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**ELT Ireland 2022 Conference**

**Saturday, 19 February 2022 at 09:50 - Sunday, 20**

**February 2022 at 16:20 (GMT)**

**Griffith College**

**8 South Circular Road**

**Dublin 8 Dublin**

**Ireland**

**Declan Flanagan**

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**National Association for  
Teaching English and  
Community Languages to  
Adults**

## **Committee**

- **Arthur McKeown  
(Chair)**
- **Meng Tan (Secretary)**
- **Aisling O'Boyle**
- **Andrew Porterfield**
- **Declan Flanagan**
- **Mary Kenny**
- **Michael Donohue**
- **Paul Sceeny**
- **Tom Le Seilleur**



## Northern Ireland ESOL Provision

Specifically, NI-ESOL is provided through formal, informal and employability-related learning environments:

- Six regional further educational (FE) colleges provide structured, non-accredited (Pre-Entry) and accredited programmes for (16+ yrs.) including (ESOL: Skills for Life) that lead to formal, recognised qualifications.
- Community groups provide informal programmes supporting migrants, refugees and asylum seekers to learn English and encourage progression to vocational/FE courses.
- Local councils provide support for those aspiring to gain employment or establish their own entrepreneurial business. (Parizzi & McKeown, 2019).



## **Tools of the Trade: The Evaluation of a Bespoke Work-Related English Language Programme for Newcomers in Northern Ireland**

### **Peer Reviewed**

Professional and Academic English, Vol.28, No.2

Language Issues: The ESOL & community languages journal, Volume 32.2 Summer 2022





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**Over to you!!!!**

**Why are more refugee women than men attending ESOL classes??**

**What are the ramifications for non-participation????**

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**PLUMBING &  
ELECTRICAL  
WORK  
TRAINING**

**Information &  
enrolment:  
20 February  
12 -1pm**

**Phase 1:**

**25 February-18  
April, 3 days per  
week, 10am-2pm,  
ESOL plumbing &  
electrical English**

**Phase 2:**

**29 April-31 May,  
two days per  
week, 10am-2pm,  
workshop-based  
practical training  
in plumbing &  
electrical work  
(City & Guilds  
accredited)**

**Phase 3:**

**3 June-7 June  
fulltime work  
placement with  
construction  
company, one  
week/5 days, full  
time.**

**Travel expenses  
available for  
phase 2 and 3**

**Childcare places  
available**

# ESOL Trades at Conway

## ESOL and accredited Trades training, a 14 week pre-employment programme

This programme will teach you English for working in plumbing and electrical jobs. It will give you accredited training in basic plumbing and electrics, knowledge in health and safety in construction (CSR card) and a one week work placement with an employer.

At the completion of this programme, you will be ready to work as a plumber's or electrician's assistant; and you can progress to learn more about plumbing and electricity to become a fully qualified trades person.

**Requirements:**

**Age group:** 25 and older

**English:** Entry level 2, reasonable understanding of English

**Time:** being able to commit to full attendance for the duration of the course

The practical training for the City & Guilds certificate, will take place in workshops in Kilwee Business Park, Dunmurry.

You will receive language support, bus travel cards for phase 2 and 3 and there are some childcare places available.

For more information, please contact Pauline Kersten at Conway Education Centre: 02890 248543



## Work placements

This programme offers a one week work placement with an employer in Belfast.

During this work placement, you will work for one week, full time, 5 days per week to gain experience as a plumber's or electrician's assistant. You will get to know the company and the

way companies work in Belfast.

After the work placement has finished, you will get help with finding a job or do another course to gain more qualifications in plumbing and electrical work.



Department for  
**Communities**



Department for the  
**Economy**

Through conducting a *post-use* evaluation of this course, the research question was two-fold:

- Evaluate the extent to which all the materials delivered on this course were effective in motivating and preparing learners for the practical phase of this course
- Examine learners and subject practitioners' perceptions of the ESP (plumbing and electrical) materials delivered on this course with a particular focus on their effectiveness and suitability for future delivery of this course.





**Learners were motivated and engaged by the content of the EGP materials : global content and cultures.**

**The EGP materials acted as a framework for learning. Preferred traditional pedagogical approaches - easy to follow, - exposure to the target structure and controlled/free practice - could see their progress.**

**A distinctive aspect of both the EGP/ESP sections was the delivery of vocabulary and pronunciation in tandem.**

**The ESP materials motivated and instilled confidence in these learners and felt prepared because the materials were relevant to the 'real-world context' of their profession.**

**The ESP materials were deemed effective and relevant by the subject tutors as they provided a good introduction to the practical training, these learners would receive and reflected 'the real-world contexts' of the training workshops and on-site environments they will be working in.**

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## Recommendations

- **Robust needs-analysis, assessment toolkits (initial/ongoing) and good guidance are required to make the complexities and diversity of learners' identities, educational backgrounds and learning styles visible. These will assist in developing appropriate, effective EGP/ESP materials that will achieve learner-centred desired goals.**
- **A practical method of evaluating the relevancy and effectiveness of ESP materials would be to acquire the subject tutors or specialist perceptions of the materials before the delivery of courses, as this would provide the feedback necessary to omit, supplement, adapt and exploit these materials.**

# NI- ESOL Landscape

- **No ESOL Strategy in Northern Ireland or Republic of Ireland: DfE**
  - **No Integration Policy – Short-term-ism: Guiding principles of inclusion, diversity, quality, achievement and progression. – Scot. Eng. ESOL Strat**
  - **ESOL Initial Assessment Guide, an Adult ESOL Curriculum Framework, Professional Development Awards or Professional Development Framework.**
  - **CELTA Training, Communicative approach, Global course books relevant????**
  - **Significant Barriers: funding, waiting lists, child care, transport; not a skill – Pathway Criteria, FE colleges – Institutional Othering**
  - **ESOL Learners: ESOL/ESOL Literacy, Trauma Informed, Utilitarian**
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- **ESOL Learners – Voiceless???? - Learner agency**

## **Final Thoughts**

**ESOL is primarily concerned with the provision of English language tuition and should be recognised as a distinct area of expertise. ESOL standards, pedagogy, assessment and awards should be specific to English language education.**

**ESOL has the potential to move beyond the educational vacuum and bring about real political, social and economic change. However, it continues to be entrenched, marginalised, struggling to establish itself as a distinctive area. It also continues to struggle to define its boundaries and therefore, its conventional perception as a complementary, compensatory, educational subcategory compared to core educational strands (primary, secondary, tertiary and ESL) prevails.**

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**Questions?.....**





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*Thank you for attending*

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