

# The Online English Café: Expanding Opportunities for Refugee Learners Through Free Online Resources

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**Future of English Language  
Teaching Conference** **ONLINE**





School of Graduate  
and Professional  
Education



## The English for Refugees Programme

# Deree – The American College of Greece & Pyxida Intercultural Center of the Greek Council for Refugees

### Team:

Deree faculty: Jane Mandalios, Susan Stetson-Tiligadas  
& Melpomeni Ilkos,

School of Graduate and Professional Studies, Deree

Stavros Psaroudakis, GCR Pyxida Intercultural Centre

Ten volunteer teachers from Deree MA TESOL & BA English programme

# Presentation Overview

- Introductions: the College and the team
- Context and background for English for Refugees programme
- The Online English Café: philosophy and details
- Online ELT Resources and the future of ELT
  - Features
  - Challenges
  - Benefits

Context:

Why are we talking about English for refugees who find themselves in *Greece*?

Why not Greek?

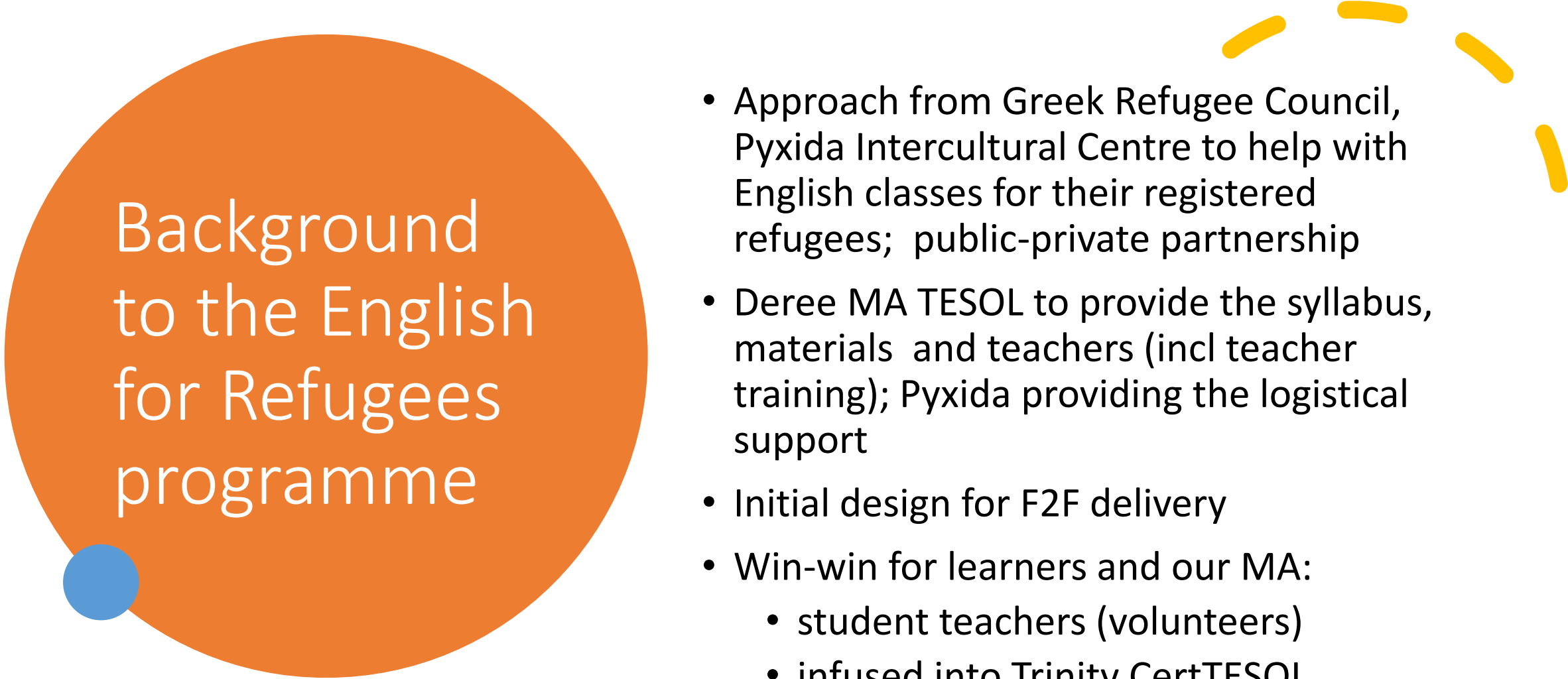
- Refugees to Greece – the migrant crisis of 2015+
- 180,000+ refugees in Greece now (UNHCR, Feb 2021). Prospects & provisions.
- Critical importance of acquisition of Greek, the language of the host country (see LIAM site)
- English as an Additional Language (i.e. additional to language of host country); huge importance and demand for English in Greece



EMPOWER

ENGAGE

"Every language used by the refugees helps them to build resilience at the individual, family and community levels. Both home language and their additional languages matter." (British Council, 2016, p. 5)



# Background to the English for Refugees programme

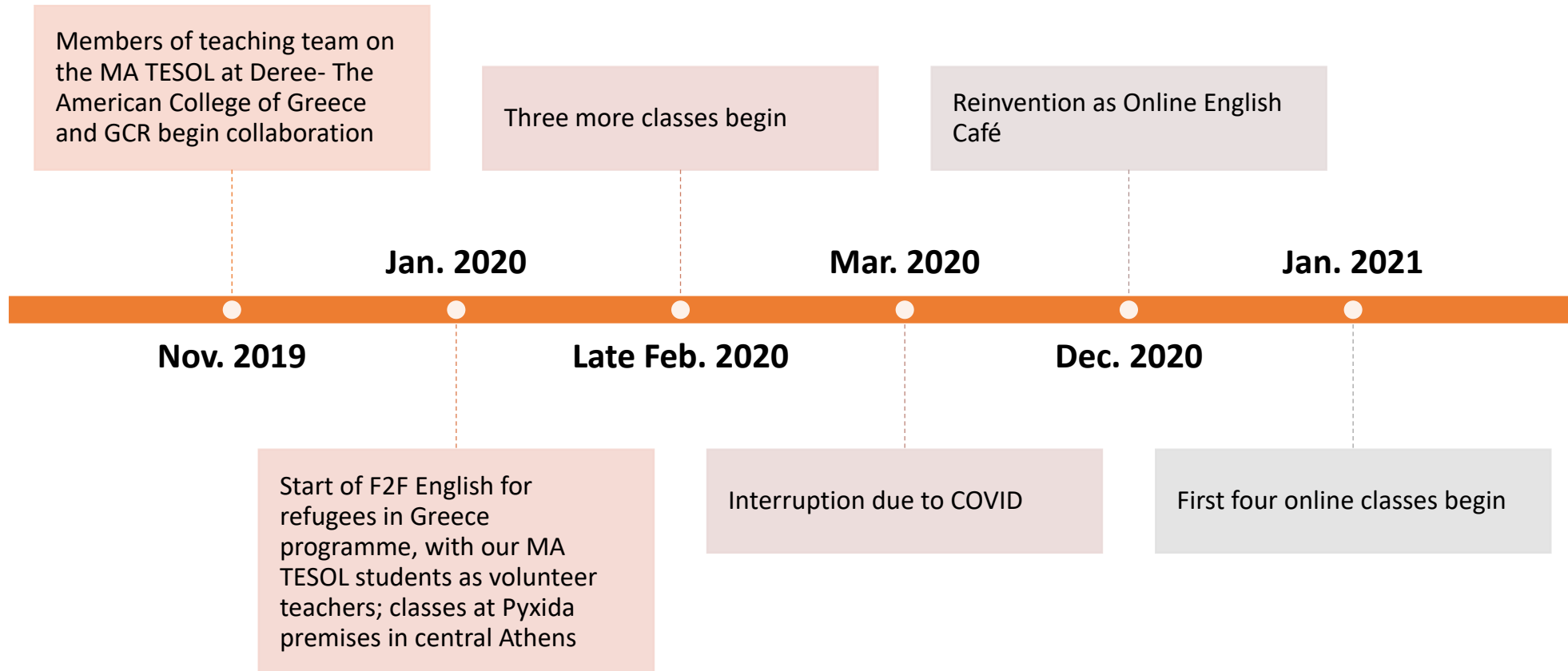
- Approach from Greek Refugee Council, Pyxida Intercultural Centre to help with English classes for their registered refugees; public-private partnership
- Deree MA TESOL to provide the syllabus, materials and teachers (incl teacher training); Pyxida providing the logistical support
- Initial design for F2F delivery
- Win-win for learners and our MA:
  - student teachers (volunteers)
  - infused into Trinity CertTESOL teaching practice

# Who are the learners?

Those refugee/asylum seekers registered with the Greek Council for Refugees.

Origins: Syria, Afghanistan, Iraq, Iran, Congo, Sierra Leone, Cameroon, Guinea, Eritrea

# About the Program





# COVID-19: March 2020!



We can't do this!

Or maybe .....

We CAN – with the  
**Online English Café** and  
Pyxida support

# The Online English Café

Reboot with online delivery -> 4 locations in different parts of Greece -> still unfunded, so no resources available for learners -> volunteer teachers

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Delivery: 3 hours per week over 10 weeks over Zoom; Pyxida organizes Zoom & learner environment

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Syllabus & use of free online resources

"Open Educational Resources (OER) are **teaching, learning and research materials** in any medium – digital or otherwise – that reside in the **public domain** or have been released under an **open license** that permits **no-cost access, use, adaptation and redistribution** by others with no or limited restrictions."



# Open Educational Resources

# OER Examples

Example # 1



Let's Learn English - Level 1

ANNA MATTEO

Hello, my name is Anna Matteo.

Introducing Let's Learn English

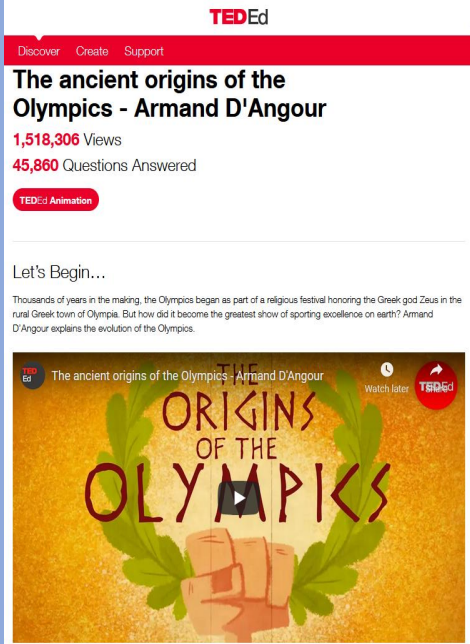
Let's Learn English HOW-TO GUIDE LET'S LEARN ENGLISH LEVEL 1

Using Let's Learn English, Level 1

This guide is for learners and teachers who are using the course, Let's Learn English - Level 1. Each lesson in the course has at least four days of classes based on 52 conversation videos. This guide explains how to use lesson videos, activities, quizzes and worksheets to teach or learn listening, speaking, vocabulary and writing.

How-to Guide: Let's Learn English - Level 1

Example # 2



TEDEd

Discover Create Support

The ancient origins of the Olympics - Armand D'Angour

1,518,306 Views

45,860 Questions Answered

Animation

Let's Begin...

Thousands of years in the making, the Olympics began as part of a religious festival honoring the Greek god Zeus in the rural Greek town of Olympia. But how did it become the greatest show of sporting excellence on earth? Armand D'Angour explains the evolution of the Olympics.

The ancient origins of the Olympics - Armand D'Angour

ORIGINS OF THE OLYMPICS

Example # 3



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CONSEIL DE L'EUROPE

Home Introduction Preparation & Planning

You are here: Democracy > Language support for adult refugees

## A Council of Europe Toolkit

The Council of Europe has developed the toolkit (presented in seven languages) to support member states in their response to unprecedented migration flows. It has been developed as part of the [Linguistic Integration of Adult Migrants \(LIAM\)](#) of the Council of Europe's language policy.

**The toolkit comprises the 57 tools and other resources available in the sections of this website.** Tools can be downloaded and used in different contexts.

The toolkit is designed to assist organisations, and especially NGOs, in providing support for adult refugees. Throughout the toolkit "refugees" includes asylum seekers as well as refugees.

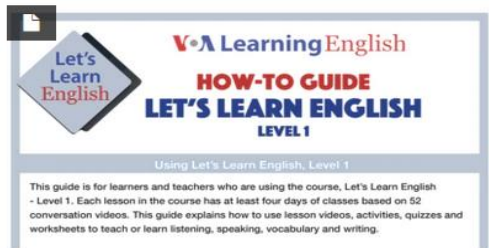


# OER Examples

## Let's Learn English - Level 1



Introducing Let's Learn English



How-to Guide: Let's Learn English - Level 1

TEDEd

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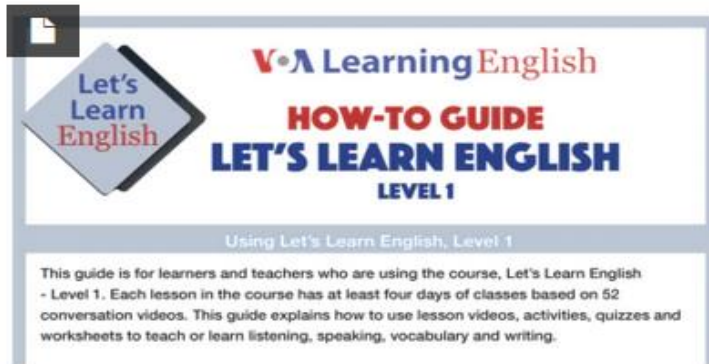
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## Let's Learn English - Level 1



Introducing Let's Learn English



How-to Guide: Let's Learn English - Level 1

The VoA *Let's Learn English* materials are available in the public domain.

## VOA Lesson 16: Where Are You From?

### Conversation



[Pop-out player](#)

[Direct link](#)

Anna: Hello! Washington, D.C. has many **tourists**! People from different **countries** come here. Today, my job is to **interview tourists**. I have to learn why they come here. This is very exciting! Excuse me. I'm Anna Matteo from The News. Do you have time for an **interview**?

Sabrina: Sure, I have time.

Anna: What is your name?

Sabrina: My name is Sabrina.

Anna: What **country** are you from?

Sabrina: I'm from Bangladesh.

Anna: So, you are **Bangladeshi**.

Sabrina: That's right! My **nationality** is **Bangladeshi**.

Anna: Do you like Washington, D.C.?

Sabrina: Yes! The city is very beautiful!

Anna: What do you like to do in Washington D.C.?

Sabrina: I like **history**. So, I like walking around and looking at all the **monuments** and **memorials**. They make **history come alive**!

Anna: Washington has many **monuments** and **memorials**. The Washington Monument is behind us! Which is your **favorite**?

Sabrina: I *really* like **Lincoln Memorial**. It is very beautiful. And it feels like **Abraham Lincoln** is still alive.

Anna: Awesome. Thank you for your time, Sabrina!

Sabrina: You're welcome.

# OER Examples

Let's Learn English - Level 1



Introducing Let's Learn English



How-to Guide: Let's Learn English - Level 1

TEDEd

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**TEDEd**

Discover Create Support


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The video player thumbnail shows the title 'The ancient origins of the Olympics - Armand D'Angour' at the top. Below the title is a laurel wreath with the text 'THE ORIGINS OF THE OLYMPIKS' in a stylized font. A play button is centered over the wreath. In the top right corner of the player, there is a 'Watch later' button and a 'Share' button with the TED logo.

- Short videos
- Comprehension questions
- Extra resources
- Discussion questions

TEDEd materials are available through a CC-BY-NC-ND International license

# OER Examples

Let's Learn English - Level 1



Introducing Let's Learn English



How-to Guide: Let's Learn English - Level 1

TEDEd

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COUNCIL OF EUROPE

# Language Support for Adult Refugees

- Home
- Introduction ▾
- Preparation & Planning ▾
- Activities ▾
- Resources ▾
- About the Toolkit ▾
- Contact

You are here: Democracy > Language support for adult refugees

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The toolkit is designed to assist organisations, and especially volunteers, providing language support for adult refugees. Throughout the toolkit "refugee" is understood in a broad sense and includes asylum seekers as well as refugees.

- Getting started
- Learning vocabulary
- Thinking about language learning
- Scenarios for language support
- Mapping journeys and interacting with the host community





The Council of Europe resources are authorized for educational and informational use.

# Institutional ELT resources

- [BBC Learn English](#)
- [The Centre for Excellence  
in Intercultural Education  
of Alberta Canada](#)

# Institutional ELT resources

**BRITISH  
COUNCIL****ESOL  
Nexus**

Lesson plan

**Improve your health and fitness**

**Topic:** Health and fitness  
**Level:** Entry 3/ B1  
**Time:** 60 minutes

**Aims**

- To give revision and practice of using *'going to'* to talk about future plans/resolutions.
- To develop learners' ability to listen for specific information.
- To develop learners' vocabulary of health and fitness.

**Introduction**

This lesson is about getting fit and healthy. It provides learners with listening practice by watching a video about someone's plans to get fit and healthy. It also provides practice of using *'going to'* to talk about future plans.

The lesson is based on a video and activities in the students' section of the ESOL Nexus website.  
<http://esol.britishcouncil.org/content/learners/skills/speaking/health-and-fitness>

You can share British Council content, such as [the ESOL Nexus materials](#), for non-commercial use, provided you credit the British Council.



# Institutional ELT resources

**Listening activity** (est. 15 mins.): This part of the lesson builds on the vocabulary practice with a video of habits to stay healthy that also includes recycling of food vocabulary using [the BBC Learning – What Do Humans Needs To Stay Healthy video](#).

- Before playing the video the first time, ask the following: *What are some ways that we can stay healthy? Why is it important to stay healthy? What can happen if we don't stay healthy?*
- Then tell learners that you're going to watch a video that lists ways that we can stay healthy. Ask them to count how many ideas to stay healthy are described in the video.
- Watch the video one time with the subtitles off and a second time with the subtitles on. Ask learners if they want to watch it one more time.
- Start sharing the whiteboard and write at the top *Ways to stay healthy* – Ask learners for as many ideas as they can remember and write them down in complete sentences. Discuss any unknown vocabulary that comes up. [Ways to stay healthy starts at \(00:27\)](#): 1) *Eat a good balance of all kinds of food. Eat fruits and vegetables.* 2) *You can drink lots of water.* 3) *You can do lots of exercise to make your body stronger and fitter.* 4) *You need good hygiene by keeping clean and washing off germs that can make you or other people ill. You need to wash your hands regularly.* 5) *You need plenty of sleep.*
- Make sure to save the screen because all the notes will disappear when you switch back to the video.

# Individual ELT Resources

- [YouTube videos](#)
- “Learn English with”  
Lucy/Bob/Emma/Jennifer/Adam
- Individual websites & blogs
- Slide sharing platforms



Image by Hatice EROL from Pixabay

# Individual ELT Resources

Beginners Elementary Pre-Intermediate Intermediate Advanced FAQ

## ESOL Courses

Free English Lessons Online

Welcome to ESOL Courses - the home of **FREE** English Lessons Online

We publish free digital resources for teaching and learning English. Practise your English with our free interactive listening lessons, reading exercises, quizzes & games.

**LISTENING**



**ENGLISH FOR WORK**



**GRAMMAR**

**VOCABULARY**

**FREE ONLINE COURSES**

**ENGLISH FOR BEGINNERS**  
An online English vocabulary course, for pre-beginners and beginners (with audio).

**ELEMENTARY ENGLISH**  
An interactive grammar based English course, for Elementary English language students.

**NEW & FEATURED LESSONS**

**INTERMEDIATE GRADED READERS**  
Short stories and articles for Intermediate English language students (B1/B2).

**ADVANCED GRADED READERS**  
Fact files, articles and short stories for Advanced English language students (C1/C2).

See More »

You can use [ESOL Courses materials](#) free of charge for personal and non-commercial use provided the materials are hosted on their site.

# Non-ELT Resources



## COVID-19

SEARCH MENU >

### How to Select

When selecting a mask, there are many choices. Here are some do's and don'ts.

#### DO choose masks that



Have two or more layers of washable, breathable fabric



Completely cover your nose and mouth



Fit snugly against the sides of your face and don't have gaps



Have a nose wire to prevent air from leaking out of the top of the mask

#### DO NOT choose masks that



Are made of fabric that makes it hard to breathe, for example, vinyl



Have exhalation valves or vents which allow virus particles to escape



Are prioritized for healthcare workers, including N95 respirators



SCHEDULE MEDALS ATHLETES RESULTS TEAM USA

EXPLORE SPORTS Trials Opening Ceremony Gymnastics Swimming Track & Field

## Tokyo Olympics 101: Become an expert in every sport

NBC Olympics

Apr. 6, 2021 10:56 am ET  
(Updated: May 3, 2021 2:13 pm ET)



Εμβολιασμός COVID-19

Ελληνική Έκδοση



## COVID-19 Vaccination



### Search

If you are currently eligible, use your AMKA and Tax Identification Number (AFM) to book your Covid-19 vaccination appointment.

[Search using your AMKA](#)

If you have already booked your vaccination appointment, click [here](#) to manage your appointment.

If you do not have an SSN Number (AMKA), please click [here to follow the instructions](#).

If you are facing any issues concerning your vaccination, follow the instructions [here](#) to follow the instructions.

# Challenges of Using Free Resources

Appropriateness

Quality

Gauging  
Level

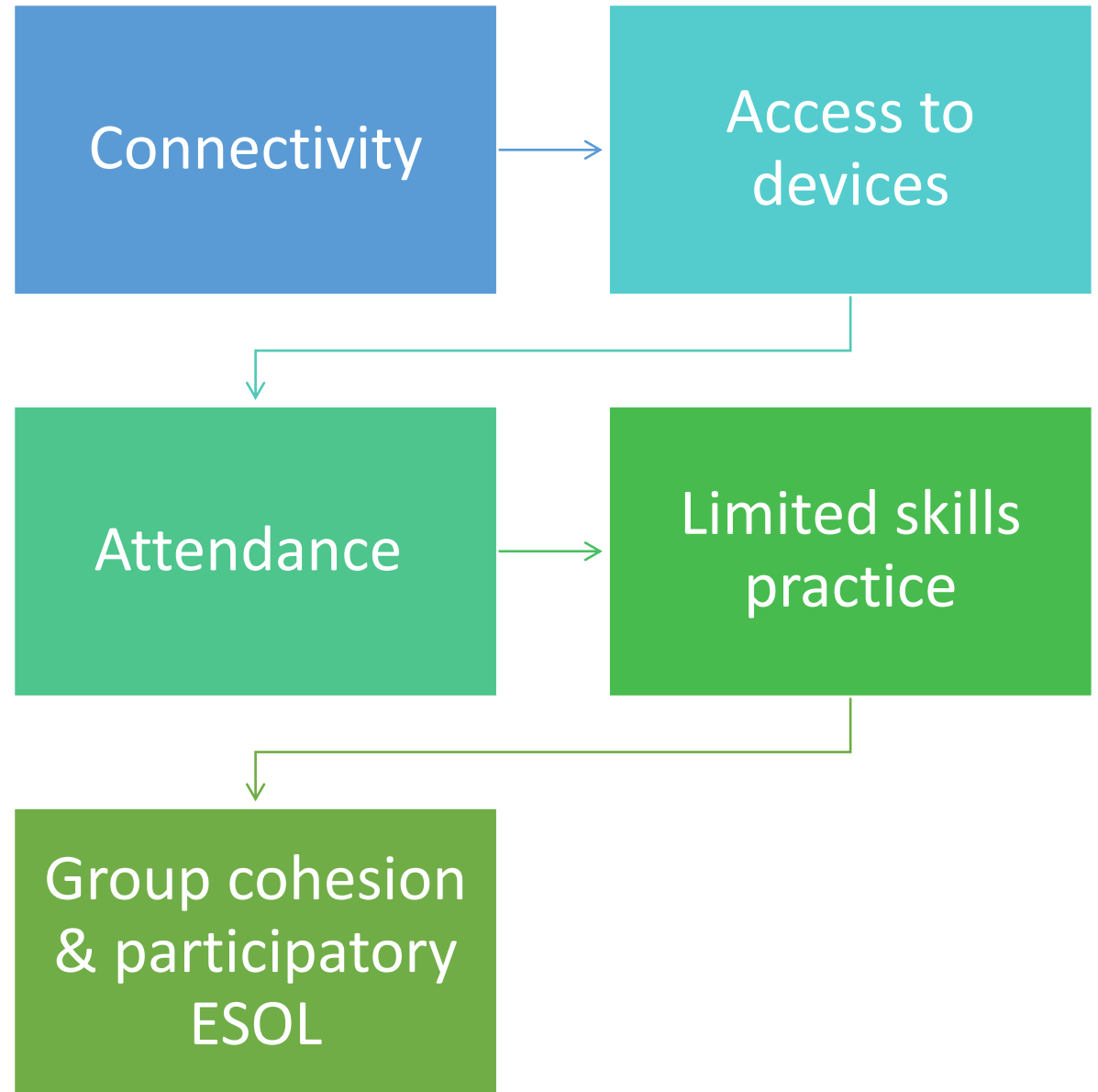
Availability

Sequence

Time

Relevance

# Challenges of remote learning



# Turning Challenges into Opportunities

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The Online English Café Format



Less  
commute for  
teachers &  
learners

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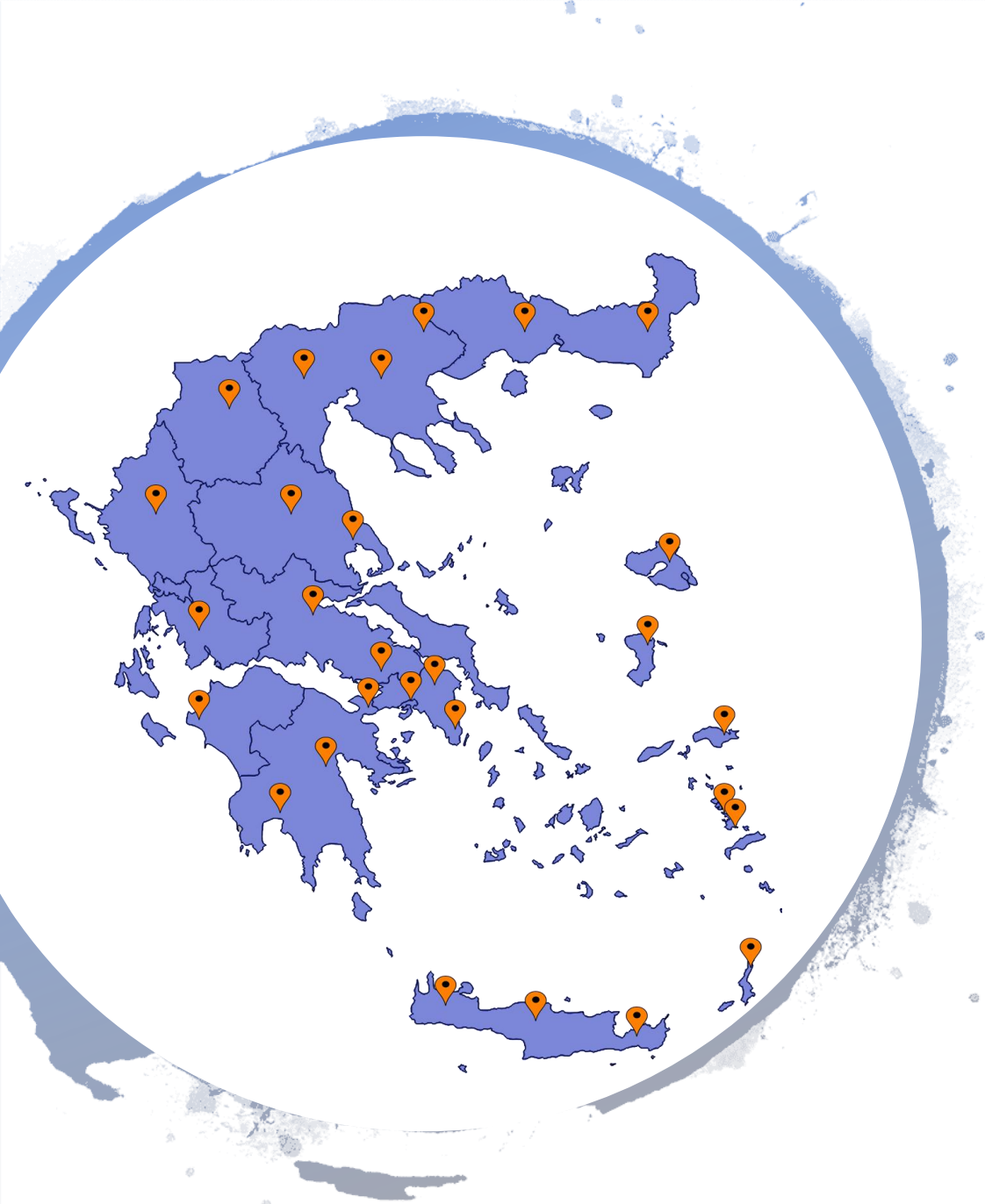




Available to  
more learners



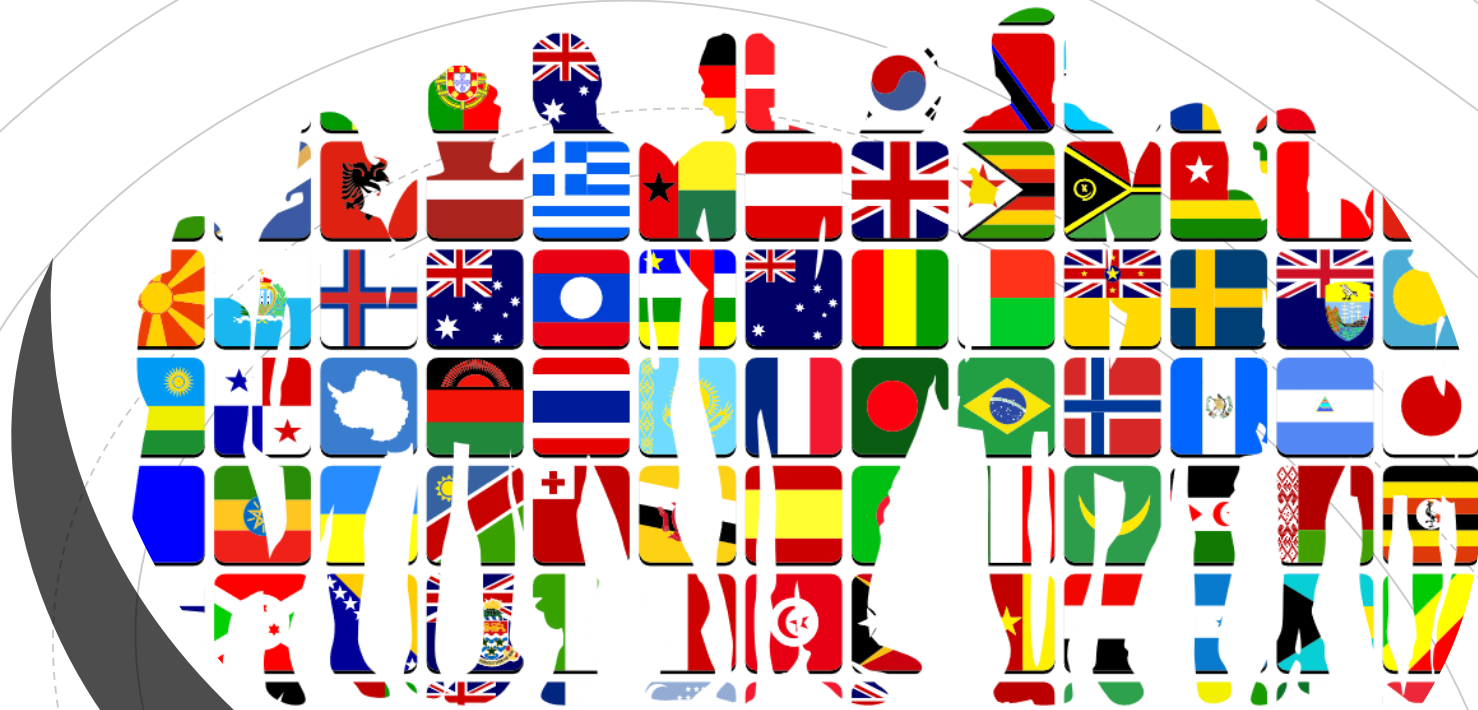
Available to  
more learners



Available to  
more learners



Available to  
more learners



Opportunities for  
cross-cultural  
learner-teacher  
exchange:

*"I'm not just  
teaching, I'm  
being taught".*



# Our next steps:



Search for funding and partnerships



Development and refinement of the online programme, e.g. developing syllabus for learners with little reading & writing



We'd love to hear from you

# References

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# Questions?

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Contact information: [jmandalios@acg.edu](mailto:jmandalios@acg.edu); [tiligadas@acg.edu](mailto:tiligadas@acg.edu)



## This session has now ended

Please return to the conference programme to choose your next session.

### Webinar: Discover Trinity

Thursday 1 July, 2021

Find out more: [learn.trinitycollege.co.uk/discover](https://learn.trinitycollege.co.uk/discover)

