
PROGRAMME

LANGUAGES FOR RESILIENCE

International conference on language teaching for refugees and migrants

6-7 March 2018

British Residence, Buenos Aires

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DAY 1: TUESDAY 6 MARCH

9.00	Registration
9.30- 9.45	Opening speech Mark Kent, British Ambassador to the Argentine Republic
9.45-10.45	A Latin American perspective of the refugee crisis and Argentina's response Moderator: Mark Howard (British Council) Participants: Esteban Tomé Fuentes (Programa Siria), Julián Curi (CONARE), Gabriela Fernández (OIM), Kylie Alcoba Wright (ACNUR)
10.45-11.05	Coffee break
11.05-11.55	Language for Resilience: What is it? The British Council's role/response Speaker: Mike Solly (British Council)
11.55-12.55	How has civil society responded to refugee and migrant language needs? Moderator: Luciana Marchen (ACNUR) Participants: Alejandra Elichabe (Universidad de Buenos Aires), Claudia Flores (Universidad de Chile), Elisa Segui (Universidad Nacional de Córdoba), Jorge Fernandez (ADRA), Laura Masello (Universidad de la República Uruguay)
12.55 -14.00	Lunch
14.00-14.50	First-hand experiences of refugees in Argentina and their language journey Moderator: Mariana Beheran (OIM) Participants: Gilles Eric Dzudie Tashe, Nengumbi Celestin Sukama, Okba Aziza
14.50-15.50	The perspective and experience of Canada and São Paulo Participants: Lisa Herrera (ISSofBC, Canada), Andrea Godoy Zamur, Jennifer Anyuli Pacheco Alvarez, Vera Lúcia Benedito (Prefeitura de São Paulo)
15.50-16.10	Coffee break
16.10-17.00	Resilience, language and research in refugee settings Speaker: Tony Capstick (University of Reading)
17.00-17.15	Closing session

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SYNOPSES DAY 1: Tuesday 6 March

A Latin American perspective of the refugee crisis and Argentina's response

Day: 6 March 2018

Time: 9.45-10.45

Moderator: Mark Howard (British Council)

Participants: Esteban Tomé Fuentes (Programa Siria), Julián Curi (CONARE), Gabriela Fernández (OIM), Kylie Alcoba Wright (ACNUR)

What is the current status of the refugee crisis? How do government and civil society articulate responses to this? Argentine government authorities, international organisations and the British Council discuss these questions, with particular focus on Latin America and the response of the Argentine government through 'Programa Siria'.

Language for Resilience: What is it? The British Council's role/response

Day: 6 March 2018

Time: 11.05-11.55

Speaker: Mike Solly (British Council)

The notion of "resilience" has been key in the lexicon of terminology for some time within the humanitarian community and its work in helping refugees and migrants and the communities that host them. In his talk Mike Solly will outline what gave rise to the still developing notion of how the acquisition of appropriate languages can contribute to building this resilience and give vulnerable people a voice in both a literal and metaphorical sense. He will outline some of the key contexts where the British Council in partnership with other organisations are working to give refugees and their host communities opportunities to learn the languages that can provide them with opportunities for personal and community development.

How has civil society responded to refugee and migrant language needs?

Day: 6 March 2018

Time: 11.55-12.55

Moderator: Luciana Marchen (ACNUR)

Participants: Alejandra Elichabe (Universidad de Buenos Aires), Claudia Flores (Universidad de Chile), Elisa Segui (Universidad Nacional de Córdoba), Jorge Fernandez (ADRA), Laura Masello (Universidad de la República Uruguay)

It is often civil society organisations that articulate concrete responses to the needs of refugee and migrant groups. Representatives of organizations in Argentina, Brazil, Chile and Uruguay, together with ACNUR, share their experience and work in implementing language programmes in the region.

First-hand experiences of refugees and migrants in Argentina and their language journey

Day: 6 March 2018

Time: 14.00-14.50

Moderator: Mariana Beheran (OIM)

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Participants: Gilles Eric Dzudie Tashe, Nengumbi Celestin Sukama, Okba Aziza

What does command of a language mean in terms of integration in a society? What is this process like for those who have experienced it in Argentina? A group of refugees and migrants will share their experiences, the challenges they have faced and their reflections.

The perspective and experience of Canada and São Paulo

Day: 6 March 2018

Time: 14.50-15.50

Speakers: Lisa Herrera (ISSofBC, Canada), Andrea Godoy Zamur, Jennifer Anyuli Pacheco Alvarez, Vera Lúcia Benedito (Prefeitura de São Paulo)

Part 1: Lisa Herrera (ISSofBC, Canada)

Since 1992, the Canadian government has funded a national English language training program that is offered free to immigrants and refugees called Language Instruction for Newcomers to Canada (LINC). The LINC program teaches task-based settlement-focused English for social integration and access to employment, with outcomes to connect newcomers to the community and prepare them for Canadian citizenship. This brief presentation will outline:

- the Canadian government response to the current refugee situation (Operation Syrian Refugee), and the structure of the Canadian model
- the LINC program structure and approach to increasing the English ability and Canadian cultural knowledge of immigrants and refugees
- unique language programming responses from one non-governmental organization, ISSofBC, to further welcome, engage and connect newcomers, including refugees, directly to community members and institutions.

Part 2: Andrea Godoy Zamur, Jennifer Anyuli Pacheco Alvarez, Vera Lúcia Benedito (Prefeitura de São Paulo)

In 2017, the Municipality of Sao Paulo implemented the Project “**Open Doors: Portuguese for Immigrants**”. The initiative is developed by the Municipal Secretariats of Education and of Human Rights and Citizenship (SMDHC). The course is free of charge and aims to offer Portuguese language for migrants in schools with teachers from the Municipal Education Network. The Project has the technical support of the Reference and Service Centre for Immigrants (CRAI-SP), a department of SMDHC, to promote awareness about issues related to immigration among people working in the project and also to support the social demands of migrants.

Resilience, language and research in refugee settings

Day: 6 March 2018

Time: 16.10-17.00

Speaker: Tony Capstick (University of Reading)

The *language for resilience* research took place during the winter of 2015-2016 in Jordan, Kurdistan region of Iraq, Lebanon and Turkey. Through interviews, classroom observations and reviews of key

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documents, the research aimed to identify the links between the concept of resilience and the provision of language education, as well as language use, in those four countries. In this talk I will explain some of these links and provide an overview of what we found out during the field work.

DAY 2: WEDNESDAY 7 MARCH

9.00	Registration	
9.30-10.20	Language for Resilience: the British Council's programmes in three regions Moderator: Mike Solly (British Council) Participants: Claire Duly, Pablo Toledo, Peter Hare (British Council)	
10.20-11.10	Migratory language policy in Argentina and the example of Buenos Aires City Participants: Corina Courtis (UNTREF), Evelia Romano (ELSI, City of Buenos Aires)	
11.10-11.30	Coffee break	
11.30-12.20	Presentation of the British Council's pilot project for remote teaching of Spanish to refugees in Argentina Participants: Leonor Corradi (Lenguas Vivas Juan Ramón Fernández), Fabiana Mallón, Johan Duarte (teachers of the Spanish language Teaching for refugees in Argentina project, British Council)	
12.20-13.10	Learning from existing practice: refugee and migrant students and their needs Moderator: Gary Motteram (University of Manchester) Participants: Florencia Genta (Universidad de Buenos Aires), Lisa Herrera (ISSofBC, Canada), Agnes Kukulska-Hulme (Open University)	
13.10-14.20	Lunch break	
	Parallel sessions	
14.20-15.05	Mobile Social Learning Designs to Support Refugees in their Language Learning Speaker: Agnes Kukulska-Hulme (Open University)	Language for Resilience: Exploiting home language usage to develop confidence and foster inclusion in the classroom. Speakers: Tony Capstick (University of Reading), Claire Duly (British Council)
15.05-15.50	The role of digital technologies in supporting ELT teacher education in difficult and complex circumstances Speaker: Gary Motteram (University of Manchester)	

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15.50-16.00	A mobile app developed by Universidad de Buenos Aires Speaker: Emma Stefanetti (Universidad de Buenos Aires)
16.00-16.20	Coffee break
16.20-17.10	Workshops
17.10-17.25	Closing session

SYNOPSIS DAY 2: Wednesday 7 March

Language for Resilience: the British Council's programmes in three regions

Day: 7 March 2018

Time: 9.30-10.20

Moderator: Mike Solly (British Council)

Participants: Claire Duly, Pablo Toledo, Peter Hare (British Council)

In this interactive session 3 British Council project managers from 3 different regions (the Middle East and North Africa, Sub-Saharan Africa and the Americas) will begin by speaking briefly about the significance of Language for Resilience in the region where they live and work. Mike Solly will then host a question and answer session in which the audience will have the opportunity to ask questions and contribute their views.

Migratory language policy in Argentina and the example of the City of Buenos Aires

Day: 7 March 2018

Time: 10.20-11.10

Speakers: Corina Courtis (UNTREF), Evelia Romano (ELSI, City of Buenos Aires)

Part 1: Corina Courtis (Universidad de Tres de Febrero)

This presentation offers a panorama of the relationship between State, language and migration in Argentina from an interdisciplinary framework which combines anthropology, linguistics, history and migratory studies. Corina will share reflections from her research into the ways in which linguistic policies, both explicit and organic or not, impact, directly or through filtered processes, the access to rights by the migrant and refugee population in Argentina.

Part 2: Evelia Romano (ELSI, City of Buenos Aires)

The Operation Management team of Languages in Education in Buenos Aires has implemented the programme 'Spanish as a second language for inclusion' (ELSI). Its mission is to help schools in Buenos Aires city in their work with students who are speakers of other languages, in order to help their linguistic and cultural inclusion in our classrooms. This presentation will outline the objectives and the reach of the actions undertaken up to the present moment and those planned for the immediate future.

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Presentation of the British Council's pilot project for remote teaching of Spanish to refugees in Argentina

Day: 7 March 2018

Time: 11.30-12.20

Participants: Leonor Corradi (Lenguas Vivas Juan Ramón Fernández), Fabiana Mallón, Johan Duarte (teachers of the Spanish language Teaching for refugees in Argentina project, British Council)

This presentation will outline the project Spanish for Resilience: remote teaching for refugees. It will look at the project's relationship with the British Council's research into the role of language in improving resilience for Syrian refugees and host communities. The presentation will highlight initial conclusions as to aspects that could be recommended for inclusion in language programmes, in the context of refugees.

Learning from existing practice: refugee and migrant students and their needs

Day: 7 March 2018

Time: 12.20-13.10

Moderator: Gary Motteram (University of Manchester)

Participants: Florencia Genta (Universidad de Buenos Aires), Lisa Herrera (ISSofBC, Canada), Agnes Kukulska-Hulme (Open University)

This panel will look at what we can learn from similar experiences of working with new arrivals in various parts of the world. We will look at similar experiences in Europe, focusing particularly on the needs of women (Agnes Kukulska-Hulme); the LINC (Language Instruction for Newcomers to Canada) programme in Canada (Lisa Herrera); and the creation of a course materials by the University of Buenos Aires of a programme of Spanish for work (Florencia Genta). Each panelist will provide a brief introduction and overview of their insights and then we will open up discussion for audience questions, or their experiences.

PARALLEL SESSIONS: TECHNOLOGY

Mobile Social Learning Designs to Support Refugees in their Language Learning

Day: 7 March 2018

Time: 14.20-15.05

Speaker: Agnes Kukulska-Hulme (Open University)

Increased mobility of populations across the globe produces new learning requirements. Educational provision needs to be more responsive, more flexible, and able to reach learners wherever they are. Mobile learning supported by smartphones, tablets and other portable or wearable devices, offers many opportunities and can support refugees who need to learn a new language. These technologies along with social media can facilitate access, provide interaction and assistance, and enrich learning, however successful use depends on factors such as sufficient levels of digital literacy, self-efficacy, and appropriate learning designs. Collaboration between refugee learners, or among learners and the host community, can open doors to mutual assistance and insight, with multiple additional benefits arising from collaboration such as development of work-relevant skills, sustained engagement with learning, and a learning experience that is enriched by multiple viewpoints and resources. Drawing on recent research

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projects at The Open University and elsewhere, this talk will illustrate some ways in which mobile language learning is being developed as a more social and responsive enterprise.

The role of digital technologies in supporting ELT teacher education in difficult and complex circumstances

Day: 7 March 2018

Time: 15.05-15.50

Speaker: Gary Motteram (University of Manchester)

The ELT profession has been facing a number of challenges in recent years and they are connected to two trends. The first is the growing need for teachers of English language in many parts of the world, particularly when education systems are pushing the starting age of language learning into the primary sector, the second is the role that language plays in the significant movements of people around the world. This latter is connected to the migration of peoples affected by natural disasters, wars and epidemics. Both of these trends put education systems under stress and make it very difficult for any meaningful improvement of language teaching to occur. This is often compounded in many contexts in the world where education systems are neither financed to a high enough level and in many cases the countries are also being affected by issues of internal security, foreign invasions, extremism of various kinds or health crises.

Another trend in the world is the increasing use and availability of digital technologies and this paper explores how in particular mobile phones can be used to provide potential solutions to some of these issues and to potentially build resilience into education systems. It will highlight two case studies: one from Pakistan and one in Jordan where digital technologies have been utilised to try to support English language teachers in the development of their teaching skills, their language and to provide resources. It will conclude with some recommendations on ways that simple digital technologies that are widely available can be used in a variety of ways to support teacher development in complex and difficult circumstances.

A mobile app for teaching Spanish for refugees and migrants, developed by Universidad de Buenos Aires

Day: 7 March 2018

Time: 15.50-16.00

Speaker: Emma Stefanetti (Universidad de Buenos Aires)

The aim of this project is to develop a mobile app for teaching Spanish with content specifically aimed at communicative contexts for linguistic survival in the situations in which refugees find themselves upon arrival in the host country.

This project is an interdisciplinary development with participation from Language Laboratory of Universidad de Buenos Aires (responsible for content development), the Centre of Technology for Socialization of Knowledge (technology consultants and information design) and the Faculty of Architecture and Urban Design of UBA (UX design and interface graphics). In addition, this project is being developed with programming consultancy services from the corporate social responsibility project team of Accenture Argentina

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PARALLEL SESSIONS: HOME LANGUAGE AND INCLUSION

Language for Resilience: Exploiting home language usage to develop confidence and foster inclusion in the classroom

Day: 7 March 2018

Time: 14.20-16.00

Speakers: Claire Duly (British Council), Tony Capstick (University of Reading)

In this session, participants will be introduced to the five thematic areas of the Language for Resilience report and explore in more depth the strands on home language usage and inclusion. This session is aimed at classroom practitioners and education managers and is designed to provide examples of best practice from our projects and programmes around the world.