Unit 1 > Session 2

This session aims to:

- introduce the social practice approach (Outcome 1)
- explore the diversity of ESOL learners (Outcome 1)
- explore potential barriers to learning that ESOL learners face (Outcome 1)
- introduce aspects of word formation (Outcome 2)
- introduce syllables and word stress (Outcome 2)

We suggest that you allocate 180 minutes for the session.

Review of Session 1 — Parts of speech

Display the following:

The blib wurble fingled up the trink trobily.

Ask the trainees:

- What fingled up the trink?
- What kind of wurble was it?
- What did the wurble do?
- Where did the wurble fingle?
- How did the wurble fingle up the trink?

Can the trainees identify what parts of speech the nonsense words are? How could they tell?

- blib — adjective
- wurble — noun
- fingle — verb
- trink — noun
- trobily — adverb

Potential feedback

Two ways we can identify parts of speech are by looking at the word order (eg adjective before noun) and word endings (eg *–ed* for a verb and *–ly* for an adverb). We use our knowledge of how the English language usually works.

Focus A   Social practice approach

Aims:	To introduce aspects of the social practice approach
Time needed:	30 minutes
Materials:	DVD — Audio Clips — Social practice
	Handout 1
	Resource 1
Preparation:	Listen to audio before the session
	Cut out the tutor statements from Resource 1 and post them around the room
Notes:	Some trainees may already be using this approach. It would be useful to draw on their experience during this session.
	Stage 5 of Task 1 is an extension activity to be used if time permits.

Task 1   Social practice and ESOL

Stage 1

Pre-listening: Ask the trainees to look at the short quote in Handout 1, and discuss what its implications are for ESOL learners and tutors/teachers.

The most important thing is to consider what people need to do in real-life contexts, rather than to assess how good they are at reading and writing or speaking and listening in an artificial classroom setting.

Potential feedback
- Language learning should focus on what people really need for their lives.
- Some language teaching may be artificial, with a focus on 'chunks of decontextualised language'.
- Language learning and tutoring should focus on learner needs, should be contextualised, and should aim to use 'authentic materials' which mirror the outside world.

Stage 2

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Listening: Tell the trainees they will hear two practitioners discussing what they understand by a social practice approach. Direct the trainees to the listening task on Handout 1. Play the audio to allow the trainees to complete the task.

Stage 3

Feedback in pairs/groups before whole-group feedback.

Answers

postcards ✓	ILPs ✓	grammar	learning styles
learner needs ✓	physics	planning ✓	problems ✓
sweets	negotiating ✓	helping ✓	politics

Stage 4

Ask the trainees to work in pairs or small groups to discuss what they think are some features of the social practice approach.

Potential feedback

The social practice approach:

- is concerned with learners' needs and goals: the learning revolves around the learner

- centres on (language) acts that learners need to perform in real life

- recognises that learners are more likely to develop their language skills when learning is relevant to the problems and challenges they face in real life

- focuses on the individual

- makes use of ILPs

- involves learners in making decisions regarding their learning

- uses material which is relevant and appropriate for the learner

- does not focus solely on reading and writing

Stage 5 (extension)

For this stage you will have posted the various tutor statements from Resource 1 around the room. Invite the trainees, working in the same pairs or small groups, to get up, find a statement and discuss it in relation to the following question:

To what extent does this statement fit with the values of the social practice approach as you understand them?

Indicate that they should spend no more than a minute or two on each statement, taking notes as they go, before moving on to another one. You may wish to set a time limit to speed things up; the idea is not to analyse the statements exhaustively but to clarify what lies at the centre of the approach.

Stage 6

Take feedback from the whole group — hopefully they'll have spotted that there is something 'iffy' about some, if not all, of the statements.

Potential feedback

1   This is very teacher-centred — the tutor assumes that the learner needs to master each language item before moving on to the next, rather than practise using it in appropriate contexts.

2   The learner here is not involved in the learning process. It can be challenging, but even beginner learners can identify goals if given broad choices using pictures and simple explanations.

3   This seems to fit with social practice, but does a learner need to write such a list in English? Work on language for requesting information or understanding prices that may be more appropriate.

4   Does this guy have a local accent? Is the context used in the coursebook relevant? Printed materials can be limited in this regard — self-created materials might work better.

5   This is focused on grammar and form out of context and therefore detached from meaning. The tense could be presented in a lesson on life experiences, for example.

6   These learners are likely to be working on writing or reading tasks only. Learners could be grouped according to needs, allowing for communicative speaking and listening practice as well — and cutting down on the amount of preparation this tutor has had to do.

If there is time, you might ask the trainees to consider why they were asked to get up and walk around for this activity instead of being given the statements on a worksheet.

Focus B   Barriers to learning — context and culture

Aims:	To introduce aspects of barriers to learning
	To explore the diversity of ESOL learners
Time needed:	45 minutes
Materials:	DVD — Learner interviews
	Handout 2
	Resource 2
Preparation:	Bring flipchart paper and coloured pens to this session if using 'The River' (see below)
	Consult Resource 3 and/or preview the DVD to select the learner interviews for Task 2
Notes:	Be careful not to be overly negative when discussing barriers to learning — cultural difference, for example, can be a rich source of group work.
	There are two options with Task 1. The first is snappier and may be more suitable if you have concerns about time. The second, 'The River', is altogether more challenging and indeed may be better suited to a session nearer the end of Unit 1, when the trainees have a better handle on how they are progressing through the course.
	An alternative to pre-selecting the learner interviews on the DVD is to ask the trainees to view different learners and then compare their findings.

Task 1 (Option 1)   The motivation cloud

Stage 1

Using a picture of a bicycle or similar (see Resource 2), invite the trainees to recall their experience of learning something when they were younger, whether it be riding a bicycle, swimming or something similar. Elicit words to describe their feelings and attitudes at this time, writing them up on the board as you go and inviting the trainees to do the same. Avoid a list style, instead creating a kind of word 'cloud' (which avoids the implication of order or hierarchy). Adjectives or participles such as *frightened, excited, stubborn, apprehensive, challenged* and so on might predominate. Point out that these feelings or attitudes might indicate key motivating factors or barriers to learning in general.

Stage 2

Now put the trainees into pairs. Ask them to consider their current learning context (this course). They should discuss which words best represent their feelings and attitudes when they were deciding to do the course and now that they have started it. They can add whatever words they like to their cloud and perhaps cross some out if not relevant.

Stage 3

Take some ideas from the whole group, adding words to the cloud as they are suggested.

Potential feedback
Whatever words are suggested, try to elicit the motivating factors and barriers which produce these feelings. Point out that, as a group, their motivation and/or concerns might vary widely — as they would do with a group of ESOL learners.

Task 1 (Option 2)   The River

Stage 1

Using a picture of a bicycle or similar (see Resource 2), elicit from the trainees why people learn to ride a bike and what helps or hinders them. Contrast learning a skill such as this with learning a language where both skill and knowledge are needed. Elicit the importance of motivation for learning and highlight how key it is to overcoming obstacles.

Stage 2

In this task a river journey is used as a visual metaphor for motivation and barriers to learning. Provide the trainees with coloured pens and flipchart paper. Explain to the trainees that they should work together to create their own 'river' — which represents what has led up to their decision to do the course (motivation) and how they see themselves progressing throughout the course. They should think about both positive and negative influences on their journey.

In groups, the trainees draw a river from source to sea adding in various features such as calm water, modes of transport, dams, rapids, etc which represent features which help or hinder or motivate them in the course of their learning (you may need to provide some suggestions, however try not to 'steer' their ideas too much). Depending on their learning styles, trainees may react differently to this task. This can be discussed in Stage 3, but doing it as a group collaborative task might highlight the more enjoyable aspects of the task and lead to some imaginative drawings.

Further details about this type of task can be found in the 'Reflect for ESOL' resource pack at:

http://www.skillsforlifenetwork.com/files/temp/Reflect%20for%20ESOL%20Resource%20Pack.pdf

Stage 3

Let the trainees explain their 'rivers' to the other groups and have a short general discussion about motivation and barriers to learning. Display the 'rivers' on the wall and if there is time, discuss the task and how they felt about doing it.

Potential feedback
- Motivation may include need for training, interest, support, CPD, possibility of work.

- Barriers may include nervousness, a long time since previous study, work pressure.

- When discussing reactions to the task, which may have ranged from enthusiastic to hostile, you can explore how different task types appeal to different learners. Also, the benefits of collaborative tasks in the (language) classroom can be highlighted.

Task 2   Culture and context

Stage 1

Bridge from the previous task by asking the trainees if, when they were younger, there was a real *need* to learn to ride a bike or swim, or if this was something that every child was expected to do as part of their development. Point out that in some cultures, learning to ride a horse is seen as a necessity for work and transport — but that perhaps girls are excluded from this activity due to having a differently defined cultural role.

From this, define the terms 'culture' and 'context':

- Culture is the background we come from — this will include attitudes to work, identity/equality (eg gender, race, religion), time and much else.
- Context is our present circumstances — this will include family situation, immediate working environment or working hours, access to transport and so on.

Stage 2

Ask the trainees to consider in what ways culture and context might affect ESOL learners. Provide Handout 2 for the trainees to record their ideas.

Potential feedback

Culture	**Context**
Attitudes to punctuality	Time children start school
Attitudes to male/female roles	Access to transport
Preconceptions about classroom dynamics	Work responsibilities
Relations with other nationalities	Financial considerations
Writing conventions	Responsibilities to other agencies

Stage 3

Ask the trainees what else in an adult's life might impact on learning. Elicit learner background, motivation and aspirations/goals. Ask the trainees to consider how diverse an ESOL group might be with regard to these areas. The trainees should work in small groups to discuss diversity of learners in terms of the above.

Potential feedback
- background: socio-economic, education, culture, religion, gender, prior language learning

- motivation: for work, integration, family, study, citizenship etc

- aspirations/goals: promotion, return to home country, help family, pass exams etc

Stage 4

Viewing 1: Tell the trainees they will now view three ESOL learners talking about their own lives. While watching, the trainees should make notes on Handout 2 or in their notebooks. This could also be done as a jigsaw activity, allocating different learners to groups or trainees, then regrouping to compare their findings. After viewing, give the trainees a few minutes to discuss their answers. Then ask the trainees if any of the issues they had predicted under context and culture were mentioned in the interviews.

Viewing 2: Tell the trainees they are going to have 'buzz' discussions whenever you stop the recording. A 'buzz' discussion is a short (1–2 minutes) discussion with a partner or group, which allows participants to discuss freely their reactions to what they have just heard. Tell the trainees they are free to say whatever they wish to their partner. Play the recording a second time, stopping at appropriate places and let the trainees 'buzz'. At the end, allow time for whole-group discussion.

Potential feedback
Here are some of the issues the trainees may have noted:

- work commitments
- family commitments
- finances
- educational background
- transport

- health
- future goals
- aspirations
- current needs

Focus C   Words — classes and sounds

Aims:	To introduce aspects of wordbuilding
	To introduce syllables and word stress
Time needed:	90 minutes
Materials:	Handouts 3, 4 and 5
	Resource 4
Preparation:	Cut up gapped text (Handout 3)
	Cut up bingo cards (Resource 4). You may wish to add more
Notes:	Focus C consists of six tasks which cover a lot of ground. Be sure to review and recycle the language awareness areas.

Task 1   Introduction to word building

Stage 1

Distribute the gapped Handout 3. Tell the trainees they are not allowed to write while you are reading. Read the text at a measured but natural pace, then let the trainees try to reconstruct the quote together. You may need to read the text more than once. Display the completed sentence as feedback.

*As a group, they (ESOL learners) **display** most of the features of superdiversity. Some share a place of birth or a **first language** but there are **huge** differences in terms of social class, previous **education**, level of literacy, gender, age, political and religious affiliation and **immigration** status.*

Stage 2

Give out Handout 4. The trainees should answer the questions in Task 1 and discuss their responses.

Elicit which questions deal with the following, explaining the terms in brackets as you go:

- words of the same meaning (synonyms)
- opposites (antonyms)
- wordbuilding from front and back (affixation, prefix, suffix)

Answers
- **display** — show, demonstrate — synonyms.
- **first language** — the language that we learn as children. 'Mother tongue' — synonym.
- **huge** — small, tiny, wee — antonyms.
- **education** — educate. At the end — suffix.
- **immigration** — immigrant. The prefix changes meaning. An 'immigrant' is someone entering a country to live there; an 'emigrant' is someone leaving a country to live elsewhere.

Task 2 Syllables and stress

Stage 1

Elicit the number of syllables by using the examples on Handout 4. Then ask the trainees to look back at the quote and find more words which can be added to the table. Most trainees should not have much trouble identifying the number of syllables and they should be able to pull out some polysyllabic words from the text. You could do a little extra practice asking them to count the number of syllables in their names.

1	2	3	4	5
age group some share	gender learners features social display	previous differences religious	education political immigration	affiliation

Stage 2

Ask the trainees to work in pairs and to hum the words to each other. They should try to guess which word is being hummed.

Potential feedback
The trainees should have been able to identify which column a hummed word came from, but not always what the word was. They should have been able to pick out 'display', 'religious' and 'political'. Elicit that the stress was in a different place from the other words. Elicit what was different about the stressed syllable — it's louder, longer (and has a different pitch).

Task 3   Identifying stress in multi-syllable words

Stage 1

Put a word on the board with the stress marked in different ways. You can use the examples below. Lead a short discussion on the advantages and disadvantages of each.

<div align="right">● ● ⬤ ● ●</div>

interNATional   inter**nat**ional   inter<u>nat</u>ional   inter'national   international

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Potential feedback

- The first example can cause confusion when learners are already having problems with capitalisation, eg literacy learners.

- The second example is not very clear and difficult to accomplish with only a board. It is relatively easy when working with computers and interactive boards.

- The third example is quick to indicate, but perhaps not very clear as underlining can be used to highlight errors etc.

- The fourth example reflects the convention used in phonemic transcription and in dictionaries, but it is not very clear and the mark can be confused for an actual part of the written language.

- The final example is probably the best because it is clear and the circles are obviously not part of the written language. There is a visual representation of stress. It is quick and easy when working with boards.

Stage 2

Countries and cities word stress bingo

This is best done with two trainees sharing one bingo card (Resource 4). In this way they have to work together on the stress patterns of the words. Read out the countries and capitals at random. You might need to have a practice round. It would be good to have a small prize. After you have demonstrated the activity, the trainees could split into groups and alternate as the bingo 'caller'.

Words for bingo caller				
China	Japan	Tokyo	London	Edinburgh
Scotland	Paris	Madrid	Barcelona	Berlin
America	Columbia	Argentina	Quebec	Pakistan
India	Mumbai	Chicago	Canada	Lahore
Kyoto	Shanghai	Dundee	Iceland	Glasgow

Task 4   Affixation — prefixes and suffixes

Stage 1

Write *immigration* on the board then ask the trainees the questions below.

What is the base word? (You may have to explain or illustrate what you mean by 'base' word.)	migrate
What part of speech is it?	verb
When we add the suffix –*tion* what part of speech does it become?	noun
What is it about the word that changes when we add the prefix *im-* or *e-*?	meaning — immigrate (arrive), emigrate (depart)

Highlight that prefixes change the meaning of words while suffixes change the word class. Ask the trainees to complete the sentence in Handout 4:

Answer
Suffixes change the word class of a word while prefixes change the meaning.

Stage 2

Ask the trainees to look at the words in the table and make changes to them by adding affixes. How does the word class or meaning change in each case? In pairs/groups the trainees should try to make as many changes to the words in the list and identify what the change is.

Potential feedback
- legal — illegal (antonym), legality (noun), legalese (noun)
- do — doable (adjective), undo (antonym), redo (verb)
- nation — nationality (noun), nationalism (noun), nationalise (verb)
- locate — location (noun), dislocate (meaning change), relocate (meaning change)
- place — placement (noun), replace (meaning change)
- literate — literature (noun), illiterate (antonym)

Task 5   Compounds

Stage 1

Put up the word 'box' on the board. Ask the trainees:

- *what part of speech the word 'box' probably is (noun or verb)*
- *what the postman uses to put mail through your door (letterbox)*
- *which place in your house you use for storage (boxroom)*

Stage 2

Elicit the term 'compound' where two words join to make a new word. Show the example 'chair' from the handout and let them complete the others — first individually and then comparing in pairs/groups. When they have finished the task, the trainees could also guess each other's words by providing definitions as in Stage 1.

Potential feedback

arm	**chair**	man
green	**house**	plant
dark	**room**	service
top	**hat**	stand
kitchen	**table**	top
fire	**place**	mat

It is worth pointing out that adjectives and verbs can also be compounded. Trainees could consider whether they are *hard-working*, or if their interest in ESOL is *long-lasting* or even *lifelong*; if anyone has *underlined* anything on their worksheets, or perhaps *underestimated* how challenging English grammar can be!

Review and reflect   (10 minutes)

Tell the trainees to complete the table in <u>Handout 5</u>. You can talk through the two examples as a whole group.

Answers		
high	low	antonyms
tooth	brush	combine to make compound noun
antique	modern	antonyms
memorable	unforgettable	synonyms
forgettable	unforgettable	antonyms formed by prefix
thick	skinned	combine (with hyphen) to make compound adjective
thin	slim	synonyms
tired	tiredness	adj. — noun formed by suffix
legal	illegal	antonyms formed by prefix
over	cook	combine to form compound verb

Session 2
Handouts and Resources

Task 1   The social practice approach

Pre-listening

Look at the quote and discuss with a partner what its implications are for ESOL learners and tutors/teachers.

The most important thing is to consider what people need to do in real-life contexts, rather than to assess how good they are at reading and writing or speaking and listening in an artificial classroom setting.

Listening

Tick the topics you hear the two tutors discuss.

postcards	ILPs	grammar	learning styles
learner needs	physics	planning	problems
sweets	negotiating	helping	politics

Did they speak about anything you mentioned when discussing the quote?

Post-listening

What do you think are some of the features of a social practice approach?

- Learner needs put before syllabus or curriculum.
-
-
-
-
-
-

Task 2   Culture and context

There can be barriers to learning that are cultural. These can come from the learners' own cultural backgrounds, or from the culture(s) in the place that they live and are learning. Also, barriers to learning might be contextual including such things as shift patterns or access to transport.

Make two lists:

Culture	Context
Attitudes to punctuality	Time children start school

You will now view some ESOL learners talking about their lives in Scotland.

Viewing 1

Make notes for each learner in the table on the next page.

Viewing 2

Watch again.

When your trainer stops the video have a brief 'buzz' discussion with your partner or group.

Learner interviews

Name and nationality	Learner 1:	Learner 2:	Learner 3:
learner background			
barriers to learning			
motivation			
aspirations			

Compare your answers with a partner.

Task 1   Introduction to word building

As _ group, _____ (ESOL _____) _____ _____ __ ____ features __ _____.

_____ _____ _ place __ birth __ _ _____ _____ ___ _____ ___ _____ differences __

_____ __ _____ _____, _____ education, _____ __ _____, _____, ____,

_____ ___ _____ affiliation ____ _____ _____.

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As _ group, _____ (ESOL _____) _____ _____ __ ____ features __ _____.

_____ _____ _ place __ birth __ _ _____ _____ ___ _____ ___ _____ differences __

_____ __ _____ _____, _____ education, _____ __ _____, _____, ____,

_____ ___ _____ affiliation ____ _____ _____.

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As _ group, _____ (ESOL _____) _____ _____ __ ____ features __ _____.

_____ _____ _ place __ birth __ _ _____ _____ ___ _____ ___ _____ differences __

_____ __ _____ _____, _____ education, _____ __ _____, _____, ____,

_____ ___ _____ affiliation ____ _____ _____.

Task 1   Introduction to word building

Read the text and answer the questions about the words or phrases in bold.

As a group, they (ESOL learners) **display** most of the features of superdiversity. Some share a place of birth or a **first language** but there are **huge** differences in terms of social class, previous **education**, level of literacy, gender, age, political and religious affiliation and **immigration** status.

(NRDC Effective Teaching and Learning — ESOL)

display	What are some other words you could use here without changing the meaning?
first language	What do we mean by this? Do you know another term for this?
huge	What is the opposite of this word? Can you think of more than one opposite?
education	What is the verb form of this noun? Has the word changed at the front or the back?
immigration	What noun describes a person who immigrates? What happens to the meaning if you change the initial letter to 'e'?

Task 2   Syllables and stress

How many syllables are in these words from the text?

gender	previous	age	affiliation	education

Add them to the corresponding boxes.

1	2	3	4	5

Find other words in the text and add them to the table.

Task 4   Affixation — prefixes and suffixes

Complete the sentence about affixation.

Suffixes change the _____ _____ of a word while prefixes change the _____.

How many changes can you make to these words by adding affixes?

Add examples to the boxes below.

legal	do	nation	locate	place	literate

How does the word class or meaning change in each case?

When you add a prefix or a suffix, does the stress pattern change?

Task 5   Compounds

Compounding is another way of wordbuilding. Look at the words in the centre below. Add a word to the front and another to the end to make two new compound nouns. The first one has been done as an example.

arm **chair** man
house
room
hat
table
place

Work with a partner. Provide a definition for some of your new words. Your partner will try to guess your words.

Review and reflect

Say what the relationship between the words is.

The first two have been done as examples.

Word 1	Word 2	Relationship
high	low	antonyms
tooth	brush	combine to make compound noun
antique	modern	
memorable	unforgettable	
forgettable	unforgettable	
thick	skinned	
thin	slim	
tired	tiredness	
legal	illegal	
over	cook	

Task 1   Social Practice and ESOL (Tutor statements)

1 "I'll need to do the verb 'to be' *again* with my beginner learner today… she *still* hasn't perfected it."

2 "Individual Learning Plans are all very well, but my beginner doesn't know what her learning goals are. I just tell her."

3 "My learner loves shopping. I did a great lesson with her today, writing out shopping lists in English."

4 "Some of my learners are really struggling with the local accent when they are in town … I found a listening exercise about a Scottish guy from the coursebook so I'll try that."

5 "OK, so today we're going to study the present perfect tense. Does anyone know how we make it?"

6 "I know I'm really meeting my learners' needs when they are all working individually on their goals. It takes a lot of planning but it's worth it."

Task 1   Visuals for elicitation

Photo also available as a PowerPoint file

Photo also available as a PowerPoint file
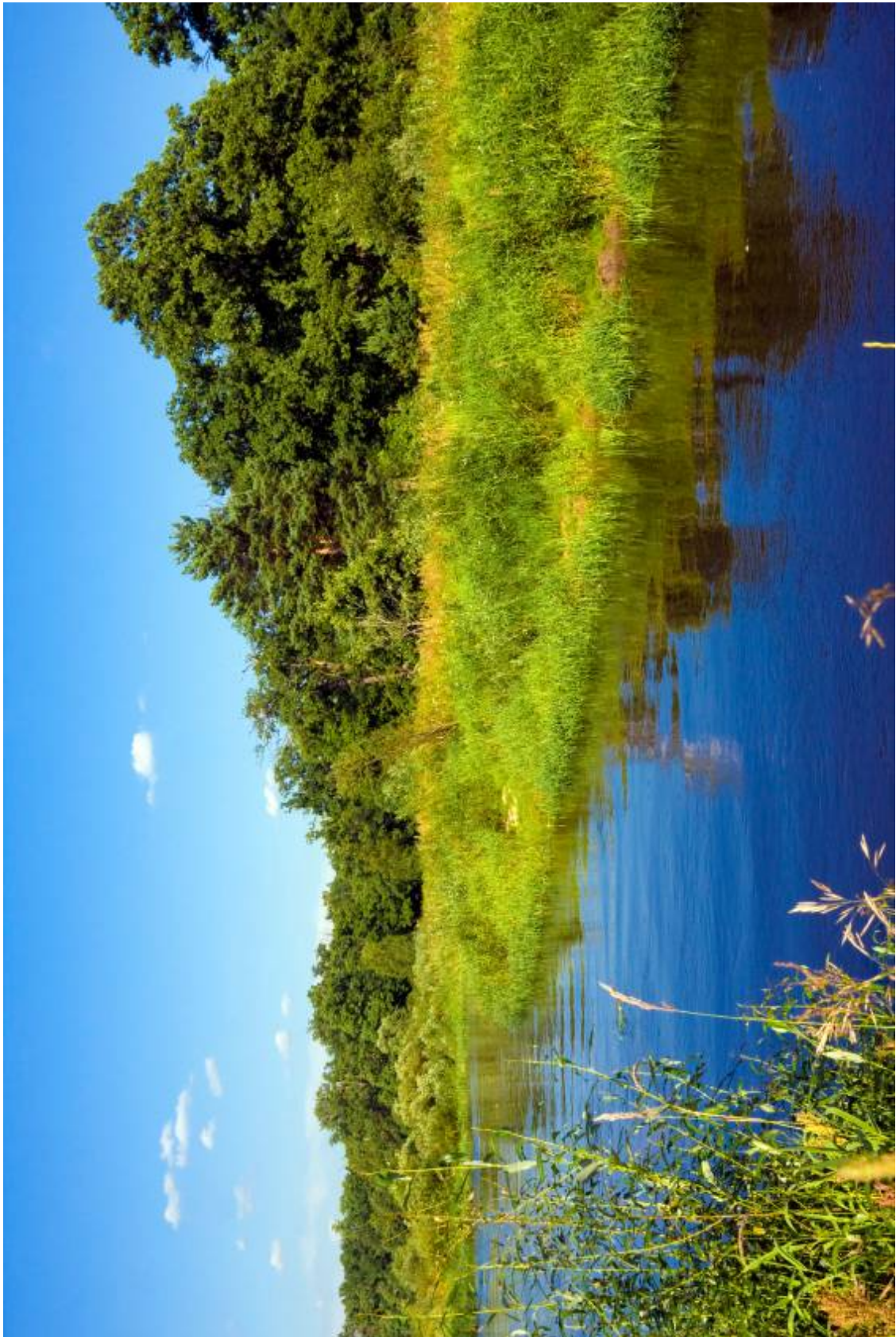
Task 2   Culture and context ESOL learner interviews

The DVD *Language and Learning in ESOL* contains interviews with eight ESOL learners from Clydebank College, West Dunbartonshire. The interviews took place in August 2009 towards the end of a six-week ESOL summer school. For most of the learners this was the first course they had attended at the college. The information below provides a snapshot of each of the interviews.

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1   Dorota from Poland (A8 migrant worker)
I have English during my study in Poland, but it wasn't my favourite subject!

Dorota has been in Scotland since 2007, arriving after she had finished studying Social Rehabilitation in Poland. She currently works as a care officer in a residential home and lives near the college.

Although she had studied English in Poland, she has no English language qualifications. Her greatest difficulty in learning English in Scotland relates to understanding Scottish people because of the 'accent'. Working with Scottish people and attending ESOL classes has made this less of an issue.

She has recently chosen to work part-time rather than full-time to enable her to continue to study ESOL at the college. Currently enrolled in an intermediate group, she hopes to reach an advanced level 'as soon as possible'. She has very definite plans for her future which include taking a Level 4 SVQ in Management through the college and then continuing her studies at Glasgow University.

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2   Amina from Sudan (asylum seeker)
I need to change my life… life in Sudan is difficult.

Amina arrived in Glasgow two years ago (2007) as an asylum seeker. She is still awaiting a decision on her case from the Home Office. She is a single parent with a two-year old daughter. She comes from a large family with a farming background. In Sudan, Amina was educated through the medium of Arabic. Although she completed both primary and secondary school she had no access to English language tuition and has never had a job.

Amina has waited for two years to join an ESOL class, as although she had registered at a local college in 2007 she has had no access to childcare until now. She has taught herself English mainly through watching television. She has now joined an intermediate level class and this is her first experience of learning English in a formal way.

Despite the unsettled nature of her status in the UK, she is very positive regarding her life in Glasgow. She feels that improving her English will allow her to better her life. She is keen to work in the future and states that she is willing to take on any work 'to help [her]self'.

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3 Ibrahim from Saudi Arabia (international student)

I try to research about Scotland and I find it a great place to learn English.

Ibrahim is studying ESOL prior to postgraduate studies (Masters in Commercial Law) at Glasgow University. This is his first experience of studying overseas and he chose Scotland because of its 'friendly' reputation and the fact there were many places to learn English. He currently lives alone but has also lived with a Scottish family on a home-stay basis.

He is attending an intermediate course and finds the multilingual and multicultural environment very beneficial. Ibrahim likes that he needs to use English to communicate with people of very different backgrounds and with many different first languages. He also finds his teachers approachable and helpful.

He intends to stay in Scotland for two years to complete his Masters and then return to work in his own country.

4 Mohammed from Egypt (asylum seeker)

When I come here there is different English, different accent.

Mohammed has been in Scotland for 10 months and is still awaiting a Home Office decision. In Egypt he was an accountant, working in a bank. He had studied English for six years but has found that learning English here is very different to that in his home country. He has also spent time in England but notes that the 'Scottish accent' is very different.

He lives alone and misses his family. He is currently studying at an elementary level at the college. He enjoys all the classroom activities, working with people from different countries, and is particularly fond of his teacher. The course has also allowed him to make new friends.

His ambition is to be a football coach and he spends his free time playing football and getting involved in activities linked to this. He is well aware of the need to improve his English in order to realise his goal.

5 Claudia from Poland (A8 migrant worker)

I very like learn, learn, learn.

Claudia made the journey to Scotland with the specific intention of learning English as she saw this as a route to accessing promotion at work. As her sister and brother-in-law lived here, Scotland was the obvious choice. After living with a group of Polish friends, she decided to move to an English-only speaking environment. She chose to leave Glasgow and move to Balloch, a town on the south-western tip of Loch Lomond.

Her change of residence has made it much more difficult to secure work, and she spends a lot of time travelling to and from college. Claudia enjoys the methods used in her ESOL class and is particularly grateful that she is the only Polish learner in her group. She has made many new friends of different nationalities.

Before making any definite plans for her future, Claudia first wants to improve her English sufficiently. She hopes to continue studying and is thinking about pursuing psychology.

6   (Gerard) Aufrey from the Republic of Congo (asylum seeker)

English is a bridge.

Aufrey has been in Glasgow for four months. He left his country to seek protection in the UK because of political unrest. He was dispersed to Glasgow one day after arriving in London.

Aufrey is a doctor. He received a government scholarship to study medicine in Russia. After his studies, he worked there as a junior doctor for two years. He first learned English from a Kenyan flatmate in Russia. They used English as their medium of communication.

His life in Glasgow is quiet but stressful. He doesn't feel settled yet, is unsure of the city and has difficulty understanding people. He is attending an advanced course, his first experience of learning English in a formal environment. He is full of praise for his teachers and has found the classes are helping him to integrate.

Aufrey would like to continue his studies here, perhaps taking a PhD. However, unsurprisingly given his current status, he finds it difficult to contemplate where he might be in the future.

7   Zeinab from Iran (refugee)

Children also look at me, what I'm doing… they also learn from me.

Zeinab came to Glasgow, where she claimed asylum, in September 2007. She was granted leave to remain three months after arrival. She has also lived in India where she undertook a Masters of Business Administration. She has three children of primary school age and a husband who joined her in Scotland a month ago. As well as looking after her children, she works at the Citizens' Advice Bureau one day a week.

Her hope is to complete a PhD at Glasgow University but she needs to get an IELTS score of seven first. She also needs time to build her PhD proposal. Currently enrolled in an advanced class at the college, she believes her main areas for improvement are writing and grammar.

She finds it difficult to fit college class times around the school schedule in Scotland, particularly during the first term for Primary 1 children. However, she believes it is important for her children to see her as a role model who participates actively in society.

8   Abdi from Somalia (asylum seeker)

Everybody knows what's happening in Somalia… war… a lot of horrible things.

Abdi is twenty and has been in Scotland for six months. He has a brother living in England but here he lives alone. He has no experience of working and mentions that he had no chance to study or work in Somalia due to 'the war' and 'the gangs'.

When he arrived in Scotland he knew no English but now recognises the progress he is making in all language skills. Although as an asylum seeker he is not allowed to work, he feels this is an opportunity to study English and learn about life in this country.

He is full of praise for the teaching methods and his teachers at the college, his 'first teachers'. He believes that being provided with a bus pass and having access to books from the college library help him a lot. Although it takes him some time to travel to college, he is highly motivated, always arriving on time. While unsure of what he might do in the future, he is clear that he wishes to do something good for himself, his family and his country.
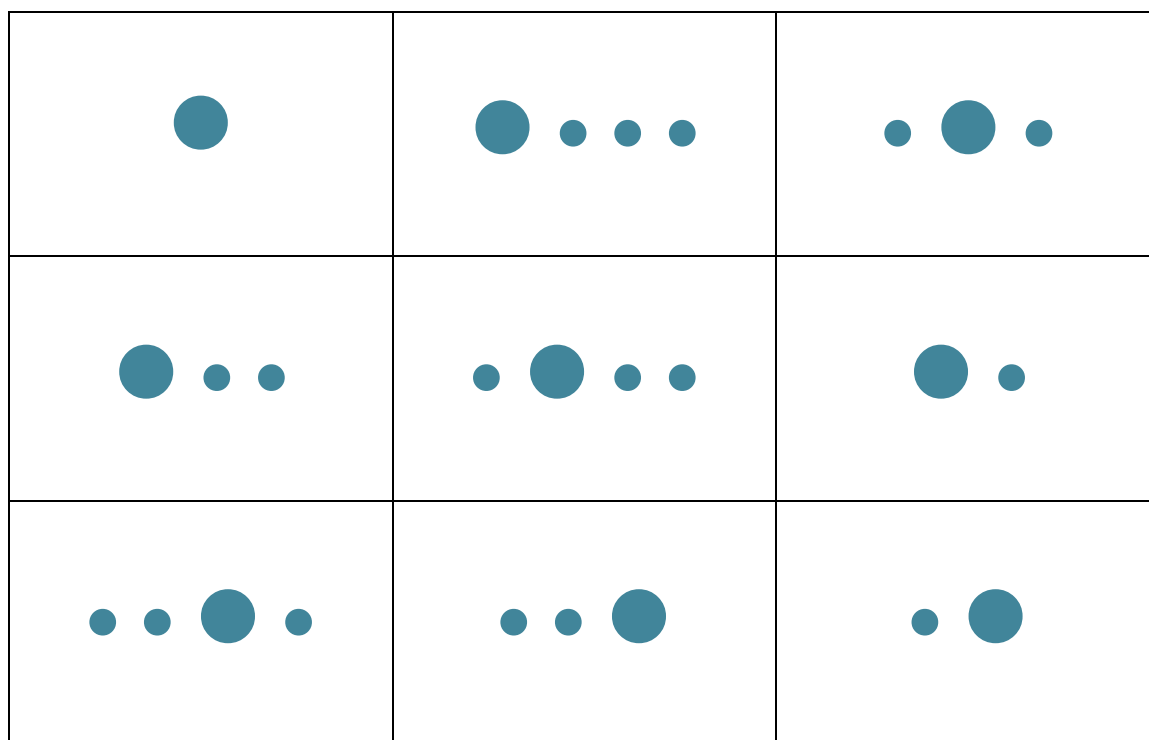
Task 3   Word stress bingo cards

Card 1

Card 2

Card 3

Card 4