



What are the key motivating factors for taking an ESOL course at Derby College and how do they shape curriculum design?

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ABSTRACT

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What are the key motivating factors for taking an ESOL course at Derby College and how do they shape curriculum design?

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This thesis was commissioned by the English for Speakers of Other Languages (ESOL) Department at Derby College Group, a public funded Further Education college based in Derby and Derbyshire. The purpose of this research was to find out the motivating and challenging factors that adult ESOL students experienced and how they shaped the curriculum. For this purpose, the researcher used an Inductive Approach with a mixture of both qualitative and quantitative methods, such as an online survey, 5 face-to-face semi-structured interviews with students and various data reports facilitated by the administration teams at Derby College Group.

The results of this research highlighted the diverse factors that the adult ESOL students found motivating and challenging whilst on their course, as well as how they shaped the curriculum. Firstly, motivations were mostly around improving their English, making friends and feeling more connected to other people in Derby. Secondly, the challenges they experienced were about finding the course took too long to get a certificate or struggling to manage their family life alongside the course. And finally, the research around the curriculum confirmed that teachers do take those factors into account when delivering their classes.

This study concluded that the social aspects linked to the ESOL courses were very important for most of the students and that they helped them become more resilient to overcome their current barriers to living in the UK, but that was only possible through regular communication with their teachers. The research findings also brought up further possible development proposals in regard to adding more flexibility to the timings and frequency of the classes, and whether the curriculum catered more to female students and whether changes could be implemented to attract more male students in the future.

Key words: ESOL, adult education, motivation, challenges, curriculum

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GLOSSARY

ALS	Additional Learner Support
DWP	Department for Work and Pensions
ESFA	Education and Skills Funding Agency
ESOL	English for Speakers of Other Languages
ESW	Education Support Workers
DCG	Derby College Group
GDPR	General Data Protection Regulation
GLEN	Greater London ESOL Network
GLH	Guided Learning Hours
NATECLA	National Association for Teaching English and Community Languages to Adults
Ofqual	The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations and assessments in England.
RQF	Regulated Qualifications Framework
SDT	Self-Determination Theory
SOW	Scheme of Work

1 INTRODUCTION

1.1 Background

Derby College Group (DCG) is a further education provider formed by a group of four colleges that delivers training to young people and adults in sites and employer premises across Derby and Derbyshire. The English for Speakers of Other Languages (ESOL) department has been delivering courses to adults for the last 20 years and it is currently established across 6 community centres: 5 in the city of Derby and 1 in Ilkeston (Derbyshire).

For the academic year 2022-2023, DCG received a funding allocation from the ESFA Adult Education Budget of £800,000 to deliver ESOL. Additionally, ESFA also allocated a further £80,000 from the Adult Learner Support funding budget to deliver in-class or one-to-one support to ESOL students who need extra support in order to achieve their learning aims due to having learning difficulties or any other needs.

The ESFA is planning to devolve the responsibility of managing the AEB funding, along with other types of funding, to the newly formed East Midlands Devolution (Derby, Derbyshire, Nottingham and Nottinghamshire local authorities), which means that all independent ESOL providers are currently setting up strategies to secure their funding from the year 2024 onwards.

Both an impending Ofsted inspection and the future devolution have made Derby College Group (DCG) reconsider how their ESOL courses have been tailored to address students' motivations and challenges so far, and in turn, how these shape the ESOL curriculum. It is very important to include the findings of this research in the new DCG strategies for improving the relevance of the curriculum delivered to ESOL students.

During the first term of this academic year 2022-2023, the ESOL department enrolled 532 students across the 7 levels of delivery: Beginner Low, Beginner High, Entry 1, Entry 2, Entry 3, Level 1 and Level 2. According to the DCG database, ESOL students are originally from 57 countries across the world and they speak

45 languages (mainly Arabic and Kurdish, but also some Urdu, Ukrainian, Spanish, Portuguese, Polish and Russian), which means that a great cultural diversity is the basis for this study.

1.2 Research Content

The aim of this study is to find out directly from the current ESOL students what motivates them to study the English language at Derby College and what it is that they find challenging whilst on their course, as well as how that is taken into consideration by their teachers in order to make the ESOL curriculum more relevant to them.

ESOL teachers usually base their course curriculum on the core curriculum's assumption that students' main motivation is to learn English in order to get a job in the future (ESOL Core Curriculum 2001, 7) or to be able to do daily tasks like shopping and communicating with their Job Centre advisors, as the majority of the students are claiming unemployment benefits.

The Figure 1 below shows in yellow the students who are claiming some type of unemployment benefit "JSA/ESA/Univ" (Job Seekers Allowance, Employment Support Allowance or Universal Credit), which are a 32%. This data is a snapshot of the main ESOL tracking spreadsheet from the second term dated in February 2023. It shows a Grand Total of 464, which was not the total number of students in term 1 (532). This disparity is due to students leaving the programme due to various reasons, including progressing into employment. However, the percentages are still an indication of the number of students who are on benefits and the number of students who are working. The latter are represented by the Low Wage fee waiver (16%), which means that the students are working but their income is below the threshold of £20,000 which ESFA uses to fully fund their course. A student only must pay full fees when their yearly earnings are over £20,000 or they are not in receipt of any kind of state benefits.

The rest of the fee waiver codes represent funding for asylum seekers (NASS, LSF – A. Seek, LSF 100%), refugees or students who receive any other type of benefits like Child Tax Credit.

B. Lit is the fee waiver code for Basic Literacy needs, which is used for students who are at Beginner level, which is always funded by ESFA regardless of whether the student is on benefits or not.

A total of 85 students, which included those on Low Wage (76) and those who have paid Full Fees (9), were not fully funded and therefore, they had to pay either a partial or a full fee.

Hence, 81.7% of the students had access to the course for free or, in other words, their course was fully funded by the ESFA, as it can be seen on Figure 1 below.

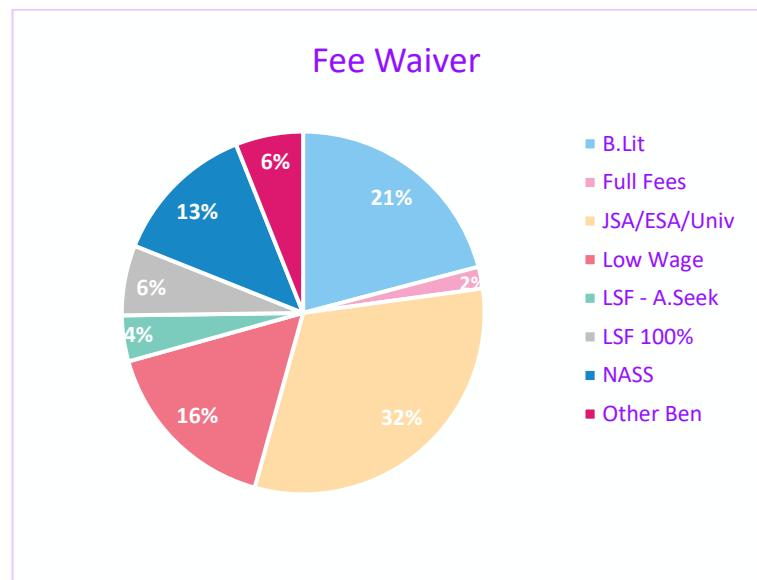


FIGURE 1: Fee Waiver codes (Tracking 2022-23 02.02.23 report)

However, the survey and one-to-one interviews carried out during this research point out many other motivational factors, such as socialising with people outside their community and personal development, resulting in a great display of resilience that even they take for granted.

Teachers get to know their students' interests and motivations throughout the academic year, thanks to conversations and regular progress reviews, and they frequently make adjustments to their schemes of work in order to suit their students' interests and/or requests for certain topics.

1.3 Research aims and questions

The research carried out was divided into 3 different strands in order to identify relevant factors for this study: students' motivations, students' challenges and how they affect curriculum at DCG.

In regard to how students' motivations shape the ESOL curriculum design, it is important to note that there is an established core curriculum designed by Ofqual that every ESOL delivery centre must follow in order to comply with funding and awarding body's rules, but it is fairly flexible on purpose in order for the teachers to adapt it to student needs and interests. This qualification is called ESOL Skills for Life and therefore it must cover skills useful for students' daily life interactions.

Teachers also embed the Inclusion, Diversity and Belonging Calendar created by DCG (Figure 2) in their schemes of work in order to make both teachers and students aware of several key social and multicultural dates throughout the year, such as various religious celebrations like Eid, Diwali and Easter, as well as worldwide celebrated days like International Women's Day or World Poetry Day.

MARCH 2023	
DATE	OCCASION
20th	<p>International Day of Happiness Established by the United Nations to emphasise the importance of happiness in people's lives</p> <p>French Language Day To celebrate French as one of the six official UN languages</p>
21st	<p>International Day for the Elimination of Racial Discrimination A day to raise awareness of racial discrimination and move towards eliminating it in all forms.</p> <p>World Poetry Day To promote the reading, writing, teaching and publishing of poetry</p> <p>International Day of Nowruz Begins on the Spring Equinox, marking the first day of the first month of the Iranian solar calendar</p> <p>World Down Syndrome Day Raising awareness of Down Syndrome and advocating for rights for people with Down Syndrome</p> <p>International Day of Forests To celebrate and raise awareness of the importance of forests.</p>
22nd	<p>World Water Day A day to celebrate and learn about the uses of water in different communities around the world</p> <p>Ramayana Week Begins Celebrants may fast, or partially fast for 9 days, read the Ramayana and visit temples to pray.</p> <p>Ramadan begins A month of fasting, prayer and community, celebrating the month that the Qur'an was revealed to the Prophet Mohammed.</p>

FIGURE 2. Inclusion, Diversity and Belonging Calendar

Also, teachers might unexpectedly include a topic the students want to discuss because they have heard about it in the news, such as the coronation of King Charles III in the UK, or they want more information about a personal circumstance they are going through that might affect others as well, such as how to open a bank account when you are a refugee and have no form of ID or legal rights to work in the UK.

The survey was designed on Microsoft Forms and it was shared via email to all the ESOL teachers at DCG towards the end of Term 1. There are 15 teachers in total across all levels who teach over 500 students, so it made sense to split the work in order to reach as many students as possible in a short time. The email sent to the teachers asked for their collaboration to share the survey with their students during class times and ask them to answer the questions. The teachers' support with this task was invaluable, since most of the students were expected to have needed help to get online to access the survey and to also understand some of the questions, as most students are below Entry 2 level and might therefore struggle to understand it.

The questions were designed to be aligned with the presumed students' motivations and challenges, including the topic of citizenship and whether the course is helping the students to feel happier about living in the UK. Also, the questions included aspects of social mobility and future job/life prospects, as listed on Table 1.

TABLE 1. Key survey and interview questions from research carried out.

Key survey questions:	Sub-area of research:
What do you like about being a student at Derby College?	Students' motivations
Is this course helping you to feel happier about living in the UK?	Citizenship & inclusion
What do you NOT like about being a student?	Students' challenges
Why are you studying ESOL?	Students' motivations
Do you have ANY OTHER COMMENTS about being a student?	Students' motivations
Key interview questions:	Sub-area of research:
Has the course/certificate helped you in any way?	Students' motivations & social mobility
Does your family support you as a student? How?	Students' motivations
Are you happy with your course?	Students' motivations
What could be better about your course?	Students' challenges
Do you think that this course helps you feel more integrated in the UK?	Citizenship & inclusion
Does this course help you to feel better about living in the UK?	Citizenship & inclusion

The language used to formulate the questions for both the survey and the interviews was as simple as possible in order to make it easy for the students to understand in terms they might be familiar with. For example, "What do you like about being a student at Derby College?" seemed the simplest way to ask about their motivations as a student rather than using the word "motivations". Figure 3 below shows the main list of motivational factors the students were given on the survey, where simple sentences were built to mention possible factors like friends, future, English, people, family, teacher and money were used.

7. What do you like about being a student at Derby College? Select as many as you like.

- I can make friends
- I am doing something to improve my future
- I am improving my English
- I am learning about the UK
- I feel more connected to other people in Derby
- It gives me time away from my family duties
- I like my teacher/s
- I can get a student discount in some shops
- *OTHER (Please, type your answer in the next question)

FIGURE 3. Question number 7 from the online survey.

1.4 Structure of the thesis

The thesis will start with the theoretical framework around the research topic concerning ESOL courses and the ESOL Core Curriculum, adult student motivating factors for attending an ESOL course and the challenges to participation experienced by students, as well as how both motivating and challenging factors are taken into account in the curriculum at DCG.

The following chapter outlines the methodology of the thesis after which the results of the online survey, the semi-structured interviews and the data reports are presented. Subsequently, the main findings are discussed and recommendations for the commissioning organisation, DCG, are presented. Finally, the thesis comes to an end with the conclusions, limitations of the study and suggestions for further research.

2 THEORETICAL FRAMEWORK

The theoretical framework for this thesis derives from literature review around the topic of ESOL, bilingual students' motivational factors and challenges to being an adult student in the UK.

The purpose of the literature review was to study the current state of government funded ESOL courses in the UK and how well they align with student motivations in order to find out whether students at DCG feel their needs are being fulfilled under the current curriculum.

2.1 ESOL in the UK

ESOL Skills for Life (SfL) qualifications are government funded in the UK for over-16-year-old students “whose first language is not English, who are resident in the UK, and wish to increase their English language knowledge and proficiency for life, work or further study.” (gov.uk 2022). These qualifications are offered at Entry 1, Entry 2, Entry 3, Level 1 and Level 2 of the Regulated Qualifications Framework (RQF), but there are also fully funded courses for new to English students at Beginner or Pre-Entry level that do not lead to a formal qualification and form a foundation base of their language and literacy learning process.

ESOL courses are mainly offered free of charge in the UK thanks to the ESFA funding. ESFA is the Education and Skills Funding Agency, which is sponsored by the Department for Education (DfE), and it provides funds for education and skills for children, young people and adults (ESFA 2022).

A full ESOL qualification consists of 3 parts: Reading, Writing and Speaking & Listening, which can be individually awarded in order to suit students' needs and abilities. For example, students with low literacy skills usually perform better in the speaking & listening part than in the reading and writing parts (Council of Europe 2020; ALTE 2016).

The current ESOL core curriculum was designed by the Basic Skills Agency (BSA) on behalf of the DfE in the year 2000, following a consultation with language specialist colleges, universities, NATECLA and GLEN (ESOL Core Curriculum 2001).

ESOL students in the UK are a mixed bag of settled refugees, asylum seekers, migrant workers from many European countries and partners/spouses of learners from all parts of the world, according to the ESOL Core Curriculum (2001).

The UK's government has agreed to a devolution of £1.14 billion to a new joint local authority formed by Derbyshire County Council, Nottinghamshire County Council, Derby City Council and Nottingham City Council from 2024, as it can be observed in Figure 4. The aim of this devolution is to give more control to the local authority in order to invest better in housing, skills, transport and clean energy.

Our skills – we would work collaboratively with employers, skill providers and local authorities to ensure our citizens have the opportunity to develop key skills and access opportunities to work well and build fulfilling careers. (East Midlands Devolution Deal 2023)



FIGURE 4. Map of the East Midlands Devolution area.

This means that DCG will have to apply for ESOL funding to the new local authority, with whom there is very little history of working partnerships, instead of the ESFA. That is why it is so important for DCG to continue building a reliable

service for and with the ESOL and other local communities in Derby and Derbyshire.

2.2 ESOL policy

In this section, several policies related to the delivery of ESOL courses will be described, such as public funding eligibility, Guided Learning Hours (GLH) required by awarding bodies and ESFA, awarding body assessments and DCG college certificate, progression rates.

Before a student is enrolled onto an ESOL course at DCG, the teacher must assess they meet the relevant public funding eligibility criteria by verbally asking the students and confirming the data on their relevant forms of identification or legal paperwork. The eligibility criteria is based on the list below as per ESFA guidance (2023):

1. Age: the student must have turned 19 or more since 31 August.
2. Residency status in England: confirmed by their passport, ID card or any other form of ID.
3. Legal right to access public funds: must be stated on their ID card.
4. Claim of benefits: evidence of being an active claimant, usually confirmed by their online Department for Work and Pensions (DWP) account.
5. Work status: number of hours worked per week and income. Students have a right to fully funded courses if their income is less than £20,000 per year.

According to the eligibility rules, students are eligible to claim their travel support allowance during the length of their course if they live more than 1 mile away from the college delivery site and they claim state benefits and/or their net household income is below £20,000 per year, or if they are asylum seekers. This allowance covers the cost of travelling by public transport, but it can also be used to claim mileage if the student prefers to use their own car.

Students who require childcare can have their costs funded whilst on the course. In England, children under 4 years old can get free childcare if their parents are on any eligible state benefits like Universal Credit, Income Support or Child Tax Credit amongst others (gov.uk 2022). In order to access this funding, the students have to make a separate application and provide evidence of being on benefits and their yearly family income. Such application is processed by DCG in liaison with the relevant nursery chosen by the student.

Based on the data DCG held in February 2023, only 9% of the students, requested funding for childcare for 1 or more of their children under 4 years old. The Table 2 and Figure 5 below show that at the beginning of February 2023, in the middle of Term 2, there were 45 students (9% only) who were granted funding for their children's childcare.

TABLE 2. Childcare funding claimed by DCG students, according to the Tracking 22-23 02.02.23 report.

CHILDCARE FUNDING	NUMBER OF STUDENTS
NO	448
Yes	45
Grand Total	493

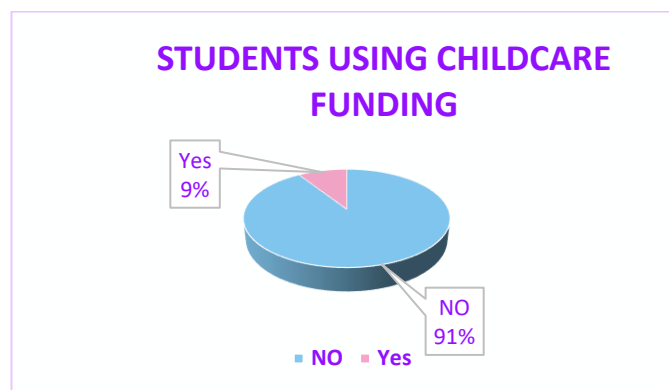


FIGURE 5. Childcare funding claimed by DCG students, according to the Tracking 22-23 02.02.23 report.

However, DCG does not hold data on the number of students who have children under the age of 4 that are being looked after by family members or friends, as they prefer not to use a nursery, nor the number of students who have children

of school age for whom they are responsible for and therefore their course attendance is limited by school drop-off and pick-up times.

Students who require additional support either in-class or one-to-one are also eligible for Additional Learner Support (ALS) funding, which is facilitated by DCG's Inclusion Team. Teachers are required to make a case for each student to state the type of support needed in order to achieve their agreed learning aims. DCG's funding allocation for the 2022-2023 academic year is £80,000 from the Additional Learner Support funding pot in total. Currently, according to an informal interview with Johnny Dhillon, the Inclusion and Support Co-ordinator of ESOL and Adult Support, there are 5 Education Support Workers (ESW) that provide ALS to ESOL students and on average, there are at least 2 students in each group that need some kind of support.

According to the UK Office for National Statistics, approximately 20% of people over 16 years old have a need for additional learning support due to having a learning difficulty such as dyslexia, mental health problems or autism spectrum conditions among other things (Bud 2022).

ESFA awards £1,265 per full-certificate aim achieved, which consists of 3 parts: reading, writing and speaking & listening. However, each individual part of the qualification is actually funded at £450 (Certificate in ESOL Skills for Life, gov.uk). Therefore, DCG's strategy is to enrol each student onto only one part of the qualification per term, which means that if a student achieves the 3 parts within the same academic year, they will be funded at £1,350, which is £85 more. This does not make a difference for the students, as although they will be working towards each individual part of the qualification per term, they will actually be learning all 4 skills throughout the year.

Figures 6-11 in Appendix 1 offer information from ESFA and City & Guilds in regard to the funding and minimum GLH required across different ESOL qualifications. On the one hand, ESFA sets a minimum number of hours required per qualification aim in order to claim the funding. For example, for a full ESOL Entry 1 certificate, a minimum of 270 hours is needed; whilst for only the Speaking and Listening Award at any Entry level it is 110 hours.

On the other hand, both ESFA and City & Guilds, the awarding body used at DCG, require 290 hours to achieve a full ESOL Entry 1 certificate, which is 20 hours more than the maximum GLH of 247. The difference is to take into consideration that students are required to do at least 20 hours of non-guided learning activities, for example individual homework tasks away from the rest of the class, since learning does not only take place in the classroom.

Beginner level courses (also called Pre-Entry level) are non-regulated courses that are fully funded regardless of the student's benefits claim or work status. There are different funding bands depending on the total qualification time required, but at DCG the Beginner courses typically last one year falling into the 197-292 hours band and are funded at £1,265, which is the same amount of funding as the Entry level courses. However, the Beginner courses do not lead to qualifications regulated by awarding bodies like City & Guilds, so the students usually receive a college certificate (or in-house certificate) at the end of their course.

Progression rates are calculated at DCG per term due to funding reasons, as each component of the qualification is meant to be achieved per term. A recent report dated 17th April 2023 highlighted the fact that most ESOL students at DCG progressed onto the same or another level of an ESOL course from one term to another. For example, Table 3 below shows that 100% of the ESOL Entry 1 students progressed onto another aim of their qualification (at the same or next level) from Term 1 to Term 2, and 74.8% from Term 2 onto Term 3. This dip in progressions from Term 2 to Term 3 could be due to the students finding work, leaving Derby or the country (some asylum seekers and refugees are moved to other locations depending on local councils housing availability), giving birth or any other personal or financial reasons. Unfortunately, DCG does not hold details for withdrawals as it is not required by ESFA.

The higher levels of ESOL at Level 1 and Level 2, showed a good progression rate of 82.14% and 78.95% respectively from Term 1 to Term 2, but a high dip of 46.43% and 57.89% respectively from Term 2 to Term 3. This could be due to students leaving their course because they had already achieved all their aims by Term 2 and there would not be a need to return afterwards, or they could have

found work or another course within the college. Many ESOL students are pushed onto Functional Skills English qualifications, as they are fully funded by the ESFA up to Level 2 and there is a general perception that Functional Skills English qualifications are better regarded and more widely recognised for progression onto vocational courses by employers and higher education centres than ESOL qualifications (Roden & Osmaston 2021).

TABLE 3. Progression rates per course level from Term 1 to Term 2, and from Term 2 to Term 3. (ESOL Progression 22-23 Report dated 17th April 2023).

Term 1 to Term 2 <input type="checkbox"/> Values		
Yes		
Course Title <input type="checkbox"/>	Student Count	Student Pct
ESOL SFL EL1 - SEP - DEC	123	100.00%
ESOL SFL EL2 - SEPT - DEC	99	81.15%
ESOL SFL EL3 - SEPT - DEC	56	77.78%
ESOL SFL LEVEL 1 - SEP - DEC	23	82.14%
ESOL SFL LEVEL 2 - SEP - DEC	15	78.95%
Grand Total	316	86.81%
Term 2 to Term 3 <input type="checkbox"/> Values		
Yes		
Course Title <input type="checkbox"/>	Student Count	Student Pct
ESOL SFL EL1 - SEP - DEC	92	74.80%
ESOL SFL EL2 - SEPT - DEC	87	71.31%
ESOL SFL EL3 - SEPT - DEC	46	63.89%
ESOL SFL LEVEL 1 - SEP - DEC	13	46.43%
ESOL SFL LEVEL 2 - SEP - DEC	11	57.89%
Grand Total	249	68.41%

2.3 THE ESOL CURRICULUM IN PRACTICE

As previously mentioned, the ESOL curriculum was deliberately designed to be flexible in order to suit the huge variety of types of students, their interests and needs (Adult ESOL Core Curriculum 2001). However, the ESOL Core Curriculum provides the national standards and level descriptors for the reading skills at Entry 1, 2 and 3 on page 26 of the document, where it states the abilities the students should have at each level at the top of the table (Figure 12; Figure 13), which are then broken down into all the relevant criteria. For example, an Entry 1 student is

expected to be able to read and understand “short texts with repeated language patterns on familiar topics” and “common signs and symbols” (ESOL Core Curriculum 2001, 26) and afterwards lists the “Key grammatical structures at each level” (ESOL Core Curriculum 2001, 34) where it breaks down the reading skills into all the different grammatical elements included in simple sentences, for example, word order, plural nouns and article rules, present tenses, adjectives and adverbs. Then it provides some examples of reading topics (ESOL Core Curriculum 2001, 74) as per Figure 14, emphasizing the fact that the actual topics will need to be agreed with the students as they must be relevant to them and their particular context, for example: “employment, college course, childcare, benefits, enjoyment” (ESOL Core Curriculum, page 75).

READING								
ENTRY 1			ENTRY 2			ENTRY 3		
At this level, adults can			At this level, adults can			At this level, adults can		
read and understand short texts with repeated language patterns on familiar topics			read and understand short, straightforward texts on familiar topics			read and understand short, straightforward texts on familiar topics accurately and independently		
read and obtain information from common signs and symbols			read and obtain information from short documents, familiar sources and signs and symbols			read and obtain information from everyday sources		
Ref	An adult will be expected to:	page	Ref	An adult will be expected to:	page	Ref	An adult will be expected to:	page
Rt/E1.1	follow a short narrative on a familiar topic or experience	70	Rt/E2.1	trace and understand the main events of chronological and instructional texts	138	Rt/E3.1	trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph	218
Rt/E1.2	recognise the different purposes of texts at this level	72	Rt/E2.2	recognise the different purposes of texts at this level	140	Rt/E3.2	recognise the different purposes of texts at this level	220
Rw/E1.1	possess a limited, meaningful sight vocabulary of words, signs and symbols	76	Rw/E2.2	recognise high-frequency words and words with common spelling patterns	150	Rw/E3.1	recognise and understand relevant specialist key words	228

FIGURE 12. Level descriptors for the reading skills at ESOL Entry 1, 2 and 3 levels (ESOL Core Curriculum 2001, 26).

Key grammatical structures at each level of the ESOL core curriculum




		
Simple sentences	Simple and compound sentences	Simple, compound and complex sentences
<ul style="list-style-type: none"> word order in simple statements, subject–verb–object e.g.: <i>She likes apples</i> subject–verb–adverb e.g.: <i>He speaks slowly</i> subject–verb–adjective e.g.: <i>My bag is heavy</i> subject–verb–prepositional phrase e.g.: <i>He lives in London</i> word order in instructions e.g.: <i>Keep left</i> 	<ul style="list-style-type: none"> word order in compound sentences, e.g.: subject–verb–(object) + <i>and/but</i> + subject–verb–(object) <i>I work in a shop but my friend works in an office</i> 	<ul style="list-style-type: none"> variations in word order, e.g.: <i>To the east is ...</i> word order in complex sentences, e.g.: <i>Divali is a Hindu festival which takes place in autumn</i>
<ul style="list-style-type: none"> <i>there is/are + noun (+ prepositional phrase)</i> 	<ul style="list-style-type: none"> <i>there was/were/there is going to be</i> 	<ul style="list-style-type: none"> <i>there has/have been</i> <i>there will be/there was going to be</i>

FIGURE 13. Key grammatical structures at each level of the ESOL core curriculum (ESOL Core Curriculum 2001, 34).

Reading (Rt/E1)		
Text focus	Reading comprehension	Rt/E1
<p>Basic Skills Standards level descriptor</p> <p><i>An adult will be expected to:</i></p> <p>1 follow a short narrative on a familiar topic or experience</p>	<p>Component skill and knowledge and understanding</p> <p><i>Adults should learn to:</i></p> <p>1a follow a short narrative on a familiar topic or experience</p> <ul style="list-style-type: none"> understand that print carries meaning and that words on the page represent words that can be spoken <ul style="list-style-type: none"> understand that texts can be sources of information and enjoyment track texts in the right order, left to right, top to bottom 	<p>Example of application and level</p> <p>Read their own composition, which someone else has written down, e.g.: <i>My name is Amina. I come from Somalia.</i></p> <p>Read a very simple narrative, with repeated language patterns, on a familiar topic or experience, e.g.: <i>My mother works in a restaurant. My father works in a shop.</i></p>

FIGURE 14. Reading standards at Entry 1 level with examples (ESOL Core Curriculum 2001, 74).

The words learners need to read will depend on their reasons for reading, e.g. employment, college course, childcare, benefits, enjoyment. The following are suggestions only: the needs and interests of individual learners will determine which words they need to be able to read.

Personal key words

- country of origin, e.g. *Mozambique, UK, Britain, England*
- languages, e.g. *Portuguese*
- names, addresses, telephone numbers

Topic-based vocabulary

- days of the week
- months of the year
- words on forms: name, address, telephone number, date, country of origin, signature
- family members, e.g. *mother*
- words on menus, e.g. *tea, coffee*
- everyday vocabulary, e.g. *appointment, poison, sale*

FIGURE 15. Reminder to tailor the curriculum to students' interests and needs and sample topics (ESOL Core Curriculum, page 75).

Moreover, the City & Guilds ESOL Curriculum Guidance for Entry 1, 2 and 3 also provides a short summary of the ESOL Core Curriculum per level, which is always included in every Assessment Pack document to facilitate marking at the correct level (Figure 16).

2.1 Adult ESOL Core Curriculum guidance			
Simple sentences	Entry 1	Entry 2	Entry 3
• word order in simple statements, e.g.: subject – verb – object subject – verb – adverb subject – verb – adjective subject – verb – prepositional phrase	• word order in compound sentences, e.g.: subject – verb – (object) + <i>and/but</i> + subject – verb – (object)	• variations in word order • word order in complex sentences	
• word order in instructions	• <i>there was/were/there is going to be</i>	• <i>there has/have been</i> • <i>there will be/there was going to be</i>	
• <i>there is/are</i> + noun (+ prepositional phrase)	• clauses joined with conjunctions <i>and/but/or</i> • a limited range of common verbs + <i>-ing</i> form • verb + infinitive with and without <i>to</i>	• complex sentences with one subordinate clause of either time, reason, result, condition or concession • defining relative clauses using <i>who, which, that</i> • a range of verbs + <i>-ing</i> form • verbs + infinitive, with and without <i>to</i> • infinitive to express purpose	
• <i>yes/no</i> questions • <i>wh-</i> questions • question words <i>what/who/where/how much/how many</i> • contracted form of auxiliary	• <i>wh-</i> questions • comparative questions • alternative questions • question words <i>when, what time, how often, why, how</i> and expressions	• simple reported statements	
• imperatives and negative imperatives	• statements with question tags, using Entry 1 and Entry 2 tenses	• a wide range of <i>wh-</i> questions • simple embedded questions • question words including <i>whose</i> • statements with question tags using Entry 3 tenses	
Noun phrase			
• regular and common irregular plurals of nouns • very common uncountable nouns • personal pronouns: demonstratives; determiners of quantity	• countable and uncountable nouns • simple noun phrases • object and reflexive pronouns • determiners of quantity – <i>any, many</i>	• noun phrases with pre- and post-modification • a range of determiners	
• indefinite article <i>a/an</i> with singular countable nouns • definite article <i>the</i>	• use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives	• use of articles including: definite article with post modification; use of indefinite article to indicate an example of a class; use of indefinite articles in definitions	
• possessives: <i>my/your/his/her, etc</i>	• possessive <i>s</i> and possessive pronouns		

FIGURE 16. Adult ESOL Core Curriculum Guidance from every City & Guilds Assessment Pack (City & Guilds 2023)

At DCG, the scheme of work template used across the whole college (Figure 17) is revised every year by senior management in order to embed the Equality, Diversity and Inclusion calendar into the dates and to also add any topics related to any planned events, such as the coronation of King Charles III on 6th May. For example, a common topic at Entry 1 level is countries and nationalities, to discuss personal details such as country of origin or food from my country. Teachers have to take into account where their students are from, in order to include the relevant vocabulary to the worksheets. There is no point in providing a list of only European countries to students who are from Africa or the Middle East, as they need to learn how to spell the names of their own countries.

Learning Scheme – 2022/23				
Week / date	Diversity and Inclusion, Belonging and Health and Wellbeing key themes	INTENT Topic / Content and challenging learning intention(s)/objectives	IMPLEMENTATION What strategies are planned, including scaffolding students' learning so that they can achieve the planned challenging objectives?	IMPACT What will be your proof of learning? How will you assess the learning intentions / progress? (include key formative assessments, and/or summative assessment dates*, as well as ways to check learning in the session) *These need to correlate to MarkBook set up
Week 2 12.9.2022	13 th World Sepsis Day 14 th Holy Cross Day 15 th International Day of Democracy 15 th Yom Kippur: Jewish 17 th World Patient Safety Day 18 th : International Equal Pay Day	<p>Induction/Diagnostic tests/Form filling</p> <p>Getting. To know each other. (Speaking diagnostic)</p> <p>Students get to know each other I assess students S&L and confidence and ability to mix with others.</p> <p>Students are able to ask each other why questions and personal questions.</p> <p>Students are able to give personal information.</p> <p>Students learn personal pronouns. Introduction to digital skills. Enrolling on system and ensuring able to download software packages</p>	<p>Read out a mix of easier and harder numbers to challenge all students.</p> <p>Students work in mixed ability pairs.</p> <p>Students will start to recognise the rules for when we use a or the.</p> <p>MA – remove the word choice.</p> <p>Elicit common content found on forms: personal details/contact etc.</p> <p>Elicit responses to key requests for personal information.</p> <p>Reduce number of prompts for more able students.</p> <p>Directed Q+A according to ability of individual learners.</p> <p>Individual marking by teacher. Highlight errors for students to self-correct.</p>	<p>Check and correct with the group and monitor individual work</p> <p>Q and A</p> <p>Writing tasks</p> <p>Peer and self assessment</p> <p>Observation</p> <p>Speaking and listening skills</p> <p>Check individual work and pair check at the end</p> <p>Matching answers and cards</p> <p>Monitor individual work and check and correct at the end.</p> <p>Differentiation: Individual assessment according to ability.</p> <p>Homework</p> <p>RAG rating record of reading</p> <p>Quizzes and Kahoot</p>

FIGURE 17. Standardised Scheme of Work or Learning Scheme template used at DCG.

A summary of the main points covering the ESOL Core Curriculum (Reading) and the City & Guilds ESOL Curriculum Guidance for Entry 1, 2 and 3 has been included in Appendix 2. ESOL Core Curriculum as a reference.

3 THEORETICAL APPROACHES TO LEARNING ANOTHER LANGUAGE

The theoretical approaches to learning another language were divided into economical, psychological and social aspects.

3.1 ECONOMICAL ASPECTS

ESOL students are asked in some cases by their Job Centre Plus (JCP) work coaches to attend ESOL classes in order to improve their spoken English and therefore improve their chances of getting a job in the future, consequently contributing to the UK's economy in a positive way. However, adult students referred by JCP cannot attend more than 16 hours of class per week, as otherwise it would be considered full-time education and a break of their claimant commitment as they would not be available for work (Universal credit, gov.uk 2018).

When a student referred by JCP does not attend their first appointment or the training course without a good reason, JCP work coaches can take repercussions and temporarily sanction their benefits (Universal credit, gov.uk 2018). Hence, there is a sense of threat over some students, who feel mandated to sit in a classroom, rather than it being their own choice and therefore a positive experience from the start. This is usually mentioned by students when they arrive to their first appointment or at several times during their course, and they usually ask for a letter from their teacher confirming that they are attending their course (Starvation for coming in late 2014).

At first glance, the Fee Waiver data (Figure 18) from the DCG report from February 2023 shows that 32% of ESOL students were in receipt of Universal Credit or another type of state benefit. However, when analysing the data more carefully it can be seen that actually only a 2% of the students are actually required to pay full course fees, which means that 98% of the students have accessed either full or partial funding. A total of 16% are partially funded, which are the students under the Low Wage category, therefore 82% of the students have been fully funded. Hence, there is a weight lifted off students' shoulders, as the course does not become a financial burden to their families and it levels the field, since most

of the students have had their course for free as well. For example, when teachers assess students' eligibility for the course during the enrolment process, they always mention whether the course is free, fully funded or partially funded. If the student is required to pay any fees, a payment schedule is discussed along with any options for financial support with travel costs and/or childcare needs. In many cases, depending on the student's case, DCG can make a decision to absorb the cost of any fees and let the student attend for free if making a payment would mean they would face financial hardship, according to the Student Support Fund form (page 2) provided by DCG, as it can be seen in Figure 19.

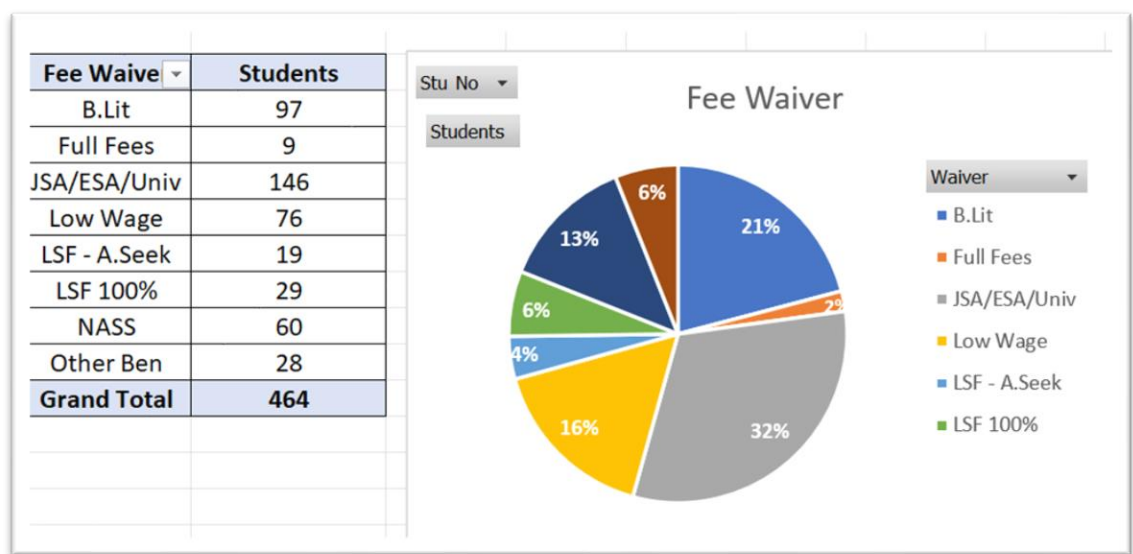


FIGURE 18. Fee waiver codes from DCG's "Tracking 22-23 02.02.23" report.

PART B

FINANCIAL INFORMATION:

Do you receive one of the following?

- Job Seekers Allowance
- Employment Support Allowance (work related)
- Income Support
- The **Guarantee** element of State Pension Credit
- Universal Credit (with a net annual household income under £20,000)
- Support under part VI of the Immigration and Asylum Act 1999
- None of the above but the net annual household income is under £25,500

Evidence required – photocopies of your benefit or Home Office letter, or 3 pay slips, or your full Tax Credits letter. All evidence must be dated within the last 6 months.

If your household is not in receipt of the above but would face financial hardship, please provide further financial information and your application will be reviewed by a Management Panel.

FIGURE 19. Student Support Fund form (page 2) used by DCG students to apply for financial support.

One could think that because a course is free, some students may not take it seriously, but the reports collated in April 2023 show high progression rates for most levels, as explained previously on page 25 of this document and as it can be observed on Figure 20 below.

Term 1 to Term 2		Values
Yes		
Course Title	Student Count	Student Pct
ESOL SFL EL1 - SEP - DEC	123	100.00%
ESOL SFL EL2 - SEPT - DEC	99	81.15%
ESOL SFL EL3 - SEPT - DEC	56	77.78%
ESOL SFL LEVEL 1 - SEP - DEC	23	82.14%
ESOL SFL LEVEL 2 - SEP - DEC	15	78.95%
Grand Total	316	86.81%
Term 2 to Term 3		Values
Yes		
Course Title	Student Count	Student Pct
ESOL SFL EL1 - SEP - DEC	92	74.80%
ESOL SFL EL2 - SEPT - DEC	87	71.31%
ESOL SFL EL3 - SEPT - DEC	46	63.89%
ESOL SFL LEVEL 1 - SEP - DEC	13	46.43%
ESOL SFL LEVEL 2 - SEP - DEC	11	57.89%
Grand Total	249	68.41%

FIGURE 20. DCG progression rates from Term 1 to Term 2, and from Term 2 to Term 3. Data from ESOL PROGRESSION 22-23 REPORT dated April 2023.

All students are treated equally in the classroom regardless of whether they can attend their course for free or they have had to pay any fees, as well as whether they work or not. All students have access to free stationery and course materials, as well as the same opportunities for access to ALS, childcare and/or travel funds. Hence, this approach ensures that all students start the course with the basics to help them succeed and removes possible financial worries that might be a barrier to learning at that point.

3.1.1 Student backgrounds

In order to fully understand the economical aspects of learning at DCG, it is important to bear in mind that most ESOL students are refugees and asylum seekers, although there are also students from some European countries. Figure 21 comes from the “ESOL Residency Status data” report from 26/03/23, where there is a clear breakdown of the variety of residency statuses current ESOL students hold. 48% of the students have lived in the UK for at least 3 years, but this report

does not disclose where they originally come from. This is one of the requirements stated by ESFA in order to unlock funding for their course, as explained on page 17 of this document.

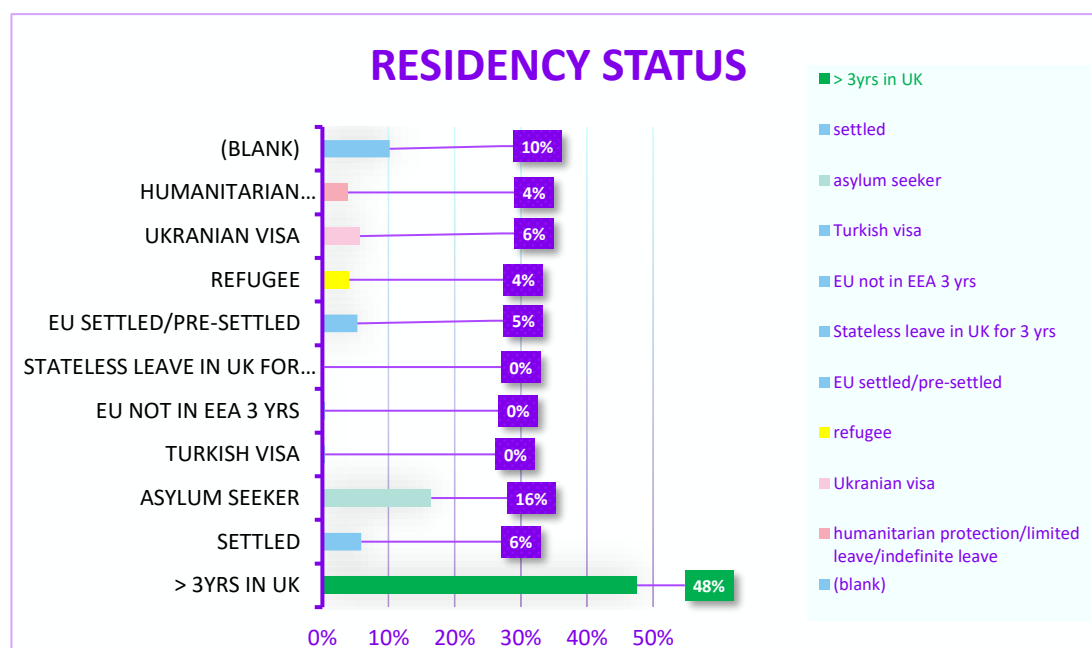


FIGURE 21. Residency status breakdown of ESOL students at DCG from the ESOL Residency Status data report from 26/03/23.

This academic year's ESOL students at DCG come originally from a total of 57 different countries around the world. Most of them come from Iraq (78 students; 15%), Sudan (57 students; 11%) and Iran (40 students; 8%). There are also 70 students (13%) for whom there is no data about their country of origin. This could be due to a human error when entering students' personal details during enrolment, as this information is not required to continue the enrolment process on the DCG system, or simply due to a possible reluctance to disclose such information from the students' side.

Appendix 3 contains a table with a list of all the countries and the number of students per country that were enrolled onto ESOL courses across all levels for Term 1, extracted from the "ESOL Nationality 22-23 2022-11-15" report.

The Figure 22 below states the female vs male ratios at the beginning of the academic year 2022-2023 per course level. This information was entered by the

ESOL teachers when they enrolled their students in September 2023. The enrolment form used only gives 2 options for “Sex” instead of gender, which are either male or female. This could be further developed in order to conduct a separate study to find out whether student genders can have an impact on students’ motivations or challenges, and also, whether the students would include more gender related topics to the curriculum. Also, a recommendation would be made to DCG to amend the category of “Sex” for “Gender” in order to be more inclusive.

Additionally, as it can be seen in Figure 22, the Beginner Level has a 59.6% of females vs a 40.4% of males, which is a more balanced ratio than the rest of the levels, where the majority of the students are female. This could lead to a further study to identify reasons why so few students are male and whether the curriculum could be improved to cater to more men in the future.

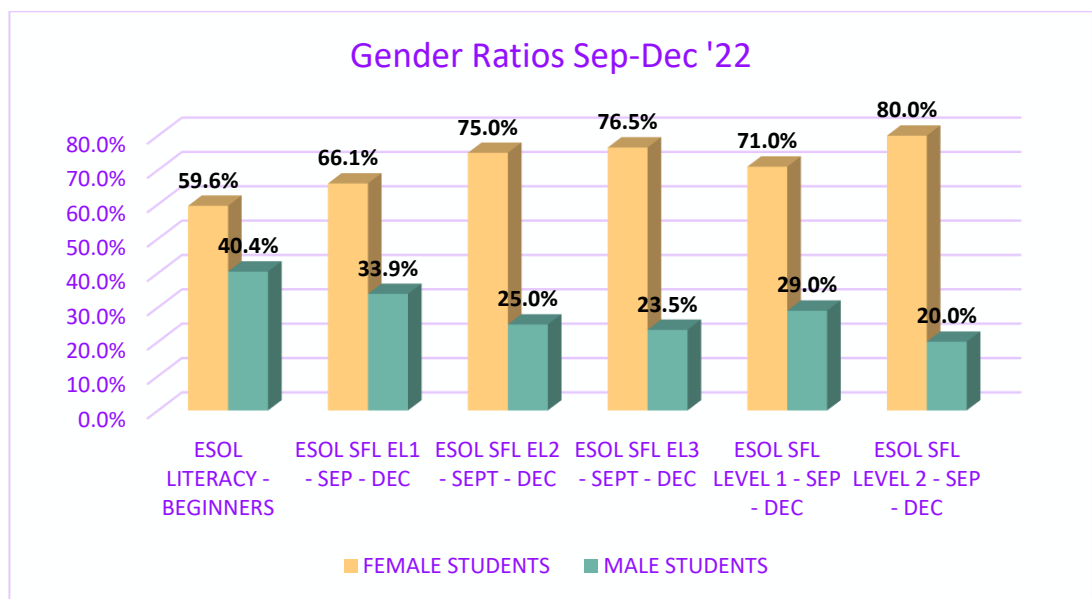


FIGURE 22. ESOL Gender Ratios during the first term at DCG, from the report “ESOL Gender Ratios” generated on 11/05/2023.

3.2 PSYCHOLOGICAL ASPECTS

In this section, both psychological benefits and challenges will be explored, as adult ESOL students face a variety of benefits, but also challenges, when returning to formal education, or in many cases, starting a course in the UK for the first time. Any educational journey is a very personal experience based on previous

history, own expectations and capabilities, as well as the learning establishment and chosen delivery methods.

3.2.1 Psychological benefits of learning another language

On the one hand, according to Boeren et al, the benefits of lifelong learning can not only have an effect on a person's job, but also, on their personal life, such as experiencing "better health, more social contacts and the ability to pursue a hobby" (Boeren et al 2010).

The Psychosocial Interaction Model of Participation in Organised Adult Education developed by Darkenwald and Merriam (1982) provides a series of responses from adult students that influence their behaviour towards participation in education that depend on environmental or individual stimuli, particularly socio-economical factors, such as previous education, occupation or income, or the perceived value of the course. Other stimuli can influence the adult student's participation in education, for example, their family background and their readiness to participate, as well as any barriers they might experience. They suggest that the lower the socio-economic status of the adult student, the more barriers to participation they will experience, and the other way around, as per Figure 23.

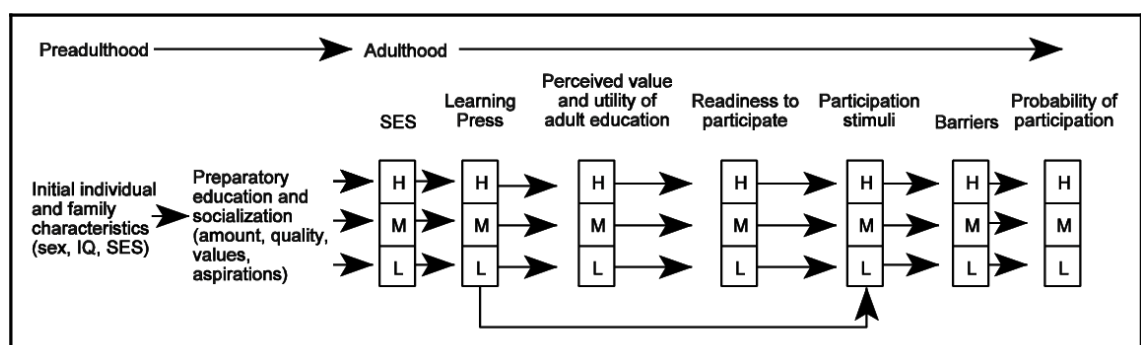


FIGURE 23. Psychosocial Interaction Model (Darkenwald and Merriam 1982, 143).

On the other hand, according to the Self-Determination Theory (SDT), which was originally introduced by researchers Edward L. Deci and Richard M. Ryan's work on motivation in the 1970s and 1980s, it is suggested that there are 3 intrinsic,

extrinsic and social basic needs that influence a person's motivation: autonomy, competence and relatedness (Mulder 2023). These 3 basic needs are developed in the Basic Psychological Needs sub-theory of SDT, in which autonomy is defined as the need to control the course of one's life, competence is the need to control outcomes and relatedness is the need to psychologically connect with the environment and other people. Figure 24 below shows that all 3 needs are interconnected and failure to meet one of them can have a detrimental impact on the others.

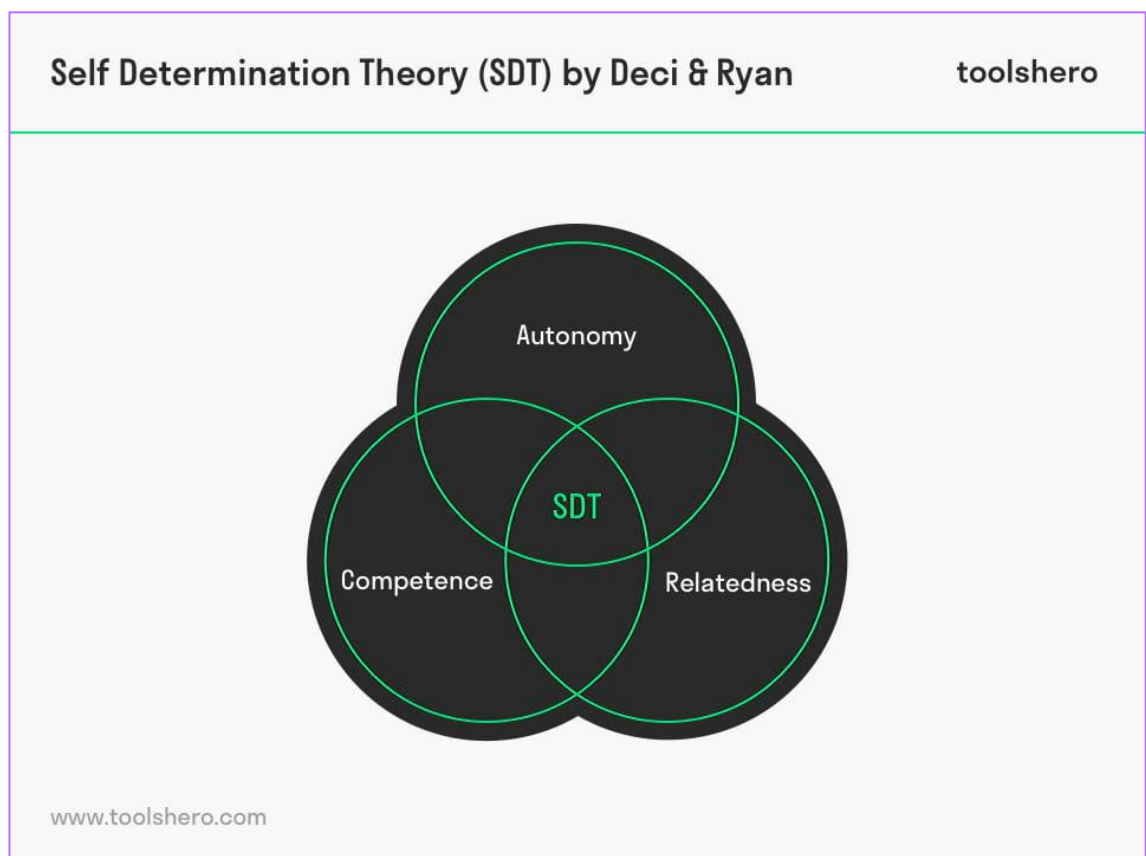


FIGURE 24. The 3 needs of the Self-Determination Theory (SDT) (Mulder 2023).

DCG was awarded the College of Sanctuary status in December 2020 in recognition of the support it provides to the asylum and refugee community in Derby, both in regard to their education, as well as to their mental health and social mobility prospects. Jennifer Rehman, Assistant Principal of Adult and Community Education, stated “We pride ourselves on being an inclusive college which champions social mobility and our ESOL and Lexis staff are committed to ensuring that

young people and adults alike from these communities have the same opportunities to progress as all of our students.” (Derby College 2023). Figure 25 shows some of the teachers and the ESOL students under the Lexis Programme holding the award.



FIGURE 25. A representation of the ESOL team under the Lexis Programme and some of the students during the College of Sanctuary award ceremony in December 2020.

According to a survey developed by this researcher in October 2022 (Figure 26) and answered by 21 educational specialists participating in the Master’s Degree Programme in Educational Leadership and based in different countries around the world, the following benefits of learning another language in regard to their personal lives were identified: it removes barriers when travelling and finding work, as well as it allows them to connect with other people and establish deeper personal relationships (The benefits of multilingualism 2022).

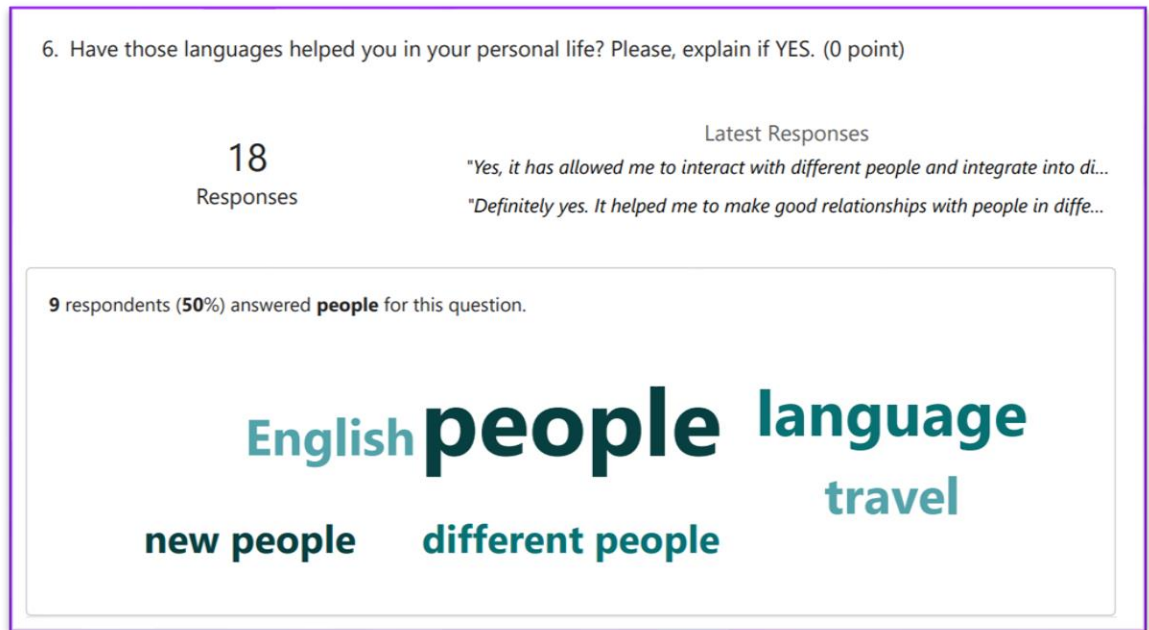


FIGURE 26. Responses to the question “Have the foreign languages you have learned helped you in your personal life?” (The benefits of multilingualism survey by C. Moran-Vergara in 2022).

3.2.2 Psychological challenges of learning another language

It is important to bear in mind that according to the Self-Determination Theory, if students' 3 basic needs (autonomy, competence and relatedness) have not been met, they can become a challenge or even a source of anxiety for them (Vadivel et al 2022). According to their research, there are 5 factors that can challenge learning a foreign language: not having a goal for learning, not enjoying the teaching methods used, feeling overwhelmed or embarrassed, not having enough time to study and the lack of interaction with native speakers.

One concrete example is the need for childcare. As explained on page 18 of this document, 9% of DCG ESOL students were in need of childcare funding, which was facilitated by the British government. This is related to the basic need of autonomy; by reducing the childcare workload and freeing up students' time for a few hours a week, they are able to focus on their studies and continue improving their English.

DCG maintains a database with details of prospective students who cannot join the course at the various enrolment dates throughout the year, with comments next to those students who need childcare but have not been able to secure it. Their reasons range from not finding a nursery close enough to their home or the college site, to that the local nurseries do not have enough spaces available at the requested timeslots for their classes. The majority of students usually prefer morning classes, as many have children of school age and, therefore, are able to attend a class and leave in time to pick them up in the afternoon. DCG designed its ESOL offer according to student demand for the academic year 2022-2023 based on previous years' demand for a majority of morning courses. This is reflected on Table 4 below, where there are 21 groups scheduled in the morning (from 9:00am to 12:30pm), only 5 around midday (from 11:30am to 1:30pm), 13 in the afternoon (1:30pm to 5:00pm) and only 4 evening groups (from 5:30pm to 8:30pm).

TABLE 4: Number of classes per time slot at DCG ("Tracking 22-23" report dated 11/05/23).

CLASS TIMES	NUMBER OF CLASSES
morning class	21
midday class	5
afternoon class	13
evening class	4
TOTAL CLASSES	43

According to the study carried out in 1989 titled "Large Size Classes: The Situation in Japan" where four surveys were conducted in Japanese universities to find out about both teachers and students' feelings in regard to the size of second language classes, teachers suggested that the ideal group size would be of 19 students, whilst students preferred 10-20 students (Locastro 1989).

However, the research carried out by Dr. Esther Raizen on Classroom Management (Foreign Language Teaching Methods: Classroom Management, n.d.) suggests that the ideal number of students per class is 10-12, according to the language teachers that participated in her study, in order to optimise opportunities for frequent and meaningful interactions between teacher and students and also between students themselves. ACTFL position statement on class size (2021)

also agrees that keeping a smaller class size has a positive effect on student achievement and happiness.

Following this line of thought, at DCG each ESOL group has a maximum of 15 students in it in order to ensure a standardised high quality of delivery and students' progression rates, as well as to maximise overall running costs of the business with the funding generated per student.

Another aspect of psychology that stands out when discussing adult students is resilience, which is defined as "The quality or fact of being able to recover quickly or easily from, or resist being affected by, a misfortune, shock, illness, etc.; robustness; adaptability" by the Oxford University Press dictionary.

As previously discussed, many of DCG's ESOL students have either babies or children to look after, and other family-related expectations that they must manage whilst being a student. There are many countries where most of the childcare responsibilities fall on women, and this shows great resilience from their side. Also, many times those same students must overcome the additional barrier of being illiterate in their own language, which makes learning English even harder for them and for their teachers.

We acknowledge that being an adult learner is difficult, that being an adult second language learner is even more difficult, and that being a pre-literate adult second language learner must be nothing short of a painful situation. (Donna McGee, 1978. Pre-Literacy Definitions, as cited by Huntley 1992).

Those students, who are refugee or asylum seekers and illiterate, may find the prospect of attending a class for the first time very daunting. This, in turn, makes the job of the ESOL teachers even more challenging since they have to take their barriers to reading and/or writing into account when planning their lessons. At DCG, the Low Beginners (or Pre-Entry) curriculum includes basic literacy skills like letter formation and phonetics. Also, throughout all the Entry levels, there is a focus on the correct use of capitalisation and the correct spelling of personal details on forms (ESOL Core Curriculum, page 32), as it can be seen on Figure 27 below.

WRITING								
ENTRY 1			ENTRY 2			ENTRY 3		
Ref	An adult will be expected to:	page	Ref	An adult will be expected to:	page	Ref	An adult will be expected to:	page
Ww/E1.1	spell correctly some personal key words and familiar words	84	Ww/E2.1	spell correctly the majority of personal details and familiar common words	162	Ww/E3.1	spell correctly common words and relevant key words for work and special interest	242
						Ww/E3.4	proof-read and correct writing for grammar and spelling	236
Ww/E1.2	write the letters of the alphabet using upper and lower case	88	Ww/E2.2	produce legible text	164	Ww/E3.2	produce legible text	242
	in documents such as forms, lists, messages, notes, records			in documents such as forms, lists, messages, notes, records, e-mails, simple narratives			in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports	

FIGURE 27: Focus on capitalisation and spelling in Writing skills across Entry levels (ESOL Core Curriculum, page 32)

Some students have full or part-time jobs and they must juggle working hours and irregular sleeping patterns with their class times. Many go to class feeling tired or stressed, but still manage to keep learning and improve their language skills, proving their resilience.

Some asylum seekers and refugees must overcome traumatic situations such as war and government prosecution, many do not have any family members or friends in the UK and can feel very isolated. According to a study carried out by Oxford University Press (2019) on Resilience in English Language Teaching (ELT, O. U. P. (2019), the ESOL classroom can be a safe space for students to improve their mental health and build their resilience up, which can be achieved by combining their own personal development both in their own mother tongue, as well as in the English language. For example, this can be achieved by creating opportunities for students to use their mother tongue in the classroom in order to foster cultural identities and create an inclusive learning environment (Figure 28).

RESILIENCE
in English Language Teaching

“Languages are central to migrants’ and refugees’ resilience in times of crisis or in difficult circumstances”
Graham Hall, Former Editor of *ELT Journal*

BUILDING RESILIENCE IN THE ELT CLASSROOM
How do we build individual resilience in the ELT classroom?

PERSONAL DEVELOPMENT PLANNING

POSITIVE PSYCHOLOGY

LANGUAGE USE AND LANGUAGE LEARNING
for life skills and employability

Encouraging the use of HOME LANGUAGES

WHAT IS RESILIENCE?
“The ability of individuals, households, communities, and societies to withstand shocks and stresses, recover from such stresses, and work with national and local government institutions to achieve transformational change for sustainability”
3RP Regional Refugee and Resilience Plan

INDIVIDUAL RESILIENCE & ELT
In ELT there has been a focus on building individual resilience, and increasing use of the terms:

EMOTIONAL RESILIENCE
Relating to learners’ capacity to cope with the changing state of their own and others’ emotions

ACADEMIC RESILIENCE
Relating to learners achieving good educational outcomes despite adversity

“Resilience is related to mother tongue development, not only learning additional languages such as English, which may provide access to further education, training, and/or employment”

Based on the article ‘Resilience’ by **TONY CAPSTICK**

ELTjournal **OXFORD UNIVERSITY PRESS**

FIGURE 28. Resilience in English Language Teaching (Oxford University Press).

3.3 SOCIAL FACTORS

According to the report published by Foresight, the British Government Office for Science, titled “What are the wider benefits of learning across the life course?” (Schuller 2017) and which focuses on adults returning to formal learning settings, it was concluded that adult learning is linked to several social aspects, such as higher levels of social connections and community engagement, community integration and inclusion, participation in community events, democratic participation in regard to political understanding and feelings of empowerment, being more assertive and collaborating with others in the workplace, and reducing crime and antisocial behaviour.

Attending an ESOL course means making new friends and connections within the local community, improving social communication skills and feeling part of the British society. All these were regarded as important by DCG students in the

online survey and the interviews carried out as part of this research, and they are related to sub-areas of research pointed out in Table 1 (page 10 of this document), which are: students' motivations, citizenship & inclusion, students' challenges and social mobility.

4 METHODOLOGY

4.1 Methodological approach

An Inductive Approach (Goddard & Melville 2004) was chosen by the researcher to propose an answer to the question “What are the key motivating factors for taking an ESOL course at Derby College and how do they shape curriculum design?”. This approach started with the collection and analysis of current DCG student data from December 2022 to April 2023, and the goal was to develop a theory based on the patterns that emerged from the data that could help understand what motivates ESOL students at DCG.

When collecting and analysing the data, a mixture of qualitative and quantitative methods was applied to aid the inductive process. An online survey, semi-structured interviews and data reports were used to generate qualitative data which was turned into figures and themes in order to determine similarities and differences between DCG students (Cohen et al 2011).

4.2 Participants

Purposive sampling was used to identify students at each of the 6 levels of ESOL delivered at DCG: Beginners, Entry 1, Entry 2, Entry 3, Level 1 and Level 2. This type of sampling is commonly used in both qualitative and mixed methods research in order to make the most of limited resources that could be at high risk of observer bias (Nikolopoulou 2022).

There were 532 ESOL students at the beginning of the academic year 2022-2023 at Derby College across 7 levels: Beginner Low, Beginner High, Entry 1, Entry 2, Entry 3, Level 1 and Level 2. Although the survey was sent to all the ESOL teachers at DCG, a total of 77 students completed the online survey issued on 13th December 2022 and which was closed on 18th January 2023, and 5 of those students were also randomly selected to participate in semi-structured interviews.

Table 5 below shows a breakdown of the number of students per level of ESOL who completed the online survey and it can be observed that most of the students were enrolled onto Entry 1 and Entry 2 levels.

Table 5. DCG's ESOL students who answered the online survey by level.

ESOL Level	Number of Students
Beginner	4
Entry 1	25
Entry 2	34
Entry 3	7
Level 1	2
Level 2	5
Grand Total	77

It is worth noting that 20% of the students this academic year are at Beginner level, making it difficult for them to complete the survey without their teacher's help, as most of them have very low literacy and digital skills. However, the majority of the students who answered the survey were at Entry 1 and Entry 2 levels, which is representative of the majority of the students attending DCG.

Table 6 below shows the percentage of ESOL students per level this academic year, according to the report facilitated by DCG dated November 2022.

TABLE 6. Percentage of DCG's ESOL students and their levels in the academic year 2022-2023 (ESOL Nationality 22-23 2022-11-15 report).

ESOL LEVEL	% 2022-23
ESOL LITERACY - BEGINNERS	20%
ESOL SFL EL1 - SEP - DEC	32%
ESOL SFL EL2 - SEPT - DEC	24%
ESOL SFL EL3 - SEPT - DEC	16%
ESOL SFL LEVEL 1 - SEP - DEC	6%
ESOL SFL LEVEL 2 - SEP - DEC	4%

One of the survey questions was regarding gender, in order to identify how traditional gender roles might have an effect on the students' motivations and challenges. 77% of the students who completed the survey identified themselves as women. None of the students identified themselves as non-binary or selected "Prefer not to say", as it can be seen in Table 7.

TABLE 7. Gender of DCG students who answered the online survey.

Gender	ESOL LEVEL						Grand Total	%
	Beginner	Entry 1	Entry 2	Entry 3	Level 1	Level 2		
Man	1	4	10	0	1	2	18	23%
Woman	3	21	24	7	1	3	59	77%
Non-binary	0	0	0	0	0	0	0	0%
Prefer not to say	0	0	0	0	0	0	0	0%
Grand Total	4	25	34	7	2	5	77	

The students who completed the survey identified a total of 13 languages as their first language, and 3 students confirmed they were already bilingual before they started to learn English. The majority of the students speak Kurdish, Arabic and Farsi (Persian), making it a combined 64%, as it can be seen in Table 8.

TABLE 8. Languages spoken by the students who answered the online survey.

LANGUAGE	NUMBER OF STUDENTS	%
*OTHER	6	8%
Albanian	4	5%
Arabic	16	21%
Farsi (Persian)	13	17%
Kurdish	20	26%
Kurdish & Arabic	1	1%
Kurdish & Farsi	1	1%
Punjabi	3	4%
Russian	1	1%
Spanish	5	6%
Tigrinya	2	3%
Urdu	2	3%
Urdu & Spanish	1	1%
(blank)	2	3%
Grand Total	77	

64%

The 6 students who selected “other” as their language in that question, entered the following languages in the next question: Hungarian, Danish, Chinese and Amharic.

All the students (Table 9), except one, who participated in the survey already had some kind of prior educational experience either in their own country or in the UK. However, due to the nature of the questions, it is not clear whether the students

who selected “college” meant their experience was for example, the previous academic year at DCG or any other college in the UK, or simply that they undertook a college course (not to learn English) in their own country. In the case of “university”, it can be assumed that this type of education was undertaken in their own countries, as their current level of English would not allow them to be accepted in a British university. 44% of the students only have basic education studies: 12% only primary education and 32% up to secondary education.

TABLE 9. Prior education taken by the students who answered the survey.

PRIOR EDUCATION	NUMBER OF STUDENTS	%
Primary school;	9	12%
Secondary school;	25	32%
College;	28	36%
University;	13	17%
OTHER;	1	1%
Grand Total	77	

It is interesting to find that 13 of the students had attended university in their own countries, as sometimes, people assume that ESOL students have not had any kind of higher-level education. In fact, some highly educated students had to flee their countries due to war and/or persecution.

The students who also agreed to be interviewed after the survey were randomly selected per level and asked to have a face-to-face semi-structured interview. Each of them was at a different level: Beginner, Entry 1, Entry 2, Entry 3 and Level 2.

4.3 Data collection methods

This study was commissioned by Derby College Group to investigate what motivates ESOL students, the challenges they experience and how that affects the ESOL curriculum. It is important for the college to keep a high standard of quality content within the curriculum at each level which is also relevant to the students' interests and motivations.

The following data collection methods were used:

- Online survey: created on Microsoft Forms in December 2022 and distributed to teachers via email who in turn shared the link with students via message, email or simply typing the link onto a mobile phone.
- Semi-structured interviews: 4 face-to-face in-person at a couple of the delivery sites and 1 via MS Teams video call.
- Excel reports: facilitated by the Reporting team at DCG.

4.4 Data analysis

As mentioned above, an Inductive Approach (Goddard & Melville 2004) with a mixture of qualitative and quantitative methods was used to analyse the data and identify themes related to students' motivations, students' challenges, citizenship, inclusion and social mobility. Although the main questions were about motivations and challenges experienced by students, and some possible answers were offered in the form of multiple-choice answers, the students also had an option across several questions to add in their own words what motivates and challenges them. Some of them completed them and those answers were included in the relevant tables and charts created during the process of data analysis.

The online survey created on Microsoft Forms, once closed, automatically produced a summary and a detailed report. The summary was presented in the form of charts and the detailed report was exported onto a Microsoft Excel spreadsheet format, which in turn, was used to create several pivot tables and graphs during the data analysis stage.

The data collected from the semi-structured interviews was initially handwritten and afterwards typed up onto a Microsoft Word document. After revising the responses, colour codes were used to highlight motivations and challenges experienced by the students and several charts and tables were created using that data.

The reports facilitated by the DCG administration teams were provided on a Microsoft Excel spreadsheet format and the data was used to create tailored tables and charts.

4.5 Reliability and validity of the study

This is a genuine study that has been possible thanks to the collaboration of current DCG ESOL students, teachers and administration teams. Both the reliability and the validity of the study were carefully considered during the research and data analysis process. Due to the nature of qualitative research being possibly influenced by the researcher-interviewer's point of view during the survey stage, the online survey was distributed to all the ESOL teachers, who then carried out the questionnaire with their own student caseloads. There is a small possibility that each teacher could have slightly influenced their own students when going through the questions, as they had to read them out loud in some cases in order to explain them to students who are less able to read by themselves, particularly those at Beginners and Entry 1 levels. However, the language used in the questions and answers of the survey were simple enough that most students would have needed minimal help to understand them, and the fact that teachers the students knew asked the questions probably made them feel safe and free to ask if they did not understand something.

Also, the researcher selected 3 students who she was not familiar with for the one-to-one interviews, as well as 2 students that were on her caseload. The questions used during the semi-structured interviews allowed for clarifications to the answers given to the survey, and because of the level of each student, the language used was either simplified or made more complicated to allow for more details and explanations, based on the advice given by Berg (2009).

In the case of the interview with the student who was at Beginner level, another student in their same class volunteered to translate into Kurdish some of the questions they needed clarification on, as well as some of their answers. This helped to make the student feel at ease and confident that the researcher understood what they said.

The data analysis was carried out by both the researcher and the administration team, who provided both the raw data and some tables. The researcher carried out all the data analysis related to the survey and some findings were discussed with some ESOL teachers during informal discussions to find out whether they had influenced the students' responses and it was concluded that the students had given genuine responses.

4.6 Research ethics

The framework followed during this research is the one advised by the Economic and Social Research Council (ESRC) in the UK (*Our core principles 2021*), which highlights the following six principles of ethical research:

- Maximise benefit to individuals and society, and to minimise risk and harm
- Respect the rights and dignity of individuals and groups
- Voluntary and appropriately informed participation of individuals and groups
- Conduct research with integrity and transparency
- Clearly define lines of responsibility and accountability
- Maintain independence of research and make explicit any unavoidable conflicts of interest.

The research topic, content and methods were firstly agreed with the DCG's researcher's line manager, Andrew Parfitt. Prior to sharing the online survey with the ESOL teachers, the researcher emailed them to explain the reasons behind the survey and that participation was voluntary and any data would be treated as confidential in order to protect both the students and teachers' anonymity. Also, the online survey had a disclaimer at the top to explain to the students the objective of the survey and that their information would be made confidential. Before booking the face-to-face semi-structured interviews, the researcher obtained permission from the students' teachers in writing to confirm they were happy to be interviewed, and before the interviews started, the researcher verbally told the students again the reasons behind the interviews and that their responses would

be anonymised. All the teachers and adult students were comfortable with the process.

Four of the five interviews were carried out in a separate room in order to have some privacy and they were conducted in a relaxed atmosphere. Two of the students already knew the interviewer and felt at ease being interviewed. The student at Beginner level had another student who spoke the same language and that helped them translate during of the conversation.

The remaining interview was carried out via a Microsoft Teams video call due to the student's availability and usual class location, as they were based in a different delivery site from the interviewer. It was also conducted in a relaxed atmosphere and the student felt comfortable to talk about their personal health, which was relevant to their answers.

The notes taken during the interviews were discussed with the students prior to concluding the interviews, in order to ensure transparency during the process and that the interviewer had understood their answers correctly. The two members of staff from the DCG administration teams that provided some of the data reports were contacted via email in order to explain the reasons for the reports and how the information would be used for this project. The data they provided was used to create tailored tables and charts, but it was not altered in any way.

The data collection process complied with the General Data Protection Regulation (GDPR) of the European Union (Regulation 2016/679/EU) and followed the principle of data minimisation (Principle (c): Data minimisation 2023; legislation.gov.uk 2016). Therefore, only the relevant and necessary data for this research purposes was used, and no sensitive or personal data were collected on the survey or the interviews. The online survey purpose information and disclaimer can be found in Appendix 4.

5 RESULTS

5.1 Motivational factors identified by students

One of the most important questions in the online survey was “Why are you studying ESOL?” (Figure 29), and out of the 77 students who completed the survey, 63 selected “To improve my English”, which is the most expected answer. However, it is interesting to see the other reasons why they are studying ESOL are “To find a job in the future” (43 answers), “To go to university in the future” (29 answers) and “To make friends” (21 answers). No-one selected the “Other” option, but this could be due to the students’ limited vocabulary range.

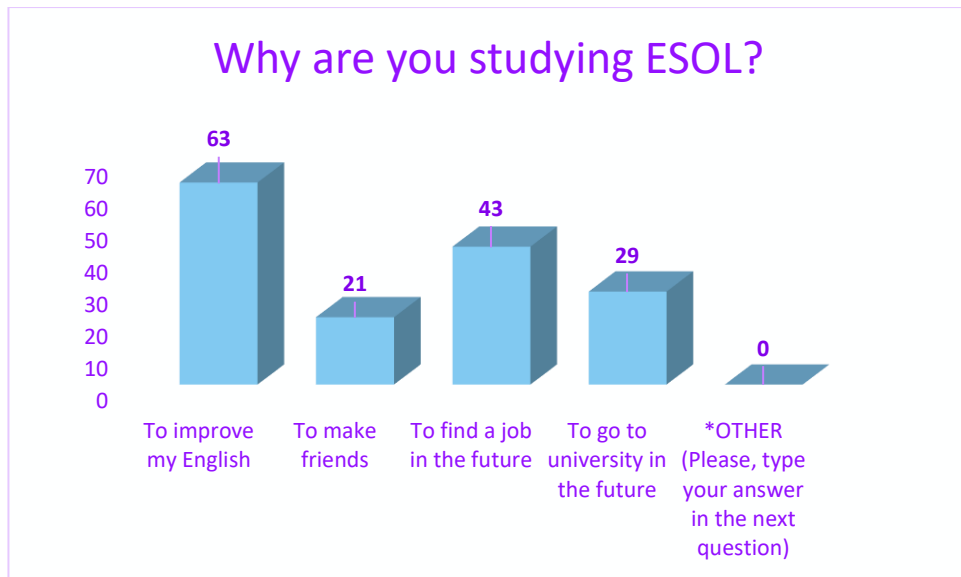


FIGURE 29. DCG students’ answers given to “Why are you studying ESOL?” (Online survey, December 2022).

Bearing in mind that most of the students had just finished their first term of this academic year, the question “What do you like about being a student at Derby College?” (Figure 30) seemed a good opportunity to find out what their motivations are for coming back to class. This was a multiple-choice question and most students selected more than one thing they liked. 63 students selected “I am improving my English”, which lines up with the main reason for joining the ESOL course. The students can see an improvement, so they keep coming back to class.

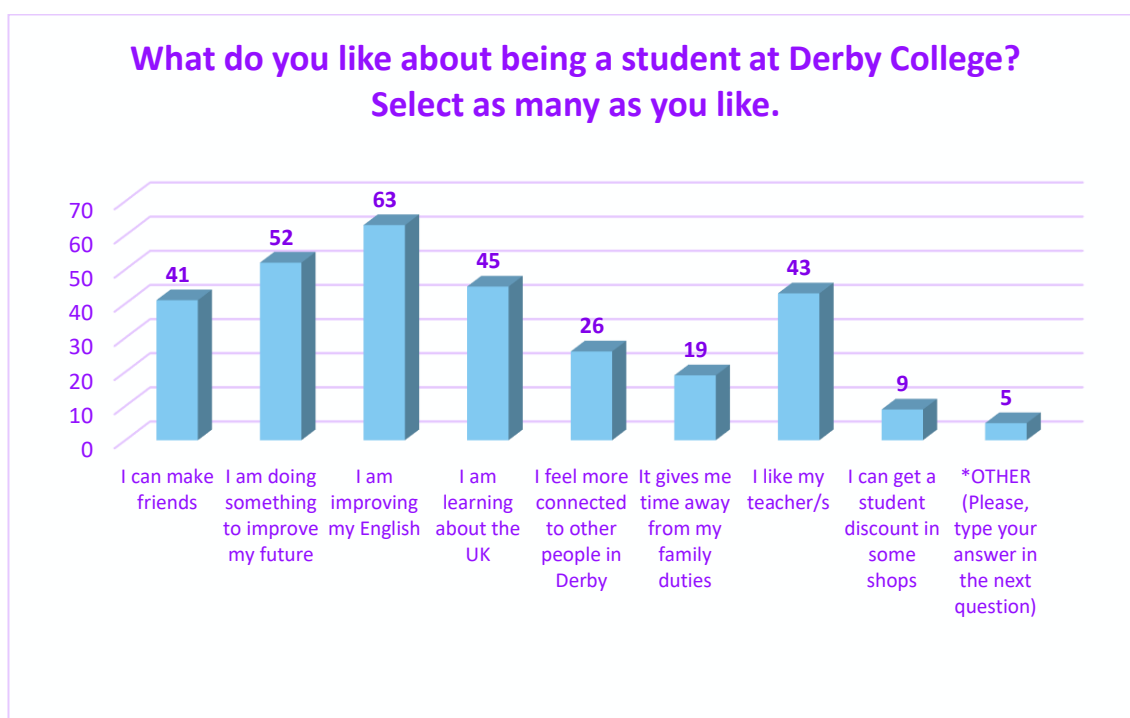


FIGURE 30. DCG students' answers given to "What do you like about being a student at Derby College?" (Online survey, December 2022).

The second highest thing the students like is "I am doing something to improve my future", with 52 responses. This is linked to social mobility (job and further studies prospects), which is high in the government's agenda for FE (gov.uk 2022). One has to bear in mind that most students only have up to secondary education qualifications, so progressing onto higher level courses is of utmost importance to them in order to get a good job in the future and improve their lives in all aspects.

The third highest response was "I am learning about the UK", with 45 responses. This is linked to the Fundamental British Values and citizenship, which were a priority as part of the Prevent strategy in 2011, to promote the "values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs" (gov.uk 2014).

The fourth highest response was "I like my teacher/s". Most students only have one ESOL teacher, but there are some groups that are shared by 2 or even 3 teachers, and also, DCG offers Digital Skills classes and maths classes for ESOL students, as well as additional Adult Learning Support in-class, 1-to-1 classes

and in small group sessions, which is funded via an additional ESFA funding pot to support students who struggle to achieve their course aims in regular classes.

“I can make friends” ranked fifth and this is linked to inclusion. Many students are asylum seekers, refugees or simply do not have any family or friends in the UK, and for them the ESOL class is a place where they can make new friends and socialise. Part of the ESOL curriculum is to take part in social activities such as parties or outings to museums.

“I feel more connected to other people in Derby” was selected by 26 students, and it has to do with social reasons and inclusion. Some ESOL activities allow the students to learn about their local communities and Derby’s history. It is important for students and teachers to feel part of the British society and culture in Derby. Again, this is linked to the British Values and citizenship government’s agenda.

“It gives me time away from my family duties” was selected by 19 students, all of them women. One has to bear in mind that most of the ESOL students come from countries where women are expected to provide all or most of the care for their children and undertake most of their domestic duties. After having some conversations with students over the years, it can be observed that most of these women do these things without realising there are other options.

Many ESOL female students with children under 2 years old take advantage of the childcare funding provided by the government, so that their children are looked after whilst they are in class. DCG has partnerships with various nurseries in Derby and teachers help students complete the necessary application forms. Otherwise, it would be impossible for them to access that support and attend college, as most students do not have other family members that could stay with their children whilst they are at college. These women are very resilient, and they do not even realise, as discussed on Pages 36-39 of this document.

“I can get a student discount in some shops” was selected by 9 students. This is not a well-known perk in the adult student community, although it is promoted by some teachers. In general, students can access student discounts via sites such

as myunidays.co.uk or totum.co.uk, but as most ESOL students lack basic digital skills, they are not aware of discounts and offers they are entitled to. However, if students present their DCG student identification card, they can get a student discount in some shops. There is in general a lack of awareness of what a part-time adult student can benefit from, which could be further researched in a separate study.

“Other” was selected by 5 students, but actually 20 students wrote something in the Other box. 7 of them wrote something related to liking the classes and liking learning English, 5 wrote it was good for them, 5 wrote it was good for their future education or job, 2 wrote they are improving their English and 1 mentioned “to be more integrated in the UK”, as it can be seen in Table 10 below.

Table 10. Other reasons typed up by DCG ESOL students (Online survey, 2022).

Other reasons	Count
I like the classes/learning English	7
It is good for me	5
For my future education/job	5
I am improving my English	2
To be more integrated in the UK	1

The question “Is this course helping you to feel happier about living in the UK?” (Figure 31) was overwhelmingly answered with a “Yes” by 71 students. This comes back to the fact that the ESOL course is not just a course to learn English. It makes the students feel more integrated in their local communities, make friends, bond with people from other cultures and learn more about the place they currently live in, as discussed earlier.



FIGURE 31. Answers given by DCG ESOL students to “Is this course helping you to feel happier about living in the UK?” (Online survey, 2022).

Therefore, the JCP work coaches might mandate some students to attend, but once they walk through the college doors, DCG ESOL teachers make them feel part of something bigger and they give them many reasons to come back and keep learning and improving themselves in so many ways, not just their language skills.

The student interviewed at Level 2 stated that although they currently suffer from mental health problems, they find going to class very enjoyable and because they usually find it difficult to socialise with others, being in a small class group is helpful for them. They also mentioned that they have felt discriminated against in the past due to their lack of language skills, and attending the course has made them feel more confident. They are now working part-time as well as studying, and because they have no other hobbies, they enjoy doing the set homework and using the online resources facilitated by their teacher.

The other 4 students interviewed also mentioned that their courses have made them feel more confident and they enjoy going to class as they have made new friends there. Also, they are now able to communicate with their children, who mostly speak English to them although they understand their parents’ language, and help them with their homework.

All the students interviewed mentioned that one of their objectives for attending the course was to find a job in the future, as they all have families and children to look after. The beginner student is a single parent with 3 children, so they have a very busy family life and struggle to socialise with other adults outside the classroom.

5.2 Challenges identified by students

Question 10 of the online survey “What do you not like about being a student?” (Figure 32) addressed the negative aspects of being an adult ESOL student and it provided multiple-choice predetermined answers in relation to the time the course takes, the homework given, family-studies balance and difficulty of the classes. These answers were designed in line with previous informal conversations with the researcher’s students and other ESOL teachers over the years.

Overall, only 28 students selected one or more challenges from the list provided, making it a 36%. Therefore, 64% of the students did not find any challenges worth mentioning.

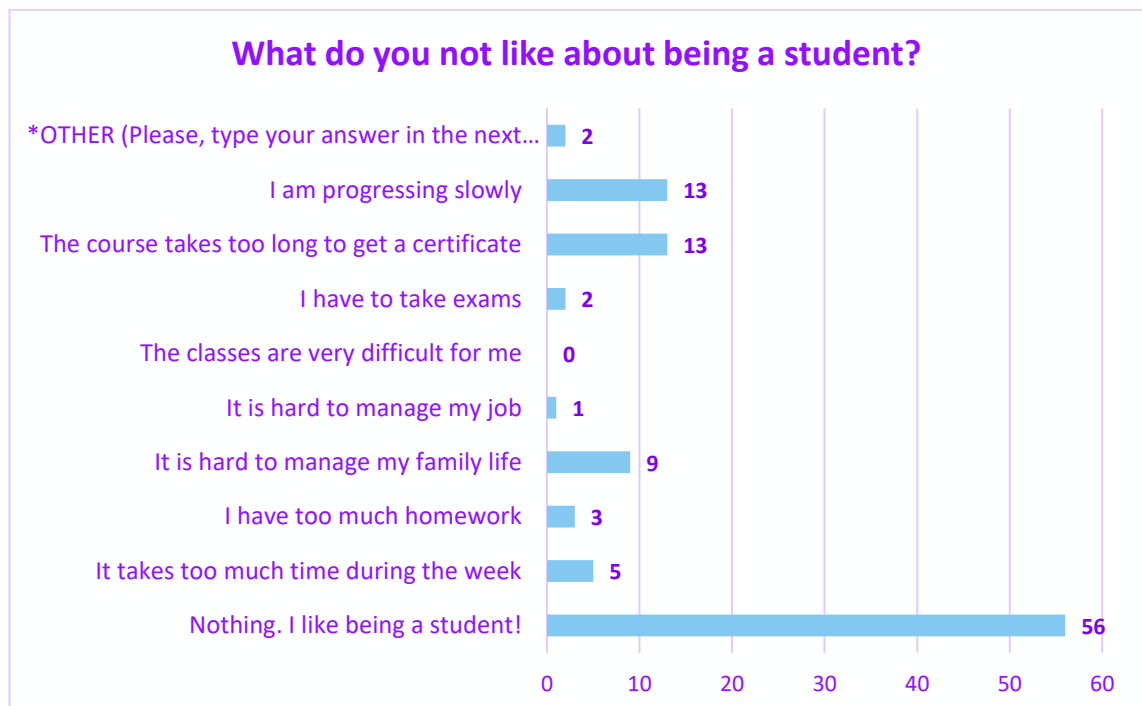


FIGURE 32. Challenges identified by DCG ESOL students (Online survey, 2022).

44 students only selected the “Nothing. I like being a student!” option and a further 12 selected other challenges as well. This makes one think that the challenges being experienced by these students might not be too important compared to the benefits of taking the course, showing again their resilience and capability to balance family and/or work life with their studies.

13 students selected “The course takes too long to get a certificate” and another 13 selected “I am progressing slowly”. Upon further data analysis, it was found that 5 students had selected only “the course takes too long to get a certificate”; other 5 students had selected 2 options simultaneously in relation to taking long and progressing slowly; and only 2 had selected simultaneously more than 3 options, which related to having to take exams and/or struggling to manage their job at the same time, as it can be seen in Table 11 below.

Table 11. Multiple-choice options selected by DCG ESOL students in Question 10 “What do you not like about being a student?” (Online survey, 2022).

What do you NOT like about being a student?	Count
The course takes too long to get a certificate	5
The course takes too long to get a certificate & I am progressing slowly	5
Takes too long, progressing slowly & OTHER	2

The next question offered an opportunity to expand on their answers in regard to challenges experienced for those who had selected “Other challenges”, which was chosen by 2, although actually 10 students wrote something in it. The answers included one student mentioning they found the 2 classes a week were insufficient and they would prefer to have 3 or 4 classes. Another student mentioned they found it difficult to attend in the afternoon. Another student mentioned they needed “more help with grammar”. The rest of the answers were either positive or neutral, as shown in Table 12 below.

TABLE 12. Answers given by DCG ESOL students to Question 11 “*OTHER REASONS why you DO NOT like being a student” (Online survey, 2022).

*OTHER REASONS why you DO NOT like being a student:
I don't like twice a week, I like 3 or 4 days a week
College
I like being
Ist fine but need more help to grammar
It's good to lern
Jedda
N/A
N/A
Other reasons
We don't have book(s), we don't know topics during the course and attending the classes in the afternoon is difficult for me.

9 students selected “It is hard to manage my family life”. The researcher was particularly interested in this type of challenge, and when expanded on this topic during the 5 semi-structured interviews, the students discussed the fact of having young children of either nursery or school age, and/or having part-time jobs. Although the students also reflected on the fact that they felt supported by their spouses and families, all those reasons made their work/family-study life balance challenging. However, they also showed a high sense of resilience and responsibility towards overcoming these challenges in order to improve their English and their lives.

For example, the Entry 2 student discussed how they have 2 children of school age, their spouse is ill and unemployed, and they have been working part-time whilst also attending their ESOL classes. They are now able to read bedtime stories to their children and they feel more confident and positive about their life, which something they regard as a great benefit of attending their course.

Only 1 student selected “It is hard to manage my job”, which again, shows how resilient the students are who both work and study. No-one selected “The classes are very difficult for me”, which is positive and indicates that the students are attending classes at the correct level. 2 students selected “I have to take exams” as a challenge, which is probably linked to the fact that many of the students do not have previous experience in an educational setting, or simply that they do not

like having to take exams at the end of their course. Because of the small percentage these 2 students represent, one can assume that most of the students are not being put off by having to take exams. Also, many of the students need their certificates for residency purposes or to move onto further educational courses.

This is related to the next 2 challenging options, “The course takes too long to get a certificate” and “I am progressing slowly”, which were selected by 13 students each, although some of them selected both challenges. A total of 19 students selected either one of the 2 challenges or both at the same time. As mentioned above, many students need to show a certificate of achievement to apply for UK citizenship or visas, or to continue studying further education courses to improve their work/life prospects.

The optional question “*OTHER REASONS why you DO NOT like being a student” was optional and it was answered by 10 students. Table 12 (above) shows a summary of the answers provided, where 3 of them were found relevant, but they relate more to wanting more classes during the week, needing more help to understand the course content or wanting a course book. However, in regard to the latter, it is worth noting that at DCG the students are provided with copies of worksheets and other materials, and they are not asked to buy any books or resources in order to minimise the financial impact and make it inclusive to everyone regardless of their financial capabilities.

Regarding the challenges found by the 5 students that were interviewed after the survey, the main theme was around the work/life-studies balance, as having young children and/or a part-time job made their lives very busy. However, they were not negative about it and saw it as a temporary challenge, showing their high level of resilience.

5.3 How do motivations and challenges shape the ESOL curriculum?

Following the Inductive method previously mentioned, it was observed that the current students' motivational factors are related to wanting to improve their English for various reasons like improving their life in general, socialising and learning about the UK. Students like their course and their teachers, and that is what keeps them motivated to come back every week.

The ESOL Core Curriculum, as mentioned at the beginning of this thesis, states that students' motivations for attending an ESOL course is to get a job in the future and to be able to do daily tasks, as well as communicating with their Job Centre advisors (ESOL Core Curriculum, p. 7). Surprisingly, not all 77 students selected "To improve my English" as the main reason for studying ESOL; only 63 of them selected this option, according to Figure 29 (Page 48).

43 students out of the 77 in total (56%) selected "To find a job in the future" as one of the reasons for studying ESOL. This seems to be in line with the ESOL Core Curriculum main motivation for students, but it is important to also bear in mind that students are also motivated by the possibility "To make friends" (21 students, 27%) and "To go to university in the future" (29 students, 38%).

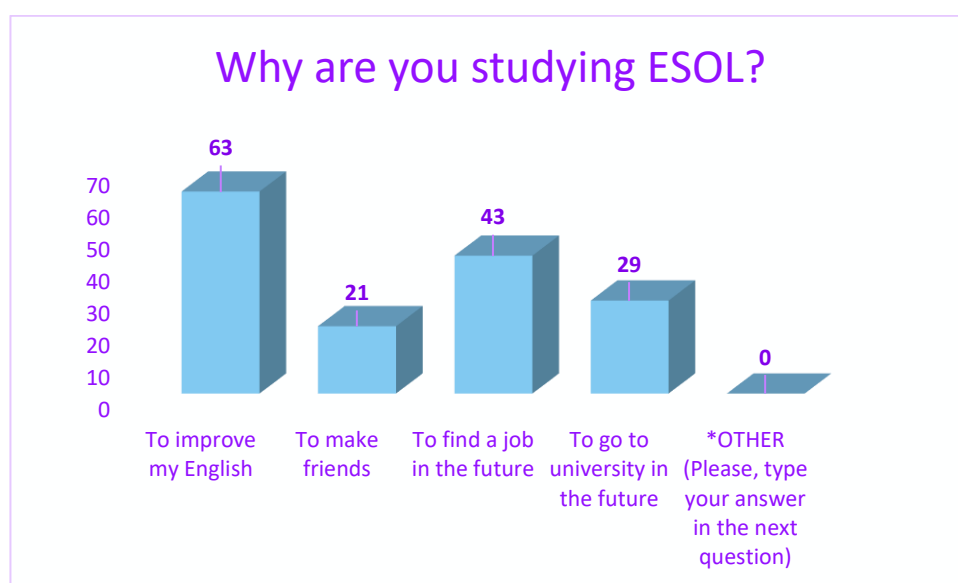


FIGURE 29. DCG students' answers given to "Why are you studying ESOL?" (Online survey, December 2022).

Also, the last question of the survey “OTHER REASONS why you are studying ESOL” (Table 12, page 55) offered the students a chance to write in their own words any other reasons they had, and they are: for visa applications, for the future, to learn more English, for living in the UK, to improve themselves, to make friends, to help their children and to continue studying.

None of the students mentioned their relationship with their Job Centre advisors as a relevant factor for studying ESOL, which contradicts the ESOL Core Curriculum, but it could simply be due to the fact that most of the students do not attend face-to-face sessions with their advisors due to the restrictions imposed during the Covid-19 pandemic in 2020 and their contact with them is mainly via the Universal Credit website (Figure 33).

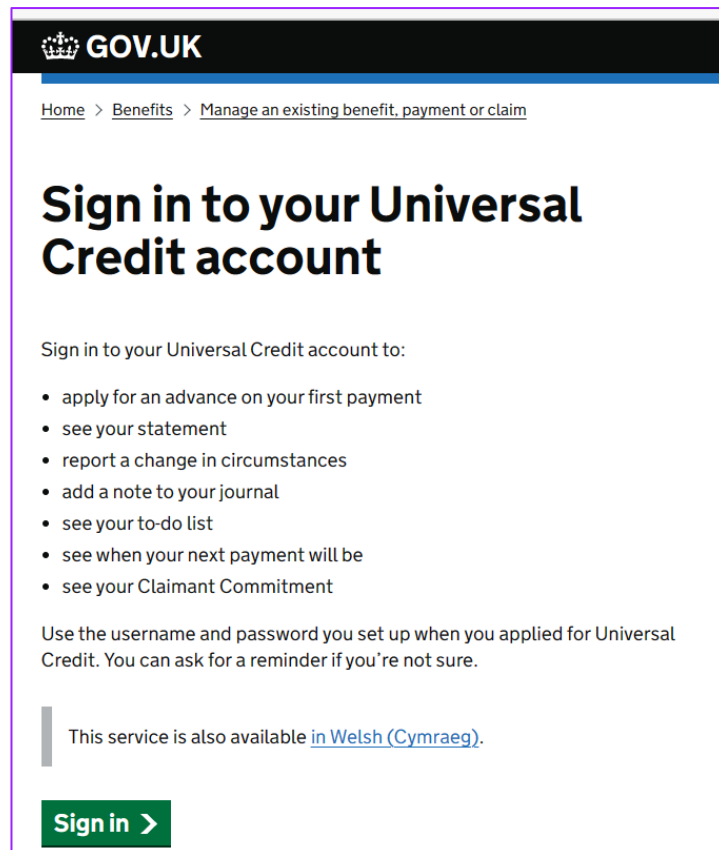


Figure 33. Universal Credit website for logging into account (GOV.UK 2023).

It can be assumed that the reason stated as “To improve my English” could include the option to use English for daily tasks, which is in line with the ESOL Core Curriculum. Therefore, it can be concluded that the two main reasons why students attend an ESOL course at DCG are indeed in line with those in the ESOL

Core Curriculum and therefore, the DCG curriculum is shaped in accordance to both student motivations and the government's assumptions.

6 DISCUSSION AND RECOMMENDATIONS

This project has highlighted the huge diversity that encompass current ESOL students at DCG who come originally from 57 countries around the world, as well as what influences their motivations and what challenges their lives and learning journeys, from their types of backgrounds and current residency situations to their interests and future plans.

The research proposed a limited number of pre-assumed motivational and challenging factors based on the literature read and previous teaching experience of the researcher, along with previous informal conversations with teaching staff and students at DCG. However, the fact that the survey included some questions where students could type up their answers in their own words was also helpful and it raised the following areas for discussion:

- The need for delivering classes over more days during the week. The DCG offer of morning, midday, afternoon and evening classes was discussed during staff meetings at the beginning of this academic year, and only a small amount of classes were designed to go over 3 days instead of the usual 2 days per week, although the total number of class hours per week would be the same, 6 hours. This was a step towards a greater flexibility in the curriculum, trying to split the learning sessions into 2-hour slots over 3 days a week in order to give more regularity and opportunities to those students who need classes more frequently or for whom 3 hours a day was too much.

However, it could also be an option to run classes of up to 16 hours per week instead of the set 6 hours that are currently delivered, in order to complete the course GLH faster and for the students to improve and achieve their certificates sooner. However, this could cause an issue with the number of spaces available at the nurseries the students usually take their children to. Also, the students who are claiming benefits are not allowed to attend a training course over 16 hours per week, as per their agreed claimant commitment rules, since that would be classed as full-time education and it would hamper their availability for work.

A further survey would be advised in order to find out the ideal number of hours the students would be happy to commit to, as well as what days and times the students would like to attend their classes next academic year. Therefore, designing a more flexible and appealing course offer.

- Reasons why the majority of ESOL students are female, as identified on page 38 of this document, and whether there is something that could be incorporated to the curriculum in order to attract more male students.
- The lack of awareness of most ESOL students in regard to their entitlement to student discounts, as highlighted on page 50 of this document. It would be interesting to run a project to make more students aware of the discounts they can access, since most students are on state benefits and they have limited funds, which would be maximised by the use of student discounts.

7 CONCLUSIONS

This research has highlighted the fact that the social aspects of attending an ESOL course are very important for DCG students and they motivate them to attend their classes. According to the survey and the interviews, doing something to improve their future is almost as important as making friends in the class and connecting to other people, and that is why the students keep coming back to class day after day.

The second conclusion came upon is the amount of resilience shown by the students, which is developed during their classes by teachers who encourage and motivate them to keep learning every day, as well as their own strength and self-motivation. The ESOL curriculum at DCG is designed to be flexible so that teachers can encourage students to talk about their own countries and cultures, which are celebrated and shared with other students in the classroom as part of the Equality, Diversity and Inclusion agenda, helping students to use the English language in familiar contexts and to connect with others. Also, the resilience students regularly demonstrate by overcoming barriers such as the management of childcare and busy family lives, housing and mental health issues, as well as other personal challenges, is admirable and encouraged by teachers at DCG.

Teachers must have regular communication with students, as this is essential in order to keep them motivated, keep overcoming barriers and progress in their studies, as well as to keep the curriculum relevant to their interests and personal situations. Therefore, it can be concluded that ESOL teachers at DCG are doing that well, based on the research results.

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APPENDICES

Appendix 1. Information from ESFA and City & Guilds in regard to the funding and minimum GLH across different ESOL qualifications

1 (6)

Certificate in ESOL Skills for Life (Entry 1)		Academic year
Reference: 60140756		2022 to 2023 ▼
Overview	Overview	
Funding	Reference	60140756
Frameworks	Level	Entry Level
Category	Awarding body	City & Guilds of London Institute
Basic skills	Type	Certificate
Key dates	Guided learning hours	204
LearnDirect class system	Level 3 category	Not Applicable
	Level 2 category	Not Applicable
	Ofqual total qualification time	290
	Minimum Ofqual guided learning hours	204
	Maximum Ofqual guided learning hours	247
	Sector subject area tier 1	14.00 - Preparation for Life and Work
	Sector subject area tier 2	14.10 - Foundations for Learning and Life
	Last modified	11 February 2019

FIGURE 6. Minimum and maximum number of GLH funded under the Certificate in ESOL Skills for Life Entry 1: 204-247; Total qualification time: 290 (gov.uk, 2022)

Certificate in ESOL Skills for Life (Entry 1)

Reference: 60140756

Academic year
 2022 to 2023 ▼

- [Overview](#)
- Funding**
- [Frameworks](#)
- [Category](#)
- [Basic skills](#)
- [Key dates](#)
- [LearnDirect class system](#)

Funding approved for selected year

[Open all](#)

14-16 EFA +

Last date for new start: 31 July 2023

16-19 EFA +

Last date for new start: 31 July 2023

Adult Skills -

Last date for new start: 31 July 2023

Course validity

Valid from: 01 September 2014

Valid to: 31 December 2025

Category: Matrix

Effective from: 01 September 2014

Effective to: 31 July 2026

Programme weighting: A

Weighted rate: £1,265.00

Unweighted rate: £1,265.00

FIGURE 7. Funding allocation for the Certificate in ESOL Skills for Life Entry 1: £1,265 (gov.uk, 2022)

Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)

Reference: 60141918

Academic year

2022 to 2023 ▼

Overview

| Funding

Frameworks

Category

Basic skills

Key dates

LearnDirect class system

Funding approved for selected year

[Open all](#)

14-16 EFA +

Last date for new start: 31 July 2023

16-19 EFA +

Last date for new start: 31 July 2023

Adult Skills -

Last date for new start: 31 July 2023

Course validity

Valid from: 01 September 2014

Valid to: 31 December 2025

Category: Matrix

Effective from: 01 September 2014

Effective to: 31 July 2026

Programme weighting: A

Weighted rate: £450.00

Unweighted rate: £450.00

FIGURE 8. Funding allocation for the Award in ESOL Skills for Life Entry 2 (Speaking & Listening): £450. (gov.uk, 2022)

Entry Level Certificate in ESOL Skills for Life (Entry 1)
Accreditation No: 601/4075/6
Type: VRQ
Credits: 29
Guided Learning Hours: 204 - 247
Total Qualification Time: 290

FIGURE 9. Minimum and maximum number of GLH required by City & Guilds to award the Certificate in ESOL Skills for Life Entry 1: 204-247; Total Qualification Time: 290 (cityandguilds, 2022).

Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)		Academic year
Reference: 60141918		2022 to 2023 ▼
Overview	Overview	
Funding	Reference	60141918
Frameworks	Level	Entry Level
Category	Awarding body	City & Guilds of London Institute
Basic skills	Type	Award
Key dates	Guided learning hours	85
LearnDirect class system	Level 3 category	Not Applicable
	Level 2 category	Not Applicable
	Ofqual total qualification time	110
	Minimum Ofqual guided learning hours	85
	Maximum Ofqual guided learning hours	85
	Sector subject area tier 1	14.00 - Preparation for Life and Work
	Sector subject area tier 2	14.10 - Foundations for Learning and Life
	Last modified	11 February 2019

FIGURE 10. Minimum and maximum number of GLH funded under the Certificate in ESOL Skills for Life Entry 2 (Speaking and Listening part only): 204-247; Total qualification time: 290 (gov.uk, 2022)

Non regulated Adult skills formula funded provision, Pre-Entry Level, ESOL, 197 to 292 hrs

Reference: Z0004301

Academic year

2022 to 2023 ▼

Overview

Funding

Frameworks

Category

Basic skills

Key dates

LearnDirect class system

Funding approved for selected year

[Open all](#)

Adult Skills +

Last date for new start: 31 July 2023

Other +

Last date for new start: not set

European Social Fund -

Last date for new start: 31 March 2023

Course validity

Valid from: 01 August 2015

Valid to: 31 March 2023

Category: European Social Fund

Effective from: 01 August 2015

Effective to: 31 March 2023

Programme weighting: A




Weighted rate: £1,265.00

Unweighted rate: £1,265.00

FIGURE 11. Non regulated Adult skills formula funded provision, Pre-Entry Level, ESOL, 197 to 292 hrs (gov.uk, 2022).

Appendix 2. ESOL Core Curriculum

1 (7)

READING								
								
At this level, adults can			At this level, adults can			At this level, adults can		
read and understand short texts with repeated language patterns on familiar topics			read and understand short, straightforward texts on familiar topics			read and understand short, straightforward texts on familiar topics accurately and independently		
read and obtain information from common signs and symbols			read and obtain information from short documents, familiar sources and signs and symbols			read and obtain information from everyday sources		
Ref	An adult will be expected to:	page	Ref	An adult will be expected to:	page	Ref	An adult will be expected to:	page
Rt/E1.1	follow a short narrative on a familiar topic or experience	70	Rt/E2.1	trace and understand the main events of chronological and instructional texts	138	Rt/E3.1	trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph	218
Rt/E1.2	recognise the different purposes of texts at this level	72	Rt/E2.2	recognise the different purposes of texts at this level	140	Rt/E3.2	recognise the different purposes of texts at this level	220
Rw/E1.1	possess a limited, meaningful sight vocabulary of words, signs and symbols	76	Rw/E2.2	recognise high-frequency words and words with common spelling patterns	150	Rw/E3.1	recognise and understand relevant specialist key words	228
						Rt/E3.4	identify the main points and ideas and predict words from context	222
			Rt/E2.4	use illustrations and captions to locate information	144	Rt/E3.9	relate an image to print and use it to obtain meaning	224
			Rs/E2.1	read and understand linking words and adverbials in instructions and directions, e.g. <i>next, then, right, straight on</i>	144	Rt/E3.3	recognise and understand the organisational features and typical language of instructional texts, e.g. <i>use of imperatives and second person</i>	220
						Rt/E3.6	skim read title, headings and illustrations to decide if material is of interest	224
						Rt/E3.7	scan texts to locate information	224
						Rt/E3.8	obtain specific information through detailed reading	224
			Rw/E2.1	read and understand words on forms related to personal information, e.g. <i>first name, surname, address, postcode, age, date of birth</i>	150	Rw/E3.2	read and understand words and phrases commonly used on forms	228

READING

ENTRY 1			ENTRY 2			ENTRY 3		
Ref	An adult will be expected to:	page	Ref	An adult will be expected to:	page	Ref	An adult will be expected to:	page
			Rt/E2.3	identify common sources of information	142	Rt/E3.5	understand and use organisational features to locate information, e.g. <i>contents, index, menus</i>	222
Rw/E1.2	decode simple, regular words	76	Rw/E2.3	use phonic and graphic knowledge to decode words	152			
			Rw/E2.4	use a simplified dictionary to find the meaning of unfamiliar words	152	Rw/E3.3	use a dictionary to find the meaning of unfamiliar words	230
Rw/E1.3	recognise the letters of the alphabet in both upper and lower case	78	Rw/E2.5	use initial letter to find and sequence words in alphabetical order	154	Rw/E3.4	use first- and second-place letters to find and sequence words in alphabetical order	230
in texts such as public signs and notices, lists, forms, notes, records, simple narratives			in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams			in texts such as forms, notes, records, e-mails, narratives, letters, diagrams, simple instructions, short reports		

2.1 Adult ESOL Core Curriculum guidance




Simple sentences	Entry 1	Simple and compound sentences	Entry 2	Simple, compound and complex sentences	Entry 3
<ul style="list-style-type: none"> word order in simple statements, e.g.: subject – verb – object subject – verb – adverb subject – verb – adjective subject – verb – prepositional phrase word order in instructions 		<ul style="list-style-type: none"> word order in compound sentences, e.g.: subject – verb – (object) + <i>and/but</i> + subject – verb – (object) 		<ul style="list-style-type: none"> variations in word order word order in complex sentences 	
<ul style="list-style-type: none"> <i>there is/are</i> + noun (+ prepositional phrase) 		<ul style="list-style-type: none"> <i>there was/were/there is going to be</i> 		<ul style="list-style-type: none"> <i>there has/have been</i> <i>there will be/there was going to be</i> 	
		<ul style="list-style-type: none"> clauses joined with conjunctions <i>and/but/or</i> a limited range of common verbs + <i>-ing</i> form verb + infinitive with and without <i>to</i> 		<ul style="list-style-type: none"> complex sentences with one subordinate clause of either time, reason, result, condition or concession defining relative clauses using <i>who, which, that</i> a range of verbs + <i>-ing</i> form verbs + infinitive, with and without <i>to</i> infinitive to express purpose 	
<ul style="list-style-type: none"> <i>yes/no</i> questions <i>wh-</i> questions question words <i>what/who/where/how much/how many</i> contracted form of auxiliary 		<ul style="list-style-type: none"> <i>wh-</i> questions comparative questions alternative questions question words <i>when, what time, how often, why, how</i> and expressions 		<ul style="list-style-type: none"> simple reported statements 	
		<ul style="list-style-type: none"> statements with question tags, using Entry 1 and Entry 2 tenses 		<ul style="list-style-type: none"> a wide range of <i>wh-</i> questions simple embedded questions question words including <i>whose</i> 	
<ul style="list-style-type: none"> imperatives and negative imperatives 				<ul style="list-style-type: none"> statements with question tags using Entry 3 tenses 	
Noun phrase					
<ul style="list-style-type: none"> regular and common irregular plurals of nouns very common uncountable nouns personal pronouns: demonstratives; determiners of quantity 		<ul style="list-style-type: none"> countable and uncountable nouns simple noun phrases object and reflexive pronouns determiners of quantity – <i>any, many</i> 		<ul style="list-style-type: none"> noun phrases with pre- and post-modification a range of determiners 	
<ul style="list-style-type: none"> indefinite article <i>a/an</i> with singular countable nouns definite article <i>the</i> 		<ul style="list-style-type: none"> use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives 		<ul style="list-style-type: none"> use of articles including: definite article with post modification; use of indefinite article to indicate an example of a class; use of indefinite articles in definitions 	
<ul style="list-style-type: none"> possessives: <i>my/your/his/her, etc</i> 		<ul style="list-style-type: none"> possessive <i>s</i> and possessive pronouns 			

Verb forms and time markers in statements, interrogatives, negatives and short forms		
<ul style="list-style-type: none"> • simple present tense of: <i>be/have/do</i>; common regular verbs • <i>have got</i> – indicating possession • present continuous of common regular verbs • contracted forms of: subject and auxiliary; auxiliary and negative 	<ul style="list-style-type: none"> • simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases • simple past tense of regular and common irregular verbs with time markers, such as <i>ago</i> • future time using: present continuous; use of time markers 	<ul style="list-style-type: none"> • no present perfect with: <i>since/for</i>; <i>ever/never</i>; <i>yet/already</i> • <i>used to</i> for regular actions in the past • past continuous • future simple verb forms
<ul style="list-style-type: none"> • modals: <i>can</i> + bare infinitive to express ability; <i>would</i> + <i>like</i> for requests 	<ul style="list-style-type: none"> • modals and forms with similar meaning: <i>must</i> to express obligation; <i>mustn't</i> to express prohibition; <i>have to</i>, <i>had to</i>, to express need; <i>could</i> to make requests; <i>couldn't</i> to express impossibility • use of simple modal adverbs: <i>possibly</i>, <i>probably</i>, <i>perhaps</i> 	<ul style="list-style-type: none"> • modals and forms with similar meaning: positive and negative, e.g. <i>you should/shouldn't</i> to express obligation; <i>might</i>, <i>may</i>, <i>will probably</i> to express possibility and probability in the future; <i>would/should</i> for advice; <i>need to</i> for obligation; <i>will definitely</i> to express certainty in the future; <i>May I?</i> asking for permission; <i>I'd rather</i> stating preference
<ul style="list-style-type: none"> • use of <i>on</i>, <i>off</i>, <i>in</i>, <i>out</i> 	<ul style="list-style-type: none"> • very common phrasal verbs 	<ul style="list-style-type: none"> • common phrasal verbs and position of object pronouns
Adjectives		
<ul style="list-style-type: none"> • common adjectives after <i>be</i> 	<ul style="list-style-type: none"> • adjectives and adjective word order • comparatives, regular and common irregular forms 	<ul style="list-style-type: none"> • comparative and superlative adjectives • comparative structures
Adverbs and prepositional phrases		
<ul style="list-style-type: none"> • common prepositions and prepositional phrases of place • simple adverbs of place, manner and time • use of intensifier <i>very</i> 	<ul style="list-style-type: none"> • prepositions and prepositional phrases of place and time • adverbs and simple adverbial phrases word order with adverbs and adverbial phrases including: sequencing; (<i>after that</i>); of time and place (<i>in the morning</i>, <i>at the bus stop</i>); of frequency; (<i>always</i>, <i>sometimes</i>); of manner (<i>carefully</i>, <i>quickly</i>) • word order • use of intensifiers, e.g. <i>really</i>, <i>quite</i>, <i>so</i> 	<ul style="list-style-type: none"> • wider range of prepositions and prepositional phrases • wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly</i>, <i>perhaps</i>, <i>definitely</i> • more complex adverbial phrases of time, place, frequency, manner • a range of intensifiers, including <i>too</i>, <i>enough</i>
Discourse		
<ul style="list-style-type: none"> • sentence connectives – <i>then</i>, <i>next</i> 	<ul style="list-style-type: none"> • adverbs to indicate sequence – <i>first</i>, <i>finally</i> • use of substitution • markers to structure spoken discourse 	<ul style="list-style-type: none"> • markers to indicate: addition, sequence, contrast • markers to structure spoken discourse • use of ellipsis in informal situations • use of vague language




Key grammatical structures at each level of the ESOL core curriculum

ENTRY 1	ENTRY 2	ENTRY 3
Simple sentences	Simple and compound sentences	Simple, compound and complex sentences
<ul style="list-style-type: none"> • word order in simple statements, subject–verb–object e.g.: <i>She likes apples</i> subject–verb–adverb e.g.: <i>He speaks slowly</i> subject–verb–adjective e.g.: <i>My bag is heavy</i> subject–verb–prepositional phrase e.g.: <i>He lives in London</i> • word order in instructions e.g.: <i>Keep left</i> 	<ul style="list-style-type: none"> • word order in compound sentences, e.g.: subject–verb–(object) + <i>and/but</i> + subject–verb–(object) <i>I work in a shop but my friend works in an office</i> 	<ul style="list-style-type: none"> • variations in word order, e.g.: <i>To the east is ...</i> • word order in complex sentences, e.g.: <i>Divali is a Hindu festival which takes place in autumn</i>
<ul style="list-style-type: none"> • <i>there is/are</i> + noun (+ prepositional phrase) 	<ul style="list-style-type: none"> • <i>there was/were/there is going to be</i> 	<ul style="list-style-type: none"> • <i>there has/have been</i> • <i>there will be/there was going to be</i>

	<ul style="list-style-type: none"> clauses joined with conjunctions <i>and/but/or</i> a limited range of common verbs + <i>-ing</i> form verb + infinitive with and without <i>to</i>, e.g.: <i>We went shopping yesterday.</i> <i>I want to buy some fruit</i> <i>I heard him come in</i> 	<ul style="list-style-type: none"> complex sentences with one subordinate clause: <ul style="list-style-type: none"> of time, e.g. <i>When the red light goes out, you press the button</i> of reason, e.g. <i>I didn't go to the doctor's yesterday because I was too ill</i> of result, e.g. <i>They didn't have an appointment this week so I had to make one for next week</i> of condition, e.g. <i>If it rains, I'll stay at home</i> of concession e.g. <i>Although she can't swim, she loves the sea-side</i> defining relative clauses using <i>who, which, that</i>, e.g.: <i>The car that I bought is quite old</i> a range of verbs + <i>-ing</i> form, e.g.: <i>I enjoy swimming</i> verbs + infinitive, with and without <i>to</i>, e.g.: <i>We saw the police arrive</i> infinitive to express purpose, e.g.: <i>He went to France to learn French</i>
		<ul style="list-style-type: none"> simple reported statements, e.g.: <i>She says she wants to study English</i>

		
Simple sentences	Simple and compound sentences	Simple, compound and complex sentences
<ul style="list-style-type: none"> <i>yes/no</i> questions <i>Do you know the address?</i> <i>wh-</i> questions <i>What time is it?</i> question words <i>what/who/where/how much/how many</i> contracted form of auxiliary 	<ul style="list-style-type: none"> <i>wh-</i> questions comparative questions alternative questions question words <i>when, what time, how often, why, how</i> and expressions, e.g. <i>Can you tell me ...</i> 	<ul style="list-style-type: none"> a wide range of <i>wh-</i> questions, e.g.: <i>Which colour do you prefer?</i> <i>How's Maria?</i> simple embedded questions, e.g.: <i>Do you know where the library is?</i> question words including <i>whose</i>, e.g.: <i>Whose bag is this?</i>
	<ul style="list-style-type: none"> statements with question tags, using Entry 1 and Entry 2 tenses, e.g.: <i>You arrived last year, didn't you?</i> 	<ul style="list-style-type: none"> statements with question tags using Entry 3 tenses, e.g.: <i>You've got your documents back, haven't you?</i>
<ul style="list-style-type: none"> imperatives and negative imperatives, e.g.: <i>Stop! Don't touch!</i> 		

Noun phrase		
<ul style="list-style-type: none"> regular and common irregular plurals of nouns, e.g. <i>days, books, men, women</i> very common uncountable nouns, e.g. <i>weather, traffic</i> personal pronouns demonstratives, e.g. <i>this/that/these/those</i> determiners of quantity, e.g. <i>some/a lot of</i> 	<ul style="list-style-type: none"> countable and uncountable nouns, e.g. <i>roads, trees, houses; happiness, water, information</i> simple noun phrases, e.g. <i>a large red box</i> object and reflexive pronouns, e.g.: <i>I gave him my book</i> <i>We enjoyed ourselves very much</i> determiners of quantity – <i>any, many</i>, e.g.: <i>Have you any oranges? We haven't many left.</i> 	<ul style="list-style-type: none"> noun phrases with pre- and post-modification, e.g. <i>fair-haired people with sensitive skin</i> a range of determiners, e.g. <i>all the, most, a few</i>
<ul style="list-style-type: none"> indefinite article <i>a/an</i> with singular countable nouns, e.g. <i>an apple, a pen</i> definite article <i>the</i>, e.g. <i>the floor, the door</i> 	<ul style="list-style-type: none"> use of articles including: definite article and zero article with uncountable nouns, e.g.: <i>Water is important for life</i> <i>The traffic is bad today</i> definite article with superlatives, e.g. <i>the best example</i> 	<ul style="list-style-type: none"> use of articles including: definite article with post-modification, e.g.: <i>The present you gave me ...</i> use of indefinite article to indicate an example of, e.g.: <i>This is a perfect cheese ...</i> use of indefinite articles in definitions, e.g.: <i>An architect is a person who designs buildings</i>
<ul style="list-style-type: none"> possessives: <i>my/your/his/her</i>, etc. 	<ul style="list-style-type: none"> possessive <i>s</i> and possessive pronouns, e.g. <i>mine, yours</i> 	

		
Simple sentences	Simple and compound sentences	Simple, compound and complex sentences
Verb forms and time markers in statements, interrogatives, negatives and short forms		
<ul style="list-style-type: none"> simple present tense of <ul style="list-style-type: none"> <i>be/have/do</i> common regular verbs <i>I am from Zaire</i> <i>He works in the evening</i> <i>Do you like music?</i> <i>have got</i> – indicating possession <i>I've got a car</i> present continuous <ul style="list-style-type: none"> of common regular verbs <i>He's watching TV</i> contracted forms of: <ul style="list-style-type: none"> subject and auxiliary auxiliary and negative <i>We don't eat meat</i> <i>They're having lunch</i> 	<ul style="list-style-type: none"> simple present tense of: <ul style="list-style-type: none"> regular transitive and intransitive verbs with frequency adverbs and phrases, e.g.: <i>The children often eat apples</i> <i>They always go to school</i> <i>I see her every day</i> simple past tense of regular and common irregular verbs with time markers such as <i>ago</i>, e.g.: <i>We went to the cinema yesterday</i> <i>I saw her two weeks ago</i> future time using: <ul style="list-style-type: none"> present continuous, e.g. <i>going to, will</i> use of time markers, e.g. <i>next week, in two days' time</i> <i>We are meeting him at 6 o'clock. I'm going to wash my hair tonight.</i> 	<ul style="list-style-type: none"> no present perfect with: <ul style="list-style-type: none"> <i>since/for</i> <i>ever/never</i> <i>yet/already</i> <i>used to</i> for regular actions in the past past continuous future simple verb forms <i>I haven't seen him since Friday/for two weeks</i> <i>Have you ever been to China?</i> <i>No, I've never been there</i> <i>I used to go to Italy for my holidays</i> <i>She was working in a bank when that happened</i> <i>I'll see you tomorrow</i>

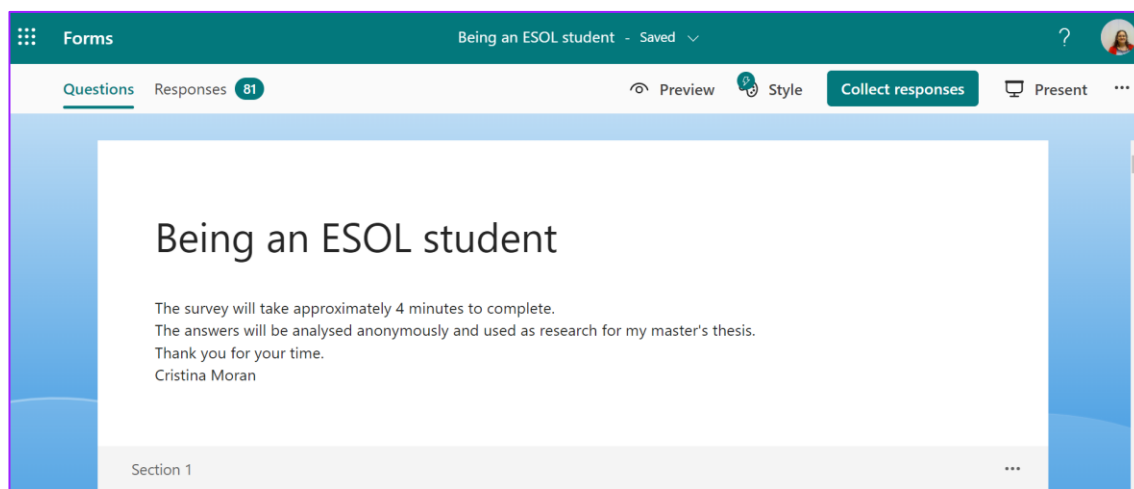
<ul style="list-style-type: none"> modals: <ul style="list-style-type: none"> – <i>can</i> + bare infinitive to express ability, e.g.: <i>He can drive</i> – <i>would</i> + <i>like</i> for requests, e.g.: <i>She'd like some tea</i> 	<ul style="list-style-type: none"> modals and forms with similar meaning: <ul style="list-style-type: none"> – <i>must</i> to express obligation – <i>mustn't</i> to express prohibition – <i>have to</i>, <i>had to</i> to express need – <i>could</i> to make requests, e.g. <i>Could you?</i> – <i>couldn't</i> to express impossibility use of simple modal adverbs: <i>possibly</i>, <i>probably</i>, <i>perhaps</i> 	<ul style="list-style-type: none"> modals and forms with similar meaning: <ul style="list-style-type: none"> – positive and negative, e.g. <i>you should/shouldn't</i> to express obligation – <i>might</i>, <i>may</i>, <i>will probably</i> to express possibility and probability in the future – <i>would/should</i> for advice – <i>need to</i> for obligation – <i>will definitely</i> to express certainty in the future – <i>May I?</i> asking for permission – <i>I'd rather</i> stating preference
<ul style="list-style-type: none"> use of <i>on</i>, <i>off</i>, <i>in</i>, <i>out</i>, e.g.: <i>Switch the light off</i> <i>Way out</i> 	<ul style="list-style-type: none"> very common phrasal verbs, e.g. <i>get on/off/up/down</i> 	<ul style="list-style-type: none"> common phrasal verbs and position of object pronouns, e.g.: <i>I looked it up</i> <i>She looked after them</i>
Adjectives		
<ul style="list-style-type: none"> common adjectives after <i>be</i>, e.g. <i>hot/cold/young/new/old/good/bad</i> 	<ul style="list-style-type: none"> adjectives and adjective word order, e.g.: <i>a large black horse</i>, <i>a new red coat</i> comparatives, regular and common irregular forms, e.g. <i>good</i>, <i>better</i>, <i>wet</i>, <i>wetter</i>, <i>dark</i>, <i>darker</i> 	<ul style="list-style-type: none"> comparative and superlative adjectives comparative structures, e.g. <i>as ... as</i>, <i>... is the same as</i>, <i>not so ... as</i> ..., <i>looks like/is like</i>

ENTRY 1	ENTRY 2	ENTRY 3
Simple sentences	Simple and compound sentences	Simple, compound and complex sentences
Adverbs and prepositional phrases		
<ul style="list-style-type: none"> • common prepositions and prepositional phrases of place, e.g. <i>at home, on the left, on the table</i> 	<ul style="list-style-type: none"> • prepositions and prepositional phrases of place and time, e.g. <i>until tomorrow, by next week, by the river, at midnight, at once</i> 	<ul style="list-style-type: none"> • wider range of prepositions and prepositional phrases, e.g. <i>in her twenties, of average height</i>
<ul style="list-style-type: none"> • simple adverbs of place, manner and time, e.g. <i>here, there, now, slowly</i> • use of intensifier <i>very</i> 	<ul style="list-style-type: none"> • adverbs and simple adverbial phrases including: <ul style="list-style-type: none"> – sequencing: <i>after that</i> – of time and place: <i>in the morning, at the bus stop</i> – of frequency: <i>always, sometimes</i> – of manner: <i>carefully, quickly</i> • word order with adverbs and adverbial phrases, e.g. <i>he always brought food to our house early in the morning</i> • use of intensifiers, e.g. <i>really, quite, so</i> 	<ul style="list-style-type: none"> • a wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly, perhaps, definitely</i> • more complex adverbial phrases of time, place, frequency, manner, e.g. <i>as soon as possible</i> • a range of intensifiers, including <i>too, enough</i>
Discourse		
<ul style="list-style-type: none"> • sentence connectives – <i>then, next</i> 	<ul style="list-style-type: none"> • adverbs to indicate sequence – <i>first, finally</i> • use of substitution, e.g. <i>I think so, I hope so</i> • markers to structure spoken discourse, e.g. <i>Right. Well.</i> 	<ul style="list-style-type: none"> • markers to indicate: <ul style="list-style-type: none"> – addition, e.g. <i>also</i> – sequence, e.g. <i>in the first place</i> – contrast, e.g. <i>on the other hand</i> • markers to structure spoken discourse, e.g. <i>anyway, by the way</i> • use of ellipsis in informal situations, e.g. <i>got to go</i> • use of vague language, e.g. <i>I think, you know</i>

Appendix 3. Countries of origin

Country of origin	number of students	%
Iraq	78	15%
Unknown	70	13%
Sudan	57	11%
Iran [Iran, Islamic Republic of]	40	8%
Ukraine	24	5%
Pakistan	18	3%
Afghanistan	17	3%
Poland	16	3%
Italy {Includes Sardinia, Sicily}	14	3%
China	13	2%
Eritrea	13	2%
El Salvador	12	2%
Albania	10	2%
Ethiopia	9	2%
Latvia	9	2%
Libya [Libyan Arab Jamahiriya]	8	2%
Romania	8	2%
Russia [Russian Federation]	8	2%
Slovakia	8	2%
Spain {includes Ceuta, Melilla}	8	2%
Brazil	7	1%
Kuwait	7	1%
Portugal {includes Madeira, Azores}	7	1%
Morocco	6	1%
Sri Lanka	6	1%
Syria [Syrian Arab Republic]	6	1%
India	5	1%
Angola	3	1%
Bulgaria	3	1%
Egypt	3	1%
Hungary	3	1%
Netherlands	3	1%
Chad	2	0%
Congo	2	0%
Honduras	2	0%
Lithuania	2	0%
Peru	2	0%
Philippines	2	0%
Turkey	2	0%
Austria	1	0%
Bangladesh	1	0%
Belgium	1	0%
Cameroon	1	0%
Czech Republic	1	0%
Denmark	1	0%
France {includes Corsica}	1	0%
Germany	1	0%
Guinea-Bissau	1	0%
Ireland	1	0%
Jordan	1	0%
Kazakhstan	1	0%
Mali	1	0%
Mauritania	1	0%
Namibia	1	0%
Nepal	1	0%
Norway	1	0%
Somalia	1	0%
Taiwan [Taiwan, Province of China]	1	0%
Grand Total	532	

Appendix 4. Survey disclaimer



The screenshot shows a Microsoft Forms interface for a survey titled "Being an ESOL student". The top navigation bar is dark teal and contains the text "Forms", "Being an ESOL student - Saved", a help icon, and a user profile icon. Below this, a secondary navigation bar is light teal and includes "Questions", "Responses 81", "Preview", "Style", "Collect responses", "Present", and a menu icon. The main content area is white and features the title "Being an ESOL student" in a large, bold font. Below the title, the following text is displayed: "The survey will take approximately 4 minutes to complete.", "The answers will be analysed anonymously and used as research for my master's thesis.", "Thank you for your time.", and "Cristina Moran". At the bottom of the content area, a grey bar shows "Section 1" and a menu icon.