

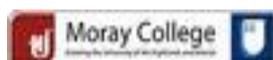
TUTOR AND LEARNER SURVEYS

Research carried out in January 2012



Shona Radojkovic
ESOL Development Officer
Workers' Educational Association

On behalf of the ESOL Providers Group



CONTENTS

ESOL Learner Survey	1
ESOL Tutor Survey	10
Appendix A – Survey questions	13
Tutor comments in full	14

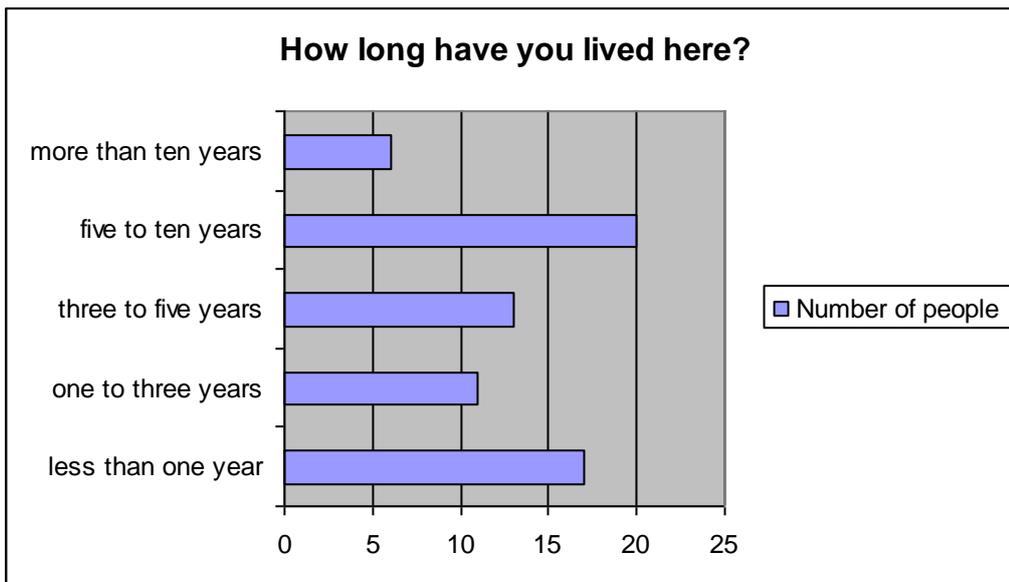
ESOL LEARNERS SURVEY FEEDBACK

Highland and Moray

An online learner survey (using Survey Gizmo) was carried out in January 2012 by the Workers' Educational Association (WEA) English for Speakers of Other Languages (ESOL) Development Officer. The main aims were to find out more about learners' needs, whether the current provision is suitable and to identify areas of need linked to employment or integration that we might be able to incorporate into our provision. We also asked how long people planned to stay and about their general experience of life in the Highlands and Moray or indeed the UK to date. The following is the analysis of the answers to ten questions used in the survey. There were a total of 68 responses, 54 from Highland and 13 from Moray (and 1 who didn't state location).

Life in Scotland and UK

Table 1



Employment

The majority of the respondents live and work in the Highlands. Fifty two people of the sixty eight who responded to the survey work and sixteen do not work, some were housewives and two were retired. No one stated they were unemployed.

Table 2

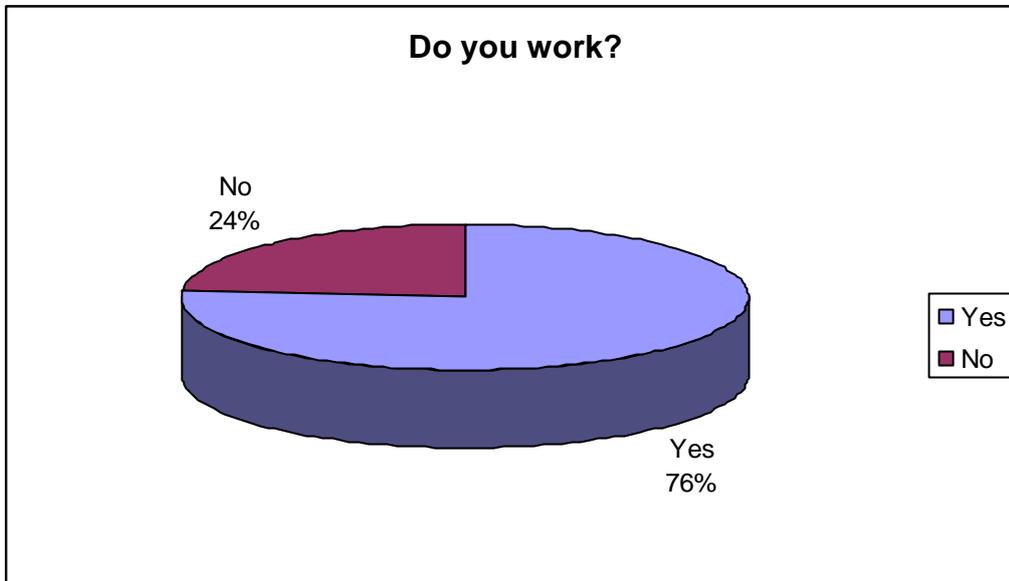
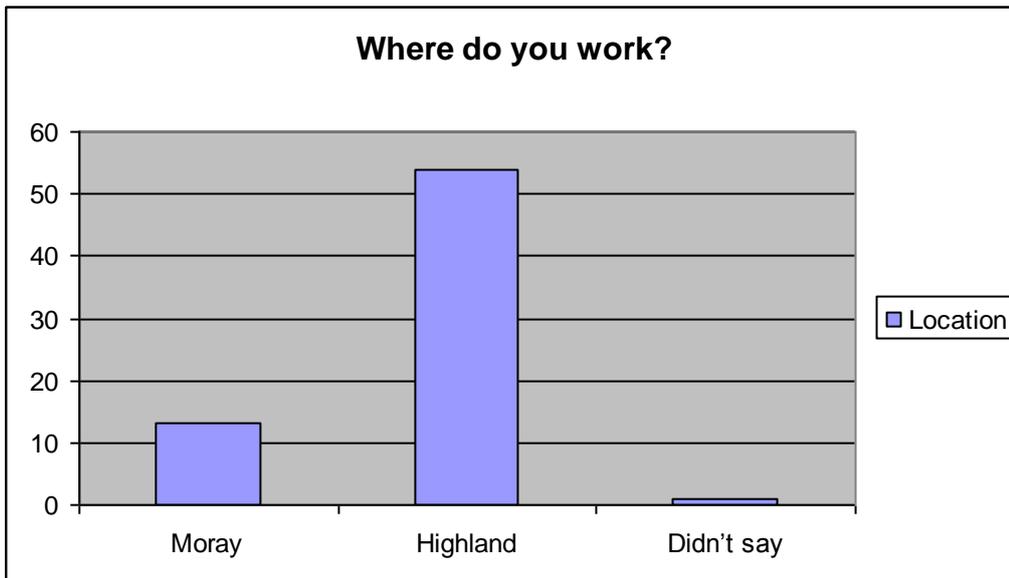


Table 3



Sector

In Moray, all respondents were employed, the main sectors being (food) factory work, fish processing and textiles with some retail/sales work.

In the Highland region, there was a large proportion of respondents who were not working. The highest numbers of those surveyed work in hospitality, followed by retail/sales and care work. A significant proportion work in engineering and in the Life Sciences sector but there is not enough detail to say whether these are in higher skilled jobs or not. Administration, Local Authority and self-employment were the other identified sectors in this survey.

Table 4

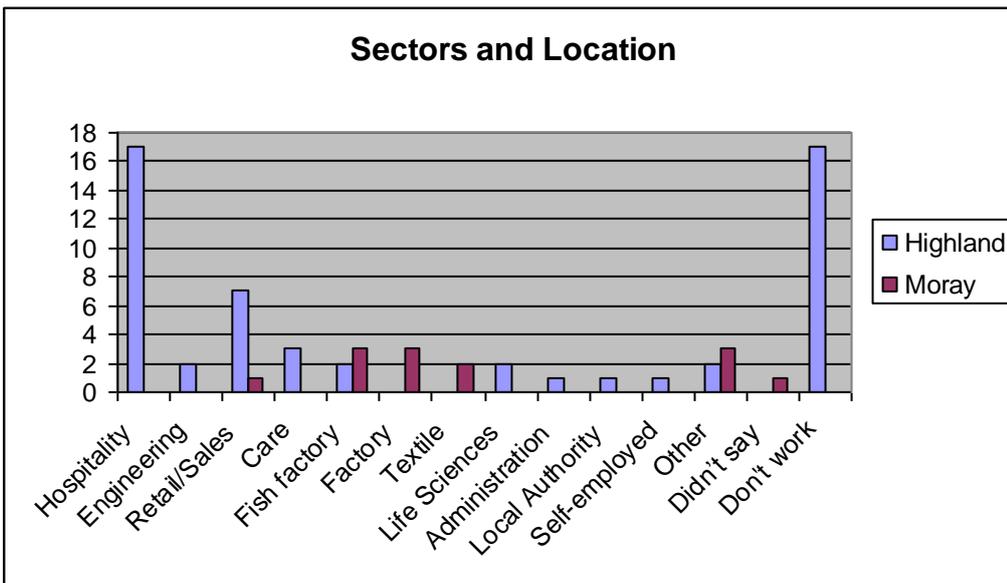


Table 5

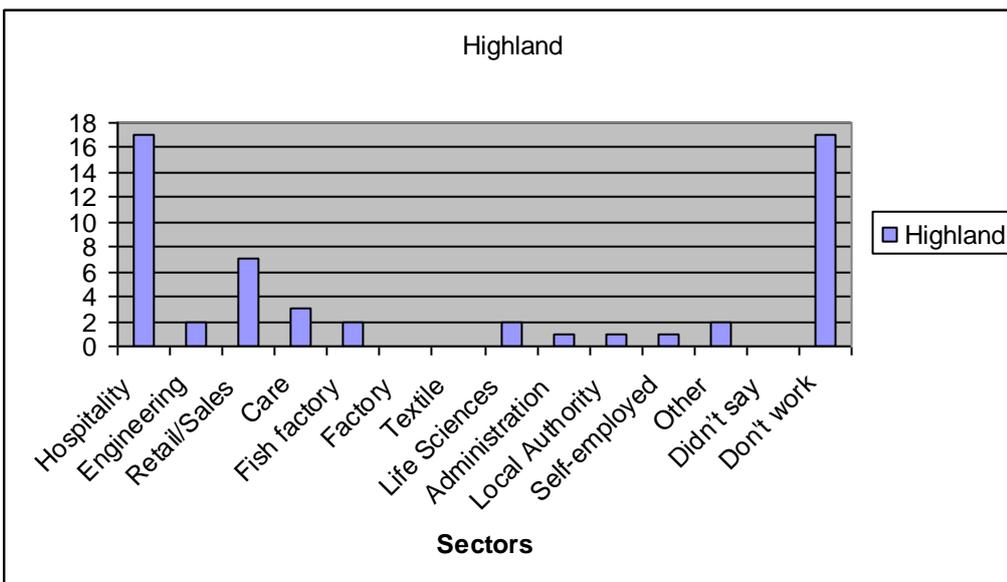
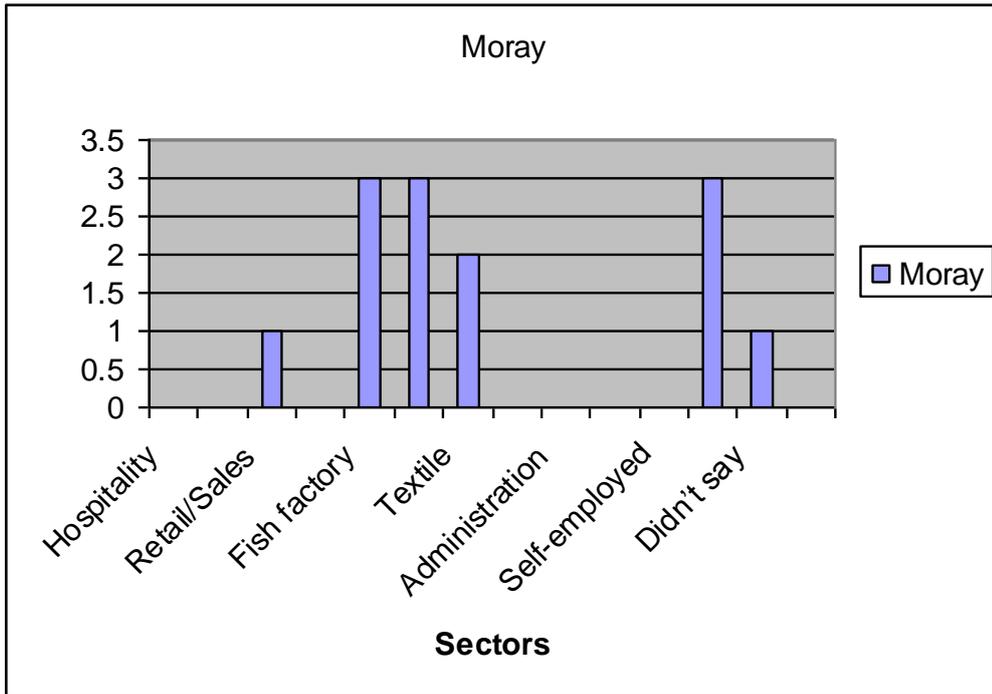
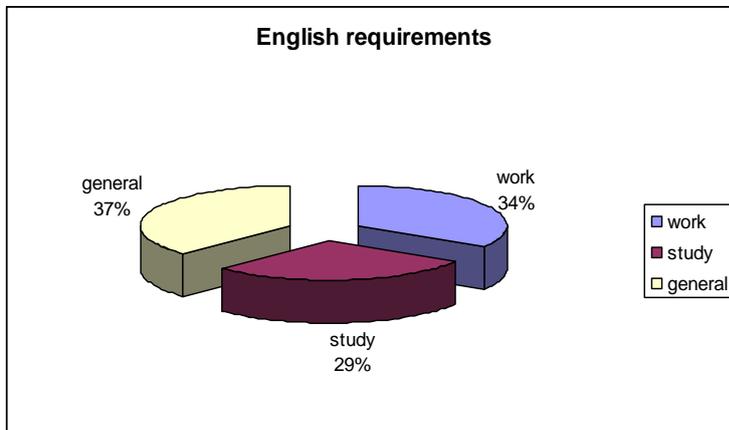


Table 6



English Language Requirements and Provision

Table 7



Work 54
 Study 43
 General 56
 Visa 1

Although not in the question, one person mentioned that they needed this for their visa. There are special courses available for ESOL with Citizenship.

Fifty four out of the sixty eight had attended ESOL classes. The length of time attended varied from 3 months to 6 years.

Twenty two already had ESOL certificates and forty two were interested in future certification.

There was very positive feedback on all ESOL courses attended to date across all the partnership providers and credit given to highly dedicated, professional teachers/tutors.

Future provision and intentions

The majority of the respondents intend to settle in the UK (table 8). English for Speakers of Other Languages otherwise known as ESOL classes rated highly when asked which courses could help with employability and integration, followed by job specific courses, computing, Business English and writing skills (table 9). Other courses mentioned were Leadership and Management, Higher English, conversational classes and the other skills – speaking, listening and reading. The four skills speaking, listening, reading and writing can all be incorporated into a good ESOL class. Tutors should be qualified to deliver the specific ESOL methodology by either completing a CELTA, DELTA or PDA: ITESOL course. This method uses only English to teach English and careful staging of lesson plans, setting context, eliciting or teaching key vocabulary and very specific methodology for teaching each of the four skills.

Table 8

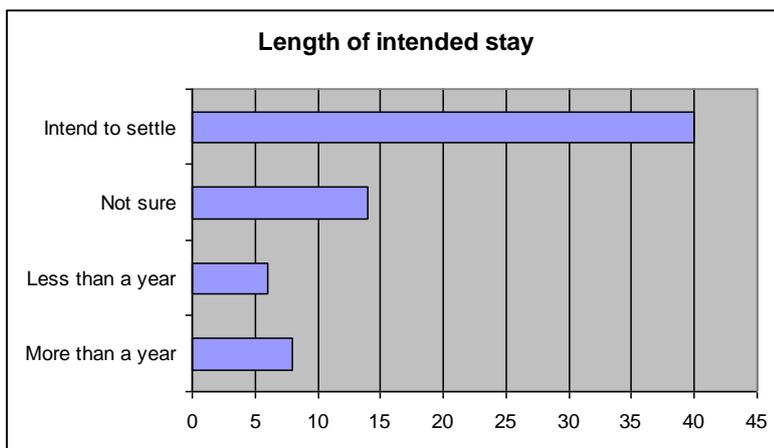
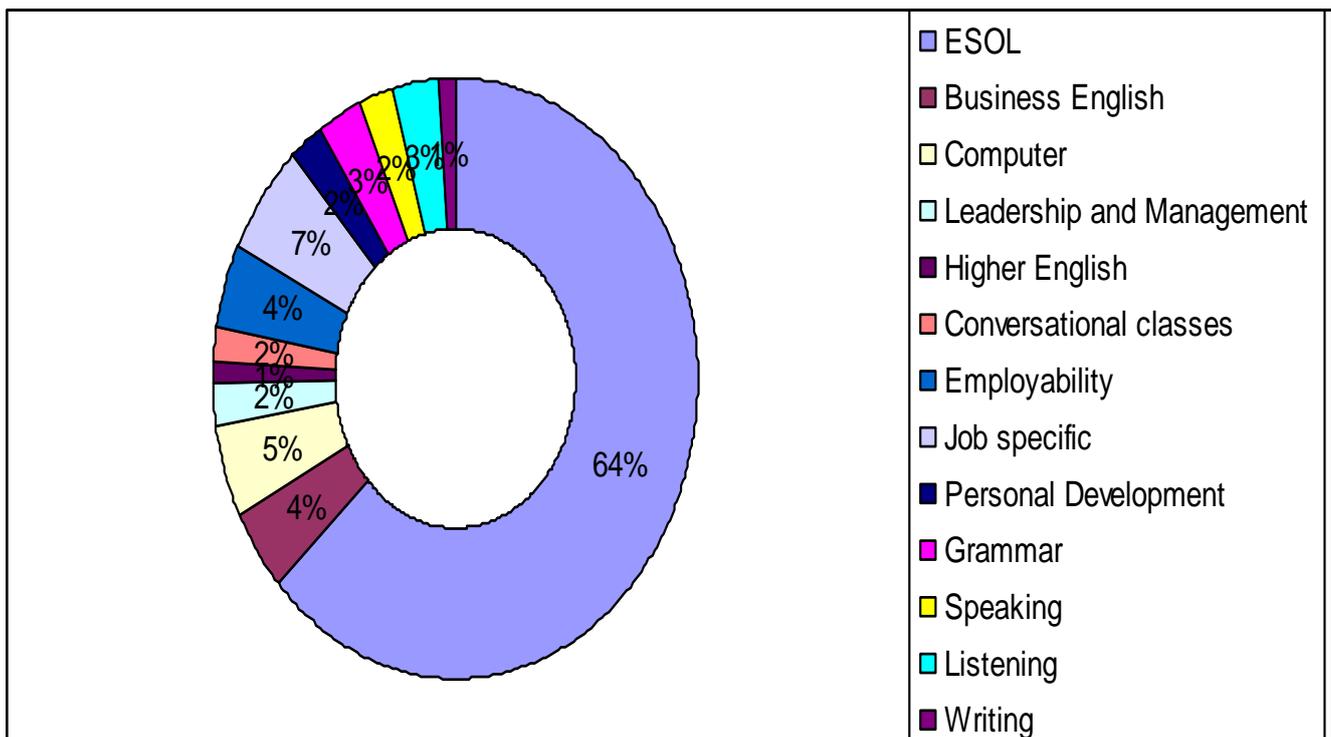
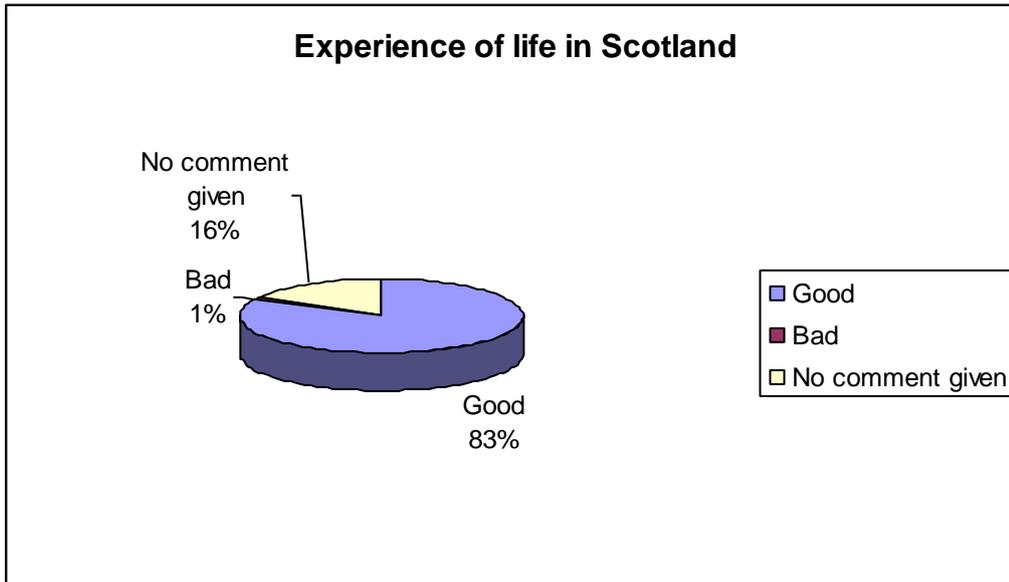


Table 9 Future provision requested



General Feedback

Table 10



Comments

I'm satisfied with life over here and people are nice but when you have to do documents through institutions that takes ...years! I don not quite understand why have to make this life ... harder!?

Wonderful country to live in! It is a shame that now Scotland has a huge potential in well-educated foreigners working below qualification because of insufficient English level. What about providing by Government intensive English classes as part of equal rights for all people in Scotland? It could be provided by Job Centre to support employment.

Positive in all aspects except medical care.

All in all, it is good. I have met great people here.

Peaceful life.

I have enjoyed it immensely!

I am happy here, it surprised me here how friendly people are. It's not like that in Latvia, life there is very hard. When I worked as a criminal investigator I received only £400 (equivalent) per month for full-time work. I paid £300 rent. Food is more expensive than here. A family of four find it very difficult. Here my husband has two jobs, daytime in a scrap yard and night as a security guard. He hopes to find a better job in the future.

Good (was hard to get used to, but had a lot of good helpers)

Friendly people

Completely different lifestyle, more secure financially and more relaxed compared to homeland (Poland), better childcare. I do miss my family, but I think we (husband, children) adapted very well here and are happier here than in Poland.

Like everything, the country, the nature and the money!

My experience is a good one. The people are friendly, fantastic beautiful country (all parts). Inverness is a lovely city and people are very friendly with us. We are very happy to be here, a fantastic experience for us Scotland and I find people nice and kind here. I think this is a safe and suitable place to raise a family.

Peaceful, democratic although competitive in the job market with the native.

It's different – but very exciting!

It's interesting. I don't suppose I'd surprise anyone if I said that I'm disappointed with the weather. Other than that it's lovely!

It was difficult for me at first because I didn't speak English very much but it is getting easier now.

Yes, very nice and beautiful place. I have many friends. All my life checked.

It's a pleasure – still!



TUTOR SURVEY SUMMARY OF FINDINGS

Background to the Survey

There were fourteen responses to this Tutor survey, carried out in December 2011, with representation from across the English for Speakers of Other Languages (ESOL) Providers partnership and throughout Highland and Moray. The questions asked are attached as Appendix A. Full details of the responses can be found in Appendix B.

The main reasons for this survey were to find out more about ESOL provision from a Tutor's perspective, whether Tutors feel there are any gaps in provision and what trends might have been developing. It was also to find out what type of support Tutors feel they need to help them meet their learners' needs and an opportunity to share any good practice.

Type of ESOL provision

Some of the Tutors work for several providers, as the nature of the work is sessional with a varying number of hours per week. Two of the respondents were 'English as an Additional Language' (EAL) Teachers, working to support Teachers with ESOL pupils and sometimes providing direct support to the young people themselves. The others provide tuition to adults, through Community classes or in Further Education Colleges. The levels taught ranged from complete beginners non-accredited classes to SQA Intermediate 1 and 2. Most Tutors were very experienced, although one was a newly qualified Tutor. Between them, the fourteen Tutors had 223 learners although notably some of the respondents were not currently teaching and instead were managing Tutors or provision.

Gaps in Provision

It was felt that more support was needed in schools for pupils in S3 / S4 and some intensive input for newly-arrived pupils to help them acclimatise to the local accents. Transition periods for young learners require more support – progression to employment/further education or training.

Despite best efforts to provide ESOL classes throughout the Highlands, it was still felt that provision is limited by the barriers to learning in rural areas i.e. small numbers, transport limitations meaning that classes are not available at the point of need.

One Tutor commented on access to better resources in the classroom as being lacking – computer and internet access, a TV, a CD player and even a working flipchart. Lack of access to such facilities can limit the learning experience. Tutors are then forced to 'make do' and 'get by'.

More employability-focussed courses which cover CV and Application forms and skills for looking for employment were mentioned.

Support for Tutors

- 69.2% of Tutors wanted further support – more workshops
- 61.5% attended ESOL practitioner events and workshops regularly

When asked if there was support available to them, 9 Tutors (69%) felt there was and 4 did not. 8 Tutors regularly attended ESOL Practitioner events or workshops. Those who have attended ESOL meetings or workshops, whether only rarely or regularly commented on finding them useful and beneficial. Some suggestions were made for future sessions to include meetings about ideas for sessions, meetings to be held further North (Golspie / Brora), and virtual meetings. Continuation of practitioner events/workshops including ideas for practical lesson ideas, sharing of resources, new material and new technology were also high priority.

Table 11 Tutor Support Received

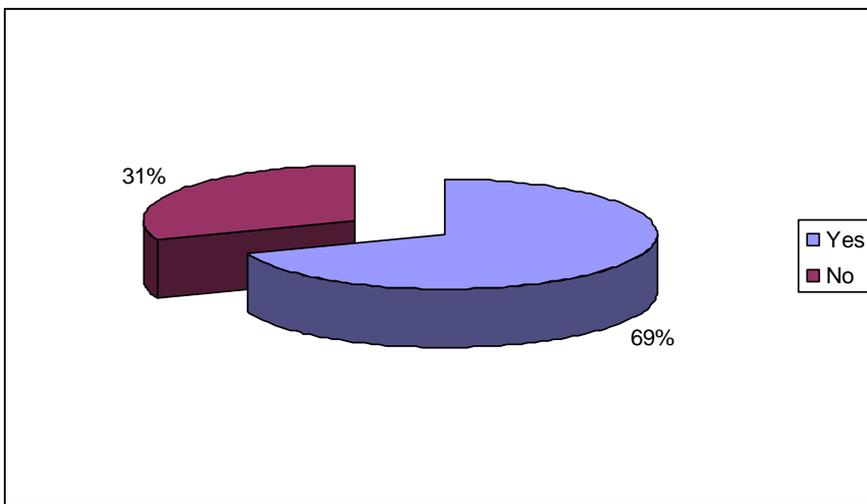
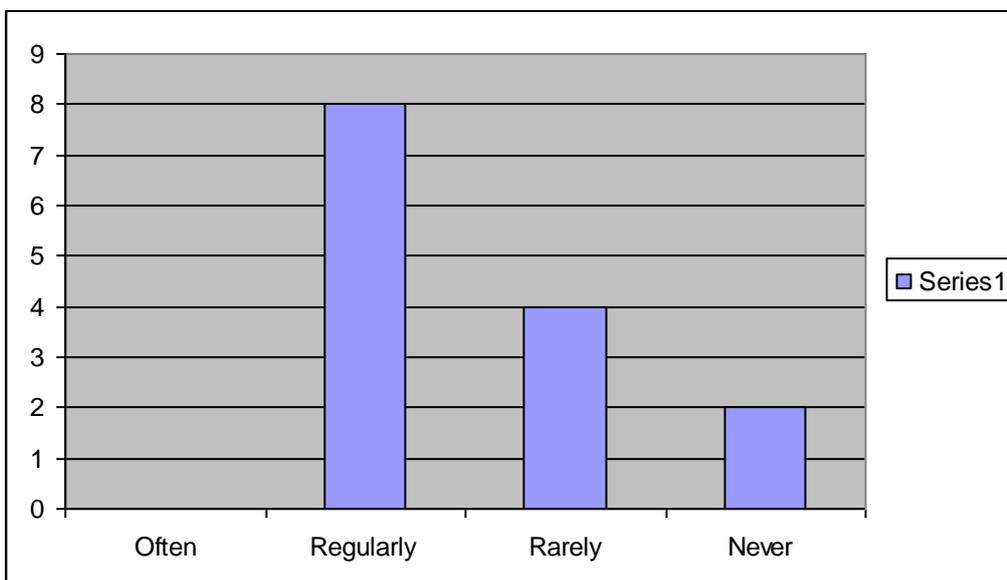


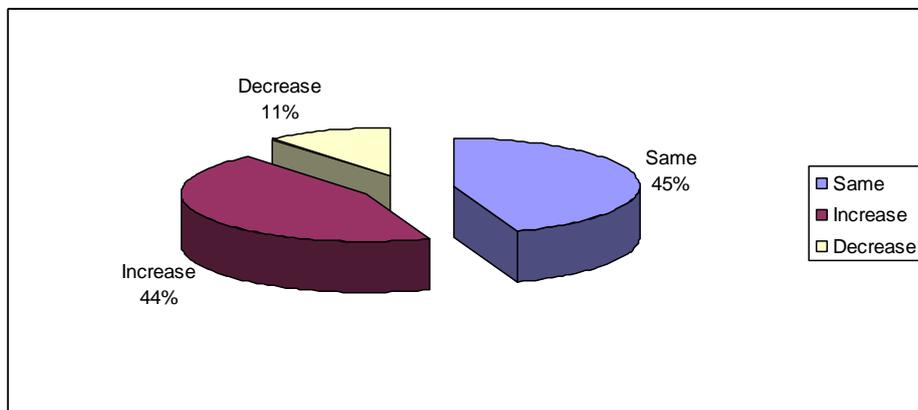
Table 12 Frequency of attendance at ESOL Practitioner events or workshops



Trends in provision

Only one provider reported a decrease in provision and put this down to lack of marketing and some personal business matters. All other providers noted that provision had either increased or had remained the same.

Table 13 Number of learners



An increase in requests for Business English for Academic Purposes or higher level courses was reported, as well as an observation that many young couples are choosing to settle in the UK and establish a family here, these young people were felt to be ambitious and keen to learn more so than those who are transient.

Also reported were a surprising number of learners who have lived here for 4 -5 years with low level English who have not attended classes, whether this is because they are not attracted to the type of provision available, feel no need to learn English or whether they are not aware of the opportunities had not been established.

Good Practice

Many Tutors cited using real life and current situations that their learners are experiencing as the basis for good lessons, this covers a very wide range of topics and situations. Cultural dates too provide a learning platform – Burns night, Christmas traditions, etc... Hints and tips shared about always revising work covered in a previous lesson through a variety of games. Full details and feedback on good practice are available in Appendix B.

Much work has been done to support schools through the ESOL Providers group, leading to mainstream provision of ESOL tuition as an option within an Activity Agreement, where deemed appropriate. Direct SQA ESOL tuition is provided to two secondary schools, one by North Highland College, the other by Workers' Educational Association (WEA). Some teachers have taken the opportunity to participate in the Professional Development Award: Introduction to Tutoring English as a Second or Other Language (PDA:ITESOL), which the WEA has developed as a 90 hour blended learning course with Unit 1 mainly delivered online and Unit 2 face to face. Continuous Professional Development is also available through a series of ESOL workshops for Tutors/Teachers, provided by the WEA.

APPENDIX A

Highland ESOL Learner Survey – 10 Questions

1. How long have you lived in the UK?
2. Do you work? If yes, where?
3. Do you need English for work, study or general use? Select all which apply.
4. Have you been to ESOL classes? If yes, where and for how long?
5. Is it difficult for you (or a family member/friend) to use public services?
6. Do you have ESOL certificates? If not, would this be of interest to you?
7. What course could help you for employment / integration into the community?
8. Please comment on any course you have attended here (ESOL or other).
9. How long do you plan to live in the UK?
10. Please comment on your experience of living in the UK?

Highland ESOL Tutor Survey – 10 Questions

1. Please list the classes you tutor (including level and location)
2. How many learners do you teach in total?
3. Are there any gaps in provision for learners that you are aware of?
4. Is there any support you would like for yourself for your teaching?
5. Have you noticed any changes or trends in learners' needs?
6. In your view, have number of learners increased, decreased or stayed the same in 2011 compared to previously?
7. How often do you attend ESOL practitioner events or workshops?
8. Do you have any examples of good practice you would like to share? Please give details.
9. Any other comments?
10. Contact details (optional)

APPENDIX B

Q1 Please list the classes you tutor

- Int 1/ Acc3 ESOL in Inverness Royal Academy
- I advise schools about how to work with their EAL pupils
- SQA Intermediate ESOL at Alness & Inverness
- International Women's Group, ABE Nairn (Intermediate) Community Classes WEA (Elementary - Intermediate) English at Work (WEA), Post-beginners - Elementary
- Not currently tutoring
- ESOL in Aviemore - one class ranging from beginner to Access 3 ESOL in Kincaig - Access 2
- ABE Ross-shire Tain Level Intermediate
- All classes are at Badenoch Learning Centre, Kingussie. Access 2, Access 3 and Certificate for work. Bespoke courses for local industry
- Golspie high School - 2 pupils - Int 1
- Monday evening, Thurso Community Learning Centre, mixed ability adults
- ESOL class UHI Thurso. Mixed levels but mainly Int 1 with a few acc 3.
- 2 classes at Beginner level (Access 2)
- SQA Intermediate 1 and 2
- Monday Spectrum Centre access 3 Tuesday Dornnoch Campus intermediate 1 Wed & Thurs Inverness Royal Academy access 3 Wednesday Highland Homeless Trust Access 2 Wed & Thurs Averon Centre Access 2 Wednesday Averon Centre Intermediate 1 Thursday Strathpeffer Com. Centre Access 3 Thursday Averon Centre Access 3 Saturday Spectrum Centre Intermediate 2

Q2 How many learners do you teach in total?

- 3
- There are 61 secondary school EAL pupils in the Caithness, Sutherland and Easter Ross area. 25 are either training for SQA ESOL or are possible candidates.
- 12
- 45 approx.
- n/a
- 6
- 5-6
- Up to 8 in any class
- 2
- 8
- 12 registered, usually about 9 or 10 attend.
- 1 class of 12 1 class of 20
- 8
- 81

Q3 Are there any gaps in provision for learners that you are aware of?

- More support needed for pupils in S3/4 classes to ensure they achieve at the appropriate level in all subjects. Luckily they are going to have a block of time with EAL teacher newly appointed once a week. It would be great if newly-arrived pupils could have an intensive time on arrival to acclimatise to our accents and speed as they all seem shell-shocked for a wee while. Perhaps this is unavoidable!
- Only one secondary school in CSER area has a teacher who is competent to teach SQA ESOL. Other schools are now encouraging training for at least one teacher. Some schools rely on volunteers who come in and prepare the ESOL pupils for Int 2 and Higher only.
- Not sure, but perhaps more help for Citizenship exam?
- Young EAL learners are still struggling to get enough support in schools and at vital transition periods in their lives (e.g. progression to employment or further education or training).
- There are more learners in this area who are not coming forward.
- Provision is limited by the barriers to learning in rural areas - small numbers, transport limitations Issues such as these mean classes are not available at the point of need
- Not sure - this is the first time the school has needed to provide tuition in English as a second language.
- It would be good to have: a computer and internet access; a television; a CD player; a working flip-chart
- Advanced learners are unsure where to find classes above Int 1 level. Colleges can supposedly provide this but that would cost the learner a lot of money.
- Get ready for work - preparing CV and skills to look for employment

Q4 Is there any support you would like for yourself for your teaching?

Yes	69.2%	9
No	30.8%	4

- More meetings with colleagues like the one in Inverness recently.
- The teachers who attended initial ESOL training in Dingwall in September 2011 would like a follow up session in September 2012. This is a Highland wide need.
- Marking oral and written assessments
- Perhaps more shared resources with other teachers.
- Provision of DELTA or DipTESOL (or SQA equivalent) in Highland to access accredited progression. Workshops provided by WEA are excellent for general ongoing CPD.

- Course times and dates should be publicised locally. Better contact from (ABE) co-ordinator would be appreciated.
- Just completed Unit 1 PDA - TESOL which has been brilliant. However since I work full-time it would be good if courses were at other times e.g. Saturday morning/afternoon. I know that this is being very selfish!!!
- lesson plans and ideas, belonging to a group of other volunteer tutors, working with a mixed ability group
- Course books

Q5 Have you noticed any changes or trends in learners' needs?

- No
- Business English Academic purposes
- Not sure, but it has been surprising the number of learners over this past year who I have come across who have lived here for at least 4-5 years and not yet attended any classes and still have an extremely low level of English (sometimes still at beginner level). I think there is therefore a group of immigrants who could really benefit from English classes, but either don't know about them or need extra encouragement to go.
- Many young couples are choosing to settle in the UK and establish a family life here. They are more ambitious and keen to learn than those who are more transient.
- Not particularly but have only been teaching for less than 2 years
- Trending to higher levels
- Yes, Learners need funding to be able to avail themselves of courses. The lack of funding is limiting what can be provided.
- Not enough experience
- Learners are keen to practice situations they are likely to come across in real life
- Not yet, I have only been teaching this class since Sep 2011.
- Learners tend to prefer classes with others from their own country.

Q6 In your view, have numbers of learners increased, decreased or stayed the same in 2011 compared to previously?

- Same
- I became aware of the lack of provision in schools during my first year in the job: i.e.2010-2011. EAL students were following mainstream English lessons which were beyond their capabilities, and then leaving school without a qualification in the English language.
- Increased
- They have increased in my own classes, but this is perhaps because they are not widely advertised and gradually, by word of mouth, new learners have found out about the classes and numbers increased. Also, the ESOL website seems to have helped with numbers.
- I think they have stayed the same.
- slight decrease, for personal reasons and for lack of marketing of classes
- Same

- Numbers asking about courses has maintained the same level.
- Increased
- increased, with inconsistent attendance in some learners
- Increased
- About the same
- My classes have increased. Not due to people moving here but more migrant workers recognising the importance of being more fluent in English. There is a new willingness to study ESOL.

[Show Responses](#)

7

7 How often do you attend ESOL practitioner events or workshops?

	Response Percent	Response Count
Often	0.0%	0
Regularly	61.5%	8
Rarely	30.8%	4
Never	15.4%	2

Which type of workshops or meetings do you or would you find useful?

- ones with practitioners
- My job is to encourage schools to become capable of offering ESOL lessons to their EAL pupils. During 2010-2011 I was given permission to attend ESOL meetings to help me understand how the schools could be helped towards giving provision. The networking opportunities were very useful and productive, as there is now raised awareness, teachers attending training, and a glow group set up. However, time constrictions and the vast area I cover means I am limited to encouraging Headteachers and teachers from secondary schools to implement ESOL courses and keep up to date with developments. Therefore, workshops and meetings geared towards teaching secondary pupils are those my teachers would find useful.
- Practical lesson ideas
- Although I have not been able to attend many workshops or events, I do find them useful, especially to meet other teachers and exchange experiences. I would be interested in attending any future PDA workshops on offer to learn new skills and meet new people.
- ESOL Providers Meetings (quarterly) HALP meetings and any ESOL network events or updates. ESOL workshops regularly in the past and now when time allows.

- I find the WEA practical workshops excellent - tailored to the needs of tutors very well
- Networking, new material, new technology
- The difficulty is the cost - of courses some times, but always the cost of travel to them, again a rural problem.
- Anything during the week I cannot attend as I work full-time. Weekend course would be more suitable for me.
- Some meetings in Caithness or Brora/Golspie. Virtual meetings. Distribution of resources used at Inverness meetings. Meetings about ideas for sessions

8. Do you have any examples of good practice you would like to share? Please give details.

- No
- Always go over work covered in previous lesson. It is helpful to make a note of new vocabulary covered and to revise it next lesson (through simple eliciting, Hangman or put words on individual strips of paper. Students select a word then define it to class to guess the word - depending on level).
- There are many examples of good practice in the Highlands. I think the work done with the 16 - 18 year old group - Activity Agreements and GRFW ESOL Project in particular. The example I feel most proud of is the young Turkish lad who received intensive English lessons allowing him to return to school with increased confidence levels. He has since been attending the SQA ESOL facilitated by WEA at Inverness Royal Academy and his next step is to also access adult classes through either ABE or NHC in addition to the classes at school. He is very keen to progress although suspected additional learning difficulties make it more difficult for him to do so than many of his peers. There is no quick fix, but from very little English with virtually zero comprehension he has progressed to working towards SQA Intermediate 1.
- Generally I like to use current experiences of learners and relate the English to those experiences, for example I have had two learners who became pregnant and we have looked at relevant vocabulary. Also do work on cultural dates such as Burns night, Christmas traditions
- Good listening material from the BBC to download
- Not enough experience as yet. Still learning!!
- Using real life situations as a context for practising spoken English and listening skills. Incorporating key words in the learners own languages as a sign of respect; introducing topics; mutual learning
- Not yet
- 4 of my students are attending their 3rd year with me - it is good to see them progress over the years and to strive to become better speakers

9. Any other comments?

- I think that with immigration rising in the Highlands, ESOL will/should become more readily and expertly available in secondary schools. More communication should go out to Headteachers directly about the work/training/ exams that ESOL is offering. Most schools in my area have only a vague understanding of what EAL and ESOL are all about...and often mix up the two. My job is a four day a week job and I have 66 schools in my area. There are 206 EAL pupils in total. Two thirds are

children who are going through primary school, are bilingual and will probably not need SQA ESOL. However, the rest are in the early stages of learning English and may well need an SQA ESOL qualification in order to enter college or find a job. Also, there are new arrivals every term and few teachers know how to work with them effectively. I know from my EAL colleagues that this situation is Highland wide, so all the help we can get is much appreciated!

- No
- If all ESF-funded ESOL classes are stopping in 2013, perhaps make this clear to as many potential learners as possible who could benefit, so that they take advantage of it whilst they can. Also, once this excellent funding for courses has stopped, have plans begun for alternative provision? A concern to myself and learners.
- There is a lot of good partnership work going on via the ESOL Providers group. I hope to see this continue this year, if match funding from Highland Council allows this and to make some real progress in this final year towards mainstreaming services.
- I feel that there are more people in my area who would come to classes if they knew about them and knew that they were free, but it's difficult to reach these people. Maybe there could be more referrals from other agencies to Council ABE.
- Awareness of classes is still poor. More advertising needed.
- The costs of running courses in rural areas is very high, without subsidies. But the need is still very much there....not just for language needs, but social and domestic needs to help these people settle into our environment and culture.
- Thoroughly enjoyed the PDA TESOL course.
- The more learners per class the better. Larger classes allow for social interaction and are less likely to have poor attendance (or call offs). The number of Tutors could be reduced, to allow for higher income for the Tutor.
- Perhaps a lower level Saturday class would attract more learners, ours is an intermediate 2 so too high for many learners. Learners find Saturdays a good day as they are not tired after work but most tutors probably don't want to work on a Saturday :(