around it is suggested to indicate transformation. However, this is not supported with evidence of actual changed practice. Whereas, Hunuk, Ince and Tannehill's (2013) mixed methods study exploring the effect of CoP's within physical education (P.E.) found participation in the CoP increased teachers' (pedagogical) content knowledge and their awareness of learners' needs. Their results evidence teachers' engagement in more learner-centred practices leads to students' increased content knowledge. However, whether this is transferrable to different disciplines and contexts of teaching/learning is unknown.

2.3.b.3-Limitations

Whilst CoP's are demonstrated to be beneficial to both individual teachers and the development of their classroom practices, some studies highlight the limitations of them. Musanti and Pence (2010) aimed to investigate the effect of participation in a CoP on increasing ESL teachers' pedagogical knowledge. However, their study took an unanticipated

direction in the first year as participants concentrated on the creation of the CoP over practice transformation. Cherkowski and Schnellert (2018) studied teachers' experiences of a CoP in a small rural high school. Their findings demonstrate that the focus of the CoP's development was on the school's organisational structure, not individuals' teaching practice. Both of these studies suggest the outcomes of CoP's depend on teachers' identity, confidence and trust, which affect engagement with and commitment to CoP's. This could be accounted for by the findings of Brody and Hadar's (2015) study of novice and experienced teachers. A CoP was used to introduce thinking techniques to be incorporated into practice. From recorded instruction sessions, interviews, participants' reflective writing and researchers' field notes, they conclude that whilst CoP's might offer fertile ground for TD, actual change depends on individuals' original teaching identity. Their evidence suggests novice teachers are open to growth, experts welcome challenge after a period of inquiry, whereas experienced non-experts do not seek change. However, the study is specific to Israeli, university-level teachers gaining instruction on techniques they are expected to incorporate into practice, thus the transferability of these findings to other contexts cannot be guaranteed.

2.3.c-Reflection

The collaborative benefits of CoP's are also considered to privilege more effective reflection (Moon, 1999; Thompson and Thompson, 2008; Bolton and Delderfield, 2018). Schön (1987) categorises reflection as *reflection-in-action* (real-time navigation of surprising/problematic events, to gain beneficial outcomes) which is positioned as an individual practice, and *reflection-on-action* (looking at past experiences to affect future action) which could be done collaboratively. TD is suggested to generally engage with reflection-on-action, with the literature seeming to categorise studies on reflection along two themes, identity and pedagogy.

2.3.c.1-Identity

Reflection is suggested to illuminate knowledge of self and practice (Farrell, 1999; Loughran, 2002), facilitating transformation. Shoffner's (2009) qualitative study used participants' online written reflections/blogs to investigate links between reflection and the affective domain amongst pre-service teachers. Results demonstrate that relational issues and affective concerns were linked to notions of 'good' teachers. Whilst Farrell's (1999) study of four ESL teachers meeting regularly in Seoul to reflect on their teaching, relying on field

notes and participants' journals, concludes that reflection developed a greater sense of teachers' roles, increasing autonomy. Neither study, however, reports how reflection affected future practice, thus limiting the reach of their findings. Farrell's (1999) participants specifically, were unable to identify if reflection had improved their teaching.

Whilst linking reflection and identity, other studies focused on the benefits for students. He and Prater's (2013) study of teachers involved in an ESL writing project drew conclusions from participants' study journals, that reflection leads to re-evaluating teacher and student roles and teachers' increased openness to knowing students holistically. Lui and Milman's (2010) investigation of the effect of reflection on teacher candidates' preparation to teach diverse students, supports this. Their data from observations, interviews and documents report reflection challenged teachers' assumptions about students, increasing awareness of their needs. Likewise, Russell's (2018) personal narrative vignettes of his 40-year career state reflection enabled teacher-student relationships to be reframed and students' expectations better understood. However, in acknowledging that his beliefs and values guided reflection, often rendering subsequent actions at odds with student values, Russell highlights possible limitations of reflection, questioning who it serves. Yet it is suggested his personal narrative is not representative of all teachers. Additionally, in not establishing whether the vignettes were a product of memory or based on documented evidence, it is impossible to verify their accuracy, leading to the questioning of claims made from them.

2.3.c.2-Pedagogy

This evidence demonstrates that reflection on beliefs and assumptions can cause new understandings/knowledge to be incorporated into establishing more equitable practices. As a result of reflection, participants in He and Prater's (2013) study employed more student-centred practices and Lui and Milman (2010) report participants increased their embracing of diversity. This reflects the aim of reflection, to increase understanding leading to improved practice (Schön, 1987). Kayapinar's mixed methods (2016) study of introducing a reflective practitioner development model into TD furthers this. Participants' increased reflection scores suggest that (collaborative) reflection benefits practice by employing new/re-constructed knowledge to solve classroom-based problems. Fazio's (2009) study reporting on four science teachers' collaborative reflection on their action research projects supports this. He states teachers' engagement in reflection-on-practice resulted in teachers identifying their ideal roles against what they actually do, increased understanding of the hurdles to learning

students face, whilst connecting issues encountered in the classroom to wider discourses and imagining possible outcomes to them. However, both of these studies' findings are limited by a lack of evidence demonstrating how this impacted future practice and thus students' learning.

2.3.c.3-Limitations

Whilst these studies suggest that reflective practice is beneficial, its 'success' seems to depend upon individuals. Kayapinar (2013) found not all teachers are naturally reflective and Farrell (1999) states his participants' reflection was mainly descriptive. Others suggest developing reflective practice takes time (Lui and Milman, 2010; He and Prater, 2013), confirmed by Farrell (1999) who acknowledges communal reflection only occurred in the latter stages of his study. Despite this, all but Shoffner (2009) and Russell's (2018) studies were conducted within a 16-week timeframe. Although, Lui and Milman (2010) report success in reflective practice, it could equally be attributed to the course structure and participants' willing involvement. Whilst this limits the generalisability of their findings, it aligns with He and Prater's (2013) recommendation (following their participants' lack of critical reflection) that opportunities for critical reflection need to be both created and scaffolded within teacher education.

2.3.d-Summary

This section foregrounds interviews, observations and reflective writing as key data collection methods evidencing that both CoP's and reflection can facilitate effective TD. However, conclusions from the studies of both CoP's and reflection identify similar caveats for effective TD. Regarding CoP's, it is suggested merely being part of one does not guarantee development. Rather, the length of time of participation and the identity and focus of the individuals within it, are greater influencing factors. Likewise, the issue is not whether individuals reflect, but rather the nature of their reflection. It is suggested that impactful reflection correlates to individuals' reasons for engaging in it and the presence of scaffolding to aid it.

2.4-Critical Pedagogy

2.4.a-Political significance

The previous sections identified the need of teachers of refugees to engage in training/development in order to gain understanding and respond well to refugees' complex needs (section 2.2). However, TD is positioned to need a directed approach as teachers' own views of their role and motivation for engaging in it were seen to impact its efficacy. Such views are seen as difficult to change due to the impact of a lifetime's experience (Sanchez, 2013), in which society, culture, history and politics plays an important part (Giroux, 1989). Coupled with the complexity of refugee work, this can be viewed as rendering teachers and teaching as non-neutral (Giroux, 1981; 1989; 1992; Pennycook, 1990; Bartolomé, 2007). Yet much teacher education/TD depoliticises teaching by ignoring the impact of wider societal issues on the classroom, focusing instead on the transmission of information to produce highly skilled technicians who serve the dominant group's higher order policies (Giroux, 1981; 1989; 1992; Pennycook, 1990; Gagné, Schmidt and Markus, 2017). With regard to teaching English to refugees, teachers can actively take up the position of cultural, political and linguistic mediators (Bartolomé, 2007; Gagné, Schmidt and Markus, 2017), and stand against the dominant narratives which marginalise and discriminate, or they can reproduce the status quo (Stachowiak and Brownlee Dell, 2016). In acknowledgement of these issues, the following section discusses CP as the perspective adopted for this study.

2.4.b-Definition

Freire, considered a founding father of CP and influenced by many (including Marx, Gramsci, Vygotsky and Liberation Theology) envisaged CP as an humanising approach to education, taking a political stance to level social ground (Giroux, 1992). It is emancipatory (Giroux, 1981; Gore, 1993), opposing domesticating models of education (Giroux, 1981), which do not challenge the status quo of dominant ideologies. CP, therefore, acknowledges education as non-neutral (Giroux, 1981). Since Freire, many have taken up this mantle. Whilst Giroux and McLaren focus on the Marxist emphasis embedded in CP at a macro level (Pittard, 2015), others use principles of CP within education at a micro level (Auerbach, 1992; EFALondon, 2018[1]), aiming for eventual societal change (Pittard, 2015). Freire and Shor identify the educator within this as having an agenda to seek and unveil change,

[1] www.efalondon.org

however, they also state this cannot be imposed, rather, the educator has to 'convince students of [his/her] dreams but not conquer them for [his/her] own plans' (1987, p.167). Thus, educators miss the point if they only seek great changes (ibid), as CP is not a theory or method (Crookes and Lehner, 1998; Mayo, 1999; Akbari, 2008), but rather a process for transformative social justice (Gore, 1993; White, Cooper and Mackey, 2014; Stachowiak and Brownlee Dell, 2016).

2.4.c-Tensions within critical pedagogy

This creates tensions surrounding CP, namely the difficulty in defining it, measuring its efficacy, implementing it, and the ethics surrounding it. Breunig (2005) levels the claim that CP's abstract focus on what should be done fails to detail how to do it, supporting Gore's (1993) similar critique of McLaren and Giroux, stating they give no examples of how to implement CP. Thus, measuring CP's efficacy becomes difficult, adding substance to Ellsworth's (1989) questioning of its emancipatory ability. Pittard's investigation of how CP positions teachers in the literature reinforces this, concluding 'there is no recipe for predicting or producing effective CP' (2015, p.341). Philpot's (2015) interviews of six physical education teacher educators at a higher education establishment in New Zealand underscores these criticisms. His study demonstrates a lack of consensus about what CP is, thus teachers' personal interpretations govern which aspects of CP are employed, resulting in a lack of synergy (from a CP perspective) in the delivery of lessons. However, his small sample size, focusing on one subject discipline within one university limits the generalisability of his findings.

Ethical concerns regarding the role of the educator in CP are also raised within the literature. Ellsworth (1989) states it is impossible for the educator to always know more than the students, which she evidences from personal experience. Equally, Crookes and Lehner (1998) found that navigating the teacher role within CP clashed with students' expectations and teachers' anxiety about talking too much. However, theirs is a subjective narrative of experience with one group of students which could have proven different with another cohort or from other educators' perspectives. Aligning with the difficulties Crookes and Lehner experienced, Gore questions how far educators can push their agenda before it becomes a 'regime of truth' (1993, p.103), contradicting the spirit of CP. Evans (2008) reiterates this suggesting CP could be seen as a method of indoctrination. This becomes a salient issue when juxtaposed to Jeyaraj and Harland's (2014) study interviewing 13 academics employing

CP across several nations. They report that critical approaches can produce uncomfortable, confrontational experiences, negatively affecting individuals. However, Freire (1996) makes it clear that CP (the opposite of transmissive education) should happen *with* leaners not to them. Thus, individuals cannot be forced to engage and change, as Han, Madhuri and Reed Scull's (2015) study of two teacher education courses highlights. Through analysis of participants' written responses to texts and questions gathered from two sites (an homogeneous rural community and a city marked by diversity) their findings suggest that in employing CP, empathy alone was not enough to dislodge dominant narratives amongst the rural-based students, whilst only surface-level change was observed amongst the city-based students. Despite reinforcing the tensions within CP mentioned earlier, it is also acknowledged that these unique responses to race and class issues cannot be generalised to every community, nor every nation.

2.4.d-Critical pedagogy and ESOL

Alternatively, there are successful accounts of CP being employed, benefiting individual students, their classrooms and wider communities. Specific to ESOL, Wallerstein (1983), Auerbach (1992; 1996) and more recently Winstanley and Cooke (2011) write about employing principles of critical pedagogy within ESOL to aid language learning and facilitate learners' successful navigation of the dominant culture. EFALondon, a charity inspired by Freire, uses a participatory approach (Auerbach, 1992; 1996), aiming '[t]o build ESOL learning communities with the capacity to effect positive change beyond the classroom' (EFALondon, 2018). Winstanley and Cooke's (2011) report on EFALondon evidences how their practice aligns with CP, challenging traditional classroom politics and effecting change in students' wider communities. They detail lessons where students' exploration of the UK government's ESOL funding cuts led to creating and distributing an information newsletter about the issue throughout their college and attending a national demonstration on the same topic. They do not, however, report on CP for TD.

2.4.e-Critical pedagogy and teacher development

Whilst this positions CP as a beneficial approach for use with students, the literature concerning CP within TD is less prolific. Of the limited sources available, the majority focus on official teacher education courses engaging pre-service teachers in critical learning and reflection, aspiring to influence equity in their future practice. Crookes and Lehner's (1998)

creation of a CoP within ESOL teacher education highlights the tensions of using CP with those unfamiliar with and resistant to it. Their conclusions suggest that, at least initially, the onus for success rests with the teacher. Gagné, Schmidt and Markus' (2017) teacher educator narratives detail the benefit of using critical practices to increase students' understanding of refugees' experiences. They do not, however, report on students' perceptions of the course and how it influenced their practice. Whereas Zion, Allen and Jean (2015) studied teachers participating in a special project employing CP. From collecting extensive samples of participants' work and interview data, they report that participants' perceptions about teacher roles, teaching and learners, positively changed leading to teachers subsequently engaging in action research projects with students and sharing new knowledge/perceptions with other staff members. However, the course's intense support and accountability leads to questioning whether the transformative momentum teachers gained would be sustained after support was withdrawn, and whether such success could be transferred to other less-structured courses. Similarly, Rodriguez and Smith (2011) reflected on employing CP's non-transmissive, problem-posing approach to a student-teacher mentoring model. They attribute teaching excellence to environments supporting dialogue and the social construction of knowledge. Yet they offer no empirical evidence to support the claim that such learning experiences carry forward into teaching practice. Echoing this limitation, Spear and da Costa's (2018) comparison of two teacher education courses through a CP lens problematises the ability of short-term courses to facilitate long-term transformation of practice. However, they do advocate the bottom-up approaches mentioned by Rodriguez and Smith (2011) suggesting they make teachers visible and give them voice.

2.4.f-Principles of critical pedagogy

Whilst this appraisal identifies CP as a liberating approach facilitating collaboration to increase equity in practice, it may be hindered by questions about the ethics of the approach and the limitations of how to implement and define it. However, key principles of CP (which reflect commonalities perceived in the recommendations for volunteers' training, and effective TD to facilitate more equitable classrooms) can be identified in this CP literature. Instead of driving *what* is done, these principles are suggested to guide *how* to approach education through a CP lens, possibly offering a solution to the limitations identified. Thus, the following principles provide the overarching perspective for this study.

1. *Social justice motivation*. The general understanding that ESOL has a role to play in increasing equity afforded to refugees (Norton, 2000; Ogilvie and Fuller, 2016; Klenk, 2017; Strang, Baillot and Mignard, 2017).

2. *Bottom-up approach.* The use of generative themes (Freire 1996; Auerbach, 1992; 1996; Winstanley and Cooke, 2011; Spear and da Costa, 2018), directly relevant to teachers' contexts and where possible initiated by them.

3. *Critical practice*. The use of various forms of problem posing and relating activities to self to question how practice might be changed, provides scaffolding for effective discussion and critical reflection (Freire, 1996; Wallerstein, 1983; Auerbach, 1992; Rodriguez and Smith, 2011; Winstanley and Cooke, 2011).

4. *Collaborative dialogue*. Sharing experience facilitates the co-(re)construction of knowledge to facilitate challenge/change to beliefs, opinions and practice (Freire 1996; Auerbach, 1992; Winstanley and Cooke, 2011; Hunuk, Ince and Tannehill, 2013; Zion, Allen and Jean, 2015; Mak and Pun, 2015; Norton, 2016; Cherkowski and Schnellert's, 2018).

5. *Praxis*. Individual and collaborative (critical) reflection on self and practice leading to (changed) action (Freire, 1996; Farrell, 1999; Fazio, 2009; Lui and Milman, 2010; Winstanley and Cooke, 2011; He and Prater, 2013; Kayapinar, 2016).

2.5-Summary

This chapter set the scene of refugee resettlement in the UK, identifying the complexity of refugees' needs, positioning ESOL as key within resettlement. Despite a lack of sources pertaining to volunteers working with refugees, a need for TD focusing on refugees' experiences and needs was identified as beneficial for all teachers, not just volunteers, due to the complexity of refugees' needs. The subsequent discussion of TD identified CoP's and reflection as important elements of TD to facilitate interrogation of beliefs and opinions, past experiences and current practices. However, evidence suggests individuals' openness to change and engage with such practices and the amount of time invested in them, greatly impacts the efficacy of TD. Resulting from this, CP was positioned to provide an approach to TD encapsulating the political nature of refugee work and

education, whilst offering opportunity to question teachers' established beliefs and practices, to potentially affect change in practice. However, tensions identified within CP left me (the researcher) questioning if it is as effective as its advocates claim, and if it could engage teachers with issues surrounding refugees to impact their practice. Thus, the proposed study, guided by the principles of CP (section 2.4.f) aims to investigate this, whilst operating in the identified gap in the literature (a paucity of sources investigating TD with a specific focus on refugees, especially in the UK). Therefore, three specifically designed workshops positioned as in-service TD, employing a CP approach, seek to answer the following research questions,

1. How do volunteer ESOL teachers engage with a series of three specifically designed teacher development workshops employing principles of critical pedagogy to explore refugees' needs and experiences?

> *1.1. What is the impact of these workshops on the teachers' views of ESOL for refugees?*
>
> *1.2. How do the teachers relate this impact to their future practice?*

The following chapter will detail the methodology employed to answer these questions.

3-Methodology

3.1-Introduction

This chapter explains the choice for the study's strategy and design to answer the research questions and demonstrates the effect this had on methods of data collection and data analysis. It also offers an appraisal of the trustworthiness and reliability of the study and responds to ethical issues.

3.2-Setting

The original concept for this study was to investigate employing a critical pedagogy approach for TD workshops exploring teachers' intercultural competence in relation to refugees' needs. However, during the course of the workshops, it was evident that this scope was too large for a small-scale master's dissertation project. Thus, due to my greater interest in critical pedagogy as an approach for TD to explore ESOL and refugees needs, the study was narrowed, excluding intercultural competence.

The setting was a series of three TD workshops focusing on issues surrounding refugees' experiences and needs and ESOL (Appendix One). They were planned and executed with attention to theoretical constructs of TD (Richards and Farrell, 2005; Burns and Richards, 2009), and relevancy to participants' ESOL contexts. Five volunteer ESOL teachers working with the same UK-based charity supporting resettled (Syrian) refugees attended the workshops. This represented a CoP, valuable to workshop design (Burns and Richards, 2009). The workshops followed a CP approach (Chapter 2.4.f) employing activities influenced by Wallerstein (1983), Auerbach (1992) and Winstanley and Cooke (2011) to inspire critical discussion and reflection on self and (ESOL) practice, to influence change. The workshops, linked together around the participant-chosen theme of disempowerment. Planning the workshops revolved around identifying themes generated from participants' data (Freire, 1996), which then inspired subsequent engagement in the workshops and interaction within them. This affected my facilitator role, whereby I actively sought to guide discussion and not dominate it or seek to transmit information (Freire and Shor, 1987).

3.3-Research strategy and design

Conclusions from the literature review (Chapter 2) left me with an interest in TD for (volunteer) ESOL teachers of refugees, an understanding of the importance of equitable

practice within refugee work and questions about employing CP for TD, leading to the following research questions,

1. How do volunteer ESOL teachers engage with a series of three specifically designed teacher development workshops employing principles of critical pedagogy to explore refugees' needs and experiences?

> *1.1. What is the impact of these workshops on the teachers' views of ESOL for refugees?*
>
> *1.2. How do the teachers relate this impact to their future practice?*

The aims of a research project should govern which research paradigm is followed (Richards, 2003). Answering these questions required rich, in-depth accounts of individuals' experiences, placing this study in the qualitative research paradigm (Richards, 2003; Dörnyei, 2007; Braun and Clarke, 2013). The study investigated a contemporary circumstance in which the researcher relinquished control (reflected in the CP approach) conforming to Yin's (2018) characteristics of case study. The series of workshops formed the case itself, setting the boundaries of time and place (Silverman, 2017). Whilst important, participants' perceptions informed another area of interest (using CP in TD) suggesting this was an instrumental (Creswell, 2013; Silverman, 2017), embedded and explanatory case study (Yin, 2018; Creswell, 2013). Yin (2018) cautions against confusing embedded and multiple case studies. Thus, participants' data was used as a means to understand the complexity of the case as a whole (Duff, 2007; Creswell, 2013), enriching description of it. Although the conclusions may not be generalisable to other contexts (Duff, 2007), they hold potential to influence theoretical propositions (Silverman, 2017; Yin, 2018), within the limits of making appropriate claims (Pearson Casanave, 2015). This aligns with Dörnyei's suggestion that case studies facilitate 'exploring unchartered territory' (2007, p.155), apt for this study, regarding the lack of research on this topic.

3.4-Participant selection

The participants selected for this study were identified through purposive sampling to remain congruous to the bounded context (Cohen, Manion and Morrison, 2011). An email invitation to participate was sent to volunteer teachers of a UK charity working with refugees. Six responded, one later declined. The remaining five teachers became the sub-units of the study. However, one participant did not attend Workshop One due to personal circumstances. As she was known to the other participants and keen to be involved in the study, she was welcomed to attend the remainder of the workshops and interview. Due to time constraints and the small response rate, selecting participants for complete homogeneity was impossible. Following Duff (2007) their key homogenous and non-homogenous features can be found in Figure 1. The lack of homogeneity is considered advantageous, offering a more balanced appraisal of the workshops (key to answering the research questions).

Participants' non-homogenous features					Participants' homogenous features		
Gender	**Age**	**Nationality**	**Profession**	**Length of time working with refugees**	**Role in refugee work**	**Lived outside home nation?**	**Experience of ESOL before current role?**
f	60+	British	*	2 years	leadership/teacher	Y	Y
m	50-60	British	teacher	7 months	teacher	Y	Y
f	60+	British	retired teacher	6 months	teacher	Y	Y
f	40-50	not British	*/student	8 months	teacher	Y	Y
f	30-40	not British	student/teacher	5 months	teacher	Y	Y
		not British is used to safeguard anonymity	* is used to safeguard anonymity				

FIGURE 1: PARTICIPANTS' HOMOGENOUS AND NON-HOMOGENOUS FEATURES

3.5-Methods of data collection

Case study can use a variety of data collection methods (Creswell, 2013). Whilst some might say 'anything goes' in qualitative research (Holliday, 2004), this study's data collection methods are grounded in those associated with the qualitative paradigm, privileging participants' reflections on their own experiences (Braun and Clarke, 2013), to answer the research questions. Equally, rather than erasing subjectivity, the multiple data collection methods navigated it, enabling triangulation of data (Yin, 2018), to facilitate thick description (Holliday, 2004). A combination of an open-ended qualitative questionnaire (Cohen, Manion and Morrison, 2011), observations, participant and researcher journal entries and semi-structured interviews were used.

3.5.a-Questionnaire

The questionnaire (Appendix 2.1) enabled navigating participants' time constraints, gathering data quickly (Dörnyei, 2007). It was emailed to participants, accompanied by a cover letter (Appendix 2.1.a), detailing why it was being administered and directives for its completion (Cohen, Manion and Morrison, 2011). Whilst facilitating accessing participants' relevant personal details, it also obtained insight into their perceptions (Braun and Clarke, 2013), of refugees, their role teaching refugees and their reasons for participating. To ensure the questionnaire's utility, attention was paid to technical issues. Long, ambiguous, loaded and complex questions were avoided (Dörnyei, 2007; Cohen, Manion and Morrison, 2011). It was also piloted (Dörnyei, 2007; Cohen, Manion and Morrison, 2011), for readability, comprehensibility and ease of completion by a non-TESOL and a TESOL peer, and for general efficacy to gain data important to the study by a TESOL researcher. Despite privileging participants' own responses, their answers were brief, a common limitation of questionnaires (Cohen, Manion and Morrison, 2011). However, they assisted the relevant contextualisation of the first workshop (suggested as a variation of Freire's (1996) theme generation).

3.5.b-Observation

Richards states observation is more than just a 'mechanical process' but uses 'perceptual and analytical skills in the pursuit of understanding' (Richards, 2003, p.103). This places the researcher as 'the primary instrument of data collection' (Starfield, 2015, p.144). My role as workshop facilitator placed me as overt, participant-observer on Cohen, Manion and Morrison's (2011) continuum. I acknowledged the need to navigate this sensitively (Richards, 2003). Therefore, I aimed to be transparent about my role, reason for note-taking and audio-recording. Whilst this may have biased/inhibited participants' interactions (Richards, 2003), the aim was to increase safety to participate, reducing questions about my actions. My notes focused on naturally occurring moments considered interesting and/or relevant to the study (Richards, 2003), and were brief and unstructured due to my dual role. I used a basic referencing system, noting the activity, the initial of the speaker(s) and key words, to facilitate cross-referencing with the audio-recording for further reference, which was done within 24-hours of the workshop's completion to privilege rich detail (Richards, 2003; Cohen, Manion and Morrison, 2011; Braun and Clarke, 2013). Notes were written-up

in full as part of a journal entry, reflecting on questions raised within the workshops, allowing my subjectivity to be examined. The audio-recordings added accuracy to my observations (Braun and Clarke, 2013), rather than simply relying on in-the-moment subjectivity and memory. The recording device (a mobile phone left on the table) was considered increasingly less intrusive due to being a common contemporary sight, and a constant presence in the workshops.

3.5.c-Journals

Participant diary entries were used to gain immediate, in-situ insight into participants' experiences and perceptions (Dörnyei, 2007; Braun and Clarke, 2013), of the workshops, to counteract potential memory inaccuracies of retrospective accounts (Braun and Clarke, 2013). Participants were pre-informed that diary entries would constitute the final 20 minutes of each workshop, to not add to their time commitment, therefore avoiding non-completion (Dörnyei, 2007). Non-compulsory guidance questions were provided seeking data relating to the research questions. However, participants were encouraged to focus on aspects of the workshops salient to them. Thus, each entry differed in length and content, resulting in a different, not more accurate view of the case (Braun and Clarke, 2013), yet adding to the thick description of it.

3.5.d-Interviews

The semi-structured interviews offered opportunity to gain a deeper understanding of participants' perceptions and insights, whilst privileging the research questions (Braun and Clarke, 2013). The structured element incorporated a question guide complied from reviewing all of the data that had been gathered up to that point. This gave a base of nine open-ended questions (Appendix 2.2.a) enabling a sequential flow, whilst guarding against generating unhelpful data (Braun and Clarke, 2013). This benefited the research questions but enabled a conversation-style, in which prompting and probing questions were unique to each interview. Such contextually-appropriate alterations within the interviews prioritised rapport and discovered individuals' unique responses to the workshops, which was used to direct questioning, privileging richer data to be gathered (Braun and Clarke, 2013). The interviews were conducted in an informal setting which enabled good audio recordings and furthered the researcher-participant rapport. Whilst not eradicating inhibition and/or bias, the previous nine (audio-recorded) hours spent with participants is suggested to have added to this rapport,

within which the recording device was less intrusive, putting participants at ease to speak more freely.

3.6-Data collection procedure

Figure 2 displays the three-phase procedure of data collection. In phase one the questionnaire was administered two weeks before the workshops began, allowing time to tailor them to participants. Phase two collected data from the workshops. Data from Workshop One was used to inform the creation of Workshop Two. This pattern was repeated to create Workshop Three, which included presenting participants with a word bank (an overview of my interpretation of themes within all of the data gathered so far) for their appraisal (Appendix 1.3). Each workshop lasted between two and a half to three hours, with an average of a week's break in between, allowing for reflection and acknowledging the time-cost of participation. The interviews were conducted in phase three during the week following phase two's completion. Participants were engaged in a 45-minute (on average) interview seeking their retrospective reflections on the workshops.

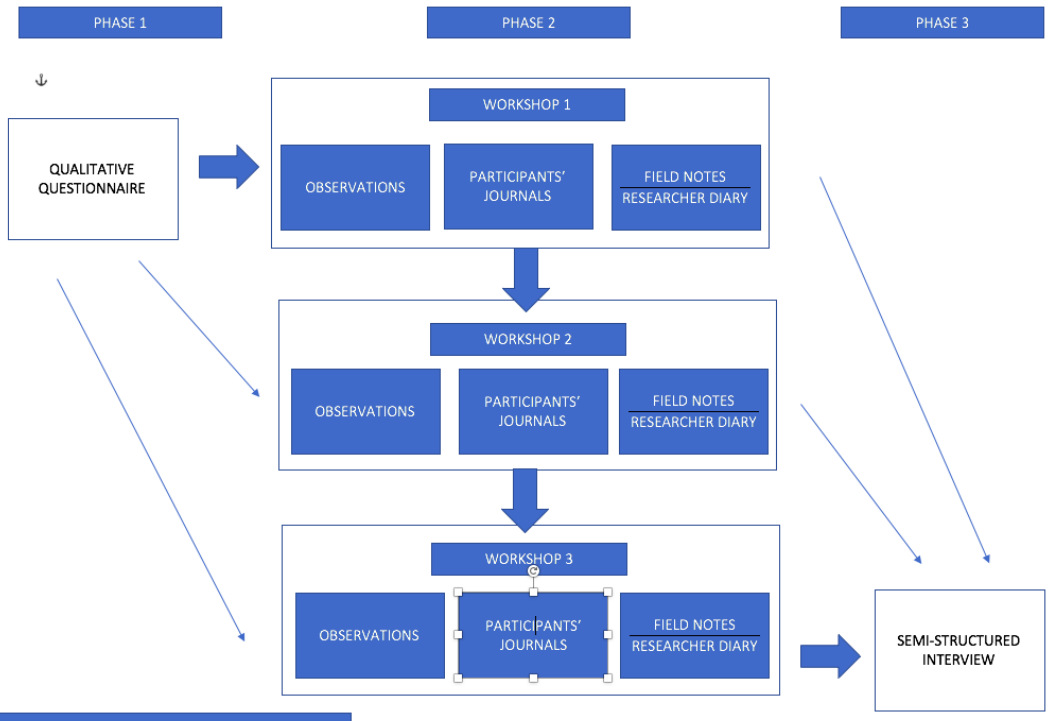

Figure 2: Phases of data collection procedures

3.7-Data analysis

To analyse the collected data, Braun and Clarke's (2006) six step approach to thematic analysis (TA) was chosen. It can serve many approaches to research, including case studies situated within the qualitative research paradigm (Braun and Clarke, 2017). This influenced choosing it, in addition to considering the straight-forward structure beneficial to my role of novice researcher. Whilst the research questions needed to be answered and were kept in mind, during analysis I chose an inductive approach, aiming to privilege participants' voices (Braun and Clarke, 2006). This enabled me to gain rich descriptions, whilst privileging a thicker description of the case as a whole.

3.7.a-Step one: Immersion in the data (Appendix 3.1)

All audio recordings were transcribed (within two days of obtaining them) following Richards 'fitness for purpose, adequacy and accuracy' based on the needs of the study, safeguarding against the premature selection of data (2003, p.199), and enabling all recorded data to be included in the TA. I was interested in the content of what was said, therefore pauses, hesitations, false starts and interruptions were not considered relevant, and thus not included. Equally, well-known slang such as 'gonna' and 'wanna' were left unaltered and participants' grammar inaccuracies were not amended if meaning was evident from the context. After completion, the recordings were listened to again and transcriptions read simultaneously, to make adjustments. Additionally, all participant and researcher journal entries were typed-up. Transcriptions and typed documents were read and re-read several times, photos taken in workshops were re-viewed and workshop plans re-visited.

3.7.b-Step two: Generation of codes (Appendix 3.3)

I reviewed each workshop generally noting significant words (often participants' own) and/or short phrases as codes (Braun and Clarke, 2006), creating a spider diagram for each participant. I then collated this into a basic handwritten table with one column per participant. I noted codes on interview transcripts and repeated the spider diagram process for participants' interviews and journal entries. The codes were then collated and condensed onto index cards and post-it notes.

3.7.c-Step three: Search for themes

It is argued themes are not emergent, but researcher generated and thus never neutral (Braun and Clarke. (*pers.comm.*) 21 June 2018). Whilst I focused on an inductive approach to analysis, I am aware that my theme generation was influenced by my own opinions and the literature regarding ESOL for refugees. Therefore, I referred back to my researcher journal at this stage, to see what had struck me during the workshops, whilst looking for repeated ideas across all participants and their data, as I arranged the codes into groups that seemed connected.

3.7.d-Step four: Review of themes

I reviewed and rearranged the codes' groupings. For example, 'Grappling: what is ESOL for refugees?' was renamed 'The role of ESOL'. Likewise, other themes were discarded due to little repetition of ideas across the participants' data. Whilst the themes were identified as independent of each other, they were finally assessed for their relationship to each other, to accurately reflect the case (Braun and Clarke, 2006).

3.7.e-Step five: Definition and naming of themes (Appendix 3.4)

The themes were decided on, named and described so that even without data they could briefly tell the story of the case (Braun and Clarke, 2006).

3.7.f-Step six: Reporting

Data was selected for each theme to capture its essence, tell the story of the case and participants' journeys within it, and the effect this had on them.

3.8-Trustworthiness and reliability

There are many criteria to assess the trustworthiness and reliability of research. It is impossible to comment on them all in the limits of this study. Therefore, key areas will be discussed, following Dörnyei (2007). Firstly, qualitative research is associated with researcher subjectivity, which can be limited and controlled, or embraced (Braun and Clarke. (pers.comm.) 21 June 2018). It is acknowledged that I came to this project with subjectivity and bias. Therefore, I engaged in reflexivity (Pinter, 2015; Berger, 2015), throughout it, increasing my openness to alternative perspectives regarding volunteers and CP, which resulted in the acknowledgement of the possible effect my role and contributions may have

had on the participants and data. Therefore, different angles/perspectives and alternative interpretations were considered during data analysis, resulting in several rearrangements of the themes. Secondly, this was furthered by not relying on my observations alone but triangulating (Yin, 2018), through using several methods of data collection (which did not exclude participants' extreme or differing opinions). This enabled thick description through creatively linking the data together (Holliday, 2004), enriching interpretation. Thirdly, at the commencement of Workshop Three, participants' feedback (Dörnyei, 2007), was sought on my brief interpretations of the data used for planning the workshops (Appendix 1.3). These actions resulted in a deeper contextualisation and understanding of the case and its uniqueness and complexity (Dörnyei, 2007). Finally, transparency was sought in the study's write-up (Holliday, 2015; BAAL, 2018; BERA, 2018), leaving an audit trail (Dörnyei, 2007). This can be seen through documenting narrowing the scope of the study's focus, highlighting the incomplete data set due to one participant's partial absence, detailing the research methodology, grounding the workshops in recognised principles of CP and explaining them, and the appendices' supporting documentation.

3.9-Ethical issues

3.9.a-Institution

Scholars differ on the importance they place on ethical issues. Okada (2017) advocates researchers be generally ethically cognisant, whilst Dörnyei (2007) states ethical research reflects the researcher's moral character. Ethical issues in research are increasingly given attention, reflected in universities' approach to them. Prior to my commencing gathering data, ethical approval was gained from the university (Appendix 4.1), following BERA's (2018) guidelines. I gave justification for the study, detailed how participants would be found, contacted and informed, how consent would be obtained, confidentiality respected, and how information would be faithfully and accurately recorded.

3.9.b-Participants

3.9.b.1-Harm

The study aimed to embody a general ethic of respect for participants (BERA, 2018). From the outset, my attention was drawn to the issue of causing harm. Though not expected to be an issue, the literature suggests that teachers' reflection on their practices, beliefs and values can negatively affect them (Jeyaraj and Harland, 2014). Thus, before negotiating

access to a UK charity working with refugees, I clarified the aim of the study was to focus on participants' experiences of the workshops, not to judge their practice.

3.9.b.2-Informed consent

Participants were approached through the charity's information-sharing email group, which, as with all such opportunities, positioned participation as voluntary (Dörnyei, 2007; BERA, 2018). In the initial invite to participate I introduced myself, gave a brief idea of the study and the estimated time commitment of involvement, to enable participants to make informed decisions about whether to respond (BAAL, 2018). Respondents' consent (Webster, Lewis and Brown, 2014) was gained by their signing a form accompanied by an information sheet (Appendix 4.2), aligning with BERA's (2018) guidelines to inform participants as fully as possible about the study and their contribution to it. Thus, my role as researcher was disclosed to foster transparency, recognising its possible effect on relationships (BERA, 2018). Further details of the study were given, such as the right to withdraw and/or retract permission for sensitive information to be used, what the workshops involved and how data would be stored and used (BAAL, 2018). It explained that all possible measures would be taken to safeguard participants' anonymity and confidentiality, including using pseudonyms and not naming the charity, its location, nor any other cities/towns/institutions that could locate it (BAAL, 2018). An additional consent form was distributed seeking permission to audio record the workshops (Appendix 4.3), which informed participants, again, that they could rescind permission to use any sensitive data. Verbal consent was gained to audio-record the interviews. Lastly, I collaborated with participants to arrange convenient times for the workshops and interviews, and how to inform them of the findings of the study (BAAL, 2018; BERA, 2018), which would include giving them an information pack of the approach and activities used in the workshops.

3.10-Summary

This chapter has detailed the theoretical underpinning of this small-scale, qualitative, embedded case study. It demonstrated how this delimited the contextual boundaries and directed choices regarding participant selection and data collection methods and analysis. This privileged collecting data to gain understanding of participants' experiences of participation in three teacher development workshops. Additionally, the study's

trustworthiness and reliability were discussed, concluding with details of how ethical considerations were navigated. The following chapter will present the findings of the study.

4-Findings

4.1-Introduction

The workshops, focusing on refugees' needs and experiences, employed a CP approach to engage participants in critical activities/reflection. The aim was to see how this might impact participants and their ESOL practice. Whilst the themes explored in this chapter have been chosen to reflect issues participants engaged with, they also demonstrate a progressive co-(re)construction of knowledge, expansion of opinions and beliefs, and in some cases (proposed) change in (future) practice.

4.2-The role of ESOL

The theme, the role of ESOL arose repeatedly across all the data. It contains two sub-themes, *ESOL as a functional tool* and *ESOL's future orientation*.

4.2.a-Functional tool

In Workshop One participants compared their experiences of living abroad to refugees' (Appendix 1.2.a). Remembering that their lack of language hindered integration and observing refugees' disempowerment without language to navigate life in resettlement, they positioned ESOL as a functional tool. Nicky commented of ESOL for refugees,

It's not just giving language, but tools to survive […] skills for life […] our job is to help with social situations.

Liz agreed with her that women refugees only need basic communication in shops, schools and at the doctors. To this end, certain levels of accuracy were considered unnecessary. Nicky reiterated in her interview,

They need to be able to go to their children's school and have a conversation with the teacher. They need to be able to read 'push, pull, milk, butter' but they don't need to read and write perfect English.

However, in Workshop Two, Bridget suggested ESOL emanates from integration, stating community support was more important to her own refugee experience.

Steve agreed with Bridget yet placed a higher regard on ESOL's functional role. He prioritised accuracy for survival after support is withdrawn, providing the rationale,

I'd agree with all of that […] making people feel better and part of a community is the most important thing, but I would say that language is so fundamental to making any kind of life […] I mean, the support that they get now may not last.

Good functional literacy and oracy […] I expect them to get it right, so they take home a sense of achievement.

Subsequent activities prompting critical engagement with issues of refugees' (dis)empowerment and ESOL furthered this discussion with debate on which variety and standard of English should be taught. Whilst referring to this conversation, Nicky commented in her interview that she would be more inclined to correct more yet maintained her overall position. However, in her interview commenting how the workshops provided extended thinking space about what she does and why, Liz described this discussion's influence on her,

I want[ed] them to feel at ease to talk and I don't think I had thought very much about how much they do need to learn to speak good English […] Steve was very useful in making me think more […] I think I've perhaps sort of shifted my emphasis a bit […] I was very much on the lines of 'as long as I can understand what they're saying, it's fine'. Because that's how I speak a foreign language […] But that's on holiday […] it's something else if you're gonna live in the country [...] I think being able to speak good English is very empowering [...] That makes a difference to how you are in the country, to how you feel you can approach people and talk to people […] In the conversation classes I think I'm actually correcting a bit more than I did before […] I realise that one of the students was talking in the present when she was talking about things in the past but when I gave her the past tense of the verb, she did know it. So, I'm thinking yes, we need to structure that a bit more.

4.2.b-Future-oriented

Discussion repeatedly focused on whether ESOL has a role in dealing with refugees' personal histories. In Workshop Two, Bridget advocated that ESOL needs to embrace learners' past stories for teachers to better know them. Suzanne echoed this in her journal reflection and Liz connected it to affecting the way teachers teach. Whereas Nicky furthered her earlier argument, stating ESOL is a tool for the future,

Everybody has baggage […] some people have more baggage than others. And whilst one should respect their experience and obviously be sensitive […] ESOL learning is about the future […] Because we can't take back what's happened […] We can't give them back their destroyed cities […] their lost children […] their power […] We can maybe give them a better future […] by giving them […] a tool […] that makes life simpler from now on.

Though her opinion seems unmoved, she evidenced reflection upon, and grappling with this, in her journal,

We do not want to turn into refugee tourists, but it is also important to know a little bit of back story in order to form closer relationships. I think walking this tightrope is the challenge.

Steve also advocated ESOL was future-oriented,

I think you just have to accept that some people […] have had dreadful life events […] But you would start primarily with looking at the future and how you can help them in practical ways […] I think it would be dishonest […] to pretend that […] our ESOL teaching is based on changing the world. I don't think we can.

However, his interview suggests a shift in opinion regarding future practice,

I will want to push a bit at how they are living here and what they want to do and whether their past is preventing that. That's not to say it's going to become a counselling session.

Liz initially agreed with Nicky in Workshop One about refugee women's language needs. Whereas in her interview, she seemed to have shifted her stance, describing an openness to embracing refugees' experiences in ESOL lessons, although she still did not see this as part of the role of ESOL,

Liz: I probably feel more ready to engage with some of their experiences. I was very very wary of it and perhaps now […] because of Bridget talking about her experiences very openly […] I think that kind of gave me a feeling of not being quite as wary […] And actually […] today we did have quite a lot of conversation in the lesson about experiences […] They were pleased to talk about it.

Interviewer: Does ESOL have a role in that […] do you think [it] can be targeted in some way with ESOL?

Liz: I don't think so necessarily […] with ESOL it's really important to find the conversation that they are interested in having. So, in a way, the fact that they are interested in having that is just good for the ESOL.

4.3-The Role of the ESOL teacher

The discussion of the previous theme leads to the theme 'the role of the ESOL teacher' which seems driven by participants' opinions of the role of ESOL.

4.3.a-Traditional role

All participants suggested their practice included elements of traditional conceptions of the role of the ESOL teacher as an instructor of language. They mentioned attending to grammar and vocabulary, the need of repetition and correction and using engaging methods such as songs, pictures and realia. Steve's description of his attention to correction and accuracy positioned him as quite authoritarian and teacher-centred, employing a transmissive approach. This challenged Nicky and Liz to reflect upon the benefit of correction and accuracy to empower refugees with 'good' English to aide their resettlement. Nicky suggested in her interview,

I would be more likely to correct more […] I would say that's the biggest change for me.

Whereas Liz actually implemented more correction in her conversation class (section 4.2a). Additionally, participants agreed that teachers of refugees need to build confidence, mostly concerning language use, whilst acknowledging that refugees often lack confidence. Steve implied this in his rationale for focusing on correction and accuracy. Coupled with this, participants generally described themselves as learner-centred. However, the workshops seemed to prompt reflection on what that involved. Responding to engaging with activities on refugees' experiences and needs, in her second journal Suzanne wrote,

A goal further would be try to understand, to know better the learners that are in front of me.

Steve began to connect learner needs with wider issues and refugees' pasts and thus talked about including both in ESOL (section 4.3). Additionally, in response to Bridget's differing views about what refugees may need, Nicky wrote,

I would be more prepared in my own practice to listen more to the ways in which the learners want their studies to go.

Following her statement that she felt more confident to follow participants' conversation about sensitive issues, Liz commented in her interview of the benefit of learner-centred practice,

It's really important to find the conversation that they are interested in having […] occasionally I try to get them to talk about things they're not very interested in […] you don't get anywhere very fast.

4.3.b-Wider role

All participants equally recognised that working with refugees involved more than teaching language. In Workshop Two, participants highlighted the need to provide refugees with both a rationale and non-linguistic support for learning language.

Steve: [I feel] I need to try and persuade people that this is, patronising as it may sound or paternal, really good for you and you will kind of thank yourself later for putting the effort in now.

Nicky: It's different for people who go to a language school because they want to learn English […] but a woman with young children who hardly leaves her house, you have to give her a rationale.

Bridget: If you don't provide support for those vulnerable people it can go either way […] I had support from my family […] but I'm so aware that if you provide certain good support that you learn so much.

Despite recognising the need for this wider role, during the course of the workshops, different opinions arose about what was and was not part of the ESOL teacher's role. Nicky maintained her stance that whilst refugees may wish to sometimes talk about their past experiences, teachers should not proactively address refugees' personal stories in lessons.

Others did not disagree, however, they demonstrated an openness to broadening the role of the ESOL teacher to engage with refugees' issues, to facilitate language learning. Whilst Liz commented on increased confidence to expand her role in this way, Steve's 'utopian' approach in Workshop Three added confusion,

Liz: How much, is it our responsibility to not just to teach them the language but to teach them the methods and cultural context and all the business context or whatever else.

Steve mirrored this by offering the alternative approach, whilst seeming to retain elements of the traditional, authoritarian teacher,

This means overstepping traditional bounds of teacher and ESOL teacher […] a much bigger and proactive role than just teaching the language.

I would want to become hands on because I'd feel so much personal responsibility.

This could be attributed to a lack of confidence, and perception of his own capacity and understanding of the role within a given context,

<u>Workshop Three:</u> *I've never felt that's my role […] I would love it […] to happen but it's just not been my role in the context in which I've taught.*

<u>Interview:</u> *Maybe I would be more confident and I would feel it right to start talking about the way of life here […] my fear was that […] I would find this too tough emotionally […] I'm aware of my own limits.*

Whereas, Suzanne acknowledged the importance of language and also suggested the ESOL teachers' role is wider than the classroom. Her reflective journey throughout the workshops indicates a deepening view that teachers should engage with learners and English to tackle dominant discourses,

<u>Journal one:</u> *How language learning works to emancipate them from the oppression I'm not yet sure about […] I want to learn more about how to teach learners to live in a world that is not prepared to see them equally.*

Journal three: The importance of ESOL lessons to change the reality of refugees' life should be more considered.

Interview: Let's imagine that we [teacher and student] go to a shop. How to make people that to be around think differently […] Because if this view is only regarding ESOL, so in this context, if I would change my way of teaching, it would be only me to my students

4.4-Engaging with dominant discourses

The workshops, through the CP approach, aimed to draw participants into discussion about wider issues affecting refugees. Though initially reluctant to explore this theme, participants increasingly mentioned the presence of economic (and class) issues and racism/discrimination.

4.4.a-Economic/class issues

The sub-theme of 'economic/class issues' was noted from Workshop One, seen through my fieldnotes,

Nicky: disempowerment – Syrians' loss of possessions and lifestyle (she likened it to class, although didn't like that she had) – though not rich there, lifestyle was better. Here, very working-class area.

Initially, participants seemed reluctant to discuss dominant discourses, however the activities in Workshop Two and Three (Appendix 1.2) aimed to facilitate exploration of them. A main issue of discussion linked refugees' resettlement locations to economic disadvantage, poorer standards of education and using less standardised varieties of English. This led to grappling with what variety of English should be taught with regard to learners' everyday social and more longer-term economic needs. Nicky commented,

The three kids that I teach go to school in (X-town) and the English that they come back speaking, and this is not to be negative about (X-town) but the education is different to the education in other parts of (X-town) and the country […] There's a huge amount of social housing. They can't get the same level of teacher. Anyway let's not get too much into that […]

"I done been there already" […] I correct […] but there is a level where fluency and adaptation to their circumstances is more important than the perfection of their English language. It's difficult […] I struggle with it […] they're already the underdogs of their society having a tough enough time […] I'm sorry but [it's] a fact of life.

Workshop Three was intentionally positioned to confront this sub-theme, acknowledging difficulties arising from resettlement areas. Nicky named the issue,

There is an economic problem […] K is a head teacher in (X-town) and he was telling me the other day that the average life expectancy of a child born in (X-town) is ten years less than a child born in (Y-town) because that's the economic position. Try to avoid living in (X-town) if you can. But also, the problem is if we found nice hoses in (Y-town) that were going at a decent rate there's a lot of […] local people waiting up to two years for housing […] and you could upset those people by putting a refugee in there.

Steve and Liz's conversation mirrors this, adding its limitations on refugees,

Steve: […] I'm gonna say something […] a lot of our refugees live in (X-town) which is […] a difficult area in some ways. I mean […] a lot of the crime.

Researcher: Do you think they choose that?

Liz: No. It's where the houses that are cheap enough […] it does look quite a threatening place […] difficult to get them to classes because of fear of actually going out.

Steve: The unlikelihood of you getting a job, because you're going to […] look at all the unemployment […] and as a refugee you're gonna be bottom of the pile.

Having discussed this, Steve's response to the final activity of Workshop Three (aiming to facilitate participants' exploration of engaging with dominant discourses in ESOL) offered an alternative possibility for a lesson to help refugees living with economic disadvantage,

Steve: There is another rather utopian, approach […] encourage them to set up their own businesses. To not accept the reality out there […] Using ESOL not only to enable the language […] but also to encourage them […] If the world is rejecting them if they can't get jobs because there are no jobs or

because there's racism then do their own thing to build up a community […] with other refugee cooperatives.

4.4.b-Racism/Discrimination

General discussion also focused on describing racism/discrimination's existence and the marginalising effect on refugees. It can be seen in Nicky's second quote in the previous section,

You could upset those people by putting a refugee in there.

Whilst responding to Workshop Three's pictorial code (Appendix 1.4) Suzanne and Liz commented,

Suzanne: Yeah how many people for example around know them by their names instead of refugee. So, for them they're gonna be always a refugee.

Liz: I do think in an area like this there are going to be much more resentments of refugees […] the vast majority supporting Brexit, so somewhat xenophobic. So they start on from a bad place to begin with.

However, Suzanne hinted at using ESOL to tackle the issue,

As a teacher we […] have a better maybe understanding of their reality, but then outside, the Other, they are not prepared for it. So, it's the importance of […] ESOL analysing all that issues and how to address.

Whereas others focused on not antagonising the situation further. This can be seen from Nicky offering a (non-funding related) justification for placing refugees' in economically disadvantaged areas,

My deepest consideration is not alienating the society that the refugees are coming into and therefore creating anger, resentment against the refugee community […] So if you put these people in […] a nicer area who are you depriving? […] Are you depriving the guy down the road who's been waiting two years on a housing list? And then […] you end up with Nigel Farage if you're not careful.

Steve extended this in his interview, speaking of the difficulty in including race/discrimination as a topic in ESOL,

I'd have to be quite careful in the sense of […] where there's potential conflict, or tensions between […] English people, […] long-term residents, and newcomers, refugees. It could be a way of, helping refugees to see how their presence might be problematic to others […] You can empathise with people who see their environment radically changed. It's not good for social cohesion. We have to be sensitive […] Do you tread ever so softly and play safe with everything?

However, he demonstrated how his earlier positioning of ESOL had expanded,

Steve: When we start back in September […] maybe I would be more confident and I would feel it right to start talking about the way of life here and how refugees feel about that and how they think that the existing population feel about them.

Interviewer: It does kind of take language out of its survival and functionality mode and take it to a different level.

Steve – Yeah.

4.5-Summary

These findings display salient themes from across the data generated by thematic analysis. They are '*the role of ESOL*', '*the role of the ESOL teacher' and* '*engaging with dominant discourses*'. This demonstrates that participation in the workshops caused participants to grapple with these issues, which are suggested to reflect areas of tension within ESOL provision for refugees. Generally, participants positioned ESOL as a functional, future-oriented tool, whilst some expanded this, acceding refugees' pasts may be useful to language learning. The role of the ESOL teacher was seen to link to the role of ESOL, focusing on traditional elements to facilitate language instruction, whilst also being learner-centred. To varying degrees, participants also embraced wider possibilities of the ESOL teacher's role. The final theme demonstrated an initial lack of ease talking about dominant discourses, but increased discussion displayed participants' awareness of them and the effects

they have on refugees. However, the possibility of incorporating them into ESOL was not widely advocated. These findings will be further discussed in Chapter five.

5-Discussion

5.1-Introduction

This chapter discusses the findings presented in the previous chapter, relating them back to the literature in order to interpret and draw conclusions from them. Section 5.2 gives a brief overview of the findings, demonstrating how they answer the research questions. Section 5.3 identifies how participants' views of the role of ESOL and the ESOL teacher and engaging with dominant discourses differs from the literature, offering possible suggestions for this. Elaborating on section 5.2, section 5.4 comments on how the workshops' developmental role impacted participants' views, whilst section 5.5 considers how the CP approach added to this by evaluating the workshops against the principles (Chapter 2.4.f) guiding them. Section 5.6 concludes the chapter with a discussion of the study's limitations.

5.2-Answers in brief

This section offers a brief appraisal of the findings from the thematic data analysis to answer the research questions (RQ's),

1. How do volunteer ESOL teachers engage with a series of three specifically designed teacher development workshops employing principles of critical pedagogy to explore refugees' needs and experiences?

> *1.1. What is the impact of these workshops on the teachers' views of ESOL for refugees?*
>
> *1.2. How do the teachers relate this impact to their future practice?*

In answer to *RQ-1*, the workshops are suggested to represent participants' grappling with tensions they experience within ESOL provision for refugees. Their collaboration in critical discussion and reflection suggests a positive response to the workshops, evidenced by participants' applying aspects which challenged them to their practice. The workshops' impact on participants' views of ESOL (*RQ-1.1*) can be seen through the challenge and expansion of their beliefs and opinions within the three themes, '*the role of ESOL*', '*the role of the ESOL teacher'* and '*engaging with dominant discourses*'. Teachers' relation of this to

future practice *(RQ-1.2*) generally revolved around proposals to incorporate new things into practice or refine what they already do. However, only one participant reported implementing ideas from the workshops into actual practice.

5.3-The themes, participants' opinions and ESOL for refugees

The findings demonstrate that participants' opinions about the role of ESOL, the role of the ESOL teacher and interaction with dominant discourses did not align with the literature (especially that focused on refugees). Participants largely (but not exclusively) placed greatest importance on ESOL as a functional tool with the teacher's role positioned to enable this, and neither actively engaging with dominant discourses. However, scholars and practitioners (Wallerstein, 1983; Auerbach, 1992; Stone, 1995; Norton, 2000; Bobrow Finn, 2010; Winstanley and Cooke, 2011; Ogilvie and Fuller, 2016; Hayward, 2017), advocate ESOL is more than this. Aligning with the wider literature, they take ESOL outside its functional role, whilst still placing importance on it, reflecting particular definitions of holistic, equitable and empowering practice. For example, Stone (1995) suggests the ESOL classroom may be the only place for many refugees to explore their past, present and future identities, which gives credence to Hayward (2017) positioning the ESOL classroom as a home, and Ogilvie and Fuller's (2016) 'teatime' facilitating refugees' engagement with current events and their past experiences.

Despite these differing views, it is suggested the study's findings do not display participants' lack of concern about equity. Whilst not viewing English as key to transforming micro and macro situations akin to Strang, Baillot and Mignard (2017) or Freire (1996) it could be suggested participants held different definitions of equity and empowerment, resulting from strong, tacit beliefs built-up over time and compounded by experience, bearing greatly on practice (Borg, 2011). These are not easily influenced by teacher education/development (Borg, 2011; Sanchez, 2013). Thus, participants' every-day, contextual experiences of working with resettled refugees seemed to direct their practice. They demonstrated awareness of the constraints of issues outside of their control (finance, resettlement placement areas, past trauma) and therefore focused on functional language (a practical skill they could influence) to enable refugees to (re)gain confidence and dignity and operate independently in society, especially once official support was withdrawn.

This belief in the role and function of ESOL and the ESOL teacher could equally have impacted why most participants did not advocate ESOL engaging with dominant discourses.

However, teachers' confidence and capacity could also be attributed to this. In their collaborative inquiry project, Cherkowski and Schnellert's (2018) participants emphasised needing to see new practices modelled before adopting them. They also commented on the difficulty of translating huge issues into manageable and implementable actions. Steve, Liz and Suzanne's questioning of approaching wider issues reflects this. Thus, whilst the workshops broached engaging with dominant discourses and included activities relating them to ESOL, they did not explicitly facilitate participants to envisage incorporating such big issues into practice. If an example from Auerbach (1992) or Winstanley and Cooke's (2011) work had been used as a basis for discussion and reflection, participants might have been better able to conceive how their own and ESOL's role could be broadened and implemented in their practice.

5.4-Teacher Development from the workshops

However, the findings indicate that participants' engagement over the course of the workshops expanded their views of ESOL (according to the three themes) which they suggested would impact their future practice. Whilst this does not totally align with Borg's (2011) continuum of how teacher education may affect teachers' opinions and beliefs, it does align with others who suggest TD is effective to engage and challenge them, thus affecting practice (Freeman 2010; Warford, 2011). The workshops incorporated recommendations for effective TD from the literature, whereby they operated as a CoP (Lave and Wenger, 1991), and inspired reflection-on-action (Schön, 1987). Therefore, participants' collaboration, sharing of knowledge and experience, and challenge of each other through discussion and reflection, aligns with TD's aim of growth and improvement (Patton, Parker and Tannehill, 2014). This growth was evidenced by participants being challenged to refine their thinking and current action, to incorporate new and/or different ideas into practice.

5.4.a-Community of practice

The social constructivist element of the CoP facilitated discussion and challenge to participants' views of ESOL, raising awareness of self (Mak and Pun 2015; Kaschak and Letwinsky, 2015), and what is (not) done (Kiely and Davis, 2010). The study identified that when these elements coincide, future practice can be impacted (Mak and Pun 2015; Kaschak and Letwinsky, 2015). Participants' collaborative discussion and reflection led to shifts in their thinking about the role of ESOL and the ESOL teacher, and their response to dominant

discourses, that were not embraced before. Rather than developing new beliefs about the role of ESOL and the ESOL teacher and stances on tackling big issues, participants seemed to incorporate reconstructed knowledge (Burns and Richards, 2009), into their existing conceptions of them. Thus, Nicky and Liz commented on correcting more (seeing its benefit to empowerment) and becoming more learner-directed. Whereas Liz and Steve suggested incorporating wider issues affecting refugees into practice, to benefit language development and integration. This reflects Hunuk, Ince and Tannehill's findings of a CoP for physical education teachers. They connected students' increased learning to participants' increased learner-centred practice as a result of responding to a greater awareness of students' needs. Despite not reporting changes in students' learning, Liz demonstrated increased connection between their needs and ESOL. Collaboration in the workshops expanded her view of ESOL for empowerment, impacting her approach to the teacher's role. Incorporation of this into practice uncovered the learner's existing knowledge. Using this, she exhibited increased equity in practice, actively working from learners' strengths, not a deficit mindset (Hayward, 2017).

5.4.b-Reflection

This social (re)construction of knowledge facilitated participants to examine practice in relation to refugees' needs and consider the tensions within ESOL. As the literature suggests, this also inspired reflection, which can be seen in the charting of Suzanne's journey through the workshops. As she reflected on the themes, her expansion of the concept of the role of ESOL and the ESOL teacher could be said to mirror Farrell's (1999) study where reflection inspired a greater understanding of the role. Suzanne's response to dominant discourses is similar to Fazio's (2009) participants, who by reflecting on their ideal and actual roles, were able to better respond to students' needs by linking obstacles to learning to the wider issues affecting them. This aligns with He and Prater (2013) who suggest reflective practice can increase participants' receptivity to knowing students more holistically, which increases attention to needs and learner-centred practice. Steve demonstrated this by his increased concept of the role of ESOL and the ESOL teacher to actively uncover wider barriers to learners' language acquisition, prepare them to navigate discrimination and marginalisation in society and use language to create their own employment opportunities. Thus reflection-on-practice (Schön, 1987), can be seen to have furnished some participants with increased autonomy (Farrell, 1999), connected to increased understanding of dominant

discourses, which created increased willingness to embrace these wider issues, which they had previously not equated with ESOL or the teacher's role. This is suggested to further enable an increase in holistic and equitable learning experiences for refugees.

5.5-Critical pedagogy's role in the workshops

This discussion of the findings leads to questioning how much credit the CP approach can take for this impact. Crookes and Lehner (1998) and Zion, Allen and Jean's (2015) studies demonstrate the benefits and limitations to students' engagement with teacher education courses when they are provided with specific information about CP. However, this study's approach was not explicitly explained to participants and they were not asked to comment on CP in journal and interviews questions. It is therefore unknown how the findings would have been impacted if the participants had been informed, and follow-up journal and interview questions asked, specifically about the approach. Thus, the findings of the study will be appraised against the principles of CP guiding the workshops (Chapter 2.4.f) to comment on CP's role in participants' experience of them.

5.5.a-The principles

A motivation for social justice underlined the study. This was based on my own raised awareness from the literature of the importance of TD for teachers of refugees, to increase equitable and holistic practice. Thus, aligning with scholars' opinions of (ESOL) education (Chapter 2.4.a) the activities set a non-neutral-tone, aiming to engage participants in critical discussion and reflection. Additionally, bottom-up approaches situated the workshops as relevant and contextual by using the data as it was gathered to generate themes from participants' responses, to inspire each workshop. This privileged the creation of a CoP, evidenced by participants' positive collaboration to complete the activities, as previously discussed.

Perhaps the most crucial element to the CP approach was the intentional focus on critical practice. It is suggested that CP added a valuable contribution to expanding participants' opinions and beliefs and enabled them to (speculatively) apply that to practice. From the initial activity, participants were encouraged to examine themselves and their experiences, relating them to refugees. Gagné, Schmidt and Markus (2017) advocate such practices can expand understanding of refugees in order to increase efficacy in practice. Workshop Two and Three's activities scaffolded participants' critical engagement,

encouraging them to examine their practice, apply reconstructed knowledge to it and reflect on possible future change. This aimed to avoid the pitfalls of a lack of focus within the workshops, discussed by Lui and Milman (2010) and He and Prater (2013) and a lack of critical reflection, evident in other studies (Musanti and Pence, 2010; Cherkowski and Schnellert, 2018). The effect of this can be seen through participants' initial hesitancy to discuss dominant discourses, yet an increased willingness to identify and engage with them. Nicky, Steve and Suzanne's responses over time exemplify this. From stating ESOL could not change the world in Workshop Two, Steve's inclusion of an alternative approach to teaching, resembling Auerbach (1992) and Winstanley and Cooke's (2011) work, incorporated dominant discourses into ESOL. This suggests his functional view of ESOL and the teacher's role was challenged and expanded. However, seemingly not convinced of how to implement such an idea, he retained a teacher-centred element to the role and positioned ESOL as an aide to enable students to navigate life within dominant discourses, not to challenge them. This reflects Han, Madhuri and Reed Scull (2015) who suggest that although CP can confront issues of marginalisation, response to them may only be surface level. Whereas Suzanne's journey in reflection suggests she deepened her existing beliefs and opinions that ESOL had both a functional and a wider role to play, by taking the teacher's role outside of the classroom. However, she too seemed unable to vocalise how this could actually be implemented. This reiterates section 5.3's concluding comment suggesting that giving participants examples of how to implement a wider conception of ESOL and the teacher's role within that, could have facilitated greater understanding and acceptance of it.

This leads to the final principle, praxis, demonstrated by participants' discussion, reflection and imagining how they might change what they do, which implied increased holistic and equitable practices aligning with the ethos of CP. However, change was not radical and mostly only speculative. Thus, the actual benefit of CP to achieve praxis can be questioned, reflecting limitations found in the literature (Chapter 2.4.c). Yet, if it is understood that CP is not only about radical change (Freire and Shor, 1987), but a *process* for social justice-oriented transformation (Gore, 1993; White Cooper and Mackey, 2014; Stachowiak and Brownlee Dell, 2016), then it could be concluded that CP played an important part in participants' positive engagement with the workshops. This allows for individuals' differing opinions and prompts the response that there is no one best way to teach, but there is always room for challenge and expansion, which may lead to transformation over time.

5.6-Limitations

The previous discussion demonstrates participants' positive engagement with the workshops led to the challenge and expansion of their views about ESOL for refugees. This resulted in their proposing to add to and refine practice, which is suggested to increase its holistic and equitable nature. However, the discussion also points to the limitations of the study. Perhaps the greatest limitation was a lack of time, also apparent in other TD studies (Chapter 2.3). The small-scale of the study and participants' schedules did not allow them extended time to reflect on the workshops. Equally, the workshops occurred during Ramadan and participants' summer break, thus they were not actively teaching to be able to implement ideas. Therefore, evidence of the workshops' actual impact on participants' practice could not be collected. If I were to do this study again, I would aim to conduct it over a longer period of time, including a generous gap before interviewing participants, to allow them to report any changes to practice. However, this is difficult to envisage within the confines of a year-long MA course.

A second limitation is that the findings cannot be generalised (though this was never the intention) as this was only one expression of using CP for TD and implemented by just one facilitator. Thus, as sections 5.3 and 5.5.c demonstrate, there was capacity for improvement. Conclusions drawn from participants' engagement suggest activities could have included examples to enable participants to visualise alternative practices. This could have enhanced their experience and affected the workshops' impact on them. Crookes and Lehner (1998) report how their collaboration when using a CP approach in teacher education enabled them to question and challenge each other's ideas to find solutions to issues raised during the course, improving delivery of it. Had collaboration in design and delivery of these workshops been possible, the data may have been interpreted differently, thus steering the workshops in different directions. It may also have avoided some of the lack of clarity and inability to envisage ideas that participants experienced, thus producing different outcomes. Equally such collaboration during data analysis may have also produced different findings. I am aware of how invested I am in refugee issues and my curiosity about CP. Whilst I took measures to navigate this subjectivity, my coding and theming may have benefited from the broader vision of a second analyst (Dörnyei, 2007), who was less invested in both refugee work and CP. This could have added insight to the data and the case as a whole, challenging (or corroborating) my own findings.

A third limitation of the study is the small number of participants, whose experience of the workshops cannot be positioned as representative of all teachers. In the short timeframe and without previous connections to ESOL teachers of refugees in the UK, this was unavoidable. It would, therefore, be interesting to conduct the workshops with a larger number of participants that did not only include volunteer teachers, but also official educators and those with more experience of refugee work, to see how greater diversity may have affected the generative themes and thus the outcomes.

5.7-Summary

In answer to the research questions, this discussion identifies participants' positive engagement with the workshops, facilitated by the CP approach, challenged and expanded their views of ESOL, which they suggested would influence future practice. However, the limitations of the study identify that more time, collaboration with other researchers and also a larger sample size may have produced different results. Despite this, the following chapter concludes the study by outlining its implications, contribution, and making recommendations.

6-Conclusion

This chapter identifies the study's key implications and contribution, responding to them by making recommendations for future research and practice. The dissertation concludes with a personal summary of the study.

6.1-Implications

The study's findings have possible implications for TD courses (for teachers of refugees). Whilst not claiming a definitive list of what constitutes effective TD for teachers of refugees, the study highlights salient issues that may increase the efficacy of TD. Firstly, it highlights ESOL for refugees warrants attention in TD (Bobrow Finn, 2010), to facilitate exploring its complexities. Secondly, aligning with the wider TD literature, this study advocates social constructivist approaches for this (Borko, 2004; Musanti and Pence, 2010; Mirra and Morrell, 2011; Patton, Parker and Tannehill, 2015). The CoP and reflection-on-action, enabled teachers' connection and sharing whilst giving them a voice (Spear and da Costa, 2018), and time to reflect on what they do. Thirdly, these findings add to studies recommending CP as an effective approach for TD. Whilst no grand claims can be made about the CP approach, the implication from this study is that grounding activities in participants' contexts facilitated their raising of issues that were salient and contextually relevant to them, opening a door to broaching topics regarding teaching refugees that might otherwise have remained shut (such as embracing dominant discourses within the ESOL arena). When added to CP's inherent critical agenda demanding reflection, discussion and the re-construction of knowledge, and coupled with the strong emphasis on praxis, the CP approach encouraged the application of (re)constructed knowledge to future practice. This offered opportunity for strongly held beliefs which influence practice (Borg, 2011), to be challenged and expanded (as demonstrated by participants' varied responses to their views of ESOL during the workshops). Such critical collaboration and reflection also increased participants' confidence as they gained ideas to add to and refine their practice (Kaschak and Letwinsky, 2015), which is proposed to increase holistic and equitable practice, directly benefiting refugees' ESOL education.

The wider implication of this holds potential to influence the content and structure of TD courses (for ESOL teachers of refugees) to increase their impact. By instituting bottom-up, non-transmissive approaches and practices, and examples of alternative practice, the efficacy of TD may be improved for teachers, with positive results for their students.

Additionally, it could be suggested that instead of transmitting information to achieve top-down definitions of change, TD could be viewed with a more on-going, long-term vision, giving teachers' control of what to focus on, whilst intentionally seeking to challenge and expand their current opinions and beliefs within that. This would aim for constantly evolving practice to achieve constantly increasing equity, signifying gradual (and perhaps more sustainable) transformation (Freire and Shor, 1987; White, Cooper and Mackey, 2014). Within this, offering experiences of collaborative reflection and discussion provides support for teachers to embrace the complexity of refugee work. This information, therefore, may not only inform designers of TD courses, but could also benefit organisations employing teachers. The findings could serve to (re)focus organisations' intention for TD, thus guiding their selection of development provision, but also their expectations for the outcomes of it.

6.2-Contribution

These implications suggest the contribution the study has made. Whilst adding to the literature regarding teaching refugees, it supports others' findings calling for attention in research and practice to TD for those working with refugees (Bobrow Finn, 2010; Perry and Hart, 2012; Perry, 2013). Additionally, this study supports other studies' suggestions for effective TD (Musanti and Pence, 2010; He and Prater 2013; Patton, Parker and Tannehill, 2015), whilst adding to the small body of literature advocating using CP as an effective approach to inspire change in opinions and beliefs and practice within TD (Gagné, Schmidt and Markus, 2017). It is also suggested the study contributed to the participants' sense of connectedness, providing a platform to give them a voice (Spear and da Costa, 2018). This is not only a contribution to their personal professional development, but also to the field of knowledge of those providing development opportunities for teachers of refugees.

6.3-Recommendations

Following the limitations, implications and contributions, I recommend that,

1. Further research be conducted to more accurately assess the impact a CP approach might have in TD programs for teachers of refugees. One suggestion is to incorporate similar workshops into an action research project conducted over a longer time period with more participants. Such a project could include the participants as researchers, make information about CP explicit and offer examples of how wider issues and dominant discourses could be

approached in ESOL. The project could investigate changes in teachers' opinions and practice and also the impact of that on refugees' learning and integration.

2. Organisations employing (volunteer) teachers of refugees encourage and support the setting up of similar expressions of professional community, to operate on a (manageable) regular, more long-term basis, for the benefit of supporting teachers in the complexity of refugee work and inspiring them to continually seek to increase equity within their practice.

6.4–Personal summary

My hope is that this study adds insight into how teachers of refugees navigate great complexity, whilst highlighting that collaborative, critical and reflective practices do not only provide opportunities to share that complexity but also to strive for 'better' together. Whilst the study's findings confirm and contradict opinions and issues raised in the literature, they lead me to conclude that there is no one, best way to teach refugees. Therefore, TD for teachers of refugees should strive, above all else, to take the lead from the teachers themselves, offering repeated opportunity to collaboratively challenge and expand opinions and beliefs over time. It seems it is from within such collaboration that change in practice becomes conceivable and thus greater equity for refugees through education, attainable. The words of Henry Giroux summarise my journey through this study and beyond in my TESOL career (with refugees),

'To be a teacher who can make a difference in both the lives of students and in the quality of life in general necessitates acquiring more than a language of critique and possibility. It also means having the courage to take risks, to look into the future, and to imagine a world that could be as opposed to simply what is.' (Giroux, 1989, p.215).

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Appendices

Appendix One - Workshops
1.1 Workshop plans

Workshop One plan

Intro (15mins)

- Welcome – intro me (I will take notes)
- Objectives
  - insight into approaches to volunteer teacher development
  - focus on refugee experiences and needs to raise
  - deeper insight into refugees
  - raise awareness of knowledge and skills you already have, potentially adding to them
- Self intros
- Outline for workshop
- Participation values

Activity 1 - Lived abroad experiences (20mins)

- 2-3 mins to gather thoughts
- Share (note down what say in relevant boxes on sheet)

- Is this a typical representation of all people?
- What do you notice?

Activity 2 – Refugee story of relocation (20mins)

- Discussion
- Fill in charts
  - Lived abroad sheet
  - Similarities/differences sheets
  - Refugee issues/needs sheets
- Are all refugee stories the same/like this?
- How might they differ?

Activity 3 – introduce other refugee stories (30mins)

- Discussion
- Fill in charts
  - Lived abroad sheet
  - Similarities/differences sheets
  - Refugee issues/needs sheets

- Show refugee needs from questionnaires
  - Do you notice any differences?
  - Has your understanding/perception of refugees' experiences and/or needs changed in any way? How?
  - What are the main differences between your experiences and that of refugees?
  - What factors contribute to these differences?
  - How might this affect relationships/roles in the learning environment?
  - How might this affect teaching and learning?

---------- **Refreshment Break** (10mins) ----------

Activity 4 – grouping themes (15mins)

Thematically group the issues/needs

Are there any patterns? Why?

Activity 5 – Problem Tree (20mins)

Think about your teaching/learning context.
Choose one issue/need that is relevant to you (collectively) and complete the problem tree.
Think about the questions/topics as you do it.

Activity 6 – Journal entry (20mins)

1. What was enjoyable/beneficial? Why?
2. What impacted you the most? Why?
3. Did you find anything difficult? Why?
4. Could the workshop be improved? How?
5. What was most and/or least valuable about the workshop?
6. Has the workshop changed the way you think about anything?
   If so, what and how?
7. As a result of the workshop, is there anything you hope to do differently (in your teaching) in the future?

Workshop Two plan

Recap last workshop (20mins) (group)

Objectives: to remember in order to continue exploring disempowerment

Activity 1 – Relate a time you felt disempowered (20mins) (individual and group)

Continue exploring theme of disempowerment
Relate to self - answer questions individually

What happened? (2-3 sentences)
How did it make you feel? (adjectives)
Why was it a problem?/Why did it happen? (2-3 sentences)
What was the result? (2-3 sentences/adjectives)

Each presents to group

As a group – reflect on each person's experience and answer questions

Who held the balance of power?
What could have been done?/What could you do?
Why would this hep?

Use this to fill in the chart:

Feelings of disempowerment
Why disempowerment happened
Results of disempowerment
Who holds the positions of power
What solutions to empowerment involve

Activity 2 – JJ Bola Poem and articles (35mins) (pairs/three)

Discuss in pairs/three

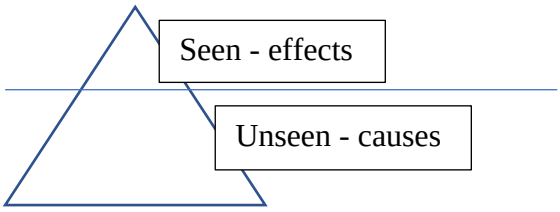
What kinds of disempowerment are there?
Why does it happen?

Who holds the position of power?
Differences between your experiences and refugees' of disempowerment
Why is this?

Add this to the chart from Activity one

Activity Three – disempowerment iceberg (20 mins)

Use the previous two activities to fill in the disempowerment Iceberg



What do you notice?

---------- **Refreshment Break** (10mins) ----------

Activity Four – How to in ESOL teaching/learning (30 mins) (two groups)

Disempowerment
(worst result)

Empowerment
(best result)

Think about:
Roles – teacher and learner (power relationships)
Classroom layout
Materials, activities and what teach
Correction
Learner backgrounds/experiences/needs

Feedback to group.

Make a scale with empowerment and disempowerment at opposite ends
Participants locate themselves (teaching) scale

Why placed self here?
How do you feel about this? Why?
Does this surprise you? Why?

Activity Five – Journal entry (20mins) (individual)

How did you find the workshop?
Could anything be improved? How?
What from the workshop has challenged you? Why?
Do you think this will affect your practice in any way? How?
Set yourself a realistic target/goal in this area.

Workshop Three Plan

Participants to check word banks and thematic groupings and make changes as they want – for use throughout the workshop

Activity One – Refugee picture (15mins) (whole group)

Choose one picture of refugee looking out of window.
Explain why chose it

Activity Two – 'I am four' picture, refugee picture and the word banks (15 mins) (pairs)

Describe what you see
What are the feelings of the refugee in the picture?
What are your feelings in response to that?

Activity Three – problem posing (20mins) (pairs)

Imagine this is a new learner in your lesson
What is the problem? (relate to ESOL) - address as many side of the problem as possible (from the refugee's and teacher's position)
Do your learners experience this?
What is the same?
What is different?
How do they feel about it?
How do you feel about it?
Do you have any success stories in this area?

Activity Four - issues (10 mins) (pairs)

Think about the contextual/wider issues
Why do you think there is a problem?

Activity Five – lesson plan (40 mins) (pairs)

What can you do?

Relating all of this to empowerment, think through and notes down your actions, the language you would teach, lesson materials and activities for a lesson aimed at similar students. Be specific.

What would your goals be for this lesson?
What do you do currently?
Could you do anything differently?
Could you incorporate the process we're using in this workshop into a lesson?
How?
Would you in reality? Why (not)?

Acitivity Six – presentation (30mins) (pairs/whole group)

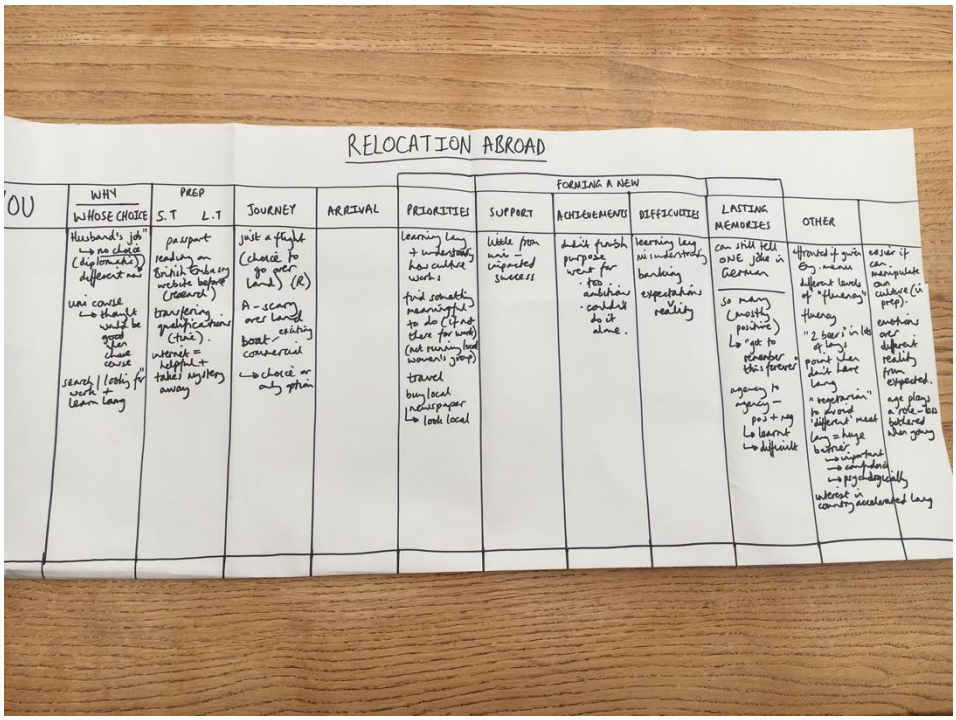
Present activity Five to the group

Activity Seven – Journal (20 mins) (individual)

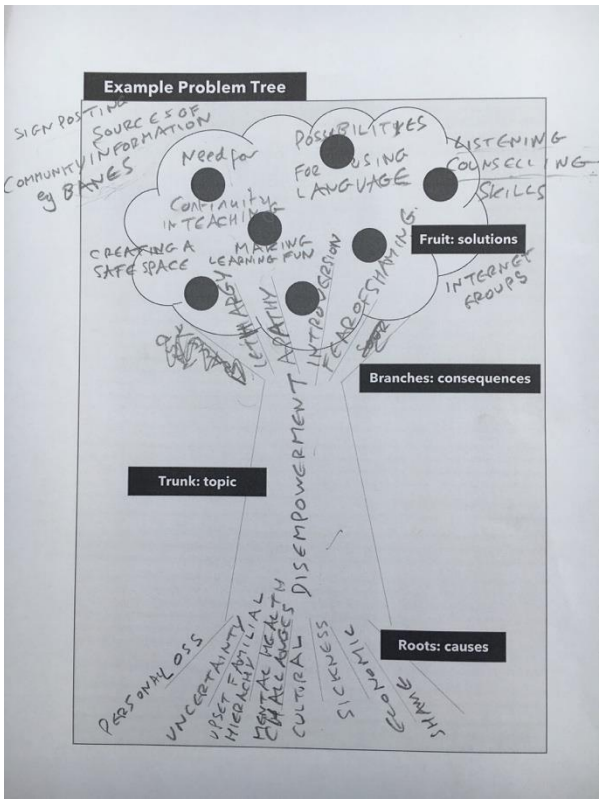
Journal
Was this workshop enjoyable/beneficial/helpful? Why?
What was not enjoyable/beneficial/helpful? Why?
What impacted you the most?
What (if anything) might you incorporate into your own practice? Why?

1.2 Samples of work

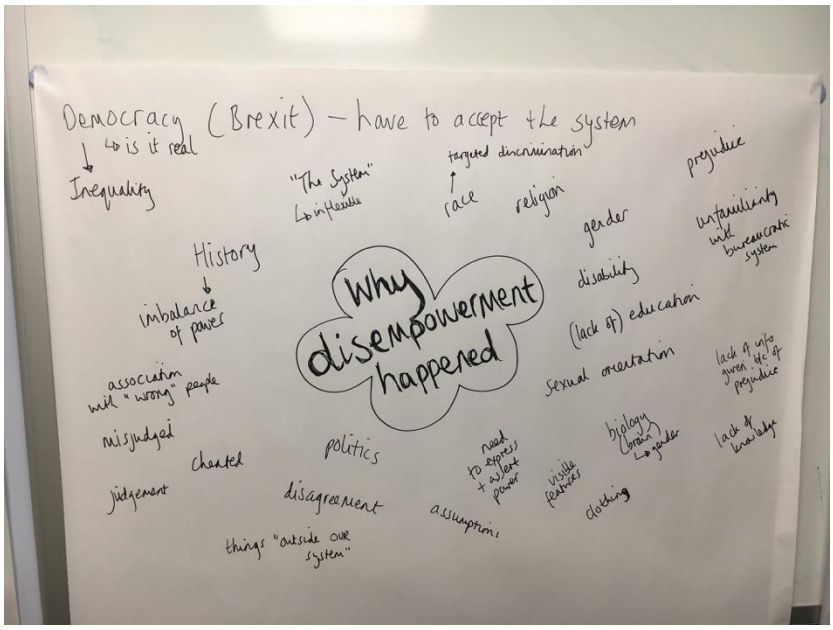
1.2.a – Journeys activity (Workshop One)



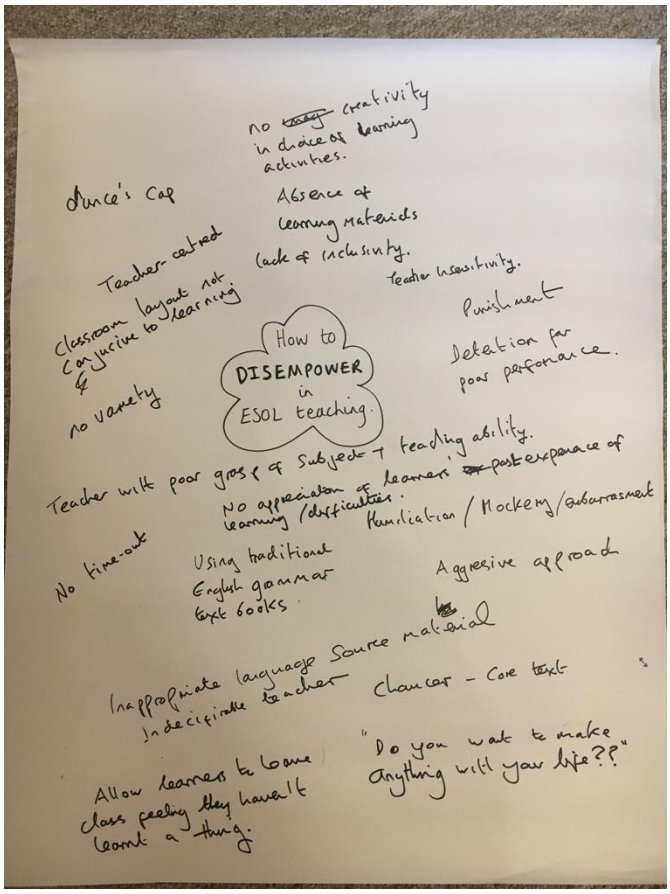
1.2.b – Problem tree (Workshop One)



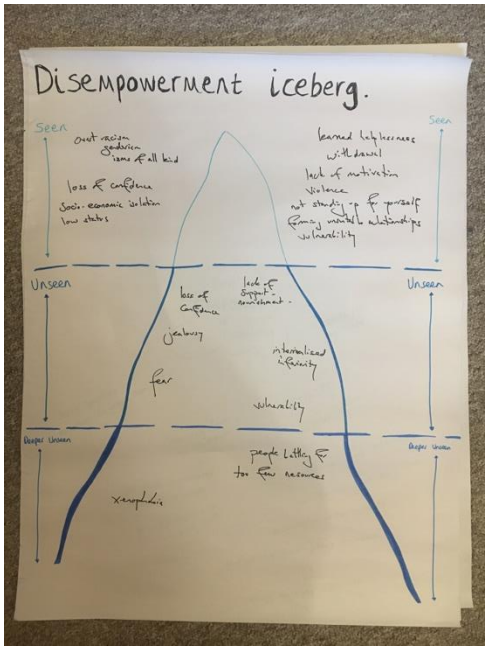
1.2.c – Disempowerment activity (Workshop Two)



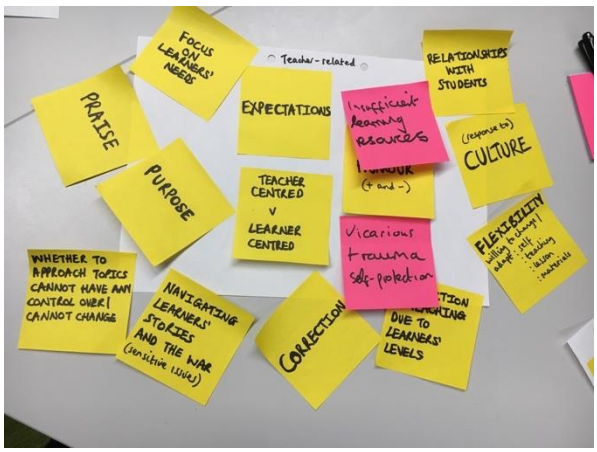
1.2.d – How to disempower in ESOL (Workshop Two)

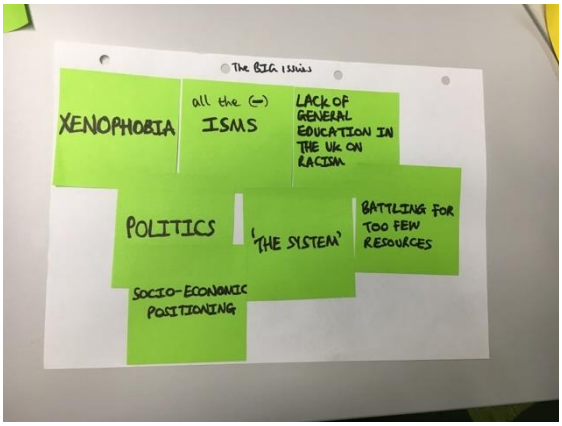


1.2.e – Iceberg diagram (Workshop Two)



1.3 Word bank examples (Workshop Three)





1.4 Pictorial Code (Workshop Three)

Appendix Two – Data Collection

2.1 Questionnaire

2.1.a Questionnaire cover letter

Dear All

This questionnaire is designed by me to facilitate getting to know you better and to help guide the workshops' content so that it is as relevant to you as possible. The questions are deliberately open-ended to allow you to give the information you wish, in as much or as little detail as you choose. There are no right or wrong answers. Everything you choose to write is valuable. Additionally, the questionnaire ends with space for you to add anything that you wish to share which the questions may not have addressed (this is, of course, optional).

Whilst the questionnaire is grouped into three sections, there is no significant order of how you should answer the questions, so feel free to skip around and answer them as you wish.

Please email me the completed questionnaire by Wednesday 30th May so that I can make sure the workshop outline for 4th June is as relevant to you as possible. Equally, if this is difficult (I know some of your schedules are busy), then no problem but please email your completed questionnaire to me as soon as possible.

Thank you

Jen.

2.1.b Questionnaire

Pre-workshop Questionnaire - Getting to know you.

About you

1	What name would you preferred to be known by in the workshops?	
2	Age	
3	Nationality	
4	What is your level of education?	
5	What principal subject(s) did you study?	
6	What is your profession?	

7 Do you know any languages other than English? (If yes, please list them). **YES NO** (Please delete).

8 Have you ever lived/worked abroad? (If yes, please complete the table). **YES NO** (Please delete).

Where?		
How long for?		
Why?		

9 What effact has living/working abroad had on you? (Please leave blank if you answered 'NO' to question 8

10 What prompted you to do volunteer work?

11 Why did you choose to volunteer specifically with refugees?

19 In your opinion, why is your role important?

20 What specific training have you undertaken? How useful was it for your role? (Please give details).

21 Can you describe your approach to ESOL in this role?

How do you decide what to teach?	What materials do you use and where do you get them from?	What format do your lessons take (e.g. conversation or textbook-based)?

22 Does the approach described above reflect UK values and world views, those of refugees, or both? (Please give details).

23 Do you think this matters? Why?

24 What do you think your key strengths are for this role?

1)

2)

3)

25	Have there been any moments in your role that you are particularly proud of (for example in your teaching, relating to refugees, or something else)?
26	What is most challenging about working with refugees?
27	Do you think this is influenced by cultural differences, refugees' specific experiences and needs, your own needs, or something else? (Please give details).
28	How do you navigate this/these challenge(s)?
29	What do you wish you could do better in your role?

30 Identify your three most pressing needs in this role?

1) .....

2) .....

3) .....

31 Is there any specific training that would help these needs?

32 From your experience, what do you perceive the most prevalent refugee needs to be?

1) .....

2) .....

3) .....

33 Do you think these needs affect teaching/learning? If so, how?

Please complete this sentence thinking about your current volunteering role:

34 My advice to new volunteers would be...

The workshops

35 Why have you agreed to participate in these workshops?

36 What do you hope to gain from the workshops?

1) .....

2) .....

3) .....

Do you know anything about critical pedagogy (other than the brief explanation that has been provided in the information sheet)? (If yes, please provide details, including any opinions you may have about it).

37 **YES NO** (Please delete).

Thank you for completing the questionnaire.
The space below is for any additional information you may wish to share.

2.1.c Sample answers used in designing Workshop One

Participant	Reasons for participation	Hopes from participation	Perceptions of refugees and their needs	Why refugees learn English
Nicky	Assist other teachers.	Tools for teaching, ideas, discussion.	People who needed assistance, empowerment, language and safety.	To integrate to survive, to flourish.
Suzanne	To learn.	Socializing with native English Speakers, to learn about new approach/methods to teach English; to get new skills, to learn from other experienced teachers and volunteers.	People in need of support and in need to learn the language to be able to survive in a new country, ambitious about language learning, need to socialise with local people, need time to learnlanguage and culture.	To get a job, speak with teachers, to able to live in the community where they are living: get the bus, shopping, etc.
Liz	It sounds interesting and I hope to learn from them. It will also be good to share experience.	Ideas for teaching, more in depth understanding of the background of refugees, exchange of ideas and experiences.	Depressed, resilient, need to communicate, need to feel valued, need some sort of stability.	To integrate, to help with everyday living, to make friends.
Steve	Sounds interesting.Happy to help researchers in this area.	Enjoyable, stimulating experience, meet other practitioners, gain learning that might inform my own teaching.	My knowledge of refugees and their experienceswas drawn mainly from news reports and media features. This made me feel compassion anger for the injustice and harm taking place.	To fulfill the need to function better in a foreign environment, as a requirement of the UK government settlment program.
Bridget	I am looking forward to meet other teachers and hopr to learn a lot from them.	To expand my knowledge around ESOL for refugees, to get some practical advice about available teaching resources, to meet other teachers.	As former refugee myself and the fact that I been through a very similar situation gave me, I believe, a very good perception. To feel safe, accepted, respected.	To be able to assimilate to the new place of living, to help them survive and prosper, highly individual.

Participant		Teaching role			
	what	importance	lesson format	what is challenging	what are your needs
Nicky	Team leader language support.	No one else wants to do it!	Pupil-led, textbook, free format, games with children, books (reading practice) help with homework, online educational platforms.	Repetition repetition repetition.	Assistance with admin, funds for materials, time.
Suzanne	Learning teacher assistant.	Without volunteers organizations as (X-charity) can't exist.	(X-charity) has a a seaking and listening skills assessment for example that we can use to look for materials to create lessons, conversation.... with papersheet work as well.	Their culture and their language. Also, the fact that female learners have 2 or more children and they are not able to dedicate their time to learn English and to revise lessons.	Learners textbook, materials : games, story books, shapes, audio files.
Liz	Teacher of a group of 2-5 beginners for 1.5 hours/week.	Refugees need to speak English and they also appreciate the contact with British people and, I think, the fact that people care about them.	Roughly we follow the 'can dos' but things come up in the lessons which obviously need following up. Mainly conversation. The most important thing at this stage I feel is that they can communicate and are encouraged to feel that they can. I do feel that it is really important to make the lessons fun.	It is trying to put yourself in their shoes, how can one really understand what they have been through.	More input on structuring the lessons, maybe more steer on how much to correct and how much to let things go, to have more idea of who and how many are coming to lessons.
Steve	ESOL teacher.	Aside from helping refugees gain important skills, I feel I can provide a more general form of support on a regular basis for people who have been uprooted and placed in an alien environment.	Assessing learners' exisiting language knowledge, finding out form learner what she wants, a mixture.	I have experienced much more challenging teaching contexts in my career than thi curret one. One concern I had was nedding to support refugees on an emotional level but so far this need has not arisn within class.	Knowledge that there are people available to support me if necessary.
Bridget	English teacher.	It offers my student a chance to interact with "the outside world" and gives her an opportunity to learn useful frases and basic understanding of English language that can help her in her everyday life.	Based on my students interests and needs, conversation: role play, games.	I find challenging keeping lessons purposeful and interesting for displaced female adult learners.	To learn about your student profile prior to teaching, to show the empathy, to treat students with respect and dignity.

2.2 Interview
2.2.a Questions

Interview questions

1. Please feel free to be honest. There's no right or wrong answers.

2. If you were describing the workshops to other volunteer teachers, what would you tell them?
   Prompts if not naturally forth coming:
   What would you say about how they were structured?
   (discussion with peers, no 'teaching', progression)
   What would you say about the activities?
   (problem-posing, looking in depth, contextual)

3. Has anything changed for you since the first workshop we did until now, or the last workshop?
   Yes – so what worked for you, what was useful for you?
   No – so what needs to be improved, changed or added?
   If not ESOL related: Can you think of anything specific to ESOL?

4. In what ways did the workshops contribute to your knowledge and understanding of refugees' experiences and needs?
   Pos: Is this important for your teaching role? Why?
   Could you implement this in your teaching in the future?
   Yes - what might that look like?
   Neg: What areas of this topic would you have liked to explore more?
   How do you think that would help your teaching?

5. Asking about specific comments in journal entries.

6. Asking about hopes for workshops in questionnaire

7. What would you say were the strengths and the weaknesses of the workshops?

8. Would you recommend/attend other workshops using a similar format?

9. Is there anything else you'd like to add?

Appendix Three – Data Analysis
3.1 Transcriptions
3.1.a Workshop samples

Workshop Two (a) – 13/06/2018

Present: Nicky, Steve, Liz and Suzanne (all present at Workshop One) and Bridget (not present at Workshop One due to illness).

First section: Recap, refugees needs, support, language and a rationale

Researcher: Alright. Well lovely to see you. Thanks for coming. Glad you could make it. Thank you. Would anybody like to re-cap last week for Bridget?

Nicky: We talked about journeys. We discussed how journeys that we'd done in our past and in what ways our journey might have been very different to a refugee journey.

Researcher: Anybody else wanna input?

Steve: What were the challenges and disappointments and feelings that came up through that process of travelling.

Researcher: For who?

Steve: For us.

Researcher: Okay yep.

[Silence. Pause. Laughing.]

Nicky: We looked at similarities and differences between our journeys.

Researcher: Can you remember what activity we did towards the end?

Nicky: We decided to focus on one thing and we picked disempowerment. And we looked at the tree. So the tree was disempowerment and the roots were things that had caused the disempowerment. And the fruits were, help me out here someone.

Steve: Strategies.

Nicky: Yeah.

Researcher: Strategies?

Nicky: How we could help get round the problems that were caused by disempowerment.

Researcher: How about the branches? What was significant about the branches do you remember?

Nicky: Ways in which disempowerment might affect their ESOL uptake. Their language uptake in general. Or any uptake and their learning. The way having been disempowered from their roots upwards was affecting the way they then came to language learning.

Liz: Well done.

[Laughing.]

Researcher: That's brilliant

Liz: My mind is a complete blank.

Researcher: Ok and then I asked you to do a journal entry didn't I? So, you haven't forgotten we will do a journal entry. Was there anything over the last week that you've kind of thought about at all, no is a perfectly fine answer, but if anything that that brought up that you might have reflected on at all?

Liz: Well I think because there's been quite a lot about refugees in the news actually, just tying up what you were reading about the journeys, and the people, 600 or however many it is, on the ship bouncing around on the sea. And I suppose that made me reflect on what we learnt last time on what they were feeling.

Researcher: Ok. Anybody else? No? Ok.

Nicky: Yeah. I think it helped. Something came up with one of the learners and teachers about how little had been learnt by several people in a year and how difficult it is [to Bridget: we talked about this] to teach some people that almost don't want to learn. And then looking at their disempowerment, and our expectations of how quickly they're going to take up the language is entirely based on people who sign up for this, who show up at (X) College saying I want to learn English, not on people that have to learn English because they have to be in a place that they didn't even wanna be in first place.

Bridget: I came to this organisation because of my own experience of being refugee. And I think that's really something that, when it's happening to you, you think that everybody can see that. Everybody is very clear. And it's not. And that's what's really difficult. And I think that being with the family that I am with, you know I go there and I would see television on and news from back home and this is what happened to me. I was in London in the most normal family of my aunt. The most harmonious marriage between her and my uncle and from hell I was just placed in this harmony. But, my life was back home and we would watch news from (X-country) and I would just go wow. And I wouldn't speak for months. I was in proper shock. So I can really relate to that. For me, it's great that we are here to teach them English but I think our main, really as an organisation should be, main activity to put these people back to some kind of normality, in terms of them maybe being placed with some voluntary work. Because in my own experience that's what really was lacking. I became refugee and I wasn't allowed to work. And it was the worst thing that could happen to me because I felt so isolated and alone. And I think then language comes. [To A: we had quick discussion about this] I think for these families that if we present our work as a language learning, they're not gonna be happy because mentally they're not ready for this normality of learning another language.

Researcher: They have to know the need of it. 'Why do I need this language?' And if they see why they need it for work or for something else then it makes sense to them.

Bridget: Yeah and us coming to them only talking to them is amazing. This contact that they have with outside world apart from their television that brings all these horrible news. I mean the fact mother of family didn't see her son for six years. I mean imagine. And she now is in this regime of having English lessons and she probably feels like, 'do I really need this I'm just caring about my son and if he's going to be alive next time I call. So, I think that we are doing fantastic job just being there for them and I think we shouldn't really be as bothered if we are delivering anything at this moment. But if we can make this emotional connection with these people and help them in that way that we can gather again and say, 'Oh she really likes cooking is there any restaurant or salad bar'. We go once a week at least and we bring this person and she kind of immerses herself in this society. And it's not society, its life that's what they need.

Nicky: And friendship.

Bridget: And it can be anywhere. I think then it doesn't matter which country you're in. You have this sense of belonging somewhere.

Researcher: Okay. Anybody else?

[General appreciation of what Bridget said.]

Liz: Actually something that's happened to me this last week has kind of underlined that cos I've kind of been back in contact with an Iranian who was a torture victim and came over and came to stay with us. And he has gone into a downward spiral. Because I don't think he really makes friends with other Iranians because he doesn't know who they are. They're not all refugees. They're just Iranians who happen to be living here. So he's suspicious. So he hasn't got friends, so he's got in with drug dealers. He's got part in violence. He's got suicidal and he's just gone down and down and down. And that in a way underlines exactly what you're saying, because what he needs, because he's in London so I can't help very much and it's a whole I don't understand I don't know anything about, but he needs that community. And he was kind of reaching out to community but unfortunately the community he's reached out to are all the wrong ones. There were some religious fanatics he got involved with. So, you know, exactly what you're saying is so important.

Bridget: And now we are seeing this ship that you mentioned earlier. And imagine you being on this ship and nobody wants to offer a hand. And if you are teenager if you are child and if you don't have that support, that right support, you can grow up being…You know it's a scary thought because, I feel so responsible. And I think that we should all be really taking seriously these situations because this is exactly what we are, by saying no we are causing this, something that would probably hit us hard one day.

Researcher: Guys, I want everybody to have chance to input so please feel free to butt-in, but equally anything that you [referring to M and AL] would like to contribute, go in a different angle, or continue this one. Don't feel pressure to either.

[Laughter.]

Steve: I think I'd agree with all of that. And the sentiment that making people feel better and part of a community is the most important thing. But I would say that language is so fundamental to making any kind of life. But in my teaching experience of people, not only refugees, I tend to feel that I need to push it quite hard and I need to try to persuade people that this is, patronising as it may sound or paternal, really good for you and you will kind of thank yourself later for putting the effort in now.

Bridget: Of course. I mean nobody is saying that we shouldn't do that. But I think that the most productive outcome you as a teacher can have, if you have this student having this opportunity to practice the language to socialise to interact with people and for that step for refugees in my opinion, to mentally relax and be able to learn, they need to have that. They need that support. And if they don't feel that they belong to the society, or 'why should I learn when I don't need to speak I mean I'm just sitting here looking after my kids and then somebody comes end tries to convince I need to speak this language?'

Steve: But the reality is they may have to. I mean, the support that they get now, that may not last.

Nicky: I think it's important to give them a rationale for people. Cos I was just saying earlier it's different for people who go to a language school because they want to learn English. But the rationale for a woman with young children who hardly leaves her house, you have to give her a rationale. And maybe that rational is through finding things that she actually likes doing and wants to do and wants to interact with. Or for work. The rationale would be 'look if you could get this job, you could spend your Wednesdays working in such and such a shop and you'd meet other people and you'd enjoy it.' Just some sort of carrot at the end of the stick, to say that 'you will find pleasure from this if you just…'

Bridget: An option isn't it?

Nicky: Yeah.

Workshop Two (b) – 13/06/2018

Present: Nicky, Steve, Liz and Suzanne (all present at Workshop One) and Bridget (not present at Workshop One due to illness).

[During the iceberg activity]

Researcher: We can say they're disempowered, that is in part because they lost their house agreed. But why did they lose their house? Because of war okay. But why?

Liz: – Politics.

Researcher: Yeah, but then let's put that into the situation that we deal with every day that we work with refugees. If politics is an underlying cause of disempowerment, then how does that manifest? How does that affect ESOL? How does that affect their daily life?

Nicky: You never mention ASSAD.

[Laughter.]

Nicky: Whatever you do don't mention the war.

Researcher: Do you see where I'm going? When we look at the whole picture of the iceberg, what we can see is very justifiable. It's very there. But what's underneath that and then what's at the deepest levels. And that isn't to take responsibility away. I still have a responsibility.

Nicky: If you go back to Mark's point about the prelinguistic need, I mean basically, its people battling for too few resources.

Researcher: Ok so how does all this manifest in ESOL then? If were battling for limited, too few resources? How does that affect ESOL? How does that affect how you teach? How does that affect the refugees that you're working with?

Steve: I don't think that it does.

Researcher: Okay. Can you expand on that? I'd love to hear about that.

Steve: I think you just have to except that some people, some students, learners have had dreadful life events. And you may or may not want to, it may not be useful, to know about those. But you would start primarily with looking at the future and how you can help them in practical ways.

Nicky: Well I think I agree with Mark. Our purpose is to look to the future. Everybody has baggage. Everybody in the world. Some people have more baggage than others. And whilst one should respect their experience and obviously be sensitive to what they've been through, and have empathy and kindness for that, for me, I agree. ESOL learning is about the future and what we can offer them in the way of a better future, hopefully. Because we can't take back what's happened. We can't stop the war in Syria. Well we're not. Whether we can or

not, we're not. We can't give them back their destroyed cities. We can't give them back their lost children. We can't give them back their power. We can't give them back everything that they had.

Steve: I think it would be dishonest to pretend that we could, by in some way embedding, and I'm thinking of Freire here and critical pedagogy, embedding some kind of sense that we, our ESOL teaching, is based on changing the world. I don't think we can.

Bridget: No but I think that what you are about and I can relate to is that for our understanding, of the students that we are dealing with, you see, because it's not us only, it's that person as well. And therefore, to help them and support them the right way, you really need to be able to have a whole picture. I mean it's good to say 'I don't want to get involved in that.' But then do you have good results with the student? Do you see them struggling? Do you see that's working?

Nicky: I don't think you should ever say I don't want to get involved with that. I don't mean that. I just mean for one, it's not for us to enquire about their past unless they want to tell others about their past. We're not referee tourists. We're not here to find out where they've been, unless they want to say that. Because that's a very private thing and some of the experiences they've had are very very private experiences. And you know, like people who came back after the war any war they don't want to talk about it sometimes. What we can do is be empathetic towards that, to understand that they have suffered.

Bridget: Also every case is different.

Nicky: And if they do want to talk about it absolutely give them a shoulder to talk about it. But I do agree with Mark that what ESOL is about is about their future. And that we can maybe give them a better future if we can help them by giving them a tool, like any tool, like a tool you pull the snails out the shell to eat them with, a tool that makes their life simpler from now on. So it's balance.

Liz: Yeah. I think it'll affect the way you teach and the materials you use if you've got some idea of their background and what's happened to them.

Nicky: Yeah I think you need to be sensitive. I always tell new teachers that come, 'Assume trauma. Assume that they've been through hell just make that assumption before you start.' down as them I'm not going to tell you their stories sometimes I know their stories, sometimes I don't know the stories. But I don't tell people their story. If they want to share their story with you, then they will. You have to assume that they are damaged.

Researcher: Is it all about sharing their story? Is it all about knowing this story? When I look at these things here [gestures to iceberg activity] these are really about their story of past trauma, these about the subsequent effect of that and yet some of these are at the lowest level of the iceberg. For example they've been through the war in Syria, they've come here they've got absolutely nothing. I don't need them to tell me that to see it. And we know as part of working with (X-Charity). But the thing is when we talk about ESOL then we're talking about people who yes, they've come with all of this stuff that they've been through, we have to navigate that very carefully and very respectfully. And yet they have great need here [points to top of iceberg]. But our TESOL, I imagine, is affected by both of those things

[points to top and bottom of iceberg]. Because what they've been through is going to affect what they're ready to learn there. If we go back to a beginning conversation 'she doesn't have to learn she's not motivated how can we get her to learn. She just sits in the house all day.' Why did she sit in the house all day?

Nicky: Yeah.

Researcher: How can ESOL be used to facilitate something different? And it doesn't necessarily mean that we impose 'this is what it should be like.' But how can ESOL be used to facilitate that situation?

Nicky: But I still don't think the ESOL is going to make all this stuff better.

Researcher: Is that the point though?

Nicky: No. And for me not.

Liz: But that stuff is going to affect the way you teach I think.

Nicky: And it's going to affect the way you learn.

Liz: Yes well the two things are…

Researcher: When you talked about tools, so I am really trying not to speak too much because I want you guys to do that part. But when you talked about tools, I thought about some stuff that I've read about people who've never been to school and you put a pen in front of them and say 'draw me a picture.' Every kid can draw a picture and the kid's just like 'erm…'

Nicky: They've never seen a pen.

Researcher: They've never seen a pen. Never seen a piece of paper. Don't know what a picture is. And I'm like, if I don't have grasp on some of those deeper level things the 'where did that come from? Is it because his parents or her parents didn't teach?' No, it's probably because of where they've been or what they've been through that has prevented that access to skills that we take for granted. And so, that's what this is about. It's about looking at things, being aware of things in such a way that you can apply that to your teaching. You can apply that to how you approach your lessons, how you approach the materials. What you include within them.

Steve: I worked at (X Trust) for a while and there are lots of people there who would exhibit that kind of problem. Not because they never went to school, say someone who's 50 or 60. Because they had learning difficulty, quite often dyslexia. And I would ask, kindly and sympathetically, 'what kind of schooling did you have? How was it at your school?' And it would become fairly obvious that they didn't go to school. It's unlikely that they don't know what a pen is. But their knowledge of the alphabet might be sketchy. They print. Their reading can be very dodgy. All those things are vital for a teacher. But I don't think I necessarily need to know why they didn't go to school. It might be useful to know when they

did go to school what their experiences were. That's probably useful. But I don't think a whole life story would help me.

Nicky: I think [sigh] it's very difficult. For example, one of our families the kids didn't go to school for five years because DAESH took over. I'm sure I mentioned this. DAESH took over their village and they were locked inside their house for five years and people, members of the family were killed and so on and so forth. So, I'm glad I know that, but at the same time I think the important thing to take from that is that they missed their education and they're traumatised. So, you know there's stress, there's trauma, there's everything else. But we know that in some ways. We don't have to know the particulars of it I don't think. Though having said that I went to, as some of you know, the launch of the toolkit for refugees in Strasbourg last November. And one of the best receptions was given to a ten-minute talk by a writer who was from Yugoslavia. Who was a refugee himself to France. And he stood up and spoke for ten minutes [talking to Bridget: I gave you his name I think. He became a journalist.] And he spoke of his refugee journey and his personal experience and he got a standing ovation because everyone felt that knowing that journey, knowing first-hand what he had been through and his experience when he had first come to France and what he found difficult and what he had hadn't. He said he knew three words of French when he got to France: Jean Paul Sartre. He was very funny as well. That was amazing. But I think what I'm trying to say is, it's not for us to dig into personal histories. That's all.

Researcher: I agree.

Steve: But you're saying that there's something about that personal history that should inform our teaching. And we don't accept that either.

Researcher: Ok. That's fine. I'm inter4sted to hear that. This is the whole point of doing the workshops.

Workshop Three – 19/06/18

Present: Nicky, Steve, Liz, Suzanne and Bridget

[Final section: Summarising discussion and giving a lesson overview]

[Nicky and Bridget: refer back to their conversation about refugees living together]

Bridget: But can you imagine refugee camp that is a pleasant one?

Nicky: But we don't want ghettoization.

Bridget: Because you say some people really just are waiting to go back home.

Nicky: Yeah but we can't have ghettoization. Positive as it might be, it might be positive for them, their community, but you've got to consider the outside community looking on. And a lot of the political troubles that have happened.

Bridget: But can we talk about one society? Why do we have always to have two?

Nicky: Yeah but you're talking about putting them all in one place.

Bridget: I talked about that because I was looking at isolation of this particular family and thinking, can we actually provide something else rather than this gated..? But I'm not suggesting that we are you know isolating people. My idea is how we can do it that they're not.

Nicky: My deepest consideration is not alienating the society that refugees are coming into and therefore creating anger, resentment against the refugee community. Because the minute you've got anger and resentment against the incoming community, then it all goes to pot basically. So if you put these people in a nicer home in a nicer area, who are you depriving of that nicer home? Are you depriving you know the guy down the road who's been waiting two years on a housing list. And then you end up with Nigel Farage if you're not careful. That's my concern. Whenever our families arrive I just pray to God that they have nice neighbours because I think it's so important. And some of them have fabulous neighbours. But that's what you want. You want them integrating with local people. And not the local people saying whatever the equivalent of 'Paki go home is.' I mean I grew up in the 60's when that was shouted in the streets quite regularly.

Suzanne: Are they integrating themselves with their neighbours or are they just know who they are?

Nicky: No I think a lot of them are. And the great tool for that is children of course. The children go to mixed schools. I was round at a family's the other day and there were English kids running in and out the house. All taking their shoes off as they came in. They know you know. And sitting down and eating and drinking and running. I think when there are children you will get integration because there's automatic integration in the schools. But if you put them all in one place you wouldn't get that.

[Researcher: opens it up to the other group to feedback]

Steve: We have two lesson plans. Firstly we thought that our lesson would be targeted at interview and job applications, job search and interview practice. Because this is a post-modern economy gone wrong and it would be a great challenge to get a decent job or any job at all. So those are clearly things that would help them materially in every way. Methods we would use, role play. We would use, as resources, the job centre website, local newspaper, job adverts, C.V templates on computers and get them to do C.Vs, and sign-posting and perhaps suggest trips to see a careers advisor, job centre, and so on. And, vocabulary, activities. One of the prompts was could we replicate something in this putative lesson that we have just done, or did previously here, and we thought that we could have a photograph of a work situation, like an office with different office workers and people milling around and a vocabulary chart and ask students to match the vocabulary to describe the functions of all the different people in the office or the warehouse. And then extend that to what they would feel about doing these jobs and what skills they might have or need to develop in order to apply for such a position. Ok the second scenario.

Liz: Oh there was a second part to the first scenario wasn't there cos we were also going to look at vocabulary we thought this child was of an age about to begin school…

Steve: Yes the second thing was, it would be quite a long lesson.

[Laughter.]

Steve: …It would be vocabulary for talking to teachers, attending parents' evenings. Maybe choosing a school. So looking at education guides seeing how schools are structured and the subjects and what schools require of pupils for them to transition, join schools, transition successfully.

Liz: So these were our sort of two immediate goals of actual practical teaching, to actually help them to move forward in their everyday life really.

Steve: And the second scenario which is really rather different would be so taking our cue from here [gestures to pictorial code.] Really depressed area. Nothing going on. Lack of any spiritual base. So the feelings are, 'Is this worse than where I came from?' 'Is there a future for me here?' The graffiti, {to Nicky: you talked about the trainers over the wire]. There's also a gang tag on the grey building on the right and there's all sorts of. I wouldn't feel comfortable certainly not after dark. So revolutionary, and this means overstepping traditional bounds of teacher and ESOL teacher, and that is to encourage through the teaching of language but more than that, through active promotion of the idea that the refugees, with other refugees in the same position, could actually create a better circumstances and better social reality themselves through cooperatives, through social enterprises, through doing their own business make a constructive business. So we'd find case studies of where this has actually happened and there've been lots of examples in the UK the past few years. And the teacher might actually go out and talk to business advisors at the bank or charities to raise finance. So a much bigger and proactive role than just teaching the language.

Researcher: Yeap. Sounds good. Can I ask one question? Which would you be more likely to do?

Steve: I think you know that.

Researcher: I know that. As a group though. Because I think I know which one you would choose in an actual day-to-day lesson, but I think if there was a project like the second one. Available I don't think. You would step back from that at all.

Steve: Of course. No. No I wouldn't cos I'd be enthusiastic. And I could do that cos I have loads of time and I have quite a lot of business skills. I could do all that. Yes. As long as I felt confident that I could. But I would still have the worry that we discussed, that I would become too responsible. I would take on too much responsibility and that would come back and hit me if things went wrong. What if they all went back to Syria overnight and I would feel pretty dispirited even though that's the way it goes.

Nicky: It's interesting that you all looked at the adults and we looked at the child. And you did come along and say 'what about the parents'.

Bridget: But we do work with children more.
Nicky: And I think we assumed a very different lesson because I think we assumed, I don't know why, I assumed I don't know if you did, very little English. Perhaps because we work with people with very little English. Whereas your refugees are further ahead.

Liz: I think we did both in a way because the first scenario with the job interview possibly and going to the school could be done with pretty basic learners. They would still need that vocabulary and that way of saying things.

Nicky: I was thinking much more basic than that. As I said I was structuring my lesson around 'I like' and 'I don't like'. I think I was assuming virtually no level of English. I think both your lessons are totally valid and there is absolutely space.

Steve: Well one is far more than a lesson. It's a whole approach.

Bridget: This is also what we were talking about. Unfortunately there is no formula that you can just apply to every student. This is why we are here and why we are talking about it. The second lot of refugees from another country in the future will probably be a bit different and their needs would be different.

Nicky: But there were overlaps we were all talking about community involvement to some extent and we're also talking about employment as being an important goal at some point, whether it's voluntary or whether it's paid. But this idea that they have to be prepared for, I hate to use the expression but, 'real life'. That we are in some sense enabling them to get out there and participate in this wider world, this wider picture, which means working and everything else.

3.1.b Interview

Interview 26/06/18 - Liz

Interviewer: Ok. Hello. Welcome. Thank you for coming, again.

Laughter.

Interviewer: I've got a few questions. The first question is, if you were describing the workshops to other volunteer teachers, what would you tell them?

Liz: I would say that they were thought provoking and that they gave you a space to consider what you're doing, which doesn't that often come your way. So I think it was very useful from that point of view because a lot of the time you're rushing from one place to another and just sort of cobbling things together and this actually gave you the space to think about what you were doing and why.

Interviewer: Do have any comments about the structure or the activities?

Liz: I think the cards and things were good for prompting you and making you consider along certain lines. I think the fact that we all had plenty of chance to put our points of view in a completely neutral sort of way was very good. And I found that actually extremely useful actually, hearing what other people had to say.

Interviewer: So, if you think about since we did the first workshop until now, the last workshop, did anything change or has anything changed for you?

Liz: Yes. I think it has because I think when I started I was just thinking mostly along the lines of 'I want these women to relax. I want them to have fun. I want them to feel at ease to talk' and I don't think I had thought very much about how much they do need to learn to speak good English. And I think particularly Steve was very useful in making me think more along those lines and thinking maybe I do need to structure things more and think more about structuring because while it is important they feel relaxed and they have fun and they want to come, it's also actually quite important that they do learn to speak good English. And I think I've perhaps sort of shifted my emphasis a bit.

Interviewer: Could I ask you to expand a little bit on the good English. What we're understanding by good English.

Liz: Ok. I think I was very much on the lines of 'as long as I can understand what they're saying, it's fine.' Because that's how I speak a foreign language and I find I get along fine. But that's one on holiday where people are actually quite impressed that you speak the language at all. And it's something else if you're

Jennifer Graves
The workshops were thought provoking

Jennifer Graves
The workshops gave space to think about what doing.

Jennifer Graves
The workshops gave space to think about what doing and why.

Jennifer Graves
The use of prompts to help you consider along certain lines.

Jennifer Graves
Plenty of opportunity to share – neutrally

Jennifer Graves
Hearing what others had to say was very useful

Jennifer Graves
Goals of her lessons when started teaching refugees

Jennifer Graves
Aim of lesson

Jennifer Graves
Aim of lesson

Jennifer Graves
Not thinking about wider English needs

Jennifer Graves
Other participant's view helped her to reflect on goals/aims of lessons

Jennifer Graves
change in thinking of goals/aims of lessons

Jennifer Graves
sees value in original thoughts, but also encompasses new thinking

Jennifer Graves
identifies her own shift on thinking, though the extent to the effect of the shift is questionable

Jennifer Graves
Her opinion of what kind of English they need

Jennifer Graves
Reasoning for the opinion of what English they need

Jennifer Graves
Problematises that thinking and demonstrates what the change may be

gonna live in the country. You do need to speak with a fair degree of proficiency and a reasonable grammar.

Interviewer: And so how do you see that maybe tying into the topics that we talked about, empowerment and disempowerment a lot didn't we?

Liz: Yes. I mean I think being able to speak good English is very empowering. And I have found that, again going back to my own experiences when I've travelled, if I can speak the language that is empowering. That makes a difference to how you are in the country, to how you feel you can approach people and talk to people. So I think that whole angle of empowerment, disempowerment, which I probably haven't thought about that much before, made me perhaps look at it all in at a slightly different angle.

Interviewer: And have you had chance to either implement or think about how you would implement this kind of shift in your thinking, your approach to teaching?

Liz: I think largely thinking about it rather than doing it because since we haven't done the (X-group) classes. So the conversation classes are a bit different. But even in the conversation classes I think I'm actually correcting a bit more than I did before. So I'm going back, especially with one of the students, particularly who's actually doing very well and is very keen to learn and takes criticism, well not criticism, correction, absolutely fine and really wants it. So I would say that the main shift so far is that I am probably correcting more than I did.

Interviewer: And do you think it might impact the kind of activities or the kind of language that you focus on teaching, or have you not had chance to think about that yet?

Liz: Well I was discussing that when we were leaving today because, yes I think it will. I don't think I've sort of moved onto that yet but I realise that one of the students was talking in the present she was talking about things in the past. But when I, gave her the past tense of the verb, she did know it. So I'm thinking yes, we need to structure that a bit more to do a bit more practice. So it's sort of into her head so it comes up immediately instead of her just using the present tense and then suddenly, you know she needs to automatically use the past tense when it's the past.

Interviewer: The experience having had the chance to interact with the other teachers, that's challenged you in your thinking, approach and things. How have the workshops contribute to your understanding of refugees' experiences and needs, and your perceptions of that?

Jennifer Graves
Connecting level of English ability to topic of empowerment

Jennifer Graves
Demonstration of why it's empowering.
Connects English ability to how feel about self and thus how behave (especially in relation to TL group).

Jennifer Graves
Not considered the topic much before

Jennifer Graves
Hedges her language, but suggests the workshops helped her view the same thing from a different angle.

Jennifer Graves
No implementation in regular practice as those classes broken up for summer.

Jennifer Graves
Effect on practice so far (in non-regular convo club) – more attentive to correction – ties into 'good English'.
Also, not in general practice, ties into level and desire/personality of student.

Jennifer Graves
Workshops put an issue on her agenda and though not strategically pursuing, it is featuring in thinking and conversation with colleagues.

Jennifer Graves
The shift in thinking and the small implementation in practice discovered not just errors, but additionally English that the student knew.

This is a step toward equity, or recognising the capital that students bring with them, and not leaving it hidden, or teaching with deficit mentality, without the 'possibility' aspect and at predefined levels of what they need. The potential impact is wide-reaching.

Jennifer Graves
The definition of 'good English' expands, not just to accuracy, but fluency. Thus, a slight adjustment in how and what do in lessons, opens up several opportunities for students to demonstrate what they know, identify what they know but need help with and target that. This builds on their capital, their existing knowledge and is a step to more equitable practice.

Liz: I think, obviously, Bridget's contribution was very useful because she's lived through it. Just general discussion of the subject. I suppose I probably had a reasonable understanding up til now, so I would say I was reasonably well along the line because I have met a number of asylum seekers in the past and having had a few months at (X-group) as well. But I'm sure it's broadened it out, yeah.

Jennifer Graves
Already had wide knowledge of refugees. But with one of the P's having had experience of being a refugee and general discussion, the workshops broadened her understanding.

Interviewer: Was there anything in particular that you found was new, challenging, different, or was it all kind of just a 'yeah, this is what my experience is?'

Liz: [Sighs.] It's probably largely reinforcement. [Sighs.] Gosh.

Jennifer Graves
The workshops reinforced her understanding.

Interviewer: Or was there maybe something that you think 'actually we didn't cover this and I've still got questions about this' or 'I've still got a blank spot' maybe.

Liz: Sorry I'm not being terribly helpful here. I'm sure there is but I can't think immediately.

Interviewer: Equally if you can't think of anything, that's totally fine too. Ok did you use maybe the word consolidation of things you already. Maybe I misheard that word.

Liz: Well, yeah, a sort of reinforcement, I think.

Interviewer: Also do you think that will have any impact on your teaching, in any way maybe?

Jennifer Graves
The impact of reinforcing her understanding/knowledge of refugees – to engage with refugees' experiences. (THIS WAS/IS A TABOO ISSUE...COMPLEX WITH VARIOUS DEGREES OF AGREEMENT/DISAGREEMENT).

Liz: [Sighs.] I think actually interestingly, I probably feel more ready to engage with some of their experiences. I was very very wary of it. And perhaps now, again, perhaps because of Bridget talking about her experiences very openly, although hers were obviously further in the past, and also, everybody there had had experience. You hear Nicky talking about her huge amount of work she's done with the families. So I think that kind of gave me a feeling of not being quite as wary as I had been. Not having to tread on egg shells all the time. And actually that was interesting that today we did have quite a bit of conversation in the lesson about experiences, about where their families all were, how they were scattered. And actually they were pleased to talk about it. So it is taking a bit of a clue from them. But yes. I do feel now more confident in talking about their experiences with them.

Jennifer Graves
Reasoning for change in engaging with refugees' stories – hearing others' experiences.

Jennifer Graves
Reason for being wary – fear of doing wrong thing around refugees. Is this a result of wider organisational thoughts on this issue – A very vocal about this.

Jennifer Graves
Demonstrates a shift in experience. Is it because she was more open/relaxed and thus 'took the clue from them' and had the confidence to go with it? Or were the women just more chatty about experiences?

Interviewer: And do you see that as having an impact on ESOL or maybe does ESOL have a role in that, or do you think it's just a natural occurrence that when

you meet with people things will come out in conversation. Or do you think you can be targeted in some way with ESOL?

Liz: I don't think so necessarily. I think with ESOL it's really important to find the conversation that they are interested in having. So, in a way, the fact that they are obviously interested in having that is, is just good for the ESOL. And I'm looking back to when we hosted asylum seekers who had, some of them had been tortured in their own countries and things, and actually remembering how much they wanted to talk about it. Not all of them. Again, you had to take clues from them. So I'm thinking yes, it is something you have to be very cautious, but you don't have to just hold back the whole time.

Interviewer: I'm linking that to ESOL and thinking about lots of things that you've said, and I'm trying to zoom in on those a little bit. You talked about the structure, how you would like to focus more, but you did mention in one of your journal entries that that's difficult because you don't always know who's coming, or the exact level that they're at. Just wondering how you might, what did you say here, find the conversation they're interested in having? I love that. That's really brilliant. But then do you, do you anticipate that you could may be pull the ESOL out of that?

Liz: Yes. I mean if I gave it a good amount of thought, which I obviously need to do, I think you could structure your lessons to learn certain points of grammar or whatever it is that you want to get across by using these conversations that they want to have. So occasionally I try to get them to talk about things, they're not very interested in. [Laughs.] So you don't get anywhere very fast.

Interviewer: It's a tightrope isn't it. So I wonder, you're thinking about the structure side, but the general sort of having the conversation they're interested in, would you say that's kind of your approach anyway, or do you usually go with something you want to teach?

Liz: No it's generally been my approach but that's more driven by the fact that, I never know who's coming. [Laughs.] You can set something up with a structure and everything and you teach it to one and then the others don't come and then you've got to it again the next week. And how do you work that?

Interviewer: Ok. Thinking about your journal entries a little bit. I don't know how much you remember?

Liz: [Laughs.] Probably not very much.

Jennifer Graves
This isn't necessarily the role of ESOL

Jennifer Graves
The role/goal of ESOL – and when you align with learners – ESOL benefits.

Jennifer Graves
Relates to previous experience

Jennifer Graves
Reflection on the issue, others' experiences, created an openness. From there, she saw a glimpse of how it affects practice. All of this caused her to reflect on her own previous experience. Combined, this contributes to a shift in thinking and increased confidence in a contentious area., which may well have greater future implications.

CONTRAST WITH OTHER COMMENTS ON 'HOW MUCH' DO YOU GO WITH STUDENTS AND HOW MUCH DO YOU FOLLOW YOUR LESSON PLAN?

Jennifer Graves
How, specifically it might affect future practice...how it could be implemented.

Jennifer Graves
Contrast previous comment with the occasionally here, suggestive that what she seems more sure of now is something that she has tried before. But the later suggestion is it didn't work...because she wasn't following their lead.

Possible to say that the idea as a whole not knew, but the workshops gave a slightly different angle, increased confidence and enabled a re-imagining and thus some degree of change.

Jennifer Graves
Links to how the workshops have broadened her understanding and knowledge, and her confidence to approach certain areas.

Interviewer: I've written some points down that I thought were interesting we maybe we could maybe look at. You commented on English for increased empowerment, and reduced isolation in everyday lives. I think we've talked about that, and the more structure. But just wondering if you have any thoughts that maybe you wanna expand about the role of the ESOL teacher. We've talked about the English and the structure in that for the empowerment to reduce the isolation, and the need in that. And then equally having this conversation that they're interested in having, they can bring out what's going on with them. So how does that fit with the role of the ESOL teacher. I'm thinking about the workshops, particularly the last workshop we had. Sorry, very confused question.

Liz: I mean again, because it's immediately in my mind the lesson we've just been having or the conversation we've just been having, we were talking about how they could expand on the way they were practicing English because that's so important. It's all very well to come for two hours a week. So one of them was saying that she'd had what she called a reception for people in the flats around her. So we talked about that and how good that was. She said 'I didn't understand, but anyway.' But then we talked about watching television and we were trying to sort of encourage them with the idea, and if they could at least get something with subtitles, so they're hearing the English, or they hearing the Arabic and have English subtitles, whichever way round it is, it's really good for you. So I think one role of the teacher is to sort of steer them in a direction that is gonna be a good way of them expanding their English and learning their English. So I think encouragement to do that sort of thing.

Jennifer Graves
What is done in a lesson isn't enough to learn well.

Jennifer Graves
Role of the ESOL teacher is to steer to wider ways of learning/practicing/exposure.

Jennifer Graves
Role of ESOL teacher, to encourage them to practice in a variety of ways outside of class.

Interviewer: One thing you did mention in one of your journals, this might be going back a little while. And I think in relation to something Steve had said about different aspects to teaching, and the workshops had helped you maybe take onboard that there were different approaches and there's varying degrees of validity to the different approaches. Is there anything you might wanna expand on that?

Liz: Well it is pretty much what I was saying at the beginning actually. There are different approaches and it's taking from one and adding it to, not saying that your own approach is wrong, but adding in, the good that you can see in other peoples' approaches, and sort of building on that, and melding them really.

Jennifer Graves
BUILDING and MEDLING an approach to teaching from the good you see in others'.

ALLUSION TO HOW THE DISCUSSION AND COMMUNAL ASPECT OF THE WORKSHOPS IS BENEFICIAL.

Interviewer: Nice words. Building and melding. Melding. I put welding in my notes.

[Laughter.]

Interviewer: I think maybe we've kind of touched on this, but if you were gonna, talk about key things that you think were a strength or a weakness of the workshops, would you be able to hone in on anything in particular?

Liz: Well I think definitely a strength was the fact that there was always a good atmosphere and we were steered but only to a certain point. And people were able to say freely what they thought was really really valuable. I'm sure they were really great workshops. They were pretty exhausting. Any great weaknesses, they were pretty exhausting. [Laughs.] I came away feeling quite drained at the end because I'm not used to having to make my brain so active.

[Laughter.]

Interviewer: Sorry.

Liz: No I thought they were excellent actually.

Interviewer: Ok. When in your questionnaire you talked about your hopes and the reasons for participation about the workshops, you said it sounded interesting. You were hoping to gain some ideas for teaching and more in-depth understanding of refugees' backgrounds, and to exchange ideas and experiences. Do you think those things were realised? Do think they could have been realised more or better?

Liz: I think they were realised. I think I had over-expectations of the actual practical ideas for teaching because that wasn't really what they were about. They were about method rather than actual. That's not a criticism, but it's just a misunderstanding by me perhaps, of what it was going to be. It wasn't an A-B here you are with your beginners, this is how you start. That wasn't what it was about.

Interviewer: Yeah. Certainly from my point of view, maybe that wasn't a whole focus on what it was about, but the last workshop, I kind of hoped that might come into a little bit, but then that was down to the way that discussions individually went. Maybe I could have steered that a little better.

Liz: But then you've got Steve who's an incredibly experienced teacher, so it wasn't perhaps really the setting if you'd started trying to, tell him how to, give him the steps how to teach. Whereas as me who hasn't really taught since 1980-something [Laughs.]

Interviewer: If there were going to be continuation workshops, would that be something that you would focus on, do you think the kind of workshop we've just

Jennifer Graves
The workshops fostered a positive atmosphere.

Jennifer Graves
There was direction, but also not coercion, not domination.

Jennifer Graves
The value in being free to share your own thoughts

Jennifer Graves
The workshops were intense – draining, exhausting

Jennifer Graves
Perhaps a misunderstanding of the workshops.

NEED FOR PRACTICAL HELP, ESP. WITH TEACHING BEGINNERS.

Jennifer Graves
The different needs of individuals.

Different levels of knowledge, qualification, experience and expertise.

done would lend itself well to that, or do you think actually, you'd prefer a more teaching style?

Liz: I think probably at this stage, a more teaching style would be most beneficial as far as I'm concerned because I really am quite rusty. It was very interesting with U she came in with immediate ideas we needed somebody to fill in today and she was like 'we'll do this, we'll do that'. And these things, I have to think about them a lot longer.

Jennifer Graves
Alludes to how she believes you acquire knowledge – transmission...therefore alludes to her view of the role of teacher and student.

Jennifer Graves
Understanding of weaknesses in teaching.

Needs tools!

Interviewer: We're getting close to the end.

Liz: That's fine. [Laughs.]

Interviewer: So if you think about the workshops that we did in particular and think about the format, how they kind of worked through the topic and what the topic was, would you recommend that kind of workshop to another volunteer?

Liz: Yes. Yeah I definitely would because I think, as I've said before, that space to think about what you're doing and why is a very valuable one. And it's not something you that often get the chance. I was trying to remember my training. It's so long ago now, but I don't even remember in that giving that much thought. I never remember being taught something called critical pedagogy, that's for sure.

Jennifer Graves
Why the workshop was good,

Interviewer: Well yeah, and again, I didn't really teach you that, we kind of just used things from that.

Liz: Yeah using it. But yes, I remember a lot more about just method and not about thinking about why and how and so on. So, I think that's good.

Jennifer Graves
The questioning of 'why' is not what experienced before and is valuable.

Interviewer: Do you think the way we approached certain activities is something you could take as a base idea for your own classes?

Liz: Yeah, I, probably could actually. Yeah. Although, as I say, because I'm doing the real beginners, you'd have to adapt it obviously a lot.

Jennifer Graves
Workshop approach could be transferred...but would need adaptation for beginners.

Beginners is a real difficult group for her...almost has a stigma attached to it.

Interviewer: Alright, last question. Is there anything else you'd like to add?

[Laughter.]

Interviewer: It's a loaded last question.

Liz: No. Just that it's been definitely a valuable experience for me.

Jennifer Graves
The experience of the workshops has been valuable.

3.2 Typed documents

3.2.a Participant journal sample entries

04/06/18

Participant: Interesting to learn of other participants' backgrounds.
Good to discuss some issues arising from BWR teaching which I hadn't voiced before at any length.
Workshop seemed well-structured and it would be interesting to see how Jen pulls all the contributions together – and what the following two workshops will involve.
There was little new to me in terms of ideas or experiences of teaching practice but I will reflect on the importance of introducing fun into classes and of resuming ice-breakers at beginning of classes.

Participant: Interesting to listen to other peoples' points of view – their concerns and their ways of dealing with things. I think I've been hesitant to over-correct but I feel more confident from listening to the "tougher" educators to be more strict about mistakes.
It was easy to join in – perhaps harder to hold back and allow others to put their thoughts into words and state their positions. It is always useful to balance one's

Participant: This was a fascinating session with lots of insights and challenges. I much enjoyed hearing from the other participants about their thoughts and experiences but also the challenges as to why we thought certain things or that certain ways of teaching (e.g. correct grammar/pronunciation) were helpful.
I think that what impacted me most was probably reflecting on the refugee experience and the uncertainty of their lives and contrasting that with my times spent living overseas. Although in most respects this was a totally different experience to theirs, I probably recognised some things in common, aiding empathy.
I think the most valuable thing about the workshop was having nearly three hours of time to just devote to thinking about teaching and the refugee experience – not something one gets too often in life when generally you are just rushing on to the next thing without time to reflect. I thought it was very well planned and conducted and don't see how it could be improved.
If it has changed the way I think it would be more emphasis in class on using the teaching of English to empower the women in their everyday lives and this will probably affect my teaching in the future.

13/06/18

Participant: Activity involving identification of empowering and disempowering ESOL was stimulating and through-provoking – I had no difficulty in coming up with examples of bad, disempowering teaching from my own schooling.
I will reflect on this and perhaps it will affect my teaching at BWR.
Goal = understand different approaches adopted by other BWR tutors at Norland Nannies' men's group.

Participant: Workshop was interesting and some lively debate. I preferred some of the exercises we did last week – just that they were more structured and I think that was good.

There was perhaps more discussion this time which was good in that it gets us all to question our values. I am more conscious of how I relate to my students but this is a positive thing. I felt quite torn about some of the black and white positions – the need to clarify extremes when actually there are so many grey areas. Realistically – I am very conscious of not being intrusive about the refugee experience. We do not want to turn into refugee tourists but it is also important to know a little bit of back story in order to form closer relationships. I think walking this tightrope is the challenge.

Participant: Very interesting and engaging.
The complexity around ESOL teaching and the refugee crisis is huge and ongoing. These sessions are in my opinion crucial to come to realisation of changing and improving.
My goal is to find out together with BWR a way of immersing refugee ESOL students and place them in better learning environments. Give them a chance to realise their own goals and open up their future plans by learning the language.

19/06/18

Participant: Good to recap on last weeks' work through post-it notes display – and to add a couple more.
Particularly enjoyed painting activity which elicited many thoughts and reflections.
Felt this workshop was well structured and timed. Ending with composing a lesson plan was useful.
Encouraged me to reflect on possible wider role of ESOL teacher as someone actively encouraging students to follow particular paths re. employment, for example.

Participant: Workshop – interesting yes and enjoyable. Good to hear a variety of viewpoints and to engage in some slightly heated (but amicable) discussion of how best to work with/settle/teach refugees/. Particularly valuable to hear the point of view of someone who had been through the refugee journey themselves and felt very strongly about how best to overcome the negatives of alienation and depression etc. This was not only insightful but emotionally powerful. It isn't often that our refugees (BWR) are able to articulate their fears and hopes in such an articulate way or with the benefit of hindsight. I would be more prepared in my own practice to listen more to the ways in which the learners want their studies to go. Also interesting to hear the views of those who think that lessons should be stricter in terms of grammar and correction. This has not been my focus in the past but I am more aware of it now and may become stricter as a result. I do remain convinced though that flexibility and being pupil led is more conducive to a positive improvement.

Participant: It was helpful to hear other peoples' experiences and thoughts. The sessions processed different subjects and highlighted the complexity around ESOL for refugees. Giving input was the most beneficial. Bouncing off ideas and reflecting on individual experiences and different views on the same subject.
I will try to arrange teacher group that would provide fuller sharing experiential atmosphere with aim to improve our teaching and support.

Participant: The workshop was interesting and very enjoyable and helpful at same time. I was not expecting to start by looking at the table with all the ideas that we talked before. The highest point of this session and the most enjoyable was the analysis of pictures and the

group work. This last activity would be more beneficial if each group had had a different picture to analyse. However it was a good idea. The book also brought with a new reality that as a group we were not talking about. We saw firstly the dark side of the picture as a 'refugee' but we could be doing another lecture.
The importance of ESOL lessons to change the reality of refugees life should be more considered and lessons should be adapted to their needs but not forgotten their culture of learning/teaching and the reality that they face outside of their houses (society is not ready to accept new/different people, particularly if they are a refugee form a war country…arriving with trauma). It's why is important to adopt to new approaches of learning and new methods. Thank you very much for the opportunity given to think a bit more about this.

Participant: It was definitely beneficial as it helped me to look at different aspects to teaching. What is the goal? Are there different ways of reaching it? Are they each/all valid? None of it wasn't enjoyable as it is always good to toss ideas around and to have to follow them through. The visual aspects – photos and pictures were very helpful in crystallising thinking. The run-down townscape was perhaps quite different to what 'our' refugees experience in Bath but still good to visualise the type of isolation they will inevitably be feeling.
I think I was most impacted by the visuals which helped me think myself into the situation of the refugees.
I might possibly incorporate some ideas of how teaching could help refugees find ways of e.g. setting up small businesses though with beginners this would be hard so I would possibly be more likely to concentrate on our first scenario of concentrating on vocabulary for practical situations to help combat isolation.

3.2.b Researcher journal sample entry

13/06/18

Is CP a worthwhile approach? Does it help people to delve deeper? Does it affect practice?

The assumption is something needs to change – that's why you do CP – but what if you don't see the need for change?

Validate opinions that differ to mine.

> Value them – I see me too – Steve about 'standard English' – I get that as that is how I chose to learn Turkish

Seeming that strong opinions are not easily challenged – there is a 'realist' approach

- can't change it therefore don't ned to touch it.
- If I know my students, then my teaching style will fit.

Who am I to criticise that? Yet is that really the truth of what happens?

Very aware that people with a similar line of thinking are more open to be challenged and act (even if there are differences in standpoint)
Aware too that S is learning and interested to know from that point – as she is still figuring out what kind of teacher she wants to be and how to do it. So she appears more accepting of the approach. It raises, for me, three things about CP

- As a personal interest, it's great and this study is interesting, challenging and enlightening
- You can't force people to change and even new knowledge and discussion isn't guaranteed to challenge deep-seated opinions
- CP as an approach is good, but does it walk a tightrope of indoctrination of the less aware (depending on topic) and thus compromise its own values?

A final thought so far maybe it's only good to tackle issues if all are onboard for change and as a problem-solving mechanism – which leaves the social justice aspect marginalised. But then, would it be called CP? Is it the teacher's intention that calls it C.P to the outcome of praxis (or no praxis)? Is a more viable approach simply using tools of CP to problem-pose and facilitate participation (and in ESOL, develop language)? Would teachers be able to use such tools? Would they be effective?

Have teachers' opinions, attitudes, practices changed at all?

View of workshop for teacher development – great if digging into issues is what's desired. But how you apply that to practice depends on discussion and topic.

Facilitator role = difficult

To not get into flow and passionate and thus get in the way
To judge when to move on
How to involve the quieter members without pressure
To judge which activities to leave out – and then feelings of regret when you leave something out

Feel like my critical eye has been switched on a bit more

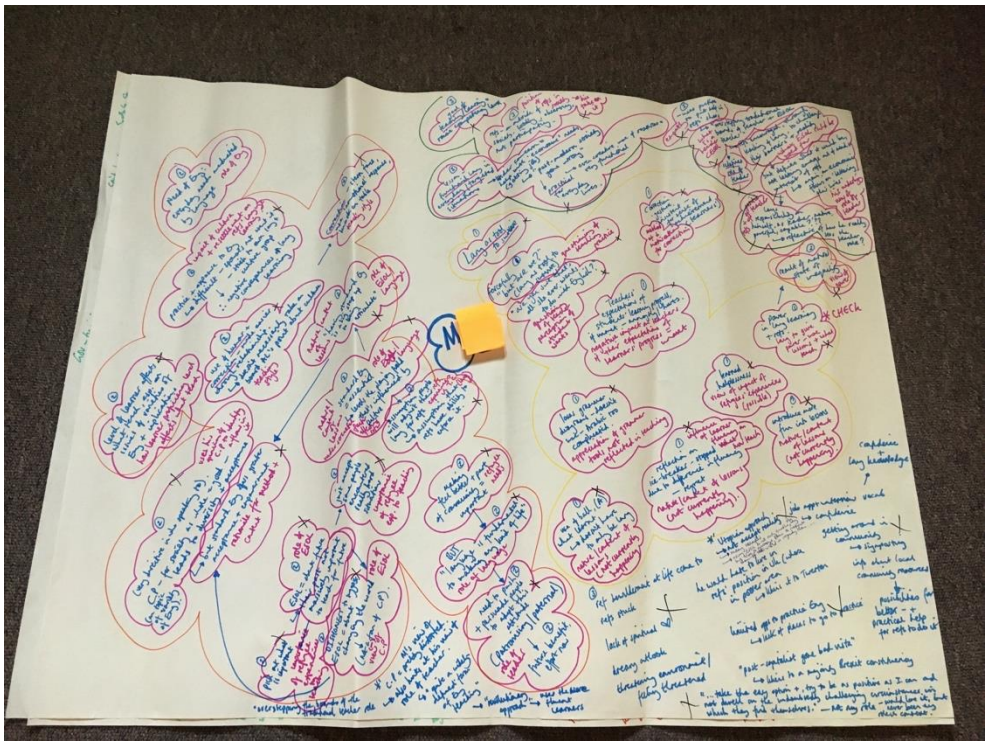
It isn't as easy as it looks
Because it is so not value free, it makes me wonder how it influences – does that empower, or steer?

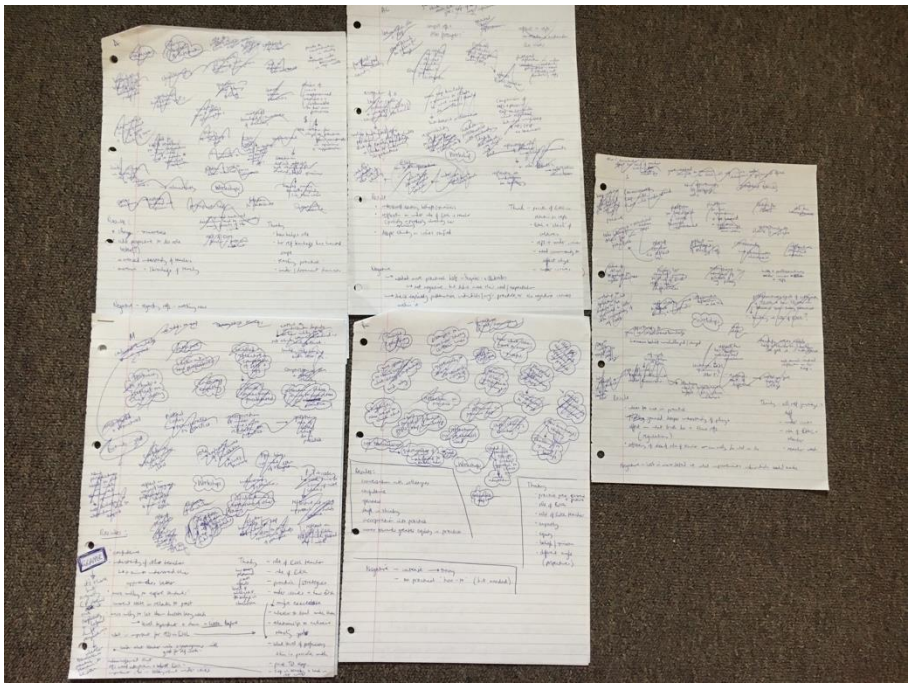
Also – disconnect of how dominant discourses embed all we do and affect how we do it and to tackle that is to go out to battle – is that what people want – because it's uncomfortable and can hurt.

CONTRADICTIONS AND QUESTIONS
I could have taken cultural, colonial power stuff further – but how much do you push? – Surely to push, it's then mostly about my agenda?

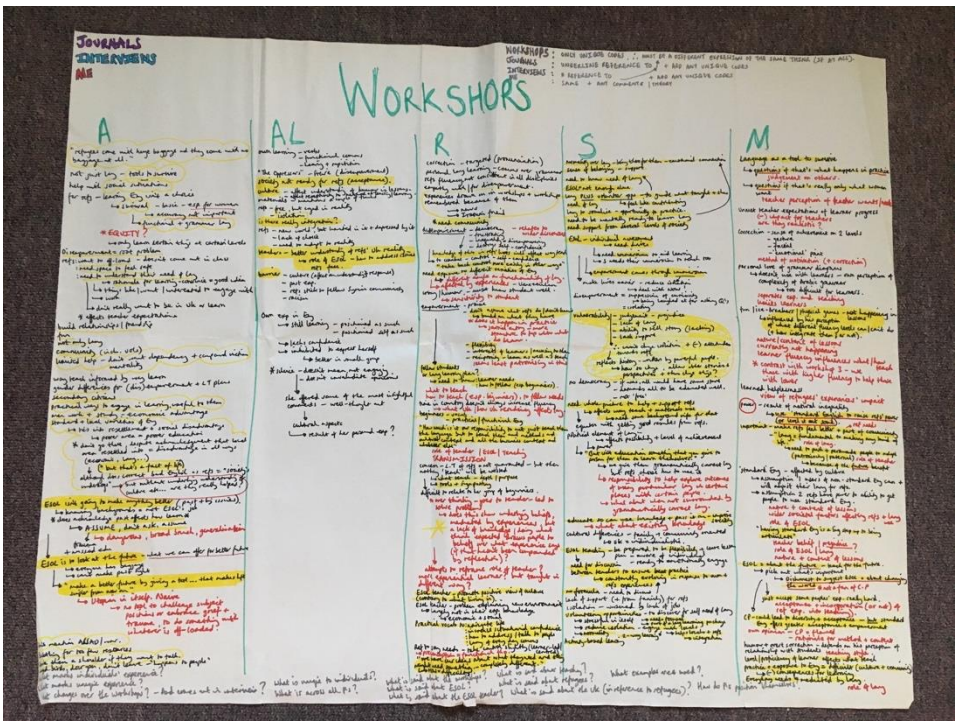
3.3 Coding

3.3.a Spider diagram





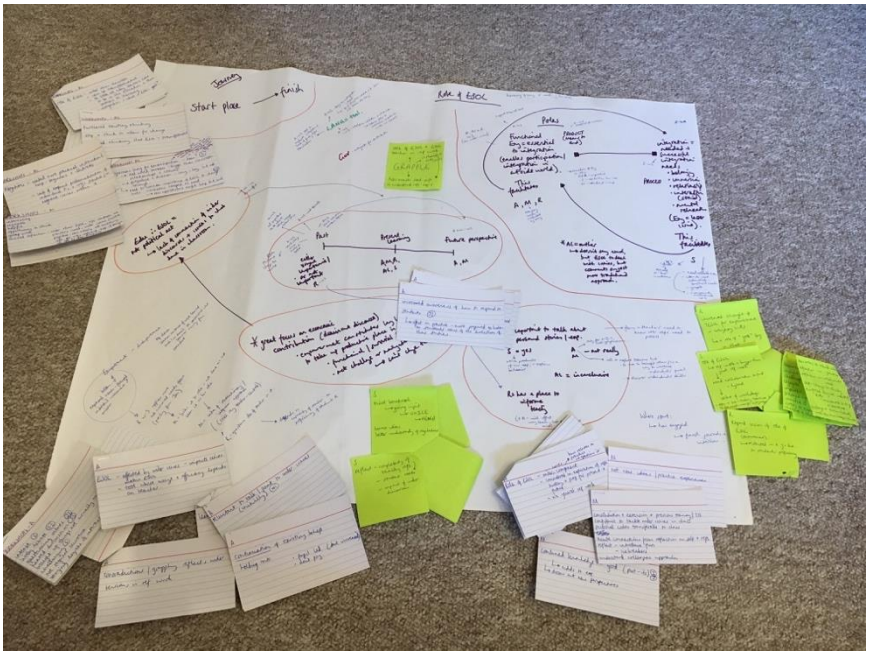
3.3.b Table



3.3.c Interview

See Appendix Three (3.1.b)

3.3.d Index cards and post-it notes



3.4 Theme names and descriptions

Theme 1 - The role of ESOL

This theme demonstrates participants' differing opinions about the role of ESOL in refugee work. Whilst all acknowledged it's functional role, one participant suggested ESOL is primarily a product of integration, and others viewed it as a survival tool enabling integration. Within this, attention to the variety of English and the standard of proficiency can empower resettled refugees.

Additionally, ESOL was mainly positioned as a future-oriented tool within which refugees' pasts were of little importance to it. One participant disagreed, stating refugees' pasts were useful to enable teachers to know students better, whilst others shifted their positions slightly suggesting learners' pasts could be of benefit to language learning.

Theme – 2 – The role of the ESOL teacher

The role of the ESOL teacher was seen to be directly affected by participants view of the role of ESOL. All acknowledged the role had a more traditional, functional element of language instruction using recognised means. Within this, however, some expanded their understanding of this in a functional capacity (displaying more attention to correction and accuracy).

Equally, all acknowledged the need for a wider role of the teacher, whereby they needed to direct and motivate learners, giving a rationale for learning, and build confidence. However, some embraced this wider function to include embracing wider issues affecting refugees, whilst one participant increasingly acknowledged a wider political aspect to the role. All participants demonstrated increased learner-centredness in their understanding of the concept of the teacher's role.

Theme 3 – Engaging with dominant discourses

This theme is closely connected to the previous two themes. It is suggested that participants' opinion of engaging with dominant discourses in ESOL reflects both their stance of the role of ESOL and that of the ESOL teacher. The theme explores the attention given to dominant discourses in the workshops and how refugees' resettlement experiences are influenced (and sometimes overshadowed) by economic/class issues and racism and discrimination.

Generally, ESOL was not positioned as having a role in tackling dominant discourses, but some participants increased their acceptance that maybe ESOL could include them in lessons. One participant increasingly indicated that dominant discourses were important to tackle within ESOL.

Appendix Four – Ethics
4.1 Ethical clearance form

Department of Education | UNIVERSITY OF BATH

ED 50484 DISSERTATION FOR THE MA TESOL
ETHICAL IMPLICATIONS OF PROPOSED RESEARCH

To be completed by the student and approved by the supervisor before any data collection takes place. Before completing the form, students should read the guidelines published by the British Educational Research Association (BERA), which are available in Moodle.
NB Where ethical approval is deemed unnecessary e.g. if the research has no empirical element, a nil return is required. Supervisors should retain a copy for their own records.

Introduction

Full name of student: Jennifer Graves	**Student number: 179387618**
Provisional title of your study: Refugee-focused volunteer ESOL teacher development in England: A multiple case study using critical pedagogy to facilitate intercultural competence.	
Justification for your study: The literature points to volunteer teacher training being largely unregulated and often lacking and/or inadequate. Existing studies on volunteer ESOL teacher development are scarce, and mostly use interviews to describe teachers' qualifications, experience, approach to teaching, attitudes and difficulties. Whereas the findings of research into mainstream teacher development for those working with refugees report the need for increased attention to teachers' through understanding refugees' experiences and needs, in order to create equitable and holistic learning environments (which can be linked to intercultural competence). This qualitative multiple case study aims to add to the research of volunteer teachers, and further it, by following the recommendations of studies of mainstream teaching. Acknowledging the key role volunteers play in meeting the current demand for ESOL provision, this study therefore, will use a series of three teacher development workshops, to not only gather information about participants but also facilitate the raising of awareness of intercultural competence through engagement with information about refugees' experiences and needs. The workshops will provide practical opportunities for participants to co-construct/reconstruct their knowledge of refugees, and facilitate opportunities to reflect on this knowledge, how it relates to their personal contexts and its effect on teaching and learning. Participants will then be challenged to consider possibilities of change in future practice. Participants' will also reflect on how the workshops' design facilitates this process. Whilst it is acknowledged that this is a small-scale study, its findings could offer insight to approaches to volunteer teacher development, whilst potentially impacting participants' practice and thus facilitating more equitable and holistic ESOL learning experiences for their students. It is also an opportunity to put theory into practice to influence my own future ESOL pedagogical practice.	

Participants

1. Who are the main participants in your research (such as interviewees, respondents)? The main participants are volunteer teachers from a charitable organisation working with refugees.
2. How will you find and contact these participants? I have contact with the TESOL team leader of a charity working with refugees. She will help me identify potential participants whom I will then approach.

3. How and from whom will you obtain informed consent? I will initially email participants to introduce myself and the study to them. I will then send another email with an information sheet detailing what participation will involve and a consent form to elicit their interest to participate, if they feel they can.
4. Have you approached any other body or organisation for permission to conduct this research? No
5. At what stages of your research, and in what ways will participants be involved? Participants will be involved at the data collection stage, through a pre-workshop questionnaire, as participants in the workshops, through a journal entry to complete each workshop, and through an exit focus group/individual interview to complete data collection and allow for member-checking.
6. Have you considered how to share your findings with participants and how to thank them for their participation? By way of thanking participants, I plan to create a take-away information pack containing the approach and materials used in the workshop, with information about/links to additional (practitioner friendly) webpages/publications for more information. This will also include a personal letter of thanks. I will also email a summary of the results of my study to participants and the leadership team of the charity. Subject to interest, I would offer to run a follow-up workshop to share the results if the charity is interested.

Deception avoidance, confidentiality and accuracy

7. How will you present the purpose of your research? Do you foresee any problems? To avoid deception, I will email an information sheet detailing the aims of the study and what participation will involve, to each interested participant. However, to avoid the implication of deficit thinking towards participants and also to not overly influence their responses, communication will emphasise that the study is investigating how a series of teacher development workshops focusing on refugee experiences and needs may influence teachers' intercultural competence awareness and the possible effects on teaching practice.
8. In what ways might your research cause harm (physical or psychological distress or discomfort) to yourself or others? What will you do to minimise this? Using refugee stories may evoke emotional responses. To minimise emotionally overloading participants, I have intentionally created vignettes that do not use emotive language but seek to convey factual detail.
9. What measures are in place to safeguard the identity of participants and locations? The charity and all volunteers will be referred to using pseudonyms. The city where the charity is located will not be named. At the beginning of the workshop, participants will be involved in creating confidentiality guidelines when referring to their students, to honour the overall information sharing policy of the charity, which is on a 'need-to-know' basis. Electronic data will be kept on a password-protected computer. Non-electronic data will be kept in a secure location in my home. Data will be deleted/destroyed after two years.
10. How will you record information faithfully and accurately? Where possible, bullet point field notes will be written during the workshops, or as quickly after the workshops finish as possible. They will then be expanded upon in the same day to allow for as accurate a recollection as possible. I will keep an out-of-field reflective journal to record my own impressions of the research process, the workshops and any questions or thoughts that arise from them, and my thoughts prompted by participants' journal entries. Participants' original journal entries and samples of work generated by workshop tasks will be photographed at the end of each workshop to prevent falsification. The exit interviews/focus group will be audio-recorded. Exit interviews/focus group will also be used for member-checking.

11. Any additional information:

Student: **Jennifer Graves**	**Signature: J. Graves** **Date: 22/05/18**
Supervising Member of Staff:	**Name: Dr H. K. Kuchah** **Signature:** **Date:22/05/2018**

NB: Students should upload a signed copy of this form into Moodle (Dissertation for the MA TESOL) before any data collection takes place.

4.2 Informed consent form and information sheet

Hi All,

Please find enclosed more detail about my research project and a consent form for participation, which is a requirement of my university to meet ethical guidelines.

The provisional title of my study is 'Volunteer ESOL teacher development in England: A multiple case study using critical pedagogy to facilitate intercultural competence.' Its purpose is to put an approach to teaching/learning that I have learnt about into practice, as it is one I think has value for working with vulnerable people. This approach is called Critical Pedagogy, originating from the work of a man called Paulo Freire who worked in Brazil in the 1960's. He focused on teaching the poorest of society to read, that they might find liberation from oppression. Freire found themes of great relevance to the people he worked with and facilitated problem posing to address relevant issues and find solutions. Perhaps you can see why this interests me for working with refugees. You may wonder why I am not conducting a research project with refugees. The reason is simply that I personally do not feel comfortable using refugees to gain an MA certificate, as the benefit to them would be small.

This study aims to add insight to approaches to volunteer teacher development. It will investigate how a series of teacher development workshops focusing on refugee experiences and needs may influence teachers' intercultural competence awareness and the possible effects on teaching practice. My hope is that it would be beneficial to you to gain a deeper insight into refugees, raise your awareness of the knowledge and skills you already have, whilst potentially adding to them.

Your participation will firstly involve completing a questionnaire to get to know you and help tailor workshops to you. This will be sent by email after I receive your signed consent form. The workshops rely on discussion and several practical group activities, culminating with personal reflection on the workshop through a journal entry. The workshops' focus is not about assessing you or your knowledge/abilities, but your experience as you participate and what (if any) effects they have on you/your teaching. Therefore, your feedback is vital. Finally, there will be an exit interview, possibly done as a group, offering opportunity to add final comments and also to gain your input about the key themes I have drawn out of the process that will form the basis of my dissertation.

I do not foresee any negative outcomes of this project. However, should you wish to withdraw at any point, you are free to do so. If you have any questions or if any issues arise, you can either talk to me or contact my supervisor (contact details given below).

You and the charity will be referred by pseudonyms and the city will not be disclosed, to protect your anonymity. Regarding the storage of the research data, all electronic research data will be stored on password protected computers, and non-electronic data will be stored in a secure, locked location.

We will discuss how you can access the results of the study, should you wish to.

Contact details:
Jen Graves. Tel: 07736031299, Email: jlg63@bath.ac.uk
Supervisor, Dr. Harry Kuchah. Email: H.K.Kuchah@bath.ac.uk

Thank you for taking time to read this information sheet.

Consent form

I was contacted by Jen Graves through the ESOL leader of the charity I volunteer for. The initial email I responded to informed me of the basic aim of this project and the time commitment of participating in it. Following this, I received a more detailed version of the study's aims and what participation will involve. This form acknowledges that

- I have read, understood and had time to consider the information sheet detailing the study's aims. I have also had the opportunity to ask clarifying questions
- I am willing to participate in three consecutive workshops (each 2- 3 hours) on the dates and times mutually agreed by myself, Jen and the other participants
- the workshop sessions (in their entirety) will be observed by Jen, and that information will be used in her dissertation. Therefore, she may quote things I have said, or write about her interpretation of things she observed
- the final activity of each workshop is writing a journal entry about my response to the workshop, and that this may be used by Jen in her dissertation. Therefore, she may quote things I have written, or write about her interpretation of what I have written
- the workshops will culminate with an interview where I will have the opportunity to make further comments about my thoughts about the workshops, and also to comment on the main themes Jen has understood from the collected data. This data may also be used by Jen in her dissertation
- I understand that I can withdraw from the study at any time
- I understand that I can withdraw my consent to use specific sensitive and/or personal things I may say or write about
- I understand that as far as possible, measures will be taken to keep my identity and that of the charity I volunteer for anonymous, although within my immediate volunteering community, this cannot absolutely be guaranteed
- I understand that all electronic research data will be stored on password protected computers, and non-electronic data will be stored in a secure, locked location

- I understand that if I have any issues about the conduct of the study, I can raise them confidentially with Jen's supervisor, Dr Harry Kuchah (H.H.Kuchah@bath.ac.uk)

Signed _____

Date _____

4.3 Audio-recording consent form

Audio recording.

I consent to the workshop sessions I am taking part in as part of Jen's dissertation to be audio recorded. By this, I understand that

- the recordings will be stored on a password protected computer and that only Jen and her supervisor will be able to listen to them
- the recordings will be deleted after two years
- the information will be used in her dissertation. Therefore, she may quote things I have said, or write about her interpretation of the recorded information
- I understand that I can withdraw my consent to use specific sensitive and/or personal things I may say or write about

Signed _____

Date _____