

Materials to support trauma-informed ESOL delivery

The below materials will support ESOL practitioners to adopt a trauma-informed approach in their classroom. They cover professional development, examples of good practice and resources to support the planning of language learning sessions. They are categorised under four headings:

- Blogs, podcasts and case studies
- Research reports and articles
- Courses, workshops and events
- Resources to plan learning

Each material also has an icon to indicate the type of resource it is:



Website



Podcast



Online course



Video



Resource



Article



Live course



Blog

Blogs, podcasts and case studies



Becoming trauma-informed

This [webinar](#) explores the impact that personal and community trauma has on adult learners' ability to engage and persist, and then shares strategies and practices tutors can use to become more trauma-informed in educational settings.



Case study: The Reading, Writing and ESOL Project

The [Reading, Writing and ESOL Project](#) offers people with experience of homelessness the chance to study reading and writing and English language. The project works in a way that is trauma-informed, flexible and offers different choices for studying. Their website provides lots of information about their approach, their partners and feedback from learners.



How to address the effects of trauma in the English language classroom

This [web article](#) looks at working with students who have suffered trauma and suggests ways in which teachers can address this in the English language classroom.



How to create trauma-informed classrooms

This [blog](#) introduces some simple ideas for teachers to start their journey to making their learning space trauma-informed.



Human-informed TESOL blog

This [collection of blog articles](#) explores the importance of taking a trauma-informed approach to adult English language teaching. The “Publications et al.” page also includes some interesting research articles on trauma-informed language teaching.



Losing Myself: Mental health in a hostile environment

The [Losing Myself podcast](#) explores the mental health impact of going through the UK's immigration and asylum system. Episode 6 is specifically focussed on trauma and how practitioners could adapt their services to better meet the needs of refugees and migrants. The other episodes may also be of interest to ESOL practitioners.



Trauma and learning: Impacts and strategies for adult classroom success

This [blog](#) explores the impact that trauma can have on adults' ability to learn and behaviours in the classroom, and shares some strategies and tasks teachers can use to overcome these challenges.



What I wish I'd known when I began teaching English to refugees

In this [blog](#), five teachers reflect on their experiences of teaching English to refugees and how they have adapted their approach in the classroom. This includes suggested activities and approaches to acknowledging and responding to experiences of trauma.

Research reports and articles



City of Sanctuary health resources

The [mental health resource pack](#) from the City of Sanctuary includes a useful summary of refugee mental health and its impacts on pages 31-46. This pack is aimed at anyone working with refugees and includes information on trauma, stress and the impact on the body, helping asylum seekers and refugees with mental health problems, case studies, and practical information on how and where to signpost for critical mental health support.



Human-informed TESOL: Lessons from trauma-informed practice

This [20-minute video](#) summarises the findings of a research project into how Post Traumatic Stress Disorder (PTSD) can affect language learning. It explores the role of teachers in mitigating this and trauma-informed principles for teaching ESOL learners. You can also [read about the findings of the research](#).



Improving mental health support for refugee communities

This [report from Mind](#) aims to build a better understanding of the mental health concerns of refugees and asylum-seekers. It explores the main drivers of poor mental health for refugees and asylum-seekers, the challenges they face in accessing statutory mental health services, and how to advocate for good mental health for refugee and asylum-seeking communities.

Mental health promotion and mental health care in refugees and migrants

This [report from the World Health Organization](#) explores the prevalence of mental health disorders amongst refugees and migrants. It includes evidence regarding risk factors and protective factors, and looks at delivery models to overcome mental health challenges for migrants and refugees. A useful report to dip in and out of.

Providing emotional support to ESOL and EAL students

The [article on pages 117-127](#) explores how teachers can provide emotional support to learners. It looks at experiences of trauma from the learner's perspective, how this might manifest in the classroom, and gives practical advice on overcoming challenges.

Towards a trauma-informed ELT pedagogy for refugees

This [10-page research article](#) explores how ESOL teachers might respond to the challenge of mitigating the effects of trauma in the language classroom. It looks at how teachers might use lessons as an instrument through which students can begin to move on from trauma and thrive in their lives, a phenomenon which has been referred to as post-traumatic growth.

You can also [watch a video about this research](#).

Trauma-informed teaching of adults

This [short article](#) explains the impact that trauma can have on adult language learning and some approaches teachers can use to support learners to feel safe and valued in their classroom.

Courses, workshops and events

Language for resilience: Teaching English to refugees and displaced learners

This [free online course from the British Council](#) is for teachers who want to learn effective strategies and techniques to help make their classroom a safe environment. It covers:

- How to create a trauma-sensitive learning environment
- How to work with limited resources
- How to manage challenging behaviour

It runs annually at the end of June to tie in with World Refugee Day.

Refugee Radio trauma-informed training

Refugee Radio have collaborated with Sussex Partnership NHS Foundation Trust to develop a [trauma-informed training programme](#). The programme is aimed at professionals working with the vulnerable migrant community in Brighton and the surrounding areas. It aims to:

- Increase knowledge of issues faced by refugees and asylum seekers.
- Raise awareness of refugee mental health.
- Enable future-readiness and engagement when working with vulnerable migrant communities.
- Bring Trauma Informed Care Principles to professionals' practice.



Thrive LDN

These [free, recorded, open access training workshops](#) aim to support individuals and organisations to adopt a trauma-informed approach in their practice. The workshops cover three modules:

1. Understanding trauma and loss
2. Understanding the complexity of developmental trauma
3. Integrating a trauma informed approach to practice



Trauma-informed ESOL for refugees workshop

The University of Leicester's Sanctuary Seekers' Unit has developed [training on how to implement trauma-informed pedagogy](#) in the refugee ESOL classroom. The training is available in different formats:

1. ESOL practitioners can work through self-access training, which consists of four video presentations and reading material accompanied by activities.
2. Organisations can also book live online workshops to be delivered to their staff. These can either be:
 - A 60-minute follow-on workshop to the self-access trauma training materials
 - A 90-minute stand-alone online workshop, which covers most of the content of the self-access training but with more interactive elements

The 60-minute workshop costs £100. The 90-minute workshop costs £200.

To book, complete the enquiry form on [the university's website](#).



Volunteering with refugees

This [free online course](#) may be useful for volunteers in ESOL classes. It aims to help volunteers learn how to identify and respond to the needs of refugees and asylum seekers. Topics covered include behaviours associated with trauma, creating safe spaces for learning, and key teaching strategies for language learning. The course is self-guided; it should take four hours per week over a three-week period.



Working supportively with refugees

This [online course](#) combines principles of psychological well-being, intercultural communication, interpretation and conflict management, to help practitioners support refugees in their services. The well-being and socio-emotional health may be useful for ESOL tutors.

The course covers:

- The basics about human migration, refugees and legal framework
- Cultural diversity and interethnic relations
- Socialisation, conflict resolution and social inclusion
- Principles on psychological well-being and socio-emotional health in refugee cases. Strategies for the mediator to support the target group and their own self-care
- Communication and interpreting in contexts of cultural mediation
- The practice of cultural mediation in the reality of refugees

It runs over three weeks, but attendance is flexible and self-paced. It costs £75 or can be accessed as part of a £140 annual subscription to FutureLearn.

Resources to plan learning



Cues and strategies: What does fear look like and what can we do?

While aimed at teachers of children, [this resource](#) includes some useful information on the way learners may respond to triggers and strategies tutors can use in these situations. The strategies to engage when learners are in calm/alarm states are likely to be most useful.



Essential trauma-informed teaching strategies for managing stress in the classroom (and virtual classrooms)

This [webpage](#) describes the principles of a trauma-informed approach in the classroom and shares some useful practices tutors can utilise in the classroom.



Fostering attachments in the classroom

This [resource](#) is aimed at teachers of children but includes some useful suggestions for how tutors can support learners to create meaningful attachments in the classroom, based on the “six levels of connection”.



Human trafficking and the ESOL classroom

This [resource for ESOL teachers](#) provides some useful guidance on teaching survivors of trafficking, what can be done to support survivors in the classroom, and debunking common myths about trafficking and survivors.



Loss, grief, stress and trauma: An introduction

A [useful summary](#) of the difference between loss, grief, stress and trauma and some of the impacts these may have on learners.



Somatosensory patterns in the classroom

This [resource](#) provides a set of useful activities which incorporate sound, vibration and patterned movement. These activities can help learners who are “keyed-up” or lethargic to reset their basic physiological systems and engage more readily in learning.



Trauma-informed educational program checklist

You can use [this checklist](#) to reflect on your organisation’s culture and infrastructure, staff training, links to mental health agencies, academic and non-academic strategies, and school policies and procedures. The checklist may help you identify areas your organisation can develop to ensure you are adopting trauma-informed practices.



Trauma-informed tips from teachers

This [webpage](#) provides trauma-informed tips from teachers of refugees. Click on each of the headings (create, build, foster, do, learn) to read ideas and suggestions from experienced teachers. This is aimed at school teachers but many of the tips can be applied to the ESOL context.