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Beyond the ESOL Classroom

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Publication date:
2014

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Citation for published version (APA):

Johnson, T., & Berry, S. (2014). *Beyond the ESOL Classroom*. UHI North West Hebrides.
<http://www.northhighland.uhi.ac.uk/about-us/departments/business-rural-studies/esol/research>

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BEYOND THE ESOL CLASSROOM

How far does the ESOL* curriculum contribute towards
community integration?

Simon Berry & Trev Johnson
North Highland College UHI
April 2014



*English for Speakers of Other Languages

Scotland has a fine tradition of welcoming and assimilating incomers; indeed the very name 'Scotland' is believed to derive from the Scoti, an Irish tribe who themselves may have originated in Egypt. And, for generations, waves of immigrants have continued to enrich and strengthen the nation.

Scottish Refugee Council

**Sarah-Anne Munoz
Jenny Hall
Janet Terry**

**Project Mentor
SPSS Support
Project Support**

Foreword

I am pleased to write a short foreword to this extremely helpful and important piece of research on: 'How far does the ESOL curriculum contribute towards community integration?' Not only is this a highly topical and important issue at the socio-political level, it is also one that has real applicability in respect of the lives of many thousands of immigrants to Scotland and the UK from Europe and beyond, for whom English is not their native language and whose cultures and practices are different from the majority of inhabitants of the communities they are seeking to make their homes within. Successful integration is shown in the study as being the result of a number of factors, but with effective two-way communications being a core component, and the importance of developing an immigrant person's 'sense of belonging' acting as the key motivating factor. The report shows that the ESOL (English for Speakers of Other Languages) programme is a vitally important way to help ensure that effective engagement happens, but the report also shows that it is important to 'take the class into the community,' as an element of the pedagogic approach. The report uses a range of research-based techniques to explore the question it set out to address, and it involves a case study approach that is both scalable and applicable in broader contexts than the Highlands of Scotland alone. As such, it provides a very useful contribution to the future development of this highly important topic.

Michael Rayner
Dean of Research
University of the Highlands and Islands

April 2014

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BEYOND THE ESOL CLASSROOM

This was always intended to be a quick snapshot of a developing situation which could highlight some useful trends for incorporation into the classroom. It does not attempt to track these trends over an extended period. The research was done and written up over a six-month period, completing around Easter 2014. Some mile posts that led to the project's implementation are given below:

June 2012: Researchers started discussions/shared views

November 2012: UHI Research Conference

Early 2013: Began preparing funding applications with support of Grants & Contracts department of UHI.

March 2013: Sarah-Anne Munoz approached to mentor the project

May 2013: Janet Terry approached to serve as Project Administrator

May 2013: £5000 Nexus award

July 2013: £10830 Education Scotland award

August/Sept 2013: Drawdown arrangements with UHI finalized

October/November 2013: Research materials and methodology finalised

March 2014: Field research completed

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BEYOND THE ESOL CLASSROOM: Executive Summary

This short research project was developed within a framework of personal experience and some previous pedagogical inquiry.

Our ideas built on existing academic research with a desire to develop our understanding of the Dogme model and its use Beyond the ESOL Classroom.

The Social Return on Investment model provided a way of assessing the value and significance of the teaching model within the current economic climate and the returns, both social and economic, that it offered to society. In turn this could be used in an application for further course funding.

We were interested in exploring mechanisms of Second Language Acquisition (SLA) of migrant workers, whether in formal or social contexts, and what role they play in building 'comfortableness' within the Scottish culture.

A random cohort of 15 students, who had 2/3 years' experience of ESOL classes were questioned about their attitudes and opinions towards a range of statements developed to indicate social integration/cohesion.

The results demonstrated that all the participants moved in the direction of 'integration' within the model that we developed. We put forward some practical ideas to highlight some policy issues. Some of these could be incorporated within the ESOL curriculum to contribute to our desired objective of social and community integration.

There was enthusiastic support for ESOL language learning from various sources within the local community but we recognise there is a need for the college to be more proactive in embracing it.

While recognising this is a snapshot in time in a corner of the Highlands we feel the issues raised are relevant to national ESOL provision and might form a foundation for a more intensive study.

April 2014

Research Outline

The research entails interviews with a small group of ESOL students and significant others who can offer feedback on our areas of interest (e.g. employers, colleagues, schools, clubs and neighbours). The areas we intend to explore include increased confidence (mental health), integration into community (social), FE uptake (education), effect on income and employability (economic) as well as increased linguistic fluency. The research uses a simplified 'Social Return on Investment' model.

In our original proposal we considered that our research might make the following contributions to the ESOL curriculum:

- A qualitative response as part of course evaluation for current and future European funding of ESOL courses for migrant workers. This would add flesh to the current course assessment feedback and SQA examination results
- Identifying priority areas for future ESOL delivery with possible part funding and support from local business to develop future opportunities.
- Contributing to a professional development programme for ESOL tutors including practice research and curriculum development.

Purpose of research

To obtain a wider understanding of the process of Community Integration/Cohesion and its implications, by questioning a cohort of ESOL Learners in the North Highlands.

Research Focus

- *What personal, economic and situational factors need to be in place to generate community integration?*
- *Can the ESOL curriculum assist with acquiring skills and providing opportunities, beyond language acquisition, to help this process?*

Operational Definition of Integration

This definition of integration has been agreed by the core group and will be used throughout the process:

“We see integration as being a two way process that involves positive change in both the individuals and the host communities and which leads to cohesive, multi-cultural communities.”

(Refugees in Scotland’s Communities - guidance to the themed groups)

Project Summary

BEYOND THE ESOL CLASSROOM: migrant workers and community integration

Six years ago the Scottish Executive (SE) in its strategy paper on future adult ESOL provision pledged:

“That all Scottish residents for whom English is not a first language have the opportunity to access high quality English language [teaching] provision so that they can acquire the language skills to enable them to participate in Scottish life...”

The resulting increase in ESOL provision all over the country has more than met the strategy paper’s targets but so far we lack evidence on the added (metalinguistic) benefit for students of greater integration within their communities. Many of the classes are using the Scottish Qualifications Authority (SQA) curriculum based on a social practice model. Even so, it is clear that many students who have attained language proficiency learn to live with the immigrant label in a number of areas of Scottish life.

Our small-scale research project will obtain in-depth feedback on the experiences of a group of previous and current students (mainly migrant workers) from an ESOL programme delivered by North Highland College with ESF funding. The research, by two qualified teachers supported by a research fellow at the University of the Highlands and Islands, will explore areas of discernible impacts on the lives of migrant workers.

The project aims to understand the ways in which the SQA ESOL curriculum and teaching methodology provide opportunities beyond the classroom for learners and other stakeholders. Opportunities are conceptualised in a wider sense than language competency and therefore our research will include factors such as personal, social and economic development.

Research methodology incorporates questionnaires and face-to-face interviews with students and representative stakeholders such as employers, education, health and social services and community groups in an area of the north Highlands.

Impact Statement

Community: The benefit of our approach is that the project will be rooted in the community. Attitudes towards, and by, the target population will contribute perspectives that will continue to further debate following completion of the project.

Social policy: It is foreseen that the currently politically active migrant workers and immigration policy debate will continue for at least the foreseeable future, thus affording the project findings the opportunity to contribute towards further developments affecting the social and ethical landscape.

Professional: An 'issues agenda' will be elicited from the research cohort and used as a discussion document for second tier stakeholders including local employers, relevant NHS staff, relevant community groups and College/ University groups who will provide a further agenda and response. These agendas will contribute to the debate and dissemination of ideas.

Pedagogical: The publication and dissemination of material gained through this 'snapshot' research will contribute at both local and national level. We hope that it would contribute to an improved model of effective ESOL delivery (methodology, group makeup and appropriate venue) and in the development of the SQA ESOL curriculum. The project will be a collaboration between various interested parties and agencies as indicated above. It will set the scene for future collaborative work and should secure maximum impact of data and ideas in the field as it moves forward. It will be evidence-based research that should assist the future funding of ESOL programmes across Scotland. Students (participants) will have the opportunity to engage in self-reflection on the benefits to their everyday lives.

Future Developments: These could include a future SROI research programme on ESOL provision in the Highlands.

The project supports UHI's strategic aim to 'encourage and support academic staff to engage in the level of research, knowledge exchange and scholarly activity appropriate to their role, in relation to both their subject and its pedagogy, in order to provide a culture of enquiry throughout the university'.

Issues Summary

The thinking and discussion relating to Beyond the ESOL Classroom coincided with the planning and debates surrounding the September 2014 referendum on Scottish independence. Although there was no specific reference in the Cohort Questionnaire (CQ) to the independence referendum we were aware that the outcome could not fail to have some impact on our participants. Most of the cohort, as resident citizens from EU states, have the right to vote and several mentioned this.

Any mention of the pros and cons of Scottish independence are clearly out of place in this research, but we were continually made aware of the significance to this debate of issues that arose time and time again: the importance of identity or identities in creating a Sense of Belonging (SOB), the meaning of nationality, the importance of linguistic confidence against a background of social cohesion, immigration control and community attitudes.

This led us to a series of questions that, as teachers, we hoped the research would help us to answer:

- *Are we creating learners who are confident users of English outside the classroom?*

- *Are we aware of all the opportunities for interaction between learners and host community that exist outside the classroom?*
- *How do we rate language proficiency alongside other motivators for our learners to develop their Sense of Belonging?*
- *How important are individual aspirations in areas like employment, education and community involvement?*
- *How important are individual and family identity in the process of integration into the host community?*
- *How important are attitudes, possibly negative ones, of the host community?*
- *Why do we presume that an ESOL learner is there to increase his/her SOB?*

We hope it has.

Genesis of Project

The North Highland College (NHC) ESOL teaching programme began in 2006 offering classes to small groups of recent arrivals in the Highlands, principally from the new EU accession member states (mainly the so-called Accession 8 countries) in particular Poland and the Baltic States. This was one of a number of responses by FE Colleges across Scotland to the increased immigration from Eastern Europe. A Scottish Executive (SE) Strategy Paper in 2007 on future adult ESOL provision had pledged:

“That all Scottish residents for whom English is not a first language have the opportunity to access high quality English language [teaching] provision so that they can acquire the language skills to enable them to participate in Scottish life...”

This had in turn been based on a mapping and scoping exercise commissioned by the SE and carried out by team from Abertay University looking at demand for and provision of ESOL classes in 2005. It sought to answer a number of questions such as: Where are students learning English and what kinds of classes are available? Who are the learners and what are their reasons for learning English and their aspirations? What are the obstacles that hinder them from making progress in English? How do students move on from ESOL classes into work or further education?

Although the emphasis of the study was on the supply side and although it was undertaken before the considerable increase in provision post-2005, the Abertay researchers came up with several findings relevant to the current project. It found that 4 out of 5 ESOL learners chose FE college for classes. They were mainly female, young and well-educated and literate in their mother tongue. Most had been living in the UK for several years. The most frequently cited reasons for learning English were “to be more independent”, to improve job prospects and to make friends with native speakers. Around half had dependent children so a major obstacle to attending classes was childcare provision. For asylum-seekers (more than 40% of the sample) it was

having to attend appointments. The situation has, of course, changed in the intervening 8 years with the arrival of much larger numbers of migrant workers, particularly in the Highlands where asylum-seekers have been relatively rare. But today's ESOL teachers will probably still find the learner profile from the study a familiar one. They will also recognise the finding that "there is a very low level of entry to external awards in Scotland and evidence of an apparent reluctance amongst learners to move out of ESOL classes and into mainstream education, training or work..... This, combined with a lack of guidance and sparseness of language support for ESOL learners in mainstream courses, suggests that progression out of ESOL is both perceived and experienced as challenging." (Executive Summary p.2)

Two more recent studies commissioned by Joseph Rowntree Foundation, looking specifically at migrant worker communities, gave us useful pointers in judging relative strength of indicators of 'community cohesion/integration' even though they referred to urban areas in the south of England. *East European immigration and community cohesion* (2007) by the University of Sussex Centre for Migration Research found that a Sense of Belonging (SOB) was most affected by length of residence (at least 18 months), better housing, long-term plans to remain and children in full-time education. English language competence was more difficult to judge as it was self-assessed, but the report concluded with a profile of migrant workers most likely to be active in the community: "Owner-occupiers who entered the UK more than five years ago and spoke better English..."

The second Rowntree study, *The experiences of Central & East European migrants in the UK* (2007), by the same Centre looked at the daily lives of migrant workers arriving in the UK post 2004. It charted in some detail how much social interaction and socialising occurred between migrant workers and the host community. It concluded "Migrants spent relatively limited time with British people. After two years one in four migrants surveyed still spent no social time with them and instead worked and lived with a diverse mix of recent and settled migrants." (Key Points) Another finding was that although 40% of the sample thought the host community treated them as equals nearly as many (30%) disagreed.

Against this background North Highland College, along with a number of further education colleges in the Highlands, began offering ESOL classes based on the new SQA curriculum. As well as belonging to the University of the Highlands and Islands (UHI) group of colleges, NHC (originally Thurso College of Further Education) is multi-campus. It was able to offer classes (usually evening classes) in Thurso, Wick, Dornoch, Alness, Dingwall, Inverness and Aviemore.

The 2009-11 NHC programme and its subsequent extension (2011-14) were based on initial funding from the European ESF programme. (This project's two principal researchers were taken on as part-time tutors in September 2008). The ESF application document has been made available to us by the College and we will take the opportunity to quote a few extracts and try to outline the guiding principles and presumptions contained in it. It sheds light

on our growing belief in the need for a research project like *Beyond the ESOL Classroom*.

The application begins by outlining the scale and scope of the 2009-11 programme of weekly 2-hour ESOL classes (here described as 'training'):

"The current project which ends in December 2011 is meeting all targets with 334 participants engaged on the programme, 34 more than estimated at the time of application and training continues to take place in Alness, Thurso, Dornoch, Dingwall, Inverness, Wick and Aviemore. ... The demand for higher level English language training has increased as more migrants choose to settle in Scotland and wish to improve their job prospects. This is borne out from discussions with other providers who are pleased to see us offer progression."

Other providers would have included local authority Adult Basic Education (ABE) programmes. Little is said about the profile of the 'participants'. However, there were two assumptions made in the new application which do not appear to have got beyond the concept stage.

The first was that the classes might be rolled out to include some ESOL teaching in the workplace. This intention was perhaps postponed by a similar initiative announced by WEA Highland at about the same time.

The second assumption refers to dovetailing the ESOL teaching at Higher level into preparation for further education career-qualification courses. This again was a laudable aim that, if implemented across the board, could have had major implications for those many ESOL students who have arrived with qualifications from home that proved ineffectual in landing them appropriate jobs. For whatever reason, only a handful of these ESOL students have gone on to take fully-accredited courses at NHC or other UHI campuses. However, the situation is changing at NHC: courses recently advertised include the on-line ESOL Highers, Business and Tourism.

The ESF application's writers make reference to the EU's Lisbon Agenda which aims to facilitate the economic integration of migrant workers and provide pathways to work for disadvantaged people. The provision of accessible ESOL classes is seen as a major integrating force:

"It is recognised across the Highlands that language skills training for migrant workers is not only important in terms of the productivity of an employee to a business, but vitally important to those seeking employment and for integration into the wider community. This is strengthened by the number of migrants who are now choosing to settle in the Highlands and demanding more classes in English language at a higher level."

The NHC application refers to the "Migrant Workers in the Highlands and Island" report by de Lima, Jentsch & Whelton which had outlined some of the main barriers to economic and social integration:

"The main challenges experienced by migrant workers were poor English

language and communications skills, lack of interpretation and translation facilities, lack of appropriate accommodation, difficulties in banking and lack of information and advice. Migrants reported limited opportunities for social interaction outside work, especially for young people and also the need for “effective language learning” and combining language with social orientation classes which all migrants should be encouraged to access as an initial introduction.”

Many of the points about these kinds of barriers had been addressed by the SQA ESOL curriculum development initiative which is guided by the principles of Social Practice methodology. This starts from the idea that language practiced in the classroom should be recognizable from everyday activities and interactions rather than used to demonstrate a particular linguistic point. The shift is away from grammar towards usage, further reinforced by the current development of the new SQA National ESOL Curriculum. It also takes into account the purposes for which language skills are employed and the domains (i.e. employment, leisure activity, meeting professionals etc.) where appropriate language is required. The NHC application confidently predicts that the use of SQA curricula and methodology will have far-reaching effects:

“Communication is the key to all aspects of life. The English language training we provide will ensure that migrants moving into the region can join the Highland society with the minimum of disruption to them and the local communities as has been evidenced through many settled migrants across the Highland area. Training in English will ensure that they are able to enter and remain in employment with more confidence as they communicate with their colleagues.”

But the writers add an interesting caveat that seems to suggest the Social Practice methodology will not be a sufficiently strong integration driver in itself:

“It is widely recognised that English language training alone is not sufficient to promote inclusion, social and cultural understanding for migrant workers. This project will therefore integrate issues such as promoting good relations, promoting inclusion and information regarding services into the English language training programmes.”

It is from this point that the genesis of the current researchers’ thoughts (leading eventually to this report) might be said to have occurred. Neither of us is a career-trained ESOL teacher (we both gained CELTA qualifications later in our careers. For this and maybe other reasons we possibly have a more detached approach to pedagogical claims and the latest ESOL fads. Having said that, we both felt that increased learner autonomy (spearheaded by Scott Thornbury’s Dogme School) had a lot going for it. We started reading around the subject, finding out more about the nature of language acquisition and the socio-economic environmental influences that were all part of the experience of integrating into a new place and culture. (See Section 10: *Influences*)

We didn’t need to read up about the students who came along to our evening

classes, often after a physically demanding 10-hour shift. Within two or three years we had got to know some of these mainly young, bright, versatile and over-qualified people really quite well. Some were regular attenders, others less so as the demands of work and wider family commitments intervened. Some whom we believed to have returned to their native country for good re-appeared several months later to pick up where they left off.

We were faced by a quandary. Some students did well in class (they had to sit SQA assessments each year) but did not seem to feel a great sense of belonging in the Scottish Highlands; occasionally the opposite was the case. Some, maybe older, seemed to have plateaued with their progress in English but still felt they had been accepted within their communities. We can sum up the dilemma in two short profiles based on actual more mature students:

A. Has been living in the Highlands for around ten years and has been in work for all that time. He has been doing the same manual job although he is academically qualified. Now in his 50s he has always worked and socialised with Polish friends. His daughter was educated here and plans to attend university. He studied English from school where he was taught in Russian. He has been attending ESOL classes for the last three years and has made slow but steady progress. His knowledge of grammar and personal vocabulary are impressive but his speaking is hesitant and full of self-correction. In class he has become less reserved over time. As a reader he is well informed about Scottish politics and sport. Living away from his wife, he can look after himself and cope with the daily necessities of life.

B. Also in her 50s, B left Thailand more than twenty years ago when she met a Highlander. Her marriage ended when she was living here and she has been through an unpleasant divorce. Her daughter is at university. She has been attending ESOL classes for two years but stopped for health reasons. She started working in a factory cleaning job but has since been promoted. Her English is very difficult to understand initially because of problems of consonant-swap and her writing suffers from this and other issues. In class she is quite often the dominant character and is liable to make a joke of her communication problems. She has Scottish friends at work and as neighbours. She reads newspapers and magazines and talks of starting up a dressmaking business.

And another one:

C. In his late 60s and born in London. He has worked and taught in various parts of the UK and abroad. He acquired his CELTA qualification in London in 1997 and has been a part time TEFL/ESOL tutor for the last fifteen years. He has lived and taught part-time in Highland for five years. He is married and runs his own business. He is academically qualified in both science and humanities. He feels comfortable within the Scottish cultural community but occasionally pines for activities and entertainment that is not available in his area. He enjoys living and teaching in the Highlands.

Despite having very different linguistic profiles both A and B have found

identities which enable them to feel at home in the 21st-century Highlands. They are people first, with important and varied life experiences, students second. C, is of course one of the researchers. Maybe his life experiences and attitudes to Scotland are not so different.

We could also set at the opposite end of the spectrum several younger students, usually without families, who were making excellent progress through the ESOL grades but some admitted to no intentions of staying in the Highlands. For some, In effect, we were equipping them with proficiency in a world language that could take them anywhere. At the same time they were working much longer hours than their native UK peers and socialised with them relatively rarely. Because they were unable to follow career paths in the Highlands for which they were qualified, many had picked up a wide range of work experience (as Kitchen Porters in restaurants, supermarkets, fast food, assembly line, agricultural, reception and hotel, care homes etc.). These were just the minimum wage jobs turned down by many Scottish young people.

In between there was a large group of mainly women students with young children, usually in part-time work and with a working partner, who took on the usual workload as well as adapting to a new culture and community. Here there was more diversity as to whether they saw themselves as 'becoming Scottish' (developing a SOB) or not. Most were committed to seeing their children through secondary school, even though in some cases they were quite critical of the education system, but beyond that their aspirations differed.

We took it as a given that some degree of community cohesion/integration is considered beneficial and should therefore be an expected outcome from our classes. We are aware of UK Government's concerns about fragmented societies and the somewhat superficial remedial approaches such as Citizenship testing (indeed this has become part of our teaching remit post-2009). What is of more interest to us as teachers is whether there were motivators at work encouraging or discouraging individual students' SOB. If so, maybe we should have been more aware of them in our teaching. To what extent should ESOL attempt to counter potentially negative factors (for example, loyalty to family or same-nation community) or indeed is such an attempt feasible with only short bursts of teacher time per week?

Cohesion/integration is of course a two-way process. We were aware from things said during or after classes that students sometimes encountered prejudice and hostility, particularly as the Scottish economy began to falter and jobs became scarce. As a measure of hardening attitudes, YouGov regularly polls on whether we support the freedom of EU citizens to live and work where they please. In 2005 56% of us supported this right; by last year this had dropped to 38%. (*Economist* 2 Nov 2013 p.30) In Scotland there is some evidence of less resistance to immigration than elsewhere in the UK. According to a recent survey by The Migration Observatory at Oxford University some 58% would like to see fewer immigrants compared to 75% in England and Wales. Only 21% identify immigration as one of the most important issues compared to 1 in 3 of the population elsewhere in the UK

(*The Economist* 15 February 2014 p.25). This might well be that there are far lower migration densities in Scotland, particularly outside the main conurbations; also the majority of 'immigration' comes from other parts of Britain.

As teachers we are supposed to be calling on the Social Practice model in showing students appropriate usage and interactional skills. Should this not aid them in becoming part of the wider community, and in feeling they are succeeding? This, and other examples of ESOL's potential role beyond the classroom, tended to make us aware of how much that we did in the classroom was typical of and how much tangential to our students' lives. Even a small sample could surely provide us with valuable information and maybe the opportunity to do some qualitative analysis that might feed back in some way into our teaching.

At this point (late 2012) we decided to try and draw up a questionnaire to help us to investigate how these two worlds were interacting. In the next section we will outline briefly the main issues the research project would seek to address.

Aims & Objectives

As we describe below, great pains were taken to devise a questionnaire that would, utilising the skills we had acquired as language teachers, be as transparent as possible for the participants. As we needed the support of our colleagues at NHC we tried to keep them informed of what we were up to. We also hoped to produce material that could be used as a stimulus for discussion and sharing in the classroom, with adaptation for lower ability classes. (Section 19: *Lesson Plan*)

At no point were we attempting to test the effectiveness of the SQA ESOL syllabus teacher and student materials. This is for others with much greater knowledge of pedagogy to attempt when the time is ripe. We restricted ourselves to an attempt to understand how the ESOL curriculum and teaching "provide opportunities beyond the classroom for learners..." (Section 4: *Project Summary*).

This was written well before we had undertaken much serious background reading, so we sauntered with a degree of nonchalance into a field full of vipers. It seemed extraordinary then that so few previous attempts had been made to link classroom inputs and extra-curricular outputs. Why undertake this carefully planned activity with our students, after all, if we have no idea what benefits it will bring them in the transition from one stage of their lives to the next? Now we understand only too well why. Anyone can by regular assessments measure academic progress and you can find out by asking basic questions how your learner is getting on. But the difficulties arise in demonstrating there is a verifiable link between them.

We continually needed to return to our two core questions (quoted in

Research Focus but worth repeating here):

- What personal, economic and situational factors need to be in place to aid community integration/cohesion?
- Can the ESOL curriculum assist with acquiring skills and providing opportunities, beyond language acquisition, to help this process?

Research Methodology

At the outset of the project a Social Return on Investment model, to attempt to place a value on ESOL courses, was considered a useful component to use within the research framework. Research constraints, as outlined in the proposals, have limited the project to a simplified version of this approach and the results can be seen in Section 20. Alongside this objective it was considered valuable to use a softer research approach of attempting to 'measure' community integration over time which demonstrates added value and benefit to Scottish society.

The research takes an evaluative approach based on the principles of Social Return on Investment (SROI). Although a full SROI was not carried out, taking this approach lays the foundations for an SROI to be carried out in the future and ensures a robust evaluation with stakeholder engagement at the heart of the process.

Research Stage One - Stakeholder mapping:

In order to consider the range of benefits from participation in the ESOL programme stakeholder mapping was carried out by the project researchers. This involved asking who might be affected by the benefits generated by the ESOL programme (generic and specific). The researchers scoped out which stakeholders, not just the students themselves, would benefit, e.g. local employers, GPs, schools, etc. The initial stakeholder list was discussed with the students to capture any unanticipated stakeholders.

Outputs: an agreed list of stakeholders has been reviewed and refined by the student group.

Research Stage Two – Identifying the Changes Brought about by the ESOL Programme:

This stage draws on the 'mapping outcomes' element of SROI. Researchers identify which changes could occur as a result of each student's involvement in the programme, e.g. increased confidence, job hunting skills, helps parents' engage with their children's schooling etc. A 'change map' was also created for each participant, e.g. increased language proficiency is helpful to local employers. As in stage one, the changes mapped by the researchers were discussed with the learners for validation purposes.

Outputs: a change map for each type of student and stakeholder; additional material was generated for possible inclusion in Individual Learning Plans.

Research Stage Three – Evidencing the Changes:

Interviews with students and selected stakeholders provided in-depth

information on the ways in which they have experienced the benefits brought about by the ESOL Programme. Interviews followed a semi-structured format supplemented by ratings scales for change. Students were asked to reflect on the extent to which their participation in the ESOL programme contributed to change. The qualitative data was analysed thematically and the quantitative data analysed for evidence of change.

Outputs: analysis of interviews and quantitative data.

Research Stage Four – Final Reporting & Dissemination:

A final report and research summaries were produced and feedback will be given to all the stakeholder groups. We would expect to circulate the main summary report to all ESOL institutions in the Highlands through The Highland ESOL Providers Forum. An article will also be submitted to the IATEFL ESOLsig Newsletter and offers made to present the material at the IATEFL conference and to similar interested bodies.

Influences

Beyond the ESOL Classroom was kick-started by asking ourselves as ESOL teachers the question why learners and host communities seemed to have such a range of attitudes towards becoming ‘integrated’, as outlined in Section 7. But why did we start asking why in the first place? It probably goes back to some of the early debate around the Dogme approach to English Language Teaching (ELT). There was something undoubtedly attractive about the notion of increasing the quotient of spontaneity in our classes and seeing where this might lead. Dogme SLA (Second Language Acquisition) is what Scott Thornbury called “a pedagogy unburdened by an excess of materials and technology, a pedagogy grounded in the local and relevant concerns of the people in the room”. The ideas behind this Pedagogy of Bare Essentials were enthusiastically embraced and developed by proponents of learner-autonomy. This fitted with our common experience that some of the best classes in terms of getting maximum participation were those that departed beyond the lesson plan.

The jam in the Dogme sandwich seemed to be that learners got to know more about each other in terms of background, aspirations and attitudes, thereby making future classroom interactions more like the world outside. This is something often held up by second language acquisition (SLA) theorists as desirable, but usually to be achieved by the stratagem of bringing along realia to the class. Unfortunately the introduction of realia in itself rarely makes the classroom feel more real. The effect can sometimes be bizarre as materials are heaped on tables, rather like an indoor car boot sale or a kind of Show and Tell for adults. The other more radical way seemed to us to take the class into the community!

Another benefit of Dogme is that it makes learners, with a few exceptions, more open to fluency and therefore motivated to talk about things that are important to them. This relates to Stephen Krashen’s notion of Affective Filter, put forward in the 1970s as a major explanation of variable progress in a class

of language learners. Those who felt less stressed and more positive (designated with 'low Affective Filter') were more successful in processing input, whereas those who had high levels of anxiety had slower rates of acquisition and even of retaining new vocabulary and grammar. According to Krashen the Affective Filter (AF) level is a measure of the individual learner's motivation, self-confidence and emotional state and the teacher needs to take account of these to maximise successful teaching of a second language.

More recent thinking around AF has centred on whether the levels are affected just by the individual's reaction to being in a classroom or whether they might be more influenced by the learner's previous (mainly negative?) 'lived experience' in the wider world. The latter explanation is one intriguingly explored by Prof Bonny Norton in her *Identity and Language Learning: Gender, Ethnicity and Social Change* (2000, reprinted 2013 as *Continuing the Conversation*).

In a section challengingly entitled 'Beyond communicative language teaching' Norton homes in on the idea that each learner has a strong sense of her identity both within the classroom and also in what she calls the social world. These should be acknowledged as part of the SLA process. So how can the teacher embrace the diverse lived experiences of everyone in the class? Norton argues the case like this:

"...the identities and lived experiences of the language learners are already part of the language learning / language teaching experience, whether or not this is formally recognised in the second language curriculum. What the language teacher needs to understand is *how* the identities of language learners are engaged in the formal language classroom and how this knowledge can help teachers facilitate the learner's interaction with target language speakers in the wider community." (p.140)

She then outlines two learner case histories, one of whom concerns a former teacher from Poland (Katarina) who dropped out of her ESOL class after the teacher made repeated references to her "immigrant English". But a fellow Pole (Martina), who was acting as head of her family because her husband was off work at the time, did not take exception to her progress being dismissed in this fashion. Norton explains the difference in outcome by emphasising Katarina's professional background. She expected the language teacher to acknowledge this implicitly in the classroom and when there was no such acknowledgment she soon removed herself "from the scene of the conflict" (p.141). By contrast Martina, although well-educated, didn't aspire to a professional social network: she just wanted to finish the course and gain her certificate.

Norton takes from these accounts the lesson that teachers should attach greater importance to the "historically and socially constructed identity of learners". As a teacher you cannot (and should not) help engaging with these identities, whether or not these are in some way recognised formally by the curriculum. Only by understanding this will the teacher

“...create conditions that will facilitate social interaction both in the classroom and in the wider community, and help learners claim the right to speak. Likewise, unless learners believe that their investments in the target language are an integral and important part of the language curriculum they may resist the teacher's pedagogy, or possibly even remove themselves from the class entirely.” (p.142)

Her Canadian research was based on two years' working with five newly arrived immigrants, all women, who were taking part in a full-time government-sponsored 6-month ESOL course. They were self-selected from a class of 16 learners and came from Poland, Vietnam, Czech Republic and Peru. The initial part of the research involved the women keeping a diary about their language learning experience, not just in the classroom but in the 'real' world. They then met regularly to share this experience. They were also required to write a short essay on the immigration experience roughly at 6-month intervals (i.e. three essays). Later on there was a questionnaire to see whether each learner's attitudes had changed over the period of the research.

To try and summarise Norton's findings on identity and language learning in a few sentences would be a futile exercise. To anyone interested in this aspect of Second Language Acquisition (SLA) *Identity and Language Learning* is a must-read. Perhaps more relevant to us as we began our project were the questions she posed:

Since interaction with target language speakers is a desirable condition for adult SLA, what opportunities exist outside the classroom? How is this interaction socially structured? How do learners act upon these structures to create, use or resist opportunities to speak? To what extent should their actions be understood with reference to their investment in the target language and their changing identities across time and space? (p.22)

This very brief account of Norton's work is clearly an incomplete one. But even so it might help to convey the impact that a first reading had upon us. Suddenly there was someone who was trying to address the issues and concerns we as ESOL teachers had felt in a much less defined way for some time.

Devising the Cohort Questionnaire (CQ)



To elicit the information we required we considered that a simple questionnaire was the best way to proceed. Within the questionnaire we attempted to highlight the categories that we consider best reflect our understanding of the factors which could clarify and quantify the change factors enabling ease of integration. The questionnaire evolved and changed in form over time, was 'road tested' both individually and in groups, and eventually took on the form in Appendix 6.

The categories (ENGLISH LANGUAGE, HOME, WORK, FORMAL SITUATIONS, FAMILY, COMMUNITY and SCOTTISHNESS) we felt best reflected our understanding of the main criteria which enable or inhibit integration. After each participant had completed the CQ on their own, there was a recorded discussion with an interviewer on why a particular response had been given.

We decided that the form and language of the questionnaire should be as simple as possible to minimise any confusion and help answering the questions. The cohort were invited to agree/disagree on eighteen attitude statements relating to a variety of everyday situations. The statements were phrased so that they expressed positive attitudes (e.g. "I'm happy using public transport"). They were scored on a range of 1-5. To indicate that each participant's time at ESOL classes had been effective we were therefore anticipating low scores for Before ESOL (*Disagree a lot*) and higher scores for Now (*Agree a lot*).

In order to place some numerical value on this change over time we divided the questionnaire into 5 answers, each answer having a written value ('Disagree a lot' to 'Agree a lot'), and emoticon and a figure (1 to 5). By subtracting the value BEFORE from NOW enabled us to obtain a score to measure change.

The Time Line

We decided to incorporate a Time Line, used extensively in grammar explanations. The questions were framed in the present tense for ease of understanding although the questionnaire was divided into two parts, BEFORE (arrival in Highland) and NOW (today). Using this approach we were able to measure change across time. This is what ours looked like, using a sample statement about the weather which did not form part of the analysis:

Scotland ESOL Classes Work

"I like the Scottish weather" ----- "I like the Scottish weather"



BEFORE YOUR ESOL CLASS

NOW

Your Profile Sheets

As well as completing the CQ each participant was asked to fill out a sheet headed Your Profile (see *Appendix 6*). The information was given on the understanding that although it could be used for statistical purposes nothing would be linked to them in the report. The Profile information was provided in either Yes/No or in figures and provided a small database to which the CQ responses could be correlated.



The hope was that this would enable us to judge what other factors apart from ESOL classes might be affecting high and low scores on the CQ.

On the back of the Profile sheet participants were invited to provide contact details of people who knew them in a variety of situations in their community. These were: health, employment, education, leisure or other group, and a Scottish friend. These names would be a valuable part of the research in providing a 'host community' feedback on some of the CQ response results.

Cohort Selection Criteria

An admissions group who had 2 to 3 years' experience of ESOL classes in Highland Region were identified and the cohort selected randomly. These names were gathered from the registration information at North Highland College from the 2009 to the 2011 intakes. This provided a sample size of 47 learners (32 female/16 male) representing 13 nationalities.

The next stage was to select a sample size (minimum 15) to reflect nationality as well as geographical home across the North Highland College area. Initially the cohort consisted of 19 learners (13 nationalities) with a reserve group of 10. A further 5 learners were selected for a Review Group to 'road test' the material.

Difficulties with contacting the cohort (some had moved to other areas of the UK or returned to their home country, one was not interested in participating) further reduced our final core group to 17 learners (10 nationalities) and a further 3 who made up the Review Group. Our final interviewed cohort was reduced to 15 learners (11 female, 4 male) from 8 countries.

Questionnaire Responses

In general responses to the CQ showed the expected 'positive' change from BEFORE ESOL to NOW. One exception was Q.5 where, as discussed later, the wording was misleading and as a result most participants gave responses which resulted in wide variation of scores (4 zero and 6 negative scores). The following narrative indicates our intentions in devising each Q and some typical or atypical responses by participants taken from recordings of the discussion held with an interviewer after completion of the CQ.

Q.1 "I'm pleased with my level of English" (Question Change Score 1.9)

This was intended to discover whether the participant had felt that ESOL classes had been beneficial in improving language fluency. It was intended to measure their opinion of their progress not their actual progress (which could be discovered from college assessment records). The Q was understood as intended, although some participants realised that their own assessment of their language fluency upon arrival was an over-estimate:

I thought my level was good when I came here but I had problems with vocabulary. I would have expected my level to be better after five years; I'll never be like my children (10);

The English taught in Hungary was very technical and not much use in Scotland (3);

I had very little English when I arrived in Scotland but was supported by my extended family (14).

Q.2 "I speak a lot of English at home" (Question Change Score 1.9)

We wanted to discover whether ESOL classes might result in greater use of English at home. We hadn't perhaps anticipated the variety of domestic situations: from monolingual households with children to couples and friends, with differing mother tongues where English had always been the lingua franca. There were also some cases where young school age children in the

family were not encouraged to use English:

We try to speak Latvian with daughter. Her English is now speaking perfect, but her Latvian sometimes is missing words (4);

As my husband is Hungarian we speak this at home as I want my daughter to retain the language (3).

Others were thrown in at the deep end:

I have to speak English as my flatmates are Scottish (15).

Q.3 “I read a lot of English magazines and books” (Question Change Score 1.8)

This, along with the next Q, was intended to see whether increased reading/listening skills led to greater practice outside the classroom. The change was less for reading than for listening, but most participants had tried reading English-language newspapers and magazines. However some discovered that tabloid-style journalism, using more idiomatic language, provided a challenge:

Reading newspapers is still too difficult, I started in English but I can read only the headlines. Some are easier and some are more difficult (13);

Occasionally when I arrived to familiarize myself but now a lot more as understanding grows with ESOL course (3);

Having school-age children was an important factor:
[I] read books for children (1).

Q.4 “I watch English TV / listen to English radio a lot” (Question Change Score 2.1)

This Q showed the third highest change score.

Some didn't:

I don't watch news on the BBC because I now have a Polish satellite [channel]. Maybe I would understand a little bit [15].

But others have persevered:

Not when I arrived but now I listen to the radio at work with headphones. (14);

Now I listen to radio in car to work, watch news on tv and go to movies, listen in English with sub titles (15).

Q.5 “My job is boring” (Question Change Score -0.3)

The wording of this Q was intended to elicit whether participants were still

happy doing a job which, when they first arrived, might have seemed new and interesting. Being more bored would indicate that they now have higher aspirations. In reality, since many of them are overqualified for the kind of jobs they are doing, the boredom factor was quite high right from the outset. Since then they might have moved to more interesting jobs, resulting in a higher score and a negative change. There is also a possibility that there was confusion over the phrasing. “I am bored with my job” might have been better. However, some participants gave the anticipated response:

Because when I arrived I was working at the fish factory and it wasworking at this big table all day. Now I’m working at the hotel and there are more different jobs to do [2];

On arrival there were plenty of new things to learn and it was challenging. Now bored and plan to do engineering at college or university (15);

Very boring and applying for better jobs working with people (9).

Increased personal satisfaction rating suggesting an average pay cut that workers are willing to take for a more satisfying job: £34.27 per week was confirmed by one of the cohort who is about to change her job to something more stimulating. She will be receiving the same income as her previous job but was prepared to take a reduction in income. (See SROI section.)

Q.6 “I speak a lot of English at work” (Question Change Score 1.7)

This was intended to indicate whether greater language fluency extended to the workplace and might incidentally lead to promotion or job enrichment. It doesn’t appear to have occurred very widely, but a few participants noted change:

When I first arrived I didn’t probably speak as much, but now I’m at reception so I need to (12).

There is also the issue of co-workers all being L1 (non-English language) speakers while line managers only speak English:

Sometimes there are too many Polish people, now all the housekeeping staff are Polish. So we speak Polish when we are together, but the manager tells us to speak English [2];

Now I have better job and need to speak English (9);

At start no but now I need to as working with managers, suppliers, and different people (15).

Q.7 “I have plenty of Scottish friends at work” (Question Change Score 1.8)

This was intended to find out to what extent more confidence as an English

speaker allowed participants to become accepted in native speaker groups at work. The change was mid-range, but two participants did not respond. Averaging across 13 participants brought this change into the higher range. However some participants had achieved this through necessity:

I like some Scottish, some Polish. Most of my friends are from job because I have no time to socialise. All nationalities in the hotel. (15);

Colleagues at work but now have work friends and neighbours. Also people I met in the restaurant, pub and from previous jobs (14).

Q.8 “I feel OK talking to officials and managers” (Question Change Score 2.3)

We hoped to find out if more language fluency also extended to more formal or stressful situations. Both this and the next Q showed a change score in the higher range band. (This is not surprising when you consider that an initial coping strategy might be to get school-age children to act as interpreters on visits to welfare or employment offices.) At work there appears to be less of a ‘them and us’ attitude after time:

I don’t feel scared of them: if I need to speak about something I speak to them (7);

Very shy when I arrived now understands almost everything supervisor, managers say. I never need an interpreter, I am ambitious (14);

Unsure on arrival – lack of confidence. Better now but lazy. My husband does the speaking because his English is better (3).

Q.9 “I’m happy to ask for information by phone” (Question Change Score 2.1)

This is one of the most stressful situations for any learner of a new language, so almost everyone had *Disagree a lot* for BEFORE ESOL. However, it is still perceived as stressful by many participants, although most realise that native English speakers will try to make allowances:

Some companies you explain to them maybe you could speak more slowly. But it’s for a maximum of fifteen seconds (5).

Others were faring better:

Not happy before – now improving but still dauntinglike to see people to talk (3);

Not sure at first but now confident and help husband (1).

Q.10 “My children have plenty of Scottish friends” (Question Change Score 1.9)

We suspected that the presence of school-age children was a motivator for parents to use their English socially. The same process surely applies to children at school and learning a new language. But the change scores were in the mid-range for this and the next Q. Some very young children may themselves lack linguistic confidence:

He has some friends but he can't speak English well yet. At home I still use mainly Russian with my son (6).

But most found they were drawn into using more English in school-related situations:

My daughter went to school on the first day after arriving in Scotland. She didn't speak in class for 6 months, but was happy to go to school. Dornoch school very good student support. Learned English at home mainly from books. Did some English in Hungary. Daughter now fairly fluent and lot of children come to my house (3).

Q.11 "I have a lot of Scottish friends" (Question Change Score 1.8)

One might have expected higher change scores, but there are other factors at work. There was some anecdotal evidence suggesting Polish-speaking participants don't need to learn English because there is perhaps less perceived need to make friends outwith their own community and family group.

I think it is a bit harder [for Poles]. But I think sometimes it's our own fault. Some [workers] have come 100% for the money or the benefits, that kind of stuff. And I think that's not fair on Scottish people. We're not all the same [7].

However several showed that they were extending their social range:

At first none but now I have more Scottish friends than polish (8);

Polish work friends originally. Now friends through restaurant also close to Scottish family and cousins (14);

A lot of friends now. Because I'm working in a coffee shop where I know all customers. Every day when you meet on the street. They know where my daughter is because they say if they see her (4).

Q.12 "I'm happy using public transport" (Question Change Score 1.5)

We wanted to find out if increased fluency led to greater participation in the community. This change score was in the lower band. A possible explanation is that workers doing production line and hotel/catering jobs often work unusual hours when buses aren't available as well as some more remote areas having a limited service. No one referred to meeting with hostility as a reason for not using public transport.

Public transport very confusing in Bangladesh (1);

OK but difficulty with buying tickets and looking at timetables. Now no problem (15);

Used public transport since arriving in Scotland, train, bus ,taxi but have own car (convenience) (14);

Remote area and public transport not that good so use car for convenience, comfort and cost (3).

Q.13 “I feel happy using local shops” (Question Change Score 1.6)

Again the change scores were in the lower band. The temptation to use a supermarket is high where the layouts will be familiar and there is no need to engage in conversation, but in fact there were some quite high Agree responses for BEFORE ESOL:

Easy in supermarkets as you shop yourself. Happy to use local shops now, more confident (3);

Very afraid at first, no confidence, not my country. Now enjoy the experience of talking (8).

Here someone who admits she doesn't like Scottish food gives reason for shopping locally:

If I live in a country I want to see how people live their lives and the kind of food they like. Sometimes I talk with people (13).

Q.14 “I speak to my neighbours a lot” (Question Change Score 1.9)

This Q should have been a clear indicator of social integration, but again the situation can be affected by the domestic routine and work patterns. Clearly where a partner is a native English speaker and local the process is made much easier, hence there will be higher BEFORE ESOL scores. Here is a Polish-speaker with a local partner but no children:

To begin with it was just Hello, how are you? I wasn't confident enough..... Now one neighbour has invited us but not the other. I think it would be the same [if we had both been Polish] (7).

Here is another (from Brazil but with a Scottish partner and a child):

I don't speak a lot to my neighbours. I don't have much contact; there are no children. But now I can introduce myself (12).

Others (perhaps young and single) are more comprehensively integrated:

All Scottish neighbours, they visit, go for a beer. They are between 30 and 50 and we talk about everything, except politics (15).

Q.15 “I belong to one or more clubs or groups” (Question Change Score 2.2)

This Q was intended to find out whether increased language confidence led to greater participation in groups of mixed language speakers. It elicited a change score in the higher banding:

Now I a member of the Polish association and hope to become chair. I attend the Leisure Centre and am a Homestart Trustee (8);

Before ESOL there may have been difficulties finding time or getting information about leisure activities. But Now:

Spinning class at the gym usually twice a week. The class is always the same so I make friends (12).

To join a group with no L1 speakers requires particular confidence, so it was good to find one participant who had joined the parent council at her children's school:

I was thinking of it for a while, then one day a friend made me come to the meeting..... I don't understand everything that happens during the meetings, sometimes I'm a bit lost. Most of what happens I think I understand (10).

Some sought alternative activities:

None. I used to go to the gym, now I prefer walks with friends (15).

Q.16 “I usually support the Scottish team” (Question Change Score 1.0)

This elicited a very low change score, mainly because the participants showed little interest in following teams of any nationality! There may be questions about team sports in this question although some have identified with local teams at least:

I now support Ross County and attend matches and like curling, all sports. Still would support Poland in a Scotland Poland game (14).

While three declared:

Not interested in sport (3).

Q.17 “I feel I belong here” (Question Change Score 1.7)

Responses here were polarised with most change in the lower band. Some who feel a sense of belonging (SOB) acquired it early on.

One of a Latvian couple:

I belong to Latvia as well of course. But here is my job, house and family (5).

While a Polish woman with a Scottish partner had equally strong feelings but they had changed:

When I first arrived eight years ago (to work at a hotel) I sat on my bed and started to cry. I just wanted to go back home. Now it's different. I go back to Poland and it's nice to see family and friends but I'm think a lot about what's going on in Dingwall. I really want to get back again (7);

Definitely Polish at start and wanted to go home. I'm Polish but more Scottish now. I look forward to returning to Scotland from holiday (8);

Not sure at first. Now life getting easier and I meet more people, more friends and I am able to look for jobs and speak the language (3);

When I left my family I was lonely in my new house. Now I am happy to live in the UK as family settled (1).

Q.18 "I prefer Scottish culture to my country's culture" (Question Change Score 0.8).

There was quite a wide divergence on what was meant by culture, but across the board there was little sign of change. The wording of the question certainly prompted discussion. Some willingly embraced the new environment from the beginning:

I always have liked Scottish music. I never tried the food before: but we try it. I like haggis; we have something the same in Latvia (5);

It's more friendly here. Council offices are friendly and accept late payments. I like pipe music and vegetarian haggis. Scottish hospitals good with good service from midwives (8);

I am proud to be Polish but I like the Scottish culture, it's a small county. I like the kilt. I don't mind if my daughter marries a scot as long as she is happy (14).

But for others cultural assimilation was not necessarily the reason for coming to the Highlands:

It's like we want a bit of our culture, a bit of Poland with us here, doing things in the Polish style. I think that's bad because if you live here you're supposed to know about the culture (7).

Perhaps a simpler question, "I prefer my life in Scotland to my own country" would have produced equally interesting results.

Monitoring change

We recorded change in each question (Question Change Score or QCS) across the sample. We were also able to give each participant a score (Individual Change Score or ICS) across all 18 questions to indicate how far each participant had 'travelled'.

Question Change Score (QCS)

	Change Score	Total	Av QCS	Revised
1	<i>I'm pleased with my level of English</i>	28	1.9	
	HOME			
2	<i>I speak a lot of English at home</i>	29	1.9	
3	<i>I read a lot of English magazines and books</i>	27	1.8	
4	<i>I watch English TV/listen to English radio a lot</i>	32	2.1	
	WORK			
5	<i>My job is boring</i>	-5	-0.3	
6	<i>I speak a lot of English at work</i>	25	1.7	1.9
7	<i>I have plenty of 'Scottish' friends at work</i>	27	1.8	2.1
	FORMAL SITUATIONS			
8	<i>I feel ok talking to 'officials' and 'managers'</i>	34	2.3	
9	<i>I'm happy to ask for information by phone</i>	32	2.1	
	FAMILY			
10	<i>My children have plenty of Scottish friends</i>	29	1.9	2.6
11	<i>I have a lot of Scottish friends</i>	27	1.8	
	COMMUNITY			
12	<i>I'm happy using public transport</i>	23	1.5	
13	<i>I feel happy using local shops</i>	24	1.6	
14	<i>I speak to my neighbours a lot</i>	29	1.9	
15	<i>I belong to one or more clubs/groups</i>	33	2.2	
	SCOTTISHNESS			
16	<i>I usually support the Scottish team</i>	15	1.0	
17	<i>I feel I belong here</i>	25	1.7	
18	<i>I prefer Scottish culture to my country's culture</i>	12	0.8	

We rank ordered the Question Change Score to identify those questions that brought about the most significant change (Q 8, 15 4 & 9) and the least significant change (Q 13, 12 16 & 18).

The next tables show the frequency distribution for the 'change values' (0 to 4) for the top 4 and bottom 4 questions as identified by the 'accumulative sample change score' for the cohort. The sample is further broken down into (m f) in the figure.

	Change Frequency Distribution	Frequency Distribution					Accum Change Score	Q Rank Order	Ave QCS
		0	1	2	3	4			
8	<i>I feel ok talking to 'officials' and 'managers'.</i>	1	1	8	3	2	34	1	2.3
		(1 0)	(1 0)	(6 2)	(2 1)	(1 1)			
15	<i>I belong to one or more clubs/groups.</i>	4	1	3	2	5	33	2	2.2
		(2 2)	(1 0)	(2 1)	(1 1)	(5 0)			
4	<i>I watch English TV/listen to English radio a lot.</i>	0	6	4	2	3	32	3	2.1
		(0 0)	(2 4)	(4 0)	(2 0)	(3 0)			
9	<i>I'm happy to ask for information by phone.</i>	1	3	6	3	2	32	3	2.1
		(1 0)	(3 0)	(3 3)	(1 2)	(2 0)			
	Q 8 & 9 FORMAL SITUATIONS								
	Q 15 COMMUNITY								
	Q 4 HOME								

13	<i>I feel happy using local shops.</i>	5	3	2	3	2	24	8	1.6
		(4 1)	(3 0)	(0 2)	(2 1)	(2 0)			
12	<i>I'm happy using public transport.</i>	5	3	3	2	2	23	9	1.5
		(4 1)	(1 2)	(2 1)	(2 0)	(2 0)			
16	<i>I usually support the Scottish team.</i>	7	2	5	1	0	15	10	1.0
		(6 1)	(1 1)	(3 2)	(1 0)	(0 0)			
18	<i>I prefer Scottish culture to my country's culture.</i>	8	2	5	0	0	12	11	0.8
		(8 0)	(1 1)	(2 3)	(0 0)	(0 0)			
	Q 12 & 13 COMMUNITY								
	Q 16 & 18 SCOTTISHNESS								

Female Male

These questions indicated those areas within the individuals' lives that saw the greatest and least change. Using the Questionnaire Response Record (QRR) (See Appendix 6), a question prompt sheet during the individual interview stage (after the questionnaire had been completed) we were able to identify those factors, as outlined by the cohort, which had the greatest influence on English language acquisition.

The questions that give the most significant QCSs (Higher Band):
 Formal Situations - Q 8 & 9
 Community Q 15
 Home Q 4

The top four results would indicate a greater the 50% improvement across the cohort for these questions. This would suggest more confidence in formal situations, more involvement in community activities and greater English usage in the home.

The questions that give the least significant QCSs (Lower Band):

Community Q 12 & 13
'Scottishness' Q 16 & 18

These lower four results would indicate a less than 50% improvement but may have been influenced by the nature of the questions. However it does indicate greater use of local shops and public transport. A further consideration, as perhaps reflected across society as a whole, is that use of supermarkets and own car is more convenient. The question about team support may have been a step too far, and not relevant to a significant number of the cohort. There was however an indication amongst parents with children that there was support for local teams. While the culture question provided some interesting responses it was a complicated topic and in need of further clarification.

The bar chart below indicates the range of frequency distribution for Q.8.



Individual Change Score (ICS)

Q Designated Number	Bangladeshi	Polish	Hungarian	Latvian	Latvian	Russian	Polish	Polish	Polish	French	Polish	Portuguese	German	Polish	Polish
1 "I'm pleased with my level of English"	2	1	0	2	3	1	1	3	1	1	2	4	2	2	3
HOME															
2 "I speak a lot of English at home"	3	0	1	1	2	2	4	3	1	1	2	0	3	3	3
3 "I read a lot of English magazines and books"	2	2	1	2	0	2	1	4	2	1	1	4	0	3	2
4 "I watch English TV/listen to English radio a lot"	3	2	1	2	1	2	3	4	4	1	1	4	2	1	1
WORK															
5 "My job is boring"	-1	-4	-2	2	-2	0	0	-2	0		1	-2	0	1	4
6 "I speak a lot of English at work"	2	3	2	4	3		1	2	2		2	0	0	2	2
7 "I have plenty of 'Scottish' friends at work"	4	4	1	4	1		0	4	0		2	4	0	1	2
FORMAL SITUATIONS															
8 "I feel ok talking to 'officials' and managers"	2	2	1	2	2	3	2	3	2	2	3	4	0	4	2
9 "I'm happy to ask for information by phone"	2	1	2	0	2	1	1	4	2	2	2	4	3	3	3
FAMILY															
10 "My children have plenty of Scottish friends"	0	4	4	4	4	2		3		0	4	2		2	
11 "I have a lot of Scottish friends"	2	3	1	4	3	2	1	3	0	0	1	2	0	2	3
COMMUNITY															
12 "I'm happy using public transport"	2	3	0	3	1	2	0	4	1	0	0	4	0	1	2
13 "I feel happy using local shops"	1	3	0	3	3	1	0	4	1	0	0	4	0	2	2
14 "I speak to my neighbours a lot"	2	4	1	3	3	2	1	4	0	0	0	2	1	3	3
15 "I belong to one or more clubs/groups"	4	4	2	3	2	4	0	4	1	2	0	4	0	3	0
SCOTTISHNESS															
16 "I usually support the Scottish team"	2	0	0	3	2	0	0	2	0	0	0	2	1	1	2
17 "I feel I belong here"	2	4	1	1	3	1	0	3	1	0	2	2	0	3	2
18 "I prefer Scottish culture to my country's culture"	0	2	1	0	2	0	0	2	0	0	1	0	0	2	2
Total Individual Change Score	34	38	17	43	35	25	15	54	18	10	24	44	12	39	38
Rank Order Change Score	7	5	11	3	6	8	12	1	10	14	9	2	13	4	5
INDIVIDUAL CHANGE SCORE (ICS)	1.9	2.1	0.9	2.4	1.9	1.4	0.8	3	1	0.6	1.3	2.4	0.7	2.2	2.1

MAX SCORE

Change

4
1
2
3

Low Band 1 0 ≤ 1 5 33%
Intermediate Band 2 >1 ≤ 2 4 27%
High Band 3 >2 ≤ 3 6 40%
4 >3 ≤ 4 0 0%

female 11
male 4

Within the questionnaire framework it was possible to give each cohort member an Individual Change Score (ICS) by the accumulative result of their score across all 18 questions. Using this method it was possible to see which members of the cohort were most settled, and, through the subsequent interview, give an indication of why this might be.

Trials & Road Testing

The material was 'road tested' in the Dingwall area. Essentially the core design stayed the same but the questionnaire was fine-tuned and the worksheets and notes altered or added for purposes of clarification.

As already outlined, a Review Group of 5 learners (reducing to three) was identified and established to 'road test' the material as it was being developed. The material consisted of the Project Summary, the Consent Form and Confidentiality Statement, the Time Line and the Questionnaire. These ideas were 'road tested' over 4 sessions, individually and within an ESOL group setting.

These sessions enabled the researchers to use to modify the material within the design framework to provide greater clarity. While the fundamental nature of the material stayed the same it was possible to fine-tune the agreements, hand outs and questionnaire to meet the expectations of the project and to provide safeguards for the selected cohort.

The Consent Form and Confidentiality Agreement were translated into the languages of the participants prior to individual interview as agreed with the UHI Ethics Committee.

Focus Group Responses

The four CQ statements which recorded the highest change scores were made into flash cards and shown to a small focus group including a local employer, an NHS manager and a secondary school teacher. Some of their reactions were noted down as a measure of whether they were surprised or not. An edited version is given here as a sample, admittedly quite unrepresentative, of the host community's response to our findings:

I feel OK talking to officials & managers

"A sure sign they're gaining confidence....Also it may mean managers are learning to communicate, which is not very common amongst English speakers.....Managers maybe need to reflect more on their own attitudes to other cultures. There's a temptation to dismiss others as foreigners.

Pressurised environment doesn't help". (Employer)

"I suspect these won't be GPs and health centre staff....Invariably [migrant workers] start off by coming with a friend who will interpret. We can offer face to face interpreting which is v. expensive and lengthens appointments to 20 minutes. Sometimes the patient doesn't turn up..... Also some people who paid [for doctor's appointments] in Poland have brought over attitudes to what they expect from the NHS here." (NHS Manager)

"This shows how ESOL builds confidence as well as language skills."
(Teacher)

I belong to one or more clubs or groups

"But I still see two groups when I go to the gym. There is often a misunderstanding about what young Polish men are saying: it comes across as aggressive sometimes....." (Employer)

"We have antenatal and breast-feeding groups which are well attended by Poles. These are offered without interpreters being used.

With patient participation groups there are currently no non-English speakers. We hope this will change."(NHS Manager)

I watch English TV / listen to English radio a lot

"Quite surprised by that. Polish satellite dishes are larger and you still see a lot of them around." (Employer)

"Initially a lot of Polish families had cable and satellite channels. Maybe that has changed or maybe they use the internet more." (Teacher)

I'm happy to ask for information by phone

"Surprising because it is a scary situation. It often means taking things to another level.

It is difficult [for the native speaker] to change pronunciation and intonation without affecting the sense.” (Employer)

“People can be sick when they’re phoning, making it doubly difficult. It can be a problem for us but frontline staff are used to dealing with a range of disabilities. It’s not often that people on the phone are unable to communicate.” (NHS Manager)

“Very surprised at this. I know how stressful it is myself to use another language over the phone.” (Teacher)

Learner Feedback Group

The cohort (and tutor feedback) meeting was organised at one central location and the attendance was disappointing. However it was anticipated that a number of the cohort would not be able to attend due to travel distances and prior commitments. In a couple of cases details of the meeting were not received by participants because of change of addresses (and phones numbers) since our last contact.

Most of the tutors apologised for not being able to attend due to travel distances and prior commitments. Earlier tutor meetings had provided an opportunity to share Information about the research project, assist with selection of the cohort and provide updates on the progress of the project. Fellow tutors have been helpful and have shown interest and enthusiasm for the project

The feedback from participants was mainly favourable and complemented the comments in the Questionnaire Responses section.

The Questionnaire was ok, easy to complete, nothing complicated and not too long, and questionnaire is clear and easy to read and understand. It gives you ideas what kind of questions you will need. I was happy I could do it.

The feedback from Group Sessions where the questionnaire was trialled for the Lesson Plan indicated that the questionnaire was useful in helping to understand the variety of learning methods and give some insight into a new life in Scotland.

One Spanish student said that the questionnaire helped her to look at how *my experience has affected me* and the exercise *has helped me to think how I am feeling in different places*.

The Question Responses section indicated that there was some difficulty with Q 18 (“I prefer Scottish culture to my country’s culture”). One Russian student suggested it was *complicated to our students*. This question has been revised within the Lesson Plan.

An additional question about SVQ achievement in the workplace was suggested. Learning English outside the classroom in real situations as well

as learning English in the workplace was referred to on a number of occasions.

Qualitative Outcomes

Summary of Findings from Cohort Questionnaire

The Cohort Questionnaire results (Section 15) are based on a small but representative sample. The levels of change indicated and the insights to emerge from them may be of interest to those who are in contact with migrant workers across a wide range of areas. (ref to Change Scores in S 20) Below is a brief qualitative summary.

ESOL Progress

The single question “I’m pleased with my level of English” attracted a Medium average change score. Many respondents referred to their over-estimation of fluency in English upon arrival in the UK, creating a higher figure than anticipated for ‘Before ESOL’. Clearly attending ESOL classes can be designated as a major factor here in explaining change.

Home Life

This group of questions attracted a High average change score. The highest changes were in habitually watching/listening to broadcast media in English. There was a wide divergence in change depending on the kind of domestic group from which the respondent came. People with Scottish partners (or flatmates) were obviously going to record higher levels of English usage. At the other end of the scale, monolingual households (particularly with extended family in the locality) showed much lower change levels. In the middle are minority monolingual households (eg Latvian) with no ‘linguistic support’ within the community. Generalisations regarding motivators of change are difficult in such a variety of situations. However much ESOL progress you may have made, there may not be sufficient opportunities to consolidate progress within your home situation.

Employment

Quite low change scores were recorded for this group of questions. This was partly due to the anomalous interpretation of Q.5 regarding job satisfaction, but there were low scores for use of English in the workplace. Complicating factors were situations where a majority of the workforce had a shared mother tongue (e.g. Polish). This is typically in production-line jobs and cleaning. Here, mother tongue is widely used until someone is offered promotion where communication with English-speaking management becomes mandatory. Accepting such promotion is more of a dilemma if you are not confident about your English fluency. ESOL proficiency should be an important factor here and one might have expected higher scores.

Formal Situations

High change scores were recorded for this question area. Increased confidence, whether caused by improved fluency or by other factors, was shown in responses regarding dealing with officialdom and using the phone. The SQA ESOL curriculum at both beginner and intermediate levels makes a point of using role play to practise telephone conversations so this may have been influential.

Family & Social Life

This group attracted Medium average change scores, the highest being recorded for increased Scottish friends for children. Clearly children at school are learning English in the most effective way by social contact with their peer group. This is not really a benefit of their parents' ESOL classes, although they may have had some remedial English at school. The scores for making own friends are slightly lower, but this may depend on whether there is a mother tongue group within the community from which friends may be made.

Community

In general low average change scores were recorded here. The exception was regarding increased membership of clubs and groups. Low change scores for using public transport and local shops can be partly explained by a lack of initial resistance to using these facilities, making the 'Before ESOL' score higher than anticipated. There was a Medium level of change regarding speaking to neighbours. Again this can be affected by the domestic situation: a Scottish partner is likely to initiate contact with neighbours and this may encourage or discourage further socialising. Several participants referred to visiting each others' houses and there was practically no mention of hostility. One can assert that increased ESOL proficiency must surely have been a factor in improving neighbourliness.

Scottishness / SOB

This group recorded some of the lowest levels of change, particularly regarding preference for native culture against Scottish culture. But "I feel I belong here" attracted Medium levels of positive change. Being more comfortable with a new identity is identified with a number of factors (friendships, job satisfaction, better housing, more leisure, children's social life) but English fluency is rarely mentioned. Possibly it is taken as a given.

Lesson Plan (see Appendix 8)



During the development of the project and Cohort Questionnaire it became sensible to build a lesson around the ideas incorporated within the research programme. During the 'Road Test' stage of the project the questionnaire had been trialled in a classroom

situation and stimulated interest and discussion. Certain refinements were made to the Cohort Questionnaire from lessons learned during the interview phase of the project and a lesson plan was built around it.

The idea of measuring change experienced by students using the categories within the CQ (**ENGLISH LANGUAGE, HOME, WORK, FORMAL SITUATIONS, FAMILY, COMMUNITY** and **SCOTTISHNESS**) appeared an ideal way to develop a lesson which would be both useful to the class members, create discussion and be another means of monitoring progress for the College. It should also highlight those areas which each student could pursue 'beyond the classroom'.

The simple nature of the revised Questionnaire (use of only present tense) should enable it to be used with all levels of students. While trialling the material in two group settings the response has been favourable:

Quotations from trialling of the Lesson Plan:

I think this is an interesting project.

I didn't like Q 18 ('I prefer Scottish culture to my country's culture'). Might you change this to another one that is not complicated to our students?

Best wishes with wonderful project.

Russian Student (7 years in Scotland)

I am a Spanish student who arrived in Scotland two months ago. Probably too early to know exactly how my experience has affected me I think that this test is useful and helpful to understand all aspects to be comfortable in a foreign country.

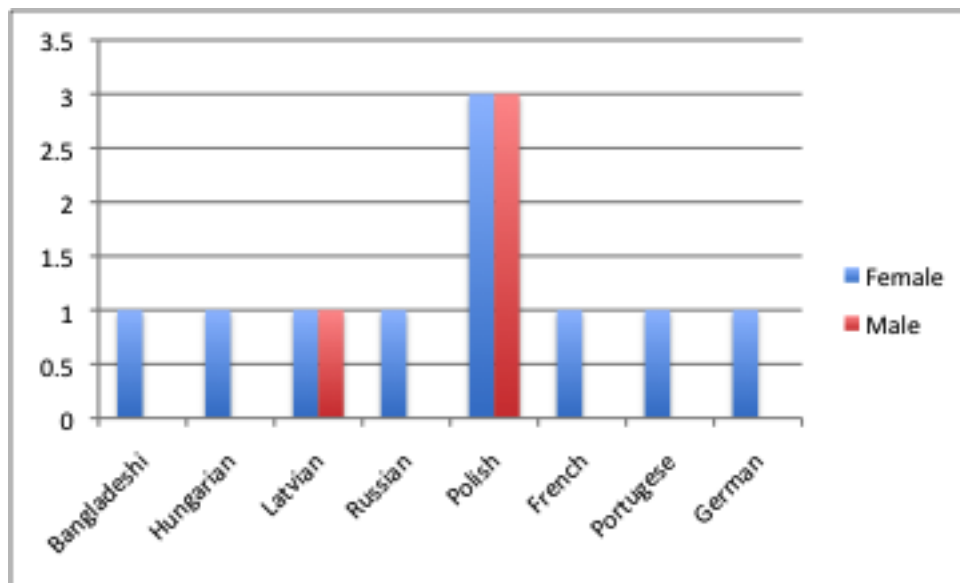
Spanish Student (3 months in Scotland)

Cohort Characteristics

This section will start with giving an overall representation of the project in graphic and tabular form and will explore the quantitative outcomes.

Nationality/Gender

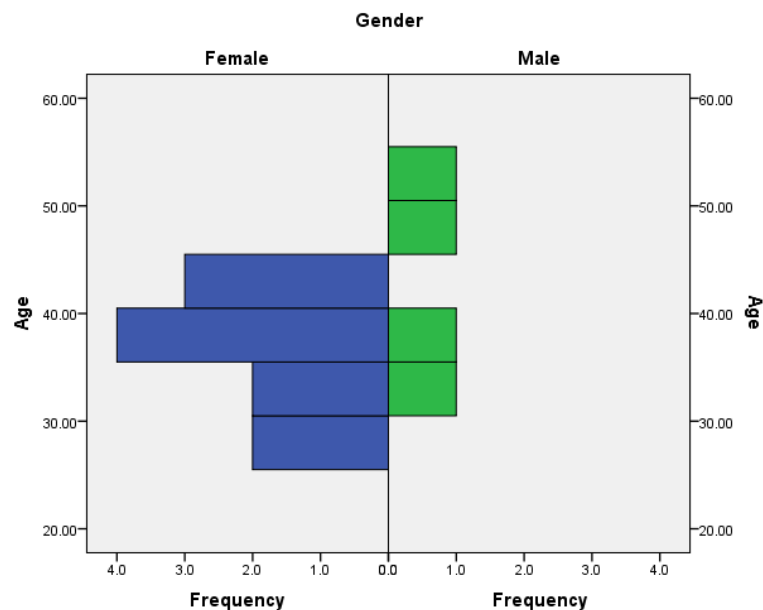
The cohort consisted of 15 participants representing 8 nationalities of whom 11 were female and 4 were male.

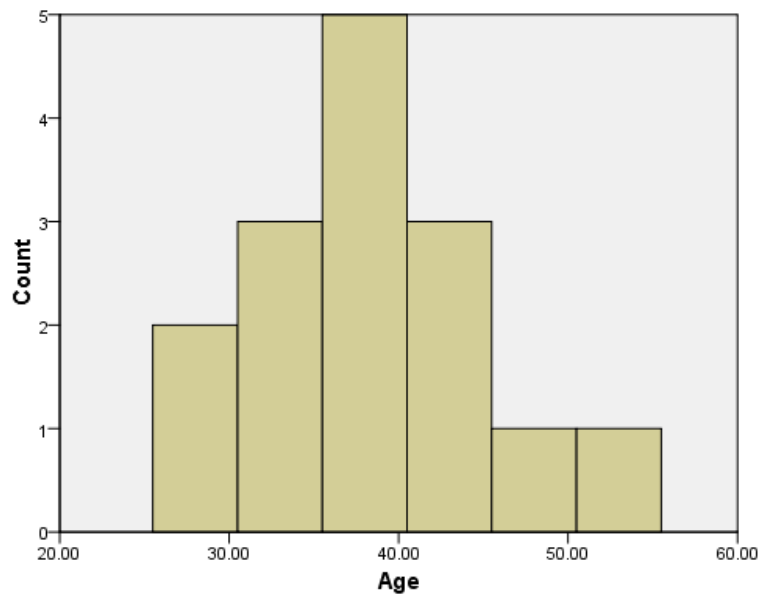


The cohort resided in seven geographical areas within the North Highland College boundary: Aviemore, Alness, Dingwall, Dornoch, Inverness, Tain and Thurso.

Age

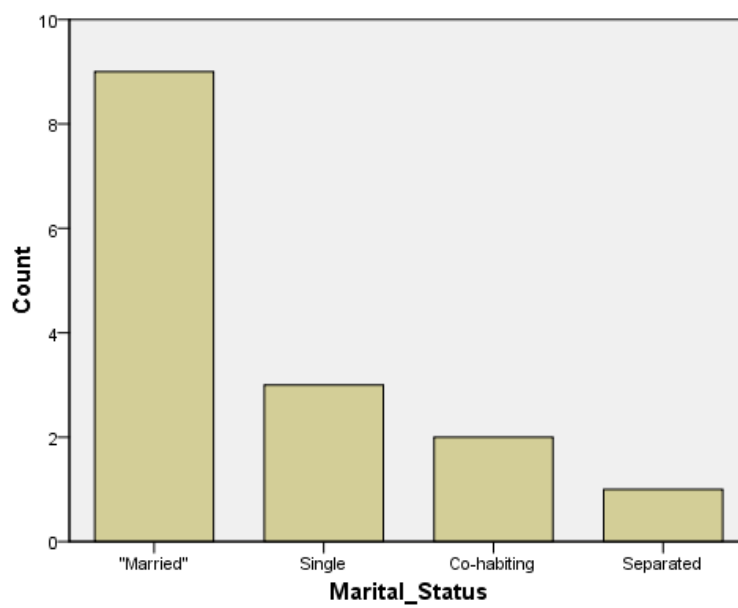
The age of the cohort ranged from 28 to 53 years





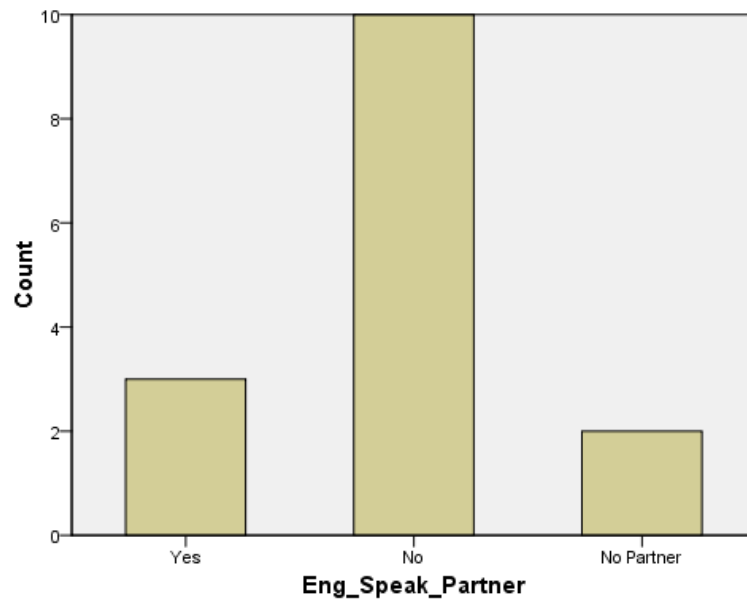
Marital Status

The majority of the cohort were married or cohabiting (11)



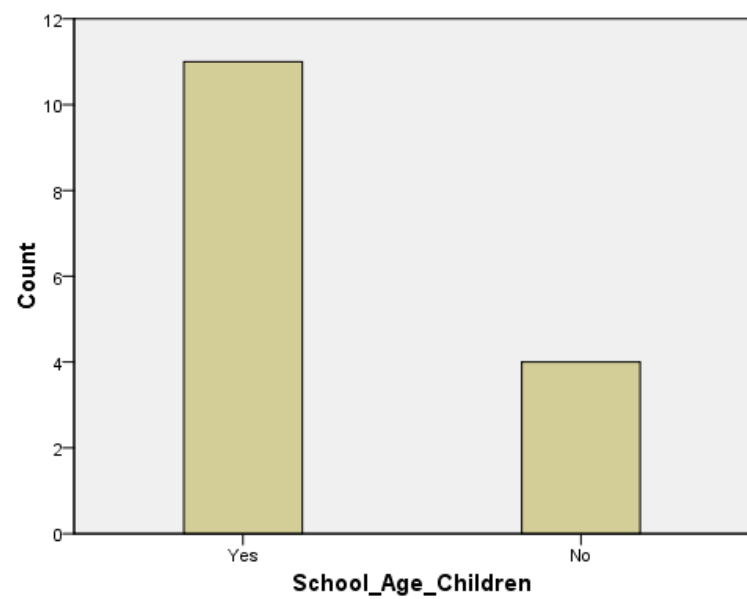
English-Speaking Partner

Three of the cohort had a native English-speaking partner.



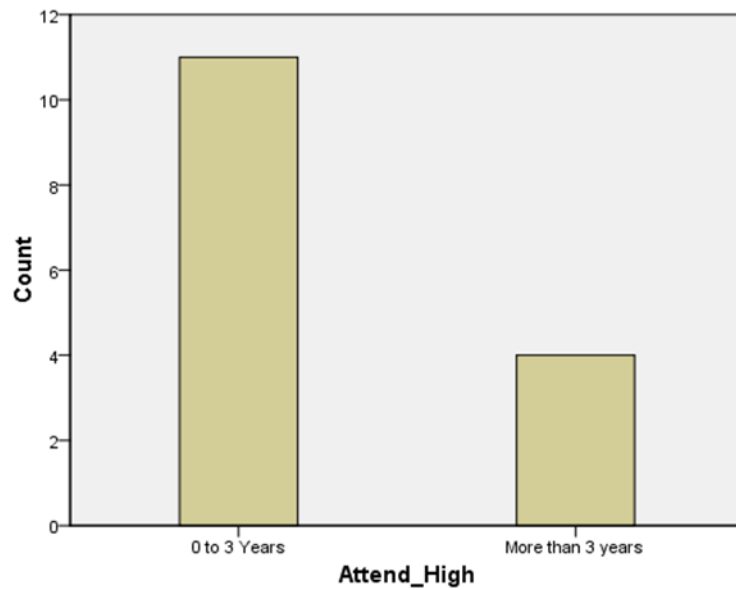
School-Age Children

The majority of the cohort (11) had a total of 18 children, 16 of whom were of school age.



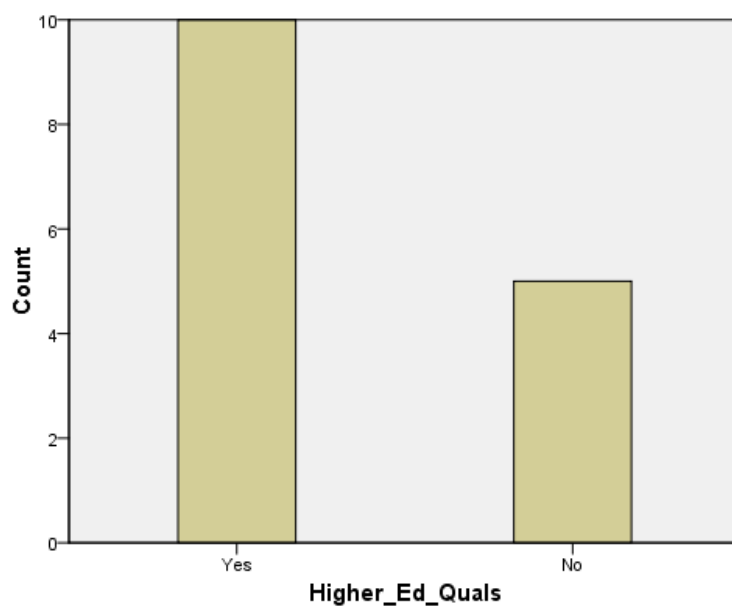
Attendance at ESOL classes in Highland

While 4 of the cohort had attended classes in Highland for more than 3 years, the majority (11) had attended for three years or less.



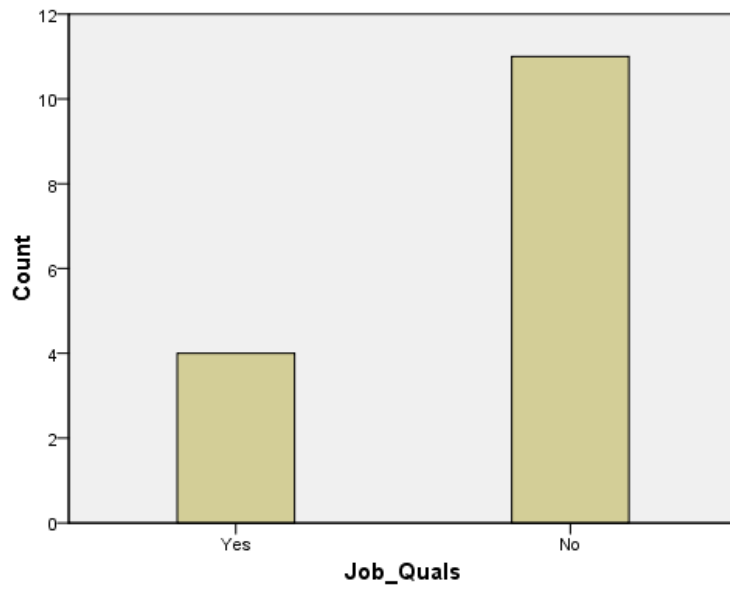
Higher education qualifications prior to moving to Highland

The majority of the cohort (10) had higher education qualifications from their own country before arriving in Highland.



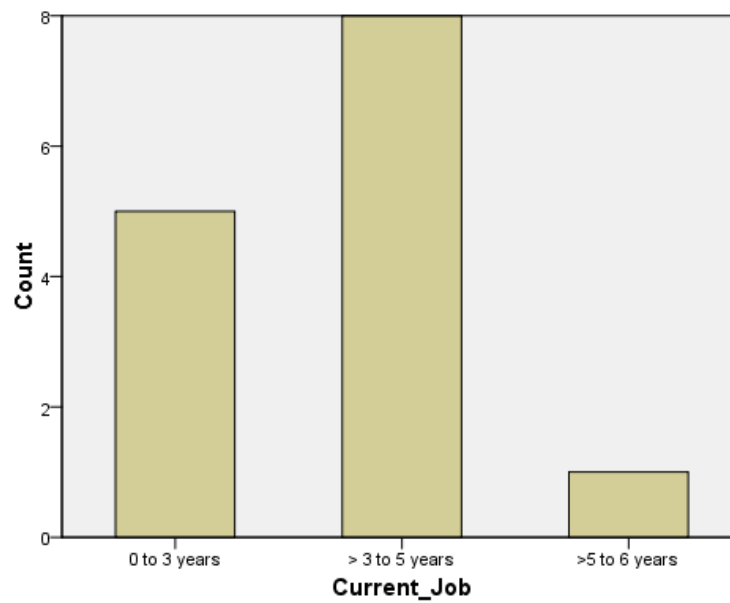
Qualifications necessary for current job

Only 4 of the cohort needed specific qualifications for their current job: English Language, Health & Safety or Professional Knowledge.



Time in current job

Only one member of the cohort had been in his current job more than 5 years. The majority (8) had been in their current job between three and five years with five participants less than 3 years



ESOL qualifications & credit count

The following chart shows the total qualifications that have been achieved by the cohort of 15.

ESOL Qualifications	Total Passes	%	
Access 2 passes	3	10%	2 papers
Access 3 passes	9	20%	3 papers
Int 1	24	53%	3 papers
Int 2	20	44%	3 papers
Int 2 External	8	53%	1 paper
Higher	11	24%	3 papers
Higher External	4	27%	1 paper
Citizenship	25	42%	Over 4 years
Online Eng Business	3	7%	Sittings - 3

The Scottish National Framework measures a qualification against a credit count. (See *SCQF levels below*) Most of the ESOL units are one national credit with some of the Everyday Communication Units (DV3408, DV3411 and DV3412) being worth two credits. North Highland College students will have a small number of credits at different levels, up to level 6 (Higher), depending on what assessment they have taken.

This total qualification achievement gives a credit count of 109.5 across the cohort. 1 credit equates to 40 hours of study (classroom and home study).

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database. N.B. MA Frameworks have a notional level on the SCQF, but all component parts are credit rated

scqf
scottish credit and
qualifications framework

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12	Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner		Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9			Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate
8	Higher National Diploma		Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher			Modern Apprenticeship SVQ 3
5	National 5 Intermediate 2			Modern Apprenticeship SVQ 2
4	National 4 Intermediate 1	National Certificate	National Progression Award	SVQ 1
3	National 3 Access 3			
2	National 2 Access 2			
1	National 1 Access 1			

Statistical Analysis

The intention was to attempt a statistical analysis to see whether there was any significant correlation between individual change score (ICS) and important variables from the Questionnaire as defined by the questionnaire change score (QCS) and Your Profile form.

As an example one assumption was that those members of the cohort with native partners might demonstrate more change, and subsequent integration/cohesion than others. Other variables using similar assumptions were also considered. The tests considered were the Chi Squared and Fishers Statistical Analysis.

A chi squared test is a statistical test commonly used for testing independence and goodness of fit. Testing independence determines whether two or more observations across two populations are dependent on each other (that is, whether one variable helps to estimate the other). Fisher's exact test is a statistical test used to determine if there are non-random associations between two categorical variables.

We recognised from the outset that the small numbers made these analyses unlikely to offer significant results and this was confirmed. However they should be considered in any future study built on this model with a larger sample size.

Social Return On Investment (SROI)

As highlighted previously, our research drew on the ethos of social return on investment by involving stakeholders in the research; considering impact in a holistic fashion and mapping change over time. Following the identification of ESOL stakeholders and subsequently impacts and how they are created through the use of a questionnaire and interviews, we were able to consider how this knowledge might be applied to a Social Return on Investment Calculation. We aimed to identify which impacts and existing financial proxies could be used to take forward a full SROI calculation in future studies.

Stakeholder	Changes Experienced as a Result of Involvement in ESOL Courses
Students who take part in the classes	Improved level of English
	Increased personal satisfaction with level of English
	Increased use of English outside classes
	Increased social integration <ul style="list-style-type: none"> - Scottish friends at work - Scottish friends outside work - Speak to neighbours a lot
	Increased level of comfortableness in speaking English in 'formal' situations.
	Increased comfortableness with community life <ul style="list-style-type: none"> - More happy to use public transport - More happy to use local shops - More likely to belong to a club or group
Local Communities	Increased social networks
	Increased use of local facilities
Local Employers	Increased job satisfaction
	Increased potential pool of employees
UHI	ESOL classes increase student numbers and profile of the university.

As we aimed to test the feasibility of an SROI calculation for ESOL, we picked one stakeholder group to focus on, the students themselves. The changes mapped for the students were then assessed against previous SROI studies in order to identify whether existing financial proxies could be used to value them. The results are shown below:

Type of Change	Example of Change	Potential Data Collection Methods (<i>this study</i>)	Potential Financial Proxies
Level of English	Improvements in general, overall level of English when comparing before and after ESOL course.	<p>Number of students who achieve qualification (<i>all cohort</i>)</p> <p>Number of students who register increased change score on questionnaire (<i>all cohort</i>)</p>	£20 per hour (64 hours contact time per student).
Use of English	English is used more frequently after ESOL course. Students have increased satisfaction with their level of English.	<p>Questionnaire data from participants (number of students registering increased change) (<i>all cohort</i>)</p> <p>Qualitative, open answers help us understand why this change has occurred and its impact on the individuals (<i>see Questionnaire Responses Section</i>)</p>	Increased personal satisfaction – average pay cut that workers are willing to take for a more satisfying job: £34.27 per week.
Increased social integration	Students have more Scottish friends after ESOL course.	<p>Questionnaire data from participants (<i>majority of the cohort</i>)</p> <p>Qualitative, open answers</p>	Average leisure spend £520 per year Community cohesion – voluntary effort within a club or

		(see <i>Questionnaire Responses Section</i>)	group: £1 per hour
Comfortableness with community life	Students are more happy using public transport after the ESOL course.	Questionnaire data from participants (see <i>Questionnaire Responses Section</i>) Qualitative, open answers (see <i>Questionnaire Responses Section</i>)	Confidence and skills training: £1,269 - £1,589

Inputs were calculated by summing the cost of tutor's time, premises, travel and subsistence and administration. This gave an input per student of £594 per annum as an average cost per student. We then considered what we could say about the principles of SROI outlined below:

SROI Principle	Associated Question	Key	Suggested	Considerations from the questionnaire and interviews
Deadweight	Would all participants have experienced these same changes if the intervention did not take place?	all have these		Demands of work and family life suggest some may not have attended English classes if ESOL was not available locally.
Attribution	How much of the change can be attributed to participation in the intervention?	can be attributed to		Participants take part in work and community activities outside ESOL but these are not always with English speakers or people outside the migrant community. This suggests we can attribute some change to participation in the ESOL classes.
Displacement	Has taking part in the intervention prevented other activities from taking place?	Has taking part in the intervention prevented other activities from taking place?		Discussions of what participants would be doing if not attending ESOL classes did not emerge.
Length of Impact	How long will the stakeholders experience impacts as a result of involvement in the intervention?	How long will the stakeholders experience impacts as a result of involvement in the intervention?		Discussion of this did not emerge. However, if all participants gain in confidence and continue to use English outside the classroom, we can assume that this will play an increasing part in their integration over time (therefore the direct impact of the ESOL classes decreases).

Considering the information outlined above, a tentative SROI calculation was carried out. It demonstrates that by measuring the amount of change for students before and after participation in the ESOL classes, we can start to place a value on the social impacts created. This is a basis for future consideration and refinement of an SROI calculation for ESOL. However, further research is required in order to refine the SROI principles and our results should only be considered as illustrative. Displacement was not discussed with participants and an average figure from a previous health intervention study at UHI was used. All stage 4 percentages were also adapted from previous UHI research (Munoz and Nimegeer, 2011)¹. A standard drop-off rate was used (The Cabinet Office, 2009)². The table below only considers students as the stakeholder group:

Change	Financial Proxy	Value ³
Improved English	Private Tuition	£1,280
English used more frequently	Increased personal satisfaction	£34.27
Increased social integration	Average leisure spend	£1.00
Increased comfortableness with community	Confidence and skills training	£1,269

A SROI of £3.06 was reached for each £1 invested in the ESOL course per student:

Total Present Value (PV)	£1,820.22
Net Present Value (PV minus the investment)	£1,226.22
Social Return £ per £	£3.06

¹ Munoz, S., Nimegeer, A., (2012) *Hospital Grounds Reimagined*
<http://www.uhi.ac.uk/en/research-enterprise/res-themes/health/centre-for-rural-health/GreenspaceFinalReportandToolkit.pdf>

² The Cabinet Office (2009) *A Guide to Social Return on Investment*
http://www.thesroinetwork.org/publications/doc_details/241-a-guide-to-social-return-on-investment-2012

³ <http://www.globalvaluexchange.org/>

Recommendations

Community

Initiatives to foster community cohesion should be aware of the limiting factors that govern the lives of many migrant workers: shortage of leisure time, unsocial working hours and low wages, differing tastes and culture, family commitments (immediate and extended), uncomfortable using the phone and being in formal situations, difficulty making new friendships. On top of all this there will be a wide variety of English language fluency. But our research shows that once migrant workers feel a SOB they will readily take up community facilities like fitness classes and become involved in community projects (e.g committee work).

- Teachers should develop external activities – involving the community beyond the classroom – in line with the new SQA national curriculum recommendations.
- Community groups may need to make allowances for fragmentary participation by migrant workers.

Social Policy & Employment

A lot of media coverage relating to migrant workers is devoted to UK government immigration policy. The present climate could be seen as not very welcoming to recent immigrants particularly from outside the EU. With improving economic conditions there may be an element of a certain fear factor amongst the host community who do not understand some of the culture and practices of peoples from new accession states like Bulgaria. From our research and opinion polling elsewhere it appears that Scotland takes a more relaxed attitude to immigration but it is still going to be a factor in how measures relating to health provision, welfare and social housing are received. Migrant workers don't expect special treatment but they would also like to see more acknowledgment of what they contribute to society.

- Media should be more aware of barriers to participation faced by migrant workers.
- ESOL students need better mentoring within colleges, relating to career progression.
- There needs to be more advice on equalisation of professional qualifications.

Professional / Contacts

We plan to draw up an 'issues agenda' based on some of the CQ responses. This may raise questions about how people providing social services, health and education view migrant workers and whether they see them requiring different treatment. Immigrants don't want to be seen as special cases but on the other hand they sometimes may require extra information or comprehension of how provision systems work in the UK.

- Frontline service providers should be more aware of cultural and bureaucracy issues.
- More awareness is needed generally about barriers to understanding (i.e. grading language).

Pedagogical

Most of our findings point to an effective and supportive ESOL network (although this was not the main motivation for our research). The SQA Social Practice model seems to be appropriate to furthering the Scottish Government's 2007 aim of teaching English to immigrants in such a way as "to enable them to participate in Scottish life". The main thrust of *Beyond the ESOL Classroom* has been to investigate the ways by which learners come to invest in ESOL as a way of creating a new identity that provides a comfortable fit with their new life. ESOL teachers therefore need to treat students as individuals with particular expectations of what their higher language proficiency will bring rather than just as students with pronunciation problems or low grammar scores. It is worth remembering that for every migrant worker who attends ESOL classes there are dozens who manage to improve their English in less formal environments. Do they feel more or less Scottish because of this?

- Investigate a wider range of ESOL provision including 'at work' classes
- Invite speakers on specialist topics into the classroom (e.g. volunteers, local business, union representatives, members of support groups).
- Devise better means of monitoring progress to measure quantitative change in practice research.
- Consider use of Language Diaries for students.
- Consider class use of our 'Scottishness' lesson plan.

Future Research

We will expect to secure feedback from practitioners in ESOL and other areas touched on by our research which may suggest further projects. A more ambitious study might well want to look at comparisons between ESOL students and others with a comparable profile who have not attended classes. Our Social Return on Investment analysis is a simplified version adapted to the data. A larger sample would provide more statistically significant results, but we believe that it would still show the positive return that ESOL classes provide to society and government. Expenditure by other sectors like commerce and professional organisations would contribute further proxy values to the model.

- Use a wider sample from a range of colleges, possibly comparing ESOL and matched non-ESOL sample.
- Deeper research into barriers to learning.
- Widen SROI to see how business/professional/trade groups not currently investing in ESOL could benefit.

SROI

Our Social Return on Investment analysis is a simplified version adapted to the data. A larger sample would provide more statistically significant results, but we believe that it would still show the positive return that ESOL classes provide to society and government. Expenditure by other sectors like commerce and professional organisations would probably yield similar proxy values.

Acknowledgements

Grants and Contracts Team UHI: Sarah Wright, Karen Furness, Georgina Coburn

Road Test: Dingwall students and ESOL Group

Cohort; anonymous thanks to participants

UHI Research Department: Michael Rayner, Sarah-Anne Munoz, Philomena De Lima, Jenny Hall

Project support: Janet Terry

NHC ESOL Tutors: Alison MacWilliam, John Riach, Lisa Stewart, Marian Burrows-Smith, Melanie Danet and Lucy Hawkins (ESOL curriculum coordinator)

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IATEFL 46th Annual International Conference (April 2012) Glasgow

Appendices

1. Time Line
2. Confidentiality Statement
3. Consent Form
4. Letter to Cohort
5. Your Profile Form
6. Questionnaire
7. QRR with Prompts
8. Lesson Plan
9. Project Support Worker (responsibilities)
10. Interim Report
11. Revised Questionnaire
12. Social Return On Investment – The Impact Map

Time Line

BEFORE YOUR ESOL CLASS

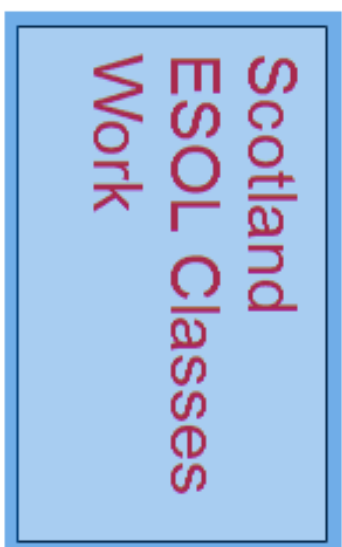


NOW



"I like the Scottish highlands"

"I like the Scottish highlands"



Appendix 2

UHI Ethics Committee required all documentation sent out to participants to be translated into 10 languages. Quotations were received from 3 providers.

Confidentiality Statement

Any personal information given during the course of this project will remain confidential within the research team. You will be identified as a participant only if you give consent for your questionnaire interview to be audio or video recorded.

Consent Form

Beyond the ESOL Classroom – Migrant Workers & Community Integration

Name of researchers: Simon Berry & Trev Johnson

Please read each statement and tick each box to confirm your agreement

I confirm that I have read and understand the project summary for the above study. I have had the opportunity to consider the information and ask questions. If I have asked any questions I have had these answered satisfactorily.

☐

I understand that my participation is voluntary and I am free to withdraw from the process at any time, without giving a reason.

☐

I understand that the research team and ESOL tutors at North Highland College and the University of the Highlands and Islands may look at relevant sections of the data collected during the study. I give permission for them to have access to the recorded data if necessary.

☐

I agree to being video and audio recorded and give permission for this material to be used by our funders.

☐

I agree to take part in the above study.

☐

Name of Participant

Signature

Date

Researcher

Signature

Date

Appendix 4

Dear

BEYOND THE ESOL CLASSROOM: MIGRANT WORKERS & COMMUNITY INTEGRATION

We are two ESOL tutors who are doing some research for North Highland College UHI who provide your English classes. We want to know a bit more about your life in the Highlands and how you feel about life in a Scottish community. As you have attended ESOL classes for some time with North Highland College UHI you have been chosen to help.

In the next few weeks we want to meet with you to find out if your improved English has helped you outside the classroom. We will ask you to fill out a short questionnaire and talk about your life in Scotland.

If it is convenient we can arrange to come to one of your classes (it will take no more than 45 minutes). If not we can arrange to meet you at a time and place that are good for you. All confidential material will only be seen by the research team.

The answers you give could help the way we teach ESOL in the future. We hope you are interested in what we are doing and will agree to meet with us.

If there is anything you don't understand you can talk to your tutor about it. And more information is available on the College website
<http://www.northhighland.uhi.ac.uk/about-us/departments/business-rural-studies/esol>.

If you are in agreement please complete the tear-off slip and return it in the envelope provided.

Yours sincerely

Simon Berry

Trev Johnson

The British Council and Education Scotland fund this research.

BEYOND THE ESOL CLASSROOM: MIGRANT WORKERS & COMMUNITY INTEGRATION

NAME:

EMAIL:

PHONE

Inc: Project Summary & return envelope

Appendix 5

Your Profile

This information is for the research project only and will not be included in the final report. Neither will you be identified by name. Translations are available on our website <http://www.northhighland.uhi.ac.uk/research-enterprise/BeyondtheESOLClassroom>

Age _____ Male/Female M/F
First language _____
City or Town of residence _____
Are you: Married or Co-habiting / Single / Separated or Widowed? (choose one)
Do you have children? If so, what ages are they? -----
Do all your school-age children speak English Y/N
Is your partner a native English speaker? Y/N
Do you have other members of your family living nearby? Y/N

How many years have you been attending ESOL classes (a) in the Highlands, (b) elsewhere?
Did you take an assessment at the end of each year? Y/N
Did you enjoy attending the classes? Y/N

Are you a refugee or asylum-seeker? Y/N
How long have you lived in: (a) the UK, (b) the Scottish Highlands?
Is your accommodation: (a) privately rented, (b) a Council or Housing Association house, (c) shared with others, (d) your own house?

Do you have a higher education qualification (i.e. at university or college)? Y/N
Does your current job (if you are employed) require a qualification? Y/N
If so, is it a qualification in: (a) English language, (b) Professional knowledge, (c) Health & Safety, (d) Other
How long have you been employed in your current job? ____ years
How many previous jobs have you had? _____
If you have had previous jobs, how long have you worked in the Scottish Highlands? ____years

Do you belong to a leisure group / evening class (not ESOL classes)? Y/N
Are you on the committee of any leisure group? Y/N
Do you belong to a group where only your native tongue is spoken? Y/N
Do you have English-speaking friends? Y/N

Thank you, please turn to the next sheet

Contacts

We would like to contact someone who knows you at as many of the following places as possible. Once again your name will not be mentioned in the research report. We will ask them to join a panel to discuss integration. We would like to have the person's name and the name of the place where they work:

Doctor / GP surgery

Employer / Place of work

Teacher / Head teacher / Child's school











Organiser of a leisure group (i.e. keep-fit, sport, evening class) / Organisation

A Scottish friend / Address or email

Please complete and return with the questionnaire in the envelope provided

Appendix 6

Questionnaire (CQ)

	BEFORE ESOL					NOW				
	disagree a lot		not sure		agree a lot	disagree a lot		not sure		agree a lot
										
DEMO										
"I like the Scottish weather"										
ENGLISH LANGUAGE										
1 "I'm pleased with my level of English"										
HOME										
2 "I speak a lot of English at home"										
3 "I read a lot of English magazines and books"										
4 "I watch English TV/listen to English radio a lot"										
WORK										
5 "My job is boring"										
6 "I speak a lot of English at work"										
7 "I have plenty of 'Scottish' friends at work"										
FORMAL SITUATIONS										
8 "I feel ok talking to 'officials' and managers"										
<i>eg health centre, school, council, banks, job centre etc</i>										
<i>classes</i>										
9 "I'm happy to ask for information by phone"										
FAMILY										
10 "My children have plenty of Scottish friends"										
11 "I have a lot of Scottish friends"										
COMMUNITY										
12 "I'm happy using public transport"										
13 "I feel happy using local shops"										
14 "I speak to my neighbours a lot"										
15 "I belong to one or more clubs/groups"										
<i>eg gym, team, committee, activity, evening class</i>										
SCOTTISHNESS										
16 "I usually support the Scottish team"										
<i>eg football, rugby, curling etc</i>										
17 "I feel I belong here"										
18 "I prefer Scottish culture to my country's culture"										
Name										
Date										
Interviewer										
Version 24.10.13										

Appendix 7

Beyond Questionnaire Response Record for.....

Because I studied to a high level in L1 country.
Because I now have raised expectations.

Because I had/have an English partner.
Because I want children to speak L1.

Because I had/have an English partner.
Because I want children to read L1.

Because I wanted to improve my English.
Because I feel cut off from L1 culture.

Because my L1 job was better.
I have given up on getting a good job.

Because I had to (hotel reception).
Because workforce is mainly L1.

Because I'm a gregarious person.
Because workforce is mainly L1.

Because I was happier with formal English.
Because I have had bad experiences.

Because I had previous experience.
Because I have had bad experiences.

Because I had/have an English partner with children.
Because I want children to speak L1.

Because I'm a gregarious person.
Because I don't feel I can join conversations.

Because I was used to it in L1 country.
Because I feel uncomfortable.

Because I had no choice.
Because I don't feel comfortable.

Because I had/have an English partner.
Because they are hostile.

Because I was strongly motivated.
Because I don't feel comfortable.

Because I felt it would help me get friends.

Because I still feel L1 is my team.

Because I saw plenty of familiar things.
Because I still feel things are different.

Because I felt restricted by L1 culture.
Because I miss family connections.

Appendix 8

Lesson Plan

Tutor Worksheet

How “Scottish” do you feel?

Do you feel part of your Scottish community?

Do you feel comfortable living in Scotland?

We are interested to find out what you think about your life in Scotland.

Time Line

*Your tutor will explain the **Time Line**. You will be asked to think about how you felt **BEFORE** ESOL (before you started your ESOL classes in Highland) and how you feel **NOW** (today).*

Questionnaire

*You will be given a Questionnaire Sheet and asked to tick (✓) the boxes which show your attitude or opinion to the questions, under the 5 emoticons [😡 ‘disagree a lot’ (1) - 😐 ‘not sure’ (3) - 😊 ‘agree a lot’ (5)]. These two separate parts, how you felt **BEFORE** ESOL (before you started your ESOL classes in Highland) and **NOW** (today). We will then get a score by subtracting the **BEFORE** ESOL from **NOW** (**NOW – BEFORE** ESOL)*

*Example - “I like the Scottish Highlands”. When you arrived (**BEFORE** ESOL) you might have not known, ‘not sure’ (value 3) and **NOW** you think its great place, so you ‘agree a lot’ (value 5). **NOW – BEFORE** ESOL (5-3) gives an answer of 2. This figure is the ‘change score’ put in the score box column.*

*The Questionnaire contains 18 questions that we would like you to answer by yourself. This should take around **10 minutes**.*

*When you have finished you will discuss your answers in the categories from the Questionnaire: **ENGLISH LANGUAGE, HOME, WORK, FORMAL SITUATIONS, FAMILY, COMMUNITY** and ‘**SCOTTISHNESS**’ in pairs / as a group.*

We will finish the session with a group discussion.

From your answers we will be able to see what aspects of your life contribute most to feeling part of a Scottish community.

We thank you for taking part and hope the session was useful.

VOCABULARY

ESOL
integration

community
demonstration

emoticon
opinion
'Scottishness'
contribute
exiting

attitude
discuss
aspects
quality of life
stimulating

This exercise was devised from a Research Project looking at the Community Integration of Migrant Workers, supported by ESOL Nexus British Council and Education Scotland, undertaken by North Highland College, University of the Highland and Islands.

Learner Worksheet

How "Scottish" do you feel?

Do you feel part of your Scottish community?

Do you feel comfortable living in Scotland?

We are interested to find out what you think about your life in Scotland.

Time Line

*Your tutor will explain the **Time Line**. You will be asked to think about how you felt **BEFORE ESOL** (before you started your ESOL classes in Highland) and how you feel **NOW** (today).*

Questionnaire

*You will be given a Questionnaire Sheet and asked to tick (✓) the boxes which show your attitude or opinion to the questions, under the 5 emoticons [😡 'disagree a lot' (1) - 😐 'not sure' (3) - 😊 'agree a lot' (5)] . These two separate parts, how you felt **BEFORE ESOL** (before you started your ESOL classes in Highland) and **NOW** (today). We will then get a score by subtracting the **BEFORE ESOL** from **NOW** (**NOW – BEFORE ESOL**)*

*Example - "I like the Scottish Highlands". When you arrived (**BEFORE ESOL**) you might have not known, 'not sure' (value 3) and **NOW** you think its great place, so you 'agree a lot' (value 5). **NOW – BEFORE ESOL** (5-3) gives an answer of 2. This figure is the 'change score' put in the score box column.*

*The Questionnaire contains 18 questions that we would like you to answer by yourself. This should take around **10 minutes**.*

*When you have finished you will discuss your answers in the categories from the Questionnaire: **ENGLISH LANGUAGE, HOME, WORK, FORMAL SITUATIONS, FAMILY, COMMUNITY** and '**SCOTTISHNESS**' in pairs / as a group.*

We will finish the session with a group discussion.

From your answers we will be able to see what aspects of your life contribute most to feeling part of a Scottish community.

We thank you for taking part and hope the session was useful.
Questionnaire

SCORE	BEFORE ESOL					NOW					Changescore Now - Before ESOL
	disagree a lot not sure agree a lot					disagree a lot not sure agree a lot					
	1	2	3	4	5	1	2	3	4	5	
DEMO											
"I like the Scottish Highlands"											
ENGLISH LANGUAGE											
1 "I'm pleased with my level of English"											
HOME											
2 "I speak a lot of English at home"											
3 "I read a lot of English magazines and books"											
4 "I watch English TV/listen to English radio a lot"											
WORK											
5 "My job is exciting/stimulating"											
6 "I speak a lot of English at work"											
7 "I have plenty of 'Scottish' friends at work"											
FORMAL SITUATIONS											
8 "I feel ok talking to 'officials' and managers"											
<i>e.g. health centre, school, council, banks, job centre etc</i>											
<i>classes</i>											
9 "I'm happy to ask for information by phone"											
FAMILY											
10 "My children have plenty of Scottish friends"											
11 "I have a lot of Scottish friends"											
COMMUNITY											
12 "I'm happy using public transport"											
13 "I feel happy using local shops"											
14 "I speak to my neighbours a lot"											
15 "I belong to one or more clubs/groups"											
<i>e.g. gym, team, committee, activity, evening class</i>											
SCOTTISHNESS											
16 "I usually support the Scottish team"											
<i>e.g. football, rugby, curling etc</i>											
17 "I feel I belong here"											
18 "I prefer my life in Scotland to my own country"											
Name											
Date											

VOCABULARY

ESOL
integration
emoticon
opinion
'Scottishness'
contribute
exiting

community
demonstration
attitude
discuss
aspects
quality of life
stimulating

Appendix 9

Project Support Worker (responsibilities)

Participate, as appropriate, with the design and delivery of the project.

Oversee efficient management and monitoring of the project budget.

Administer and supply details from the NHC/UHI learner database.

Contact, inform and liaise with the study group as agreed.

Help with the organisation of interviews, meetings and workshops.

Assist with the completion of reports and records.

Undertake other administrative support duties as agreed.

NHC BtESOLC portal to the world.

Time available 66 hours

Appendix 10



Interim Progress Report

Project title: Beyond the ESOL Classroom - does the ESOL Curriculum contribute towards community integration?

Report Date: 20th December 2013

Activities to date

Project activity so far has included planning the study's overall strategy and formulating the profile form and questionnaire templates to support data collection. The Profile form is to collect standard information from each study participant, and data collected via questionnaire responses will be used to measure change across the period, from 'Before the ESOL course' to the present time. Much attention has been paid to the language of the questionnaire; this has taken a deal of preparation as questionnaires need to reflect each aspect of a participant's life and be in a language form that is not open to misinterpretation in order for data collected to be of optimum quality.

A cohort of 17 students (10 nationalities) has been selected from across the Highland Region. In addition, a Learner Review Group comprising four students has been recruited, which will 'road test' the material. The 'road test' of the questionnaire has taken place with three individuals and in a group setting. This has enabled the researchers to modify the material, fine tune the questions and add questions that had been overlooked in the first draft. The questionnaire is now in its final version.

It has been necessary for the study to recruit a translation service; this has taken some time but now this work has been completed.

Interviewing of the cohort has commenced, however it is proving to be not the best time of year to undertake this work as most participants are in employment, and the nature of their work necessitates working additional hours at this time of year. Additionally, some are returning to their home countries for the holiday period.

Current timescales for data collection, analysis and reporting

It is hoped that the interviewing phase of the study will be completed by mid-January 2014. Analysis of the material will follow the collection of information from a series of feedback seminars with participants, Highland ESOL practitioners and significant others (Scottish friends, employers, community services - identified by the cohort) which will take place in February.










The remainder of the research period will be taken up drawing conclusions from data gathered from the questionnaires and interviews. This will be linked to the seminar feedback.

Initial findings of interest, challenges and issues

To date, the researchers have recommended some minor additions be made to the ESOL registration form to facilitate future research and monitoring. A one hour lesson plan, which is based on the research material, has been produced in order to address the concept of "Scottishness".

Appendix 11

Revised Questionnaire

		BEFORE ESOL					NOW					Changecore
												
		1	2	3	4	5	1	2	3	4	5	Now - Before ESOL
SCORE												
DEMO												
"I like the Scottish Highlands"												
ENGLISH LANGUAGE												
1 "I'm pleased with my level of English"												
HOME												
2 "I speak a lot of English at home"												
3 "I read a lot of English magazines and books"												
4 "I watch English TV/listen to English radio a lot"												
WORK												
5 "My job is exciting/stimulating"												
6 "I speak a lot of English at work"												
7 "I have plenty of 'Scottish' friends at work"												
FORMAL SITUATIONS												
8 "I feel ok talking to 'officials' and managers"												
eg health centre, school council, banks, job centre etc												
9 "I'm happy to ask for information by phone"												
FAMILY												
10 "My children have plenty of Scottish friends"												
11 "I have a lot of Scottish friends"												
COMMUNITY												
12 "I'm happy using public transport"												
13 "I feel happy using local shops"												
14 "I speak to my neighbours a lot"												
15 "I belong to one or more clubs/groups"												
eg gym, team, committee, activity, evening class												
SCOTTISHNESS												
16 "I usually support the Scottish team"												
eg football, rugby, curling etc												
17 "I feel I belong here"												
18 "I prefer my life in Scotland to my own country"												
Name												
Date												

Social Return on Investment - The Impact Map

SROI Network
Spreadsheet for developing SROI analysis

Stage 1			Stage 2			Stage 4			Stage 5									
Stakeholders	Intended/unintended changes	Inputs				Deadweight % eight	Displacement % on	Attribution % on	Drop % off	Impact	Calculating Social Return							
Who will we have an effect on? Who will have an effect on us?	What do we think will change for them?	What will they invest?	Value £	Quantity	Duration	Financial Proxy	Value £	What would have happened without the activity?	What activity would we contribute to the change?	Who else would contribute to the change?	Will the outcome drop off in future years?	Quantity times financial proxy, less deadweight, displacement and attribution	Discount rate	Year 1 (after activity)	Year 2	Year 3	Year 4	Year 5
				How much will there be?	How long will it last?	What proxy did we use to value the change?	What is the value of the change?						3.5%					
Students	Improvements in general overall level of English	Time	£0.00	1	1	Alternative Language	£1,280.00	10%	10%	10%	50%	£933.12		£933.12	£0.00	£0.00	£0.00	£0.00
Students	English is used more frequently after ESOL	Time	£0.00	1	1	Increased personal	£34.27	10%	10%	10%	50%	£24.98		£24.98	£0.00	£0.00	£0.00	£0.00
Students	Increased social integration	Time	£0.00	1	1	Average leisure spend	£1.00	10%	10%	10%	50%	£0.73		£0.73	£0.00	£0.00	£0.00	£0.00
Students	Increased comfortableness with community	Time	£0.00	1	1	Confidence and skills training	£1,269.00	10%	10%	10%	50%	£925.10		£925.10	£0.00	£0.00	£0.00	£0.00
Government	Increased number of students, increased social	Course costs	£594.00		1		£0.00	0%	0%	0%	50%	£0.00		£0.00	£0.00	£0.00	£0.00	£0.00
Total			£594.00									£1,883.93		£1,883.93	£0.00	£0.00	£0.00	£0.00