

Saturday 13th October

Breaking the ice: Addressing LGBT Issues In The ESOL Classroom

- 9.30** Registration, refreshments
- 9.45** Wander Wall
Delegates Forum, question and comment spaces
- 10.30** ESOL Nexus
Melissa Cudmore British Council
- 10.45** Ruth Hayman Trust
Elizabeth Knight
- 10.50** LGBT invisibility and the heteronormative framing of identity in ELT materials

John Gray Institute of Education
- 11.10** Breaking the Ice
Laila El-Metoui, Natecla London
- 11.30** Break
- 11.45** “When ‘ordinary’ feels like a luxury: exploring LGBT family issues with beginner ESOL learners”
Sheila Macdonald: ESOL Lecturer, Kent Adult Education
- 12.15** Q&A Panel

Chris Dye , Stonewall
Finn Greig, Gendered Intelligence
Laila El-Metoui Natecla London
Lady Phyll Oppoku, UK Black Pride
Yusef Gojikian , Imaan
- 12.45** AGM
- 12.55** Plenary & Raffle Draw
- 13.00** Lunch and optional networking
- 14.30** End

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Programme

ESOL Nexus , Melissa Cudmore British Council

ESOL Nexus is a new site specially designed and identified for learners who are working and making their home in the U.K.

It has resources for ESOL learners, teachers and policy makers. The ESOL Nexus website contains materials which have been

There are also lesson plans, activities and training opportunities which will be of use to teachers working in an ESOL context. The section about policy and research offers information on national and international policies, data, statistics and research relating to learners, the ESOL workforce, patterns of migration and other areas of interest for ESOL practitioners, managers and policy makers.

Introducing the Ruth Hayman Trust , Elizabeth Knight

The Ruth Hayman Trust is a charity which gives small personal grants to support the education and training of adult ESOL learners.

Over the years they have given small amounts of money to support students on the widest range of courses - from helping doctors with exams to gain registration in the UK, to providing money for trainee hairdressers to buy scissors.

Their grants are small - the maximum award is for £500 - but that is often enough to make a crucial difference with fees, equipment or books. The responses they receive from successful applicants confirm how useful their awards are, especially to refugees and asylum seekers.

**LGBT invisibility and the heteronormative framing of identity in ELT materials
John Gray Institute of Education**

In this short talk John will report on some recent research he has conducted on the treatment of LGBT issues in various types of ELT materials. He will argue that despite the decriminalisation of homosexuality across much of the world throughout the twentieth century and the more recent introduction of gay marriage and civil partnerships in many countries, ELT publishers fail to engage with LGBT issues in ways that reflect such social change. Rather, he suggests, the majority of ELT textbooks continue to construct a 'monosexual' world which not only serves to exclude and silence LGBT students and teachers, but actively discriminates against them. The paper draws on data in which a group of lesbian and gay teachers and teacher educators discuss the issues raised by these representational practices and what they see as the implications for pedagogy more generally.

**Breaking the Ice, Addressing LGBT Issues In The ESOL Classroom
Laila El-Metoui, Natecla London**

In her presentation Laila will explore the need to foster a welcoming atmosphere where all feel free to talk about themselves, their identities and personal lives, should they choose to do so. Contextualised within the new Ofsted CIF (Common Inspection Framework), her talk will offer some practical ideas to managers and ESOL practitioners and highlight the need to have an approach fully integrated within the curriculum.

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When 'ordinary' feels like a luxury

Sheila Macdonald, ESOL Lecturer, Kent Adult

When ordinary feels like a luxury: exploring LGBT issues with beginner ESOL learners"

In her presentation, Sheila will pose questions for LGBT and non -LGBT practitioners about the choices we make in choosing teaching materials and activities. Drawing on extensive professional experience and personal practice decisions, she will provide an opportunity for delegates to consider how we arrive at such choices and dilemmas about being out in class. She will share an activity which can be adapted for teaching at any level on family matters.

Contributors

Melissa Cudmore, Senior Adviser , British Council

Melissa is Senior Adviser within the Global English team at the British Council. She has been working in the world of ELT for 28 years, and has spent much of that time overseas, in Europe, in the Middle East and in Eastern Europe, where she set up Teaching Centres in Russia and Ukraine, and managed English projects on behalf of NATO and the UK Ministry of Defence. Since coming back to the UK she has worked in Teaching and Exams Business Development and now manages British Council support to teachers of English in the UK, overseeing the seminar series, the British Council's contribution to the field of ESOL, IATEFL presence and Innovations Awards.

Sheila Macdonald, ESOL Tutor, Kent Adult Education

Sheila is an ESOL tutor who teaches mostly beginner learners in adult education in Margate, Kent. She is a Londoner who was previously a social worker and garden designer, has lived and worked in Spain and is currently working towards an education doctorate at Sheffield University. Her thesis topic is a feminist analysis of the experiences of women ESOL students who are mothers of young children. Publications include 'All Equal under the Act?' a guide to anti-discriminatory practice under the Children Act 1989.

John Gray, Senior Lecturer in TESOL Education, Institute of Education

John Gray is senior lecturer in TESOL Education at the Institute of Education, University of London. He has been involved in English language teaching since the 1980s. He is interested in language and globalization, the cultural and political aspects of the global spread of English, ELT materials analysis, language teacher education and issues of gender and sexuality in language teaching. He is the author of *The Construction of English: Culture, Consumerism and Promotion in the ELT Global Coursebook*, published by Palgrave Macmillan and, with David Block and Marnie Holborow, one of the authors of *Neoliberalism and Applied Linguistics*, published by Routledge.

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Laila El-Metoui, London Committee Member Volunteer, Natecla

Laila is an ESOL tutor who currently teaches ESOL and Business at E3 and L2 in adult education at City of Westminster College, in London. She is a French national of Tunisian descent who is fluent in French, Arabic (Tunisian), German, Spanish and possesses basic knowledge of Hindi, Thai, Indonesian, Turkish Italian and Somali.

She has been teaching EFL and ESOL since 1994 and was previously in FE management for several years in three London Further Education colleges where she initiated and led on the cross college implementation of LGBT History Month for the first time. Her remit has covered project and curriculum management of Employability, ESOL, Tutorial and Enrichment.

Her publications include Crossing Frontiers a development education pack produced by CYEC (Common Wealth Youth Exchange Council) and sporadic contributions to the EL Gazette (English Language Gazette). She has recently set up her own consultancy company offering support on E&D issues and curriculum development.

Panel Members**Yusef Gojikian, Head Of Welfare Services, Imaan**

Yusef is a hard working immigrant of Middle Eastern origin who speaks five languages, which assists him greatly in his work as an independent consultant and trainer for local authorities, charities and NGOs. He has particular expertise and experience in the integration of refugee and asylum seeking children and other overseas migrant, in addition to being an expert witness with regard to sexuality and religion. Since graduating from Goldsmiths University, where he was involved in the Free Palestine movement, he has also carried out international aid work and training in the Middle East and Europe. His efforts have been recognized by the Red Cross, who gave him a Humanitarian Citizens Award.

Chris Dye, Education Officer, Stonewall

Chris is Education Officer at Stonewall, and leads on their Further and Higher Education work, as part of Education for All, Stonewall's flagship campaign to challenge homophobia and celebrate difference in Britain's schools, colleges and universities.

Before joining Stonewall Chris worked for a number of LGB&T charities as a researcher, trainer and development worker, largely with an education focus. He has developed materials with further education colleges to use with ESOL learners and facilitated workshops on sexual orientation and homophobic bullying with ESOL learners.

Chris manages Stonewall's College Champions programme, which supports FE colleges to prevent and tackle homophobic bullying, include sexual orientation across a broad curriculum, and create an environment where all students feel safe and can achieve their full potential.

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Finn Greig , Trans Youth Support Worker, Gendered Intelligence

Finn is the Trans Youth Support Worker for Gendered Intelligence. During 2010 - 2011, he ran the Gendered Intelligence youth group twice a month as well as carrying out some of the Capturing your Journey and Setting Goals interviews and working with key workers, parents and family members of young trans people from across England. Finn has worked with Gendered Intelligence as a trans awareness trainer and creative workshop facilitator for around four years. His training is in youth work and before working for Gendered Intelligence Finn was the manager of an LGBT Youth Project. Finn has also worked in various areas of the LGBT and youth work communities, volunteering and campaigning for about seven years.

Lady Phyll Opoku-Gyimah, Trustee and Executive Director ,UK Black Pride

As co-founder and Trustee of UK Black Pride in 2005 it is safe to say that Phyll is a leading light behind the award-winning celebration for Black LGBT communities to take pride in their ethnicity and sexuality.

With her background in the UK civil service, central government she has worked for Department of Works & Pensions and Fraud Investigation Service, Phyll then joined the Public and Commercial Services (PCS) the largest civil service trade union as the only Black female Negotiator in the area of Law and Justice bargaining before being appointed PCS' Head of Equality, Health and Safety. Phyll's commitment to workplace equality and social justice led to her election onto the TUC LGBT Committee.

Phyll prides herself as an activist who is passionate about what she believes in and works diligently to make people aware of the cause, she has worked tirelessly to build UK Black Pride by bringing together LGBT activists, artists, volunteers and supporters from across the LGBT community. Her efforts were recognised with a nomination as 'Woman of the Year' at the Black LGBT Community Awards 2007, as a top-50 entrant in the Independent's Pink List 2012, a top-100 entrant in the World Pride Power List 2012, a Prime Minister's Big Society Award nomination in 2012, and invitation to judge the Stonewall Awards 2012.

Phyll has also led UK Black Pride to win Black LGBT Community Awards in 2006 and 2007, the Pink Paper Readers' Award and the Stonewall Community Award in 2011.

Phyll is a strong, a working class family-orientated Ghanaian woman who understands the Twi and Fanti languages which connect her to a rich African cultural heritage that advocates for unity and equality. Phyll cites this quotation from Dr Maya Angelou as her maxim: prejudice is a burden that confuses the past, threatens the future and renders the present inaccessible

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