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# **Investigating the adequacy of support for Bilingual learners in Further Education**

A project submitted to Middlesex University in partial fulfilment of the requirement for the degree of Master of Professional Studies

Catherine Emeordi

Institute for Work Based Learning

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## **Abstract**

The main aim of the project is to investigate the adequacy or otherwise of the current support provision to bilingual learners in further education – with a particular reference to a London further education college. The project investigates the academic support and guidance available to bilingual learners and establishes the relationship between the learner support and learner motivation, retention and achievement. The project also identifies ways of overcoming language barriers that prevents bilingual learners from achieving their educational goals. The project adopts a case study research methodology with some element of action research methodology as the work involves collaborations with tutors, support staff and the learners. The data collection instruments are: questionnaires, to find out the challenges faced by Bilingual learners as a consequence of their language barrier and how these could be overcome, and interviews, to identify the support and guidance provision available to the learners and attempt to answer the project questions listed below. In terms of outcomes, this project will be beneficial to the community by providing skilled workforce that will make positive contribution to their community. Empowering learners to achieve the skills and qualification they need to get their desired jobs. This will in turn benefit the community as a whole, since they are the future workforce of the community.

## **Chapter 1**

### **Introduction, Aims and Objectives**

#### **Project Introduction, background and context**

The face of the UK is changing with the number of migrants increasing in the UK. Language barrier in schools and colleges has increasingly become a very big issue. For the learners to achieve their full potential, the language barrier has to be overcome. I believe that overcoming the language barrier could contribute to raising the achievement levels of the learners.

Ofsted Report on Educational support for Minority Ethnic Communities (OFSTED 1994) concludes that there is need for specialist provision for bilingual pupils and it comments on the features that make provision effective.

Also according to the Confederation of British Industry's (CBI), businesses need a well-educated workforce if UK is to remain competitive globally. A highly skilled and innovative workforce is vital in order for UK businesses to prosper. (CBI June 2006:1)

This is also echoed in a recent study, undertaken by Ipsos MORI Social Research Institute in partnership with the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) at the Institute of Education in February 2016 entitled 'Impact of poor basic literacy and numeracy on English employers in England'.

If the UK workforce is to benefit from the candidates produced by the FE colleges, the achievement level of bilingual learners has to be raised to equip the future workforce of the country. To do this the educational barriers identified above have to be overcome.

One of the ways of overcoming these barriers is through guidance and support to the learners.

I believe that in order to raise the UK skills profile, strategies need to be developed to address the various educational barriers. This includes

overcoming the language barriers that migrants face when they come to settle in the UK. The key issues are the level of understanding of the learners, the communication issues which could result in frustration and then dropout or isolation in college. The significance of overcoming these language barriers are that it would help with learners interaction with peers which leads to social integration and also make it easier for them to achieve their desired qualification or gain employment.

Barnet College has tried to address the problems mentioned above by introducing different teaching methods and ESOL workshops. But speaking to some of the learners, I realised that the college also needs to address this more to get the learners to achieve.

Bearing in mind that the learners are the future workforce of the country, this problem has to be tackled as a matter of urgency.

In view of the above, the research focused on investigating the current models of guidance and support given to the learners with language barriers.

The aim was to find out the adequacy of the current provision for Bilingual learners at Barnet College a Further Education College.

The rationale behind my choice of research is that, from my experience in the sector, bilingual learners find it difficult to achieve when there is a language barrier. Even when they know the subject, sometimes they find it difficult to express themselves or communicate what they are trying to say. They may also find it difficult to understand more complex text with unfamiliar cultural references. This puts them in a disadvantageous position.

The term used here 'Raising achievement levels' could be viewed from different perspective for a Bilingual learner. It could be achieving the qualification of the course, meeting attainment targets or measuring the 'Value added' from when they started the programme. That is the progress the learner has made on the course. This is measured by analysing the quality of work produced at the beginning of the course and comparing it to the quality of the work produced at the end of the course.

## **Profile of Barnet College**

Barnet College is a provider of Further Education based on four main sites in Barnet Borough in North London. It provides courses from entry level to level 5. These courses are in different sector subject areas.

It has different courses for young people and Adults. It also has a contract for adult learning in the community in the London Borough of Barnet. Some off-sit provisions are provided in employer's premises and some community provision in some schools for 14 years plus. (Barnet College Inspection Report, Ofsted 2012).

According to the Ofsted Report of Barnet College in 2012, Barnet Borough where the College is located is the fourth largest London Borough according to OFSTED and the Department of Education and the 20<sup>th</sup> most ethnically diverse in England with a Population of approximately 338,100. (Barnet College Inspection Report, Ofsted 2012).

Although most of the students come from Barnet, others come from other Boroughs, for example Haringey, Brent, Enfield, Camden and Hackney. There has being changes in the demography over the years, with the increase of migrants in the area and the country as a whole.

There are 3618 full time students at Barnet College in 2015 / 2016 academic year of which about 70% are from ethnic minority groups and 40% of them do not have English as their first Language. (Barnet College Hub 2015).

Barnet College is a multicultural environment with students from different ethnic backgrounds.

One of the goals of the college is to maintain their reputation as a good college. To do this they have to improve the achievement levels of the all learners.

With the increase in the number of Bilingual learners in the college, Provision for support has to be put in place to support them. This will take some strategic planning.

I believe that carrying out the proposed research could help the College to identify problems areas that could need improvement or change and plan better towards overcoming this barrier.



## **Aims, Objectives and Target audience**

### **Aims**

The main project is a case study of Barnet College. The aim of the project is to investigate the current support provision and to find out if it is adequate to the bilingual learners. These are broken into three different areas:

- To find out if there are links between language support provided and achievement.
- To find out the relationship between language support, learner motivation and retention in Barnet College.
- To identify a model of good practice from the support and guidance provision available at Barnet College

### **Objectives**

- To establish the link between the Language support provision and the achievement level.
- Analyse the link between the language support provision and Bilingual learner's motivation and retention.
- To identify ways of overcoming language barriers that prevents bilingual learners from achieving their educational goals.

### **My professional / practitioner experience that prompted me to undertake this research**

In my current job role, as a subject tutor and a personal tutor, I work with a team of specialist staff to provide learners with all the guidance and support they need to achieve their educational goals. I have contributed to so many changes in my department over the years. And I am also a member of the Equality and Diversity Committee at the College.

**The main issues that prompted me to undertake this Project are as follows:**

- My concern of bilingual learners not achieving high grades for several years in the College, even though I see them work very hard and attend all their lessons.
- The feedbacks I received from Bilingual learners in my role as a personal tutor and a subject tutor on the language barriers that prevents them from achieving their desired academic goals.
- The challenges we as tutors face each year to help the bilingual learners achieve the qualification by overcoming some of their challenges. This is sometimes very time consuming for the Tutors in a Mainstream class.
- The increase in the number of bilingual learners we have in the College each year and the slow decline of ESOL provision, this makes it even more challenging for the Tutors with less ESOL workshops.

After reading the findings of a report from Ofsted in 2005, titled 'Raising the achievement of Bilingual learner'. The following quotes from the Ofsted report 'too many schools are not providing bilingual students with enough of the right support to help them succeed in their learning'. 'While many bilingual students were able to demonstrate good understanding of learning in practical work in the classroom, they experienced difficulties in expressing themselves in written English', inspired me to start the research in the area.

I began to look at the situation in Barnet College to see if what Ofsted highlighted is similar.

I started studying the achievement records of the students and paying particular attention to the records of Bilingual learners to see if there is a pattern in the achievement levels.

I found out that the situation was similar. My study revealed the number of Bilingual learners achieving lower grades was higher and the Retention rate and Dropout rate was highlighted.

Based on my findings, I wanted to find out the possible reasons why most of the Bilingual learners tend to get the lower Pass grades. This made me to start interviewing the Bilingual learners in the Business department to find out what

their challenges were so that I could feedback to my team. My reason for doing this is to try and provide the students with the support they need to enable them achieve higher grades like the First language English speakers. My purpose of checking the college records was to confirm if the Ofsted highlighted is happening at Barnet College.

My determination to learn more about this issue and my compassion to help bilingual learners to achieve higher grades, made me to start reading Articles and Journals on the topic, trying to find out more about the challenges of bilingual learners. As referenced on page in the Bibliography. On reflection, I wanted to know how best to research this problem. Based on the enquires I made on the best way to research this topic, I concluded that the Work based learning route will be the most appropriate route for me. Since I intend to make a 'Change' in my Practice and be a 'Change Agent' to Barnet College, the Work based learning Doctorate was a better choice for me, since the worked based doctorate is about making a contribution to practice, instead of following the Academic Doctorate (PhD) which is about making a contribution to knowledge.

When I started the MProf. / Dprof. programme, I decided to use this as my research project. I think this research will be beneficial to the learners and the College as a whole if all learners are given the appropriate support to achieve their full potential.

## **My role as a worker / researcher**

**The advantages** of my role as a worker researcher are that I have inside knowledge of the organisation, and an insight of the context and problem areas. I have access to the information I need to carry out the research project, and I am familiar with some key staff that have direct contact with the Bilingual learners. And I also have first-hand experience of dealing with some of the learners as their Personal and subject tutor.

I can implement changes that are recommended if it is necessary. I am familiar with the procedures to be followed to implement change in my department from my past experience.

**The disadvantages** however are that I might be influenced by my own expectations, colleagues might think I am conducting this research to assess their ability and competence and hence feel reluctant to participate.

I will overcome these problems by reassuring staff that the purpose of this research is not to judge them but to improve the achievement level of the learners and the results of the research will not be used for any other purpose

## **Major influences on me as a worker researcher**

The major influences on me as a researcher are as follows:

The **passion and drive** to help young people succeed. I have the passion and drive to help learners succeed. Especially the 'young adults'. The outcome for me as a tutor to see my students succeed in their learning is also rewarding and fulfilling.

My **concerns** of bilingual learners not achieving high grades in the college lead to me carryout this project.

**Learners** – The number of students not achieving and dropping out also influenced me. I felt I had to do something to identify what the issues are and try to find solutions for the problems. Some learners are excluded for lack of

motivation which leads to disruption in the classroom. This also affects the overall success rate of the college which has an impact on the college funding.

**Peers / Colleagues** – I had to collaborate with Peers and colleagues to carry out this project. I provided the necessary information needed of my case study to them. The purpose of the project was shared with them and I promised confidentiality. I addressed the fears that some of them had in taking part in this research for fear of repercussion if they criticise the Senor Management at the College. Some were worried that the data gathered could be used during their appraisal or for other detrimental purposes. I was also aware that some might not be willing to participate because they might feel it is a way of assessing their competence on the job.

**Market forces (Labour market)** – This has influenced some aspect of my research because of the growing skills gap in the UK due to non-achievement at different levels and the increased entry of immigrants that do not speak English.

According to *Leitch Review: 'Skills in the UK: The long term challenge'* HMSO, Norwich. 2006. Lord Leitch highlighted the skills shortage that we have in the UK. He wanted a significant majority of learners to be able to read and write.

A research also carried out by the BBC news in 2007 found out that one in six children cannot read or write properly when they leave school.

Another news article by the BBC News: New skills gap 'threatens UK future': BBC News Website 5<sup>th</sup> December 2005. Also highlights the skills gap that threatens the UK workforce.

According to 'Foreword' of the *'Raising Skills, Improving Life Chances' Further Education White Paper*. The Government set an objective to tackle all the skills weaknesses in the UK. They acknowledged that FE colleges and training providers are central to achieving that ambition.

This acknowledgement of the contribution of the FE colleges in solving this problem in the UK is motivating.

The skills gap and non-achievement of young people in the UK is even worse among the bilingual learners. According to the findings of an Ofsted report in 2005, titled 'Raising the achievement levels of Bilingual learners' bilingual learners are not achieving. They need extra support to succeed in their learning.

In August 2011, the government launched a new initiative which invited providers in the further education and skills sector to prioritise labour market-focused training that will engage more people who are out of work and help them develop skills that will support their progression into employment.

The report on Skills-for-employment by the government in 2012, assessed the efficiency of systems in matching unemployed adults to training provision and the effectiveness of this provision in developing the employability skills of participants and supporting progression into sustained employment. This report was based on research carried out between September 2011 and May 2012. Investigating 45 providers including colleges, independent learning providers and local authority providers of adult and community learning.

The current government are committed to helping people to improve their chances of finding work, because they want to build the future workforce of the UK and also get people off benefit to employment. Especially those who have few or no qualifications or specialist vocational skills.

This a vital task for the Further Education (FE) and Skills sector and one which presents considerable challenges.

Another report from BIS / DfE, titled, 'Implementing the Further Education and Skills Reform Programme' (2016) states that Maths and English are essential building blocks for both life and work. As they play an important role in helping people find and sustain employment and evidence shows us that acquiring these skills has wider social and personal benefits which can extend to

improved self-confidence, health, social mobility and family life. This is why the government has made it compulsory this year for students that do not have Grade C and above in Maths and English, should be given the opportunity to retake them.

**Professional experience** – My twenty years' experience of teaching BTEC Diploma Business, ESOL and other courses has played a major influence on the choice of my research topic. Inside knowledge acquired over the years has given me the opportunity to identify some problems encountered by bilingual learners. The main issues are non-achievement, low retention, lack of motivation to aspire high and disruption of lessons due to frustration. Ogunleye (2000) highlighted these issues in the Goldsmith Journal of Education. He examined the extent of the problem of underachievement of adult learners. Pointing out that 'seventy two per cent of Britain's Further Education Funding Council (FEFC) are adult learners aged 19 or over, yet an average 37% of them do not achieve their qualification aims (FEFC,1999 ), despite the British government's drive to improve attainment among this cohorts'. He also examines the extent of the problem and the paucity of current colleges' solutions to the problems. Fourteen years later, much of the problems are still present in the post -16 education system as a recent report by the House of Commons (2014) showed (see also Tackey et al., (2011) for Joseph Rowntree Foundation.)

To overcome of these educational barriers, I wanted to find a long lasting solution to these problems. My studies in Education also opened my eyes to educational research and this interest grew over the years. Keeping up to date with what is happening in the FE sector, with a special interest in the achievement of bilingual learners. This was due to my experience as an ESOL tutor and seeing some bilingual students struggling to achieve their qualifications. Working twice as hard as their peers but ending up getting the lower level grades due to their inability to write English at a high academic level.

In carrying out this research, I had to be aware of the culture of the organisation and the possible resistance to change if there are modifications to be made to our practice due to my findings. I also had to observe the university's ethical codes, policies and practices to be successful with this research project.

## Chapter 2

### Literature review

#### Review of Knowledge and relevant information

##### **Bilingual learners in general**

There are different interpretations of the term 'bilingual learners', but the term 'bilingual learners' that this paper refers to is 'Learners that have English as a second language'.(ESL). This term was also adopted by Gacia (2008).

Other interpretations are, 'Bilinguals are those who have two or more languages (or dialects) in their everyday lives. (Grosjean 2010:4). 'The learners who have access on a regular basis to more than one language' (Gravelle, 2010). Another description of a bilingual learners are people that are limited English proficient students' (LEP) (Carrasquillo, 2002). 'English as an additional language' (EAL).

Another source describes Bilingualism as the ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual.

Bilingualism range from a minimal proficiency in two languages, to an advance level proficiency which allows the speaker to function and appear as a native speaker of two languages.

This focuses more on the speakers' proficiency in the language rather than it being their 'mother tongue'.

Bilingualism means different things to different people. Bilingualism encompasses a range of proficiencies and contexts. Such as, those that can speak two languages, those that can speak three languages and those that can speak more than three languages fluently.

The speaker of three or more languages is described as Pluringualism and Multilingualism.

Rampton (1990) suggests replacing terms such as 'native speaker' and 'mother tongue' with language expertise, language affiliation and language

inheritance. These terms may help trainees to understand the complex nature of bilingualism and plurilingualism in multi-ethnic schools.

To support Bilingual learners effectively, Tutors have to understand how the learners learn or acquire a second language.

According to Krashen's theories on second language acquisition (1998).

These consist of five main Hypothesis:

- The Acquisition-learning hypothesis
- The Monitor hypothesis
- The Natural Order hypothesis
- The Input hypothesis
- The Affective Filter hypothesis

### **The Acquisition-learning hypothesis**

According to Krashen (1988), there are two independent systems of second language performance. The 'acquired system' and the 'learned system'. The acquired system of acquisition is the product of a subconscious process very similar to the process children undergo when they acquire their first language.

The 'Learned system' or 'Learning' is the product of formal instruction and it comprises of conscious process which results in conscious knowledge about the language, for example knowledge of grammar rules.

### **The Monitor hypothesis**

This explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar.

According to Krashen (1988), the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the editor'. The 'monitor' acts in planning, editing and correcting function.

### The Natural Order hypothesis

This hypothesis suggests that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late.

### **The Input hypothesis**

This attempts to explain how the learner acquired a second language. The input hypothesis is only concerned with acquisition, not 'learning'. According to the hypothesis, the learner improves the progress along the natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'I', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'I + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time.

### **The Affective Filter hypothesis**

This hypothesis suggests that a number of 'affective variables' play a facilitative role in second language acquisition. These variables include: Motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition.

On the other hand, Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition.

For the benefit of this project I focused on students that have English as a second language on vocational courses. My project focused on students learning Business studies.

Learning a subject area with a second language.

This is different from Bilingual Education where the subject area is taught in two languages. This could be in English and a 'native' language. Some educators value this way of learning and would like to see more institution adopt it.

## **Bilingual learners in the context of FE**

Bilingual learners in the FE sector in the UK are mostly immigrants that have come to leave or study in the country. From the Barnet College records, majority of them have failed their GCSE exams or have not taken GCSE in their country before coming to the UK, and are given a second chance to retake the GCSE exams. And some are matured students doing vocational courses to seek employment when they finish the course. Some are first generation immigrants and some are second generation immigrants. Some were born in the UK but because of their background do not speak English at home so their proficiency in English is very low. They are not fluent in English and find it difficult to access complex written text or write to high academic standard. (Ofsted, 2005).

The percentage of bilingual learners in FE colleges is very high. In Barnet College for example 70% of the students are bilingual learners and 40% of that have English as a second language. (Barnet College 2015 policy document). This figure is increasing every year.

Different studies have shown that the government needs to modify their policy on supporting bilingual learner to enable them achieve. Findings from the Ofsted research 2005 'Raising the achievement of Bilingual learner' shows that 50% of bilingual learners do not achieve their qualification because of language barriers and lack of support. It highlights the fact that support is needed for bilingual learners to achieve and that this is lacking in some schools and colleges.

Various researchers acknowledge that bilingual learners need extra support to succeed in their learning. But there are debates on the adequacy and the necessity of the provision currently available. Some writers argue that the bilingual learners' needs are not always met. While some debate the necessity for the additional support. They see it as a waste of resources. Carrasquillo and Rodriguez (2002) in their book are trying to make mainstream educators aware that language minority students, especially the limited English proficient, need special attention: appropriate assessment,

appropriate language environment, a challenging curriculum and a creative delivery of instructions relevant to their English language development Gravelle (2010) also recognizes that Bilingualism is an asset and that more teachers should recognize this. Her book describes the approaches and strategies that best support and develop the skills of bilingual learners. It sets out what should be done in the classroom to support bilingual learners and gives the reasons why. Smyth (2003) Arnot, et al. (2014) also offers practical guidance for teachers working with bilingual pupils in main stream primary and secondary education and aims to help teachers make the curriculum as accessible as possible to the children.

### **What are the government policies on bilingual learners in the UK?**

The government policy on bilingual learner is not coherent. Different colleges and Local Education Authority practice different things.

Smyth (2003) Arnot, et al. (2014) pointed out that because the education authority has minimal provision and no separate policy for bilingual learners, each school decides how the EAL teacher will be utilised. The teacher is required to withdraw the bilingual pupils and give them support with whatever the class teacher decides.

In some cases provision are done by volunteers or part time teachers, learning in community groups, homes and workplaces where there are no planned educational achievement goals.

In some FE colleges, the bilingual students are required to attend English for Speakers of Other Languages (ESOL) classes or in some cases there are no separate ESOL classes available.

ESOL policy is included under the governments' adult literacy and numeracy strategy.

In 1999 a decision by the government to bring ESOL under centralised control, this was influenced by the International Adult Literacy survey of Sir Claus Moser. 'A Fresh start' (DfEE,1999). His report to the government recommended the launching of a national strategy to reduce the number of adults with low levels of basic skills. In response the government put in place 'The skills for life strategy' (2001).

Since 2001, ESOL has been delivered as part of the skills Life strategy. The skills for life invested heavily into ESOL, some believe that this strategy has been a great success, with over million people engaged in ESOL provision and improving their skills. Under the policy, ESOL students were eligible for free tuition and the demand for ESOL increased significantly.

'From August 2007, ministers introduced a series of measures to refocus use of ESOL funding on priority learners. This included the removal of automatic fee remission to focus public funds on those least able to pay and to ensure that those who benefit from migration meet their share of the costs'. Workers should pay for their own ESOL classes. Employer should contribute towards the course fees for their workers. ESOL classes will be free only for targeted people, those who are unemployed or receiving income-based benefits. This ESOL policy is to increase private sector involvement. This is to strengthening of links between learning in the Further Education sector and employment.

'In 2008, the Department for Innovation, Universities and skills (DIUS) launched a consultation on ESOL. The government set up a new proposal for ESOL. Under the new proposals, the promotion of community cohesion would be given the highest priority in deciding on funding for English for Speakers of Other Languages (ESOL). This meant retargeting spending towards those who have made a long-term commitment to live in Britain, rather than economic migrants who may only be here for a short time. This lead to some group of people not entitled to free ESOL courses. They had to pay if they are not in this category.

The results of the consultation were published in a report titled 'A New Approach to English for speakers of Other Languages' (May 2009).

The Secretary of State for Innovation, Universities and Skills, John Denham in the ministerial foreword of the report said, 'The ability to speak English is critical for everyone living and working in the UK. It underpins employability and gives people the ability to support themselves and their families, engage more fully with the wider community and access necessary services'.

ESOL to play a more effective role in supporting community cohesion by enabling the most excluded to people to play a full part.

In FE the Government are reforming the Further Education and Skills system to better meet the learners and employers' needs.

In November 2010 the Government announced in a Department for Business, Innovation and skills (BIS) document 'Further Education New Horizons – Investing in skills for Sustainable Growth', that funding for ESOL would be cut from September 2011.

Currently the funding for ESOL is still been cut and this is having a very negative impact on the achievement of bilingual learners making the situation worse.

This has affected bilingual learners at all Educational levels from schools to colleges, universities and employment and the unemployed and asylum seekers.

The ESOL support alone previously was not adequate, but useful, now the bilingual learners have no support at all in some colleges.

NALDIC and the National Union of Teachers (NUT) are very concerned that the impact that mainstream Ethnic Minority Achievement funding and local authority funding difficulties are having on support for ethnic minority and bilingual pupils. They have recently published a survey which identified many negative impacts as a result of the cuts. These impacts include, 'a reduction in pupil support, a shortage of knowledgeable specialists when demand is rising; reduction in training opportunities and capacity building projects in schools; a reduction in the availability and a rise in costs of valued additional school based work such as interpretation or home school liaison. These have led to the deterioration in the quality and / or availability of support for ethnic minority pupils and students (NALDIC / NUT, May 2011).

The government has cut back on the ESOL funding for different reasons, but mainly because the expenditure of ESOL increased significantly that the

government had to cut back. New eligibility requirements were introduced as mentioned above.

In December 2011, the government published a document in BIS called The BIS publication 'New Challenges, New Chances: Skills Investment Statement 2011 -2014 (December 2011). The government wanted to reform the Further Education and skills system. They felt it was necessary for businesses to continue to invest in training and skills for their workforce while recognising several key areas that the government will need to support. This document refreshes and updates the original strategy from 2001. It sets out what the Government will financially support. It is based on the same principles set in the 'Skills for sustainable Growth' 2010.

The key elements of the reform programme for the system are:

Students at the heart of the FE and skills system will be empowered from basic skills through to higher level skills to shape the system using information to inform their choices; government funding focused on supporting students where it can have most impact, including the introduction of FE loans.

First class advice will be delivered by the National careers service: to be launched in April 2012, this will provide information, advice and guidance both to inform and to stimulate demand for Further education, work-based training and higher education. Lifelong learning Accounts will provide learners with the information they need to make the most of their learning opportunities.

A ladder of opportunity of comprehensive vocational Education and training programmes: from community learning and basic skills through to high-quality Apprenticeships to clear and flexible progression routes to Higher Vocational education.

In relation to colleges and training organisations, the government says they are setting colleges free from unnecessary bureaucracy and simplifying the funding system by doing this. The government works closely with the skills Funding Agency, which is responsible for routing public funding for adult

further education and skills to colleges and training organisations to ensure that people and businesses get the skills training they need. The government's key priority is focusing skills for life on improving employability.

Gravelle noted that 'the particular needs of bilingual learners have been addressed very inadequately by central government. Their views have not actively been sought and representations made by and on behalf of ethnic minority communities have largely been ignored'. (Gravelle 2010). This still the case in 2012. According to (NASUTWT) report 'Ethnic Minority Achievement, (2012).

The government needs to consult minority groups and key staff who work directly with bilingual learners to find out the main issue and how to address them. 'Many views and opinions are being sought but the voice that is largely missing from the literature and directives is that of and on behalf of the ethnic minority and bilingual pupils' Gravelle (1996:2)

The need for support provision is also highlighted by the students' achievement grades Ofsted inspection report of Barnet College – Grade 2 (Ofsted, 2015).

Another issue is that mainstream teachers that have bilingual learners in their classroom also have to be given adequate training to deal with bilingual learners. But the current situation is that 'the finance from the government to train mainstream educators in meeting the needs of bilingual learners has been reduced and ESOL provision also reduced or withdrawn'. (Gravelle 1996:7)

According to Smyth, 2003, the absence of clear ESOL policy and the differentiated provision were found to be a major factor in the adoption of disparate opinions and practices and in some cases, lowered expectations of bilingual pupils'.

'There are concerns that the learner's right to full access to the curriculum is not always met. This is true of learners that are relatively fluent in English as well as the new arrivals and refugees that create obvious and immediate demands on schools and colleges'. (Gravelle 1996:7)

### **Existing academic support**

Existing academic support at Barnet College are, **English for Speakers of Other Languages** support – This is an hour English lessons to cover written (grammar) and oral English. **Mentoring**- This support is in relation to attendance and punctuality monitoring. The mentors try to motivate the students to attend all lessons. **Tutorial support** – Personal Tutor set academic targets for the learners – in relation to assignment deadline, behaviour in class and attendance. They also use this session to find out if the learner has any other issues that might affect their studies. This session is a very useful session in my opinion because this is where some of the issues that affect the bilingual learners come to light. It gives them the opportunity to express themselves and raise issues that they are not happy with.

Sometimes the personal tutor can deal with the situation and sometimes the issues are referred to appropriate channels and sometimes there is nothing anybody in the college can do because there is no funding to provide that kind of support that is identified. For example, providing one to one support for the learners. **Counselling** – Professional counsellors are available to all students to discuss any personal and Psychological issues

**Career adviser** – A specialist staff is available to give advice on career choices and entry requirements. **Workshop** – Extra sessions are arranged to enable learners that are behind with their work catch up. This is not a taught session. The tutor is only there to supervise the session and make sure the students are working. No explanation available. The learners need to know what they are doing.

With all the above in place, my concern is, why are the bilingual learners still not achieving higher grades? Are these provisions adequate? Do they address the main problems or is it 'one solution fits all'?

Analysing the existing support identified above, there are positive and negative aspects, some provide useful outcome for the bilingual learners but some do not address the main issues which is the language barrier, understanding the language enough to pass the course.

The key issue here is the adequacy of the provision. One would argue that they might be beneficial to some bilingual learners but not necessarily all of

the bilingual learners at the college. Some might need other type of support and resources.

### **Lack of adequacy of academic support in FE**

There is evidence to support the lack of adequacy of the academic support in some FE colleges. The Indicators of failure are:

**Poor achievement** -Low grades and border line passes. This is sometimes due to the fact that the learners cannot write English to the high standard required to get a higher grade. This could be having problems with grammar, or even understanding the instructions of the examination paper. In ability to express themselves properly could also be a factor. They might understand the subject but are unable to explain the answer to the teacher because they are not fluent in English. Most of the time, they cannot access complex written texts.

According to the findings of a report from Ofsted in 2008, titled 'Raising the achievement of Bilingual learner', 'too many schools are not providing bilingual students with enough of the right support to help them succeed in their learning'.

'While many bilingual students were able to demonstrate good understanding of learning in practical work in the classroom, they experienced difficulties in expressing themselves in written English'. (Ofsted 2008)

'Limited English proficient students may require some time to develop their communicative abilities and basic literacy skills in English before they can start using English as tool for learning subject matter, or before they can begin transferring what they know from their native language to English.

Carrasquillo, A. & Rodriguez, V. (2002). This means they need to be able to process the information first before they can apply it and interpret what they have learnt in their native language, their prior learning.

**High dropout rate among bilingual students** - This is sometimes due to the fact that the learners get de-motivated when they are not making progress in class. Although there are other reasons for students dropouts, e.g. funding, social factors, health issues, but language barrier is increasingly becoming a

frequent reason. But some writers believe the other reasons for drop out are more valid than language barrier.

**High level of disruption in class due to frustration** – from my study, some learners disrupt the lesson because they do not understand most of what the teacher or fellow students are saying in class and out of frustration they disrupt the lesson as a cry for help. But sometimes this is misinterpreted by the school and the student could be excluded from the lesson or the school if this continues. This does not mean that every disruptive learner is a bilingual learner crying for help. As some will argue there are different factors that could cause a learner to be very disruptive in class.

**Poor/low motivation** – As mentioned above, poor motivation makes the bilingual learners give up on their studies. I recall a student saying to me last year during a tutorial session ‘I’ll not pass anyway’! This made me wonder why he said that. I probed further to find out why he has given up. What came to light was that he said he did not have somebody to explain the tasks in class to him. And he asked for help in class so many times and he now feels guilty because he feels he is taking the learning time of other learners in class. And the teacher is also getting impatient with him because he takes much of her time in class.

These are one of the issues of having bilingual learners in mainstream classroom.

‘Increasingly classroom teachers without specialist qualification are being required to meet the needs of bilingual learners without a coherent authority policy necessarily being in place in relation to education needs of these pupils and with limited centralised support mechanism’. (Smyth 2003:4)

Since the 1980s, the preferred approach has been to teach English language to children for whom it is an additional language in the context of other learning within mainstream classroom (Wiles 1985; Scottish Consultative Council on Curriculum (SCCC) 1994) This places demands on the classroom teacher to carefully consider the language needs of the bilingual child in relation to the content of classroom teaching. (Smyth 2003:4)

### **Current study – the need for the current study**

It is clear from the forgoing paragraphs that there is a need to identify and develop strategies on how best to support bilingual learners in FE.

My proposed project is intended to address the situation to aid support for bilingual support. This study will answer the following questions:

- What are the support and guidance provision available at Barnet College for bilingual learners?
- What are the government policies on supporting bilingual learners? Are they currently adequate? What are the main issues?
- Is there a link between language support and achievement?
- Is there a relationship between the language support and learner motivation and retention in FE?
- Can a model of good practice be generated from the above?

Ofsted Report on Educational support for Minority Ethnic Communities (1994) concludes that the need for specialist provision for bilingual pupils continues and it comments on the features that make provision effective.

Ten years later a similar report from Ofsted in 2015 also refers to the need of English language provision for bilingual learners. It recommends an ESOL programme that supports the integration of learners into the community and prepares them well for employment or further study through a carefully personalised programme. Nothing much has changed in this area.

‘Bilingual learners need both curriculum that motivates and has relevance for them and the systematic language development and feedback that enables them to achieve within it’. (Gravelle 2010)

In the context of many schools not themselves having detailed policies for the education of bilingual children, it is important to investigate exactly what is the official educational response to the needs of bilingual children. (Smyth 2003:4)

In conclusion, I believe there is a need for more research on support for bilingual learners in the UK. More research might give teachers an insight into the main issues and improve our knowledge about bilingual learners and how they could be supported better in mainstream classrooms. This will also help in the development of educational strategies to raise the achievement levels of bilingual learners in the UK.

## Chapter 3

### Methodology

The steps taken to carry out this investigation are as follows:

I reviewed the evaluations of 20 students at the end of the first year.

I interviewed a purposive sample of first year bilingual learners at the start of the programme and at the end to find out the challenges they face as a consequence of their language barrier and how these could be overcome.

I also interviewed some of the second year bilingual students to find out how useful the support they received in the first year contributed to their progression and achievement of the first year qualification.

Key members of staff that have direct academic contact with the learners were interviewed. These included the Language support staff, ESOL tutors, Personal tutors, Subject tutors, Student mentors, Counsellors and Student services staff.

The reason for this selection of staff was to find out the staff perspective on the support and guidance provision available to the learners and attempt to answer the project questions.

I analysed and triangulated the data thus gathered using the guidelines and targets set by the Department of Education and leading thinkers in the field of FE education as an interpretive frame.

The support and guidance definition I adopted for the proposed project was **'Strategies which empower learners to achieve their full potential'** - Learning and Skill Development Agency (2002).

### **Choosing my Research Approach and Techniques for the research project.**

To choose the best approach for my research project, I analysed some main approaches that could be appropriate for a work based research. These are as follows: Action research, Case study, Experiments, Ethnography, Soft systems, Narrative inquiry, Cooperative inquiry and Appreciative Inquiry. I am aware that there are others, but I decided to focus on these.

I analysed the advantages and disadvantages of the Methodologies and finally chose the most appropriate one in my opinion.

I have summarised my findings below:

### **Action Research**

Action research approach requires research to be applied to practical issues occurring in the everyday social world. The idea is to attempt change and monitor results. The emphasis is on facilitating group work to develop human systems.

Action Research is a participative research where the researcher involves as many of the work groups as possible in the change process.

This means that the research is likely to be qualitative.

Action research starts with a problem and aims to take action to improve the situation.

It is intended to improve a real life problem situation by doing the following:

- Identifying and clarifying the problem
- Identifying and implementing the change intended to improve the situation
- Testing and evaluation to determine the impact of change made on the original problem

There are four key components of action research: Planning, Acting, Observing and Reflecting.

This approach is particularly suited to work based learning as it focuses on the researcher as a worker seeking to improve aspects of their own and their colleagues' practices. This is exactly what my project is about, focusing on my work and trying to improve my work practice.

### **Characteristics of Action research:**

According to Blaxter, et al. (2001), Action research is educative and deals with individuals as members of social groups. It is problem focused, context specific and future orientated. It involves a change intervention, aims at improvement and involvement. It invokes a cyclic process in which research, action and evaluation are linked. It is found on a research relationship in which those involved are participants in the change process.

Action research enables Praxis (The development of practice through critical examination of relationship of theory and practice).

Action research is collaborative. The researcher cannot work in isolation. The research needs team effort to succeed.

### **Advantages**

Action research is useful in organisations where there are set groups. It opens up a problem that it tries to find a solution to the problem. It also involves people. It is not abstract and it is on the job focus.

Analysing the Action Research cycles by McNiff (1998), the cycles ensures it is a thorough methodology.

1. You ask questions
2. Collect data
3. Analyse
4. Formulate hypothesis / reflect
5. Plan action steps
6. Positive action for change

### **Disadvantages**

Action research is time consuming and monitoring is continuous. It is difficult when there is not a set group of people and relies on goodwill of some participants. If it is widely focus, it can cause confusion and may limit other important areas of one's work.

Looking at the disadvantages above, I had to take this into consideration since I has time constraints.

### **Living Theory**

Living theory is one of the methodologies that have evolved from Action Research. In the Living Theory approach of Whitehead (1989) and Whitehead and McNiff (2006) individuals generate explanations of their educational influences in their own learning, in the learning of others and in the learning of social formations. They generate the explanations from experiencing themselves as living contradictions in enquiries of the kind, 'How do I improve what I am doing?' They use action reflection cycles of expressing concerns, developing action plans, acting and gathering data, evaluating the influences of action, modifying concerns, ideas and action in the light of the evaluations.

The explanations include life-affirming, energy-flowing values as explanatory principles. A living theory approach with the above qualities is distinguished from the living theories produced by practitioner-researchers because of the uniqueness of each living theory generated by individuals.

### **Soft System Methodology**

The aim of soft system Methodology is to make changes which are both systematically desirable and culturally feasible. This research method has some key element of Action research. For example, they both begin with a problem or issue to be addressed. The difference is that the Soft system methodology places more emphasis on the problem and possible solution before any action is taking. Which could take a long time before any change is made.

### **Case Study**

Case study approach according to Bell (2010) is particularly appropriate for individual researchers because it gives an opportunity for one aspect of a problem to be studied in some depth within a limited time scale. Case study is described by Adelman et al. (1977) as 'an umbrella term of for a family of research methods having in common the decision to inquiry around an instance.

Case study approach could focus on an organisation, a department within an organisation, a group of people or an individual which could be a famous person. This makes it ideally suited to a work based researcher. The research could focus on the researcher's place of work or another institution or organisation. It could be focused on the introduction of a new system in a school or an institution. In a case study research, evidence is collected systematically and the relationship between variables is studied. It is not just a description or narration of events. Case study often employs highly qualitative data collection techniques which enable a deep understanding of the case in question.

Methods of collecting information are selected according to the appropriateness for the task.

In relation to generalisation, Denscombe(2014) makes the point that ‘the extent to which findings from the case study can be generalised to other examples in the class depends on how far the case study example is similar to others of its type’.

Bassey (1981:85) hold similar views, but prefers to look at a case study from the relatability rather than ‘generalizability’. Using an educational research as an example, he says ‘an important criterion for judging the merit of a case study is the extent to which the details are sufficient and appropriate for a teacher working in a similar situation to relate his decision making to that described in the case study.

The case study may ‘be relatable in a way that will enable members of similar groups to recognise problems and, possibly, to see ways of solving similar problems in their own group’ (Bell, 2010).

### **Advantages**

‘The great strength of the case study method is that it allows the researcher to concentrate on a specific instance or situation and to identify, or attempt to identify the various interactive processes at work’ (Bell, 1999).

According to Cohen et al. (2000), Case study data is drawn from people’s experiences and practices and so it is seen to be strong in reality.

Case studies allow for generalisations from a specific instance to a more general issue. Case studies allow the researcher to show the complexity of social life. It can provide a data source from which further analysis can be made. Case studies build on actual practices and experiences which make the data obtained more accessible.

### **Disadvantages**

Complexity of a case can make analysis difficult. It is also difficult to know where ‘context’ begins and ends.

The main limitation of a Case study is that the finding may not be reliable. It is difficult to cross-check the information gathered by the researcher, so there is the possibility of distortion. The question of how far understanding of a specific case can be transferred to other situations is also an issue. That is, the findings may not have reliability.

## **Experiments**

Experiments are widely used as a research approach in a number of social sciences, particularly psychology but are mostly used in physical sciences. An experiment involves the creation of artificial situation in which events that generally go together are pulled apart. The participants in an experiment are called subjects. The elements or factors included in the study are called variables.

Independent variables are those systematically altered by the experimenter. Those items that are affected by the experiments are the dependent variables.

(Sommer and Sommer 1991, P94).

Quasi-experiments – This is a type of research design for conducting studies in field or real-life situation.

### **Characteristics**

It provides data which is likely to be numeric and thus easily quantifiable.

Quasi-experiments are more likely to be used in work based learning research.

This involves manipulating one variable in a naturally occurring situation in order to assess the effects.

### **Advantages**

Control over the introduction and variation of the 'predictor' variables clarifies the direction of cause and effects.

If both pre- and post-testing is conducted this controls for time-related threats to validity.

The experiment is the only research design which can, in principle, yield casual relationships. (Bowling 2002)

### **Disadvantages**

It is difficult to design an experiment so as to represent a specified population.

It is often difficult to choose the 'control' variables so as to exclude all confounding variables. The experiment is an unnatural social situation with a differentiation of roles. The participant's role involves obedience to the experimenter. (Bowling 2002)

## **Ethnography**

In the ethnography approach the researcher has to be a participant observer of the group being studied. This will be difficult for me to do since I am the teacher and I am studying the learners.

In order to preserve the natural behaviour of the group, it is necessary for the researcher to be accepted as one of the group members.

Ethnography recognises the insider approach makes it relevant for work based research. But if the researcher is already part of the group it makes it easier.

Ethnography is particularly relevant to work based research as it recognises the insider approach.

Ethnographers can have a variety of roles. They could be Management consultants, Mediator-solving conflicts in organisations, Scribe-writing down patterns of groups or Critic-of socio-economic system in the organisation.

These roles can change over time and the ethnographer may use a number of different roles within one project.

For this method of research, data are collected as an ongoing activity by various means. This could be by interviews, keeping a log of events etc.

The researcher may keep a log of events to continuously monitor a particular situation. It may also require conducting interviews to gain opinions, perceptions and experiences.

One methodological and ethical issue to consider is the extent to which the researcher informs the participants of their involvement and the data collection that is taking place.

Although Participant observation technique aims to prevent altering naturally occurring behaviour, however, if people know you are observing them they may act differently.

## **Advantage**

Ethnographic participant observation can be less formal and result in the observer perceiving 'impression', this can guide the research.

## **Disadvantage**

There might be researcher bias and there could also be Ethical implications as mentioned above.

## **Narrative Inquiry**

Narrative inquiry is the process of gathering information for the purpose of research through storytelling. The researcher then writes a narrative of the experience. Field notes, interviews, journals, letters, autobiographies, and orally told stories are all methods of narrative inquiry.

For example, for my research I could narrate experience of an ethnic minority learner studying at Barnet college or look at how learners respond to the extra workshop put in place in the department.

The researcher might look at such things as notes and journal entries, and might also interview the students and spend time observing them. After this, the researcher would then construct her own narrative of the study, using such conventions as scene and plot. This research is a collaborative document, a mutually constructed story out of the lives of both the researcher and the participant.

Narrative inquiry is appropriate to many social science fields. The entire field of study is often used in disciplines such as literary theory, history, anthropology, drama, art, film, theology, philosophy, psychology, linguistics, education, politics, nutrition, medicine, and even aspects of evolutionary biological science.

Further explanation of Narrative Inquiry says 'It involves the collection and development of stories, either as a form of data collection or as a means of structuring a research project. Informants often speak in a story form during interviews'. (Gary 1998:1)

This can involve autobiography, life story, or the inclusion of excerpts from participants' stories to illustrate a theme developed by the researcher.

Data collection for narrative research requires the researcher to allow the story teller to structure the conversations, with the researcher asking follow-up questions (Gary 1998:2)

### **Appreciative Inquiry**

Appreciative Inquiry is a way of looking at organisational change which focuses on doing more of what is already working, rather than focusing on fixing problems. It mobilises strategic change by focusing on the core strengths of an organisation, then using those strengths to reshape the future. Appreciative Inquiry is both a high-participation learning process to identify and disseminate best practices, and a way of managing and working that fosters positive communication and can result in the formation of deep and meaningful relationships.

### **Cooperative Inquiry**

Cooperative inquiry is a way of working with other people who have similar concerns and interests. It is a methodology used to understand the world, making sense of life and developing new and creative ways of looking at things. Also, it can facilitate the learning of how to act to change things you may want to change and find out how to do things better (Reason & Heron, 2001).

I could use this method by working with my team to develop new strategies we could implement to raise the learners' achievement levels. Since we all have that as a common goal.

The major idea of cooperative inquiry is to “research ‘with’ rather than ‘on’ people.” It emphasizes that all active participants are fully involved in research decisions as co-researchers. Cooperative inquiry creates a research cycle among four different types of knowledge: propositional knowing (as in contemporary science), practical knowing (the knowledge that comes with actually doing what you propose), experiential knowing (the feedback we get in real time about our interaction with the larger world) and presentational knowing (the artistic rehearsal process through which we craft new practices). The research process iterates these four stages at each cycle with deepening experience and knowledge of the initial proposition, or of new propositions, at every cycle.

After analysing these main Research approaches, I felt my possible options for my research were the following:

- Case study
- Ethnography
- Action research
- Narrative inquiry
- Cooperative Inquiry

I had to compare and contrast these methods in terms of the validity and reliability of findings.

I also had to take into account the nature and organisational context of the problem to be investigated as well as a consideration of the resources I have at my disposal and any ethical dilemmas.

I was torn between using a Case study approach and Using Action research. But after my analysis I chose a Case study approach for my project.

‘A case study is a specific instance that is frequently designed to illustrate a more general principle’. Nisbet and Watt (1984:72). It can also be used in uncovering a unique one off ‘good practices generated in a particular context. It provides a unique example of real people in real situation, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles.

It also allows for exploration of solutions for complex issues.

Yin (2014) indicates that, ‘The case study is preferred in examining contemporary events, but when the relevant behaviours cannot be manipulated. The case study relies on the many of the same techniques as a history, but it adds two sources of evidence not usually included in the historian’s repertoire: direct observation of the events being studied and interviews of the persons involved in the events’.

In my case, observing and interviewing the bilingual learners.

'The case study's unique strength is its ability to deal with a full variety of evidence – documents, artefacts, interviews and observations – beyond what might be available in conventional historical study. (Yin 2014)

The case study was based on investigating the guidance and learner support provisions available at Barnet College. One of the methods used was studying the progress records of the Bilingual learners to find out if the learner support received has contributed to their success in achieving their attainment targets or educational goal. The Case study was a qualitative case study based on interviews and survey to produce a report for the management of Barnet College.

I carried out a single Case study; this was dependent on my research questions and resources available to me.

According to Yin (2014), "A research design is the logic that links the data to be collected (and the conclusion to be drawn) to the initial questions of study. Every empirical study has an implicit, if not explicit, research design".

"Articulating 'theory' about what is being studied and what is to be learned helps to operationalise case study design and make them more explicit".

He indicates that, "Case study designs need to maximise their quality through four conditions related to design quality- a) Construct validity, b) Internal validity, C) external validity and d) reliability".

I also carried out a survey within the Case study. This was inspired by Yin (2014). He claims that "mixed methods research can enable you to address broader or more complicated research question than case study alone.

I was aware of the limitations of a case study as mentioned above, which highlights the difficulty of cross checking the information collected by the researcher. Which could result in the possibility of distortion. And sometimes it is difficult to know where context begins and where it ends. Case studies are difficult to analyse because of their holistic nature. Generalisation is not always possible in all cases and there is a risk of overgeneralisation (Bennett & Elman 2006). Here is also what Yin (2014) characterised as lack of

'systematic procedures' for case study research. Despite all the above I still chose to use a Case Study because it suited my purpose.

### **Data Collection**

The research was a qualitative research. The intention was to find out the opinion of the Bilingual learners in terms of the support and guidance available to them and the impact of the support. Qualitative research provided me with the understanding of the issues which would not emerge from purely statistical analysis. This research also generated some quantitative data from secondary sources.

I analysed the data and triangulated the data by asking the same project questions to the Key staff that have regular contact with the Bilingual learners. Multiple sources of evidence (Triangulation) was used to monitor the guidance and support given to the learners. A survey was carried out using questionnaires. These were given to the targeted bilingual Learners and Key Staff (Student support staff, Student mentors, and Language support – ESOL). Interviews were conducted with Bilingual learners that are from non-English speaking countries. I targeted new entrants, those that have been in the country for less than three years. I then reviewed the evaluations of the students at the end of the year and analysed the data from different sources, for example Learners progress and achievement records from the Colleges archives and Exam Boards documentation.

### **Survey – Questionnaires**

There are 3618 full time students at Barnet College in 2015 / 2016 academic year of which about 70% are from ethnic minority groups and 40% of them do not have English as their first Language. Some were born in the UK and some migrated to the country in the last three years. I split the 40% into two groups, new entrants, less than three years and those that were born in the UK. I selected the students from these groups.

(Barnet College pro-achieve data, 2015)

Based on the department I used for my case study, the Business Department, it is a fair representation in terms of the variety of learners of different ethnic groups, which shows the multicultural environment in the college.

According to the Barnet College pro-achieve data, 2015, it provides a fair representation of the ethnic diversity.

Time factor was also a deciding factor in choosing the Business Department since I work with the Business Department, which meant easy access to the resources I needed for the project.

I designed a questionnaire arising from the issues in the review and the interviews. This was subsequently used as a data for analysis.

I chose this method because I am aware that it is one of the quickest ways of getting information from large numbers of people.

The use of survey questionnaires enabled me gather the information from all the key staff directly involved with the learning of the students and from the learners. This gave me feedback on provision available, and generated both qualitative and quantitative data.

I used purposive sample or information-oriented sampling, as opposed to random sampling. Initially, I reviewed the evaluations of bilingual students at the end of their first year. This involved a sample of 20.

I then interviewed two batches of 5 students at the beginning and at the end of their programs.

One of the reasons why some bilingual learners who were born in the UK find English language difficult is that their native language is spoken at home. In some homes the parents do not speak English this makes it difficult for the learner to practice what they have learnt at school. The learners in these categories mostly have difficulties with literacy. In some cases they might be good with spoken English but not written English. In any of these cases the learners need support if they are to be successful in their education.

The educational system in the UK does not address these issues because children are moved automatically from one year to the next regardless of whether they have the reading or writing skills to do the next level. We end up having children leaving school at sixteen that are unable to read and write English language properly.

According to Lord Leitch, (2006) 'More than one third of adults in the UK, do not hold the equivalent of a basic school-leaving qualification. Almost one half of adults (17 million) have difficulty with numbers and one seventh (5 million) are not functionally literate. Today over, 70% of our 2020 workforce have already completed their compulsory education'.

He further went on to say that 'it is unacceptable in this 21<sup>st</sup> Century in the fifth richest economy in the world that young people should leave school unable to read, write and add up'. 'The UK must avoid a new generation of people leaving school without basic skills'.

## **Interviews**

I did a purposive selection of the bilingual learners that were surveyed to be interviewed. Luckily all the learners I selected agreed to be interviewed. If any of the learners had declined to be interviewed, I would have asked for volunteers within the surveyed group. But luckily they all honored the interview. No one declined the interview. I also interviewed some of the subject tutors that have contact with the bilingual learners, the learning support workers that support some of the bilingual learners both in class and out of class, Student mentors, the youth workers and the student services department.

Using interviews as a method of collecting qualitative data enabled me to collect contextualise information that I might not have been able to collect using the questionnaires.

I was able to make in-depth enquiries on the guidance and support offered to the learners by the key staff, gather data on their opinions, their expectations and expression. I used a semi structured interviews. This gave me some control over the interview process and also a bit of flexibility for the interviewees to express themselves by expanding on some answers.

I also asked the learners to comment on their perceptions of 'educational barriers', their challenges and how they could be overcome. This gave the learners the opportunity to make suggestions or recommendations on the provision of linguistic support.

I interviewed five learners at the start of the programme and five learners at the end. I chose twenty learners in total and ten staff because I was aware that interviewing is time consuming and I also needed to conduct the interviews within the project time frame.

During the interviews, I wanted to find out how the key staffs have supported the learners to overcome their language barriers and the steps they have taken to measure the learners' progress. As mentioned earlier key staff is defined as those that have direct academic contact with the learners, (Language support – ESOL, Personal tutors, Subject tutors, Student mentors, Counsellors and Student services staff)

The staff was also asked to reflect on any challenges they encountered whilst working with the learners. For example, do they have adequate resources, funding and support from other colleagues? If not, they were encouraged to identify the resources required and recommend strategies to support the learners better.

I know that 'for an interview to take place there should be consent. This is particularly important in relation to research ethics. So I made sure that followed all the necessary procedures.

I spoke to all tutors and learners about the project in advance asking for their consent.

'An agreement to be interviewed generally means that there is informed consent'. (Denscombe 2014).

Before the interviews I prepared a statement explaining my intentions and how I think the research might help the college, the learners and the key staff that are in direct contact with the learners. I also set the agenda for the discussion and arranged a convenient time for all the parties involved in the research.

Some of the interview questions were tailored around the key variables identified by the '**Educational Guidance & Curriculum Change**' UDACE, FEU. (1991). These are as follows:

**Informing** – Is the College providing information about learning opportunities and related support facilities available to the learners?

**Advising** – Is the College helping learners to interpret information and chose the most appropriate learning options?

**Assessing** – Does the College help the learners, by formal or informal means to obtain an adequate understanding of their personal, educational and vocational development, in order to enable them to make sound judgements about the appropriateness of particular learning opportunities?

**Enabling** – Does the College Support the learners in dealing with external agencies that provide additional training (e.g. Connexions) or in meeting the demands of particular courses?

**Advocating** – Does the College Negotiate directly with institutions, Examination boards or agencies on behalf of individual groups for whom there may be additional barriers to access or to learning? (e.g. Extra time in examination).

**Feeding back** – Does the College Gather and collate information on unmet, or inappropriately met, needs and encourage providers of learning to respond by developing better provision?

'**Educational Guidance & Curriculum Change**' UDACE, FEU, (1991).

The rationale for me selecting the above variables is because they cover the fundamental areas necessary in my opinion to help bilingual learners complete any educational programme successfully. I wanted to measure the College's provision against these. To find out how these variables are operational in the College.

### **Data analysis and Evaluation**

At this stage I analysed different professional literatures in this field and reflected on my professional experience of working at the college and tacit knowledge gained. I set out and defined priorities for what to analyse and why. For example, 'Why are Bilingual learners getting lower grades in the

Business courses at Barnet College'? And avoided any bias or pre-conception.

### **Content analysis**

This is 'the process of summarising and reporting written data – the main content and their message' - (Cohen & Manion 2010).

'Content analysis involves, coding, categorising (creating meaningful categories into which the units of analysis – words, phrases, sentences etc. - can be placed), comparing (categories and making links between them), and concluding- drawing theoretical conclusions from the text'. - (Cohen & Manion 2010).

I used the above data analysis method to analyse the data collected during the interviews and data collected from the learners' records in the College archives.

I analysed the data by classifying the text, categorising themes and key statements through 'coding' the data from interviews.

I am aware that there are different ways of choosing categories. For example

- Use categories from literature
- Use categories derived from your research question, via clear chain of reasoning.
- Derive categories from data collected.

And I also acknowledge that there are limitations to all of the above ways of categorising but I chose the best fit for my research.

I used the categories derived from my research questions. This gave me a better focus and saved me time from analysing irrelevant information.

I also used the Basic Tabulation. Identifying categories and then counted how many times these categories occur.

In summary, my data analysis consisted of examining, categorising, tabulating the data to draw conclusions. I used the SPSS Computerised systems that helped generate codes from text.

To measure the extent to which the barriers have been overcome. As mentioned in Part A of this learning agreement, I analysed the achievement records of the learners at the end of the programme. I analysed the Initial assessment against achievement records and the attainment targets. I try to establish if the set targets were met.

### **Findings and Recommendation**

After compiling my findings, I met with the Key staff at Barnet College to discuss the research findings and consider any improvement to be made to the current provision.

I also disseminated my findings to some Heads of Department and other Staff in Barnet College during a Staff training workshop.

I also plan to share my findings with the Further Education networks and conferences.

## **Ethical / Legal issues**

'Ethical issues may stem from the kind of problems investigated by social scientists and the methods they use to obtain valid and reliable data.

Ethical issues in relation to the research content and the procedures of carrying out the research'. (Cohen et al. 2010)

This means that each stage in the research sequence raises ethical issues. Looking at the different methods of collecting data and the stages of my proposed research, such as, the Questionnaire stage, Interview stage, Focus groups, Analysing the data and Reporting the findings. - I needed to gain informed consent after explaining the purpose of the research and the benefits of the research.

I had to follow and take into consideration some ethical procedures of carrying out the research. These included:

- **Access and acceptance**
- **Informed consent**
- **The effects of the research on the participants**
- **Follow ethical code of practice and regulations**

### **Access and acceptance**

'The first stage involves the gaining of official permission to undertake one's research in the target community'. 'At the initial stage of the research project, access to the institution or organisation where the research is to be conducted' has to be made. Acceptance by those whose permission are needed before embarking on the task' (Cohen et al 2010)

Bell, J. 2010, also recommend that 'it is important to gain permission early on, with fully informed consent gained, and indication to participants the possible benefits of the research'. I gained permission from Barnet College to carry out the research there.

I also made initial contact with some of the staff that are going to be participating in the research before I carried out the research. This was to give

them enough time to prepare and reflect on it before making their decision to take part.

According to Cohen et al. 2010, 'if the investigation involves teachers as participants, propositions may have to be put to the stakeholders and conditions negotiated'.

This was done with the staff volunteers at the college.

I had to explain the procedures of the research to them and how they would participate in the research. I also agreed conditions on privacy, confidentiality and anonymity as participants of the research. Negotiations were made and we agreed on what to do with the data and the result of the research.

I also made it clear to colleagues that the purpose of the research was not to judge their competence but to establish the relationship between the support provided by them with the learner's motivation, retention and achievement. Something which relates to the 'common professional good of all'. The intention of the project is to make improvement to the provision by providing extra resources for them to do their job effectively. Hence I needed input and recommendations from them. They agreed to will be part of the research.

I was well aware there might be some reluctance from some colleagues to participate in this research due to the different dynamics among staff, the set up and the politics that goes on in these organisations. But I was able to cope with all that.

I was also aware that the learners at Barnet College might not express their true opinion about the issue because of my status. They might just tell me what I wanted to hear not necessarily the truth. I had to address this by informing them before the interview or survey to be honest and I explained the benefit of the research in improving the provision available to them. By giving me the information needed to we could make improvements to help them and future students.

Obviously knowing the best way to support bilingual learners will make my job a little bit easier because I will be able to provide the right support that will benefit the learners and avoid wasting resources where it's not needed by just guessing what the learners need.

### **Informed consent**

Informed consent has been defined by Diener and Crandall (1978) as ‘the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions’.

‘Informed research is an important principle. It is this principle that forms the basis of an implicit contractual relationship between the researcher and the researched and will serve as a foundation on which subsequent ethical considerations can be structured’ (Cohen et al. 2010)

### **Seeking informed consent with regards to minors involves two stages:**

1. Researchers consult and seek permission from the adults responsible for the prospective subjects’
2. The researcher approaches the young people themselves.

I requested for permission from the head of department at Barnet College before I started my research. I explained to her what the research was about and highlighted the benefit to the College in carrying out this research.

I approached the learners before I carried out my research and wrote to the parents of the learner below the eighteen to seek their permission before the research was conducted. I also let them know that I was going to disseminate the results/findings of the research but will protect the participants identity to maintain confidentiality. This is one of the requirements contained in our tutor’s handbook.

All participants were notified in advance about the research and the purpose and the significance of the research explained to them and the benefits of the research to the learners.

They were also briefed before the completion of the questionnaires and the interviews.

Fine and Sandstroun (1998) states that researchers must provide a credible and meaningful explanation of their research intentions, especially in situations where they have little authority, and that children must be given a real and legitimate opportunity to say that they do not want to take part'.

### **The effects of the research on the participants**

I had to take into consideration the effects of the research on the participants. These included the learners and the staff of the college.

I knew there was the possibility of the students being nervous and feeling uncomfortable giving negative feedback. I had to address this by reassuring them that it will not affect their grades or the way they are treated in class by their tutors and that I will maintain their confidentiality and only use this information solely for the purpose of the research project.

The research took into consideration the ethical issues involved with vulnerable learners taking part in the research. I made sure I respected their privacy, provided anonymity in the Project Findings Report and maintained confidentiality and reassured them that no part of the research findings will be published without their consent or permission.

### **Willingness to take part**

It will be noted that no Student felt coerced to participate. I reminded them that they are free to withdraw at any time if they do not feel comfortable carrying on with the research. I was very conscious of the fact that since I was one of their tutors, they might feel they had to take part in the research. I made it clear to them that they do not have to take part if they don't want to. There was a verbal agreement contract with all participants at the beginning of all interview sessions to ensure their consent before the interview started. I also made it clear to the participants that they have the choice of pulling out of the research process at any time if they wished.

### **Following the ethical code of practice and the college policy on research.**

I followed the ethical code of practice on the college policy on research and the University's ethical code of conduct and legal requirements. I did go

through the University Ethics committee approval as well as Barnet College ethics procedure. As indicated earlier, I secured permission from the Head of department before I interviewed the students and staff.

I also had to respect the anonymity of the case identities and their confidentiality.

Ethics also concerns knowing right and wrong, good and bad. Making sure I do the right thing during the research procedure and in the use of the information collected (Findings) What to do with the data and the result of the research. How it is stored and used. I have to avoid data misuse.

Ethical issues was addressed at every stage of the research. I also had to think about the format of reporting my findings, what was best for my target audience.

I complied with the ethical code of practice and the legal requirements of working with young people. For example Criminal Records Bureau check has to be made on all staff that works with young people.

I had to seek Ethics committee approval from the institution within which I planned to carry out the research.

I had to comply with the ethical regulation of carrying out research by the University, the college and the research community as a whole.

'Ethical codes of the professional bodies and associations as well as the personal ethics on individual researcher are all important regulatory mechanism' (Cohen et al. 2010).

Ethics also concerns knowing right and wrong, good and bad. Making sure I do the right thing during the research procedure and in the use of the information collected (Findings) What to do with the data and the result of the research. How it is stored and used. I had to avoid data misuse.

All ethical issues were addressed at every stage of the research. I had to respect the anonymity of the case identities and their confidentiality.

I also had to think about the format of reporting my findings, what was best for my target audience. See appendix 7

I was fully aware that 'failure to meet these responsibilities may lead to legal and financial penalties and liabilities for individuals and institutions. (Cohen et al. 2010).

## Chapter 4

### Project Activity

The rational underpinning my project is that it is beneficial to my Personal development, my Organisation (Barnet College) and my Professional field - the Further Education sector.

The main aim of the project was to investigate the adequacy of the support provision at Barnet College for Bilingual learners.

Firstly, I identified the main issues by speaking to some Bilingual students in the college (Informal interviews), reviewed some evaluations of students at the end of the previous year and from my experience of working with Bilingual learner as a Subject and Personal tutor in the college for fifteen years, I decided on the topic and refined it several times.

The next step was to specify my objectives and then generated my project questions which are similar to the aims of the project. These are as follows:

- 1. How can Barnet College demonstrate the link between language support provided and achievement?**
- 2. How can the relationship between language support, learner motivation and retention in Barnet College be demonstrated?**
- 3. Could a model of good practice from the support and guidance provision available at Barnet College be identified?**

The Government policies on supporting bilingual learners are inadequate. According to Gravelle, 1996; and Arnot, et al., 2014.

There are a number of key issues, including the impact of the decline of ESOL provision.

At Barnet College, we are aware that the government are not ready to change their policies on this. So Barnet College offers a certain range of support and guidance provision to cope with the decline of ESOL and the loss of funding in some areas. However, it is not clear whether this provision is centrally driven and consistent. For these reasons, I decided to carry out this research.

## **Planning stage**

I planned how the data will be best obtained. Since my research is based a combination of quantitative and qualitative research, I chose to use questionnaires and interviews.

I am aware that, 'No approach depends solely on one method any more than it would exclude a method merely because it is labelled, 'qualitative', 'quantitative', 'Case study', 'Action research'. (Bell 2010).

'Some approaches depend heavily on one type of data collecting method but not exclusively' (Bell 2010).

'A study making use of a questionnaire will inevitably be quantitative, but it may also have qualitative features.

'Case studies which are generally considered to be qualitative studies can combine a wide range of methods, including quantitative techniques.' (Bell 2010).

This was the case with my project. Although it is a Case study, I intended to get a qualitative opinion of my respondents but also generate quantitative data.

The research was the combination of a Case study and a survey - A survey within a case study

I chose the methods that would provide me with the data that I required.

## **Wording the questions**

After analysing my project objectives and deciding which questions I needed to ask to achieve the objectives, I started compiling the questions for the questionnaire.

I wrote down possible questions and tried arranging them in order. I had to edit the questions several times to avoid ambiguity and ensure that the respondents understood what I was asking. Since the student questionnaires were for Bilingual students, I had to make sure that I used simple English that they could understand easily. I also had to ensure that I was able to classify and analyse the responses when I got the questionnaires back. Bell highlights that 'The more structured a question, the easier it will be to analyse' (Bell 2010).

For some of the questions, I used the Likert scale. This was because I wanted to measure the opinion of the respondents' in relation to, for example, the satisfaction of the support received.

### **Pilot survey**

After compiling the questions I did a Pilot survey to test the questions for clarity, etc.

I had to make some amendment and changes to my questionnaire based on the feedback of the pilot survey. Using 4 student samples:

1 First year student

2 Second year student

1 Third year student

And 1 Staff sample.

These samples were chosen because they are representation of the overall sample of the target group of the study.

### **Reflection on Pilot Process and changes made**

I had to make some changes after the pilot. Some issues came to light regarding the understanding of the questions. There were some misinterpretations to some questions and this needed clarity. More questions were also added. After the amendments I carried out the main survey.

### **Main survey – Reflection on main survey**

I was able to give the questionnaires out personally, so I was able to explain what the project is about and available to clarify any question.

But a letter of consent was sent out to the parents of respondents under the age of 18, before they completed the questionnaire and taking part in the interview. This was time consuming but I had a successful turnover of the questionnaire returned.

### **Interviews**

I expanded on the survey questions. I added questions that will generate in depth and quality information regarding the Support provision offered to the students and the link between Language support and their achievement, etc.

I had to seek consent before the interview could take place.

I conducted interviews for both students and staff. This was a purposive selection of the Staff and Bilingual learners that were surveyed to be interviewed.

I interviewed two batches of 5 students at the beginning and at the end of their programs.

These interviews were semi-structured interviews, to give me some control over the interview process and also a bit of flexibility for the interviewees to express themselves by expanding on some answers.

For the staff interviews, I interviewed some of the Subject tutors that have contact with the bilingual learners, the learning support workers that support some of the bilingual learners both in class and out of class, Student mentors, and Personal tutors.

## **Analysing the data**

The data was inputted as they came in. Initially, I started inputting the results of the Questionnaires onto Ms Excel to produce a simple statistical analysis of the data collected.

I later changed this, by using the Statistical Package for the Social sciences (SPSS) since it is a better software, based on the advice of my consultant. According to Blaxter et al., (2008:203), 'SPSS enables you to input raw data to modify and re-organise them once they have been inputted and to carry out a range of simple, statistical and multivariate analyses.

## **Analysing the Questionnaires**

I identified my variables and assigned a number to each, then coded the questionnaire questions. I assigned numbers to convert into variables. Using different variables, I was able to analyse different outcomes. I looked at the relationships between variables. I explored different areas, looked at the similarities and differences between the variables.

## **Analysing the Interviews**

Firstly, I transcribed the interviews. Secondly, I had to summarise and draw out key points from the interview transcripts.

I used the 'explication' process to extract general themes from the interviews. 'The process of looking for significant statements, and comparing what was said in different interviews'. (Blaxter et al 2008: 211).

I categorised some of the significant themes from the responses and coded them. These were then inputted onto SPSS to be analysed.

## **Analysing the Documents**

Documentary analysis involves the use of a range of documentary evidence that could provide answers to related questions.

Documentary evidence, whatever their nature cannot be taken at face value. These could be statistical data, official or unofficial, public or private which if critically assessed to could generate answers or insight to research questions.

'Much of the significance and interest in documents is revealed when they are considered in relation to each other. We develop our understanding of the ideas, issues and policies with which documents deal through a comparative analysis'. (Blaxter et al 2008):208

Documentary analysis is carried out by abstracting from each document the elements which are considered to be important or relevant, and by grouping these elements together or setting them alongside others which are related. They have to be interpreted and the link made in relation to the project questions. The documents that were analysed were the Archive documents of the student's English qualification on entry, their Progress report, Achievement records, Success rate, Retention data for the departments and Ethnicity data. I concentrated on the records from 2010 – 2015. (5 years). I also analysed the College policy on support provision in general.

### **Content analysis**

This focuses on the frequency with which certain words or particular phrases in the text are used, as a means of identifying its characteristics.

Content analysis process involves, the use of coding, categorising words, phrases, sentences, comparing the categories, making links between them and finally drawing theoretical conclusions from the text.

I used this data analysis method for analysing the data collected during the interviews and data collected from the learners' records in the College archives.

The words or phrases in the documents and interviews were transformed into numbers and the frequency in which a word occurred in the text or transcript is taken as an indicator of its significance.

By analysing these documents and establishing some links between the contents, I was able to answer some of the project questions.

I analysed the students:

- English qualification on entry.
- Present level of study

- The year they are studying. **First, Second or Third year.**
- Their Ethnic group
- Their progress on the course – The Progress report from the college archive.
- Their achievement records
- Their current English qualification to see if they have added value to their study skills. (Additional added value).

**The current English qualifications options I used to measure ‘Added Value’ in their Academic English are as follows:**

Functional skills Literacy – E2

Functional skills Literacy – E3

Functional skills Literacy – Level 1

Functional skills Literacy – Level 2

GCSE English Grade A - C

Other English qualifications

BKSB test (Basic Key Skills Builder online test).

Which one of these have they gained after they started the course? (Over the duration of their studies).

I also wanted to find out if the Bilingual students are making reasonable progress. Are there ‘Added values’ to their Academic English? And more importantly to find out if they are getting adequate support to enable them achieve.

**Project Outcomes**

A report to the Senior Management Team of Barnet College.

Dissemination of findings through networks and conferences.

Change in my current practice based on findings.

An E- Manual for Tutors at a later stage.

Organise and deliver training programmes to implement / disseminate findings.

Making an impact in the FE sector by writing articles for the FE journals on bilingual learners. Based on the findings of my current and future research projects.

## Chapter 5

### Project Findings

This chapter analysis the findings of each method of inquiry used in this project.

It is divided into two sections; firstly interpretation of the findings and secondly my reflections / interpretations of the findings.

In order to establish the context and value of the project findings, it is useful to revisit the three original project questions outline in Chapter 3

#### Interpretation of student's questionnaire results

The analysis was conducted to investigate the relationship between the language support provision and the Bilingual learners' achievement in the College.

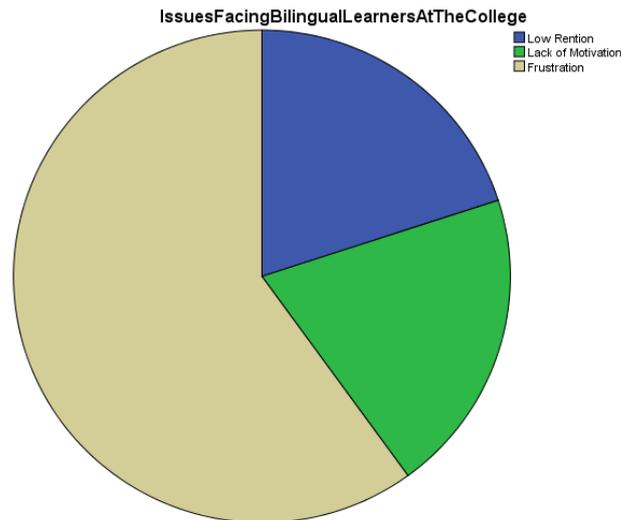
The courses I studied were BTEC Business Level 2, BTEC Business Level 3 year 1 and BTEC Business Level 3 year 2.

From the survey carried out, 45% of the students were year 1, 40% were year 2 and 15% were year 3 students.

When asked to identify the main issues facing Bilingual learners at the college, 20% identified Low retention, 20% identified Lack of motivation and 60% identified Frustration as the main issue.

**Issues Facing Bilingual Learners At The College**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low Retention	4	20.0	20.0	20.0
Lack of Motivation	4	20.0	20.0	40.0
Frustration	12	60.0	60.0	100.0
Total	20	100.0	100.0	



### Awareness of Support Provisions Available

I wanted to find out if the students were aware of the support provision in the college, by asking this question. 65% of them were aware of ESOL provision, 10% were aware of the Literacy support, 5% were aware of the numeracy support and 20% of the students were not aware of any support available to them.

### Support Used In The Past And Presently

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ESOL support	8	40.0	40.0	40.0
Literacy support	1	5.0	5.0	45.0
Numeracy support	2	10.0	10.0	55.0
Counselling support	1	5.0	5.0	60.0
Career guidance	6	30.0	30.0	90.0
None	2	10.0	10.0	100.0
Total	20	100.0	100.0	

When asked about the support they have used in the past and present. 40% said they had used ESOL support. 5% said Literacy support, 10% Numeracy support, 5% counselling support, 10% Career guidance and 2% said they have not used any support both in the past and presently.

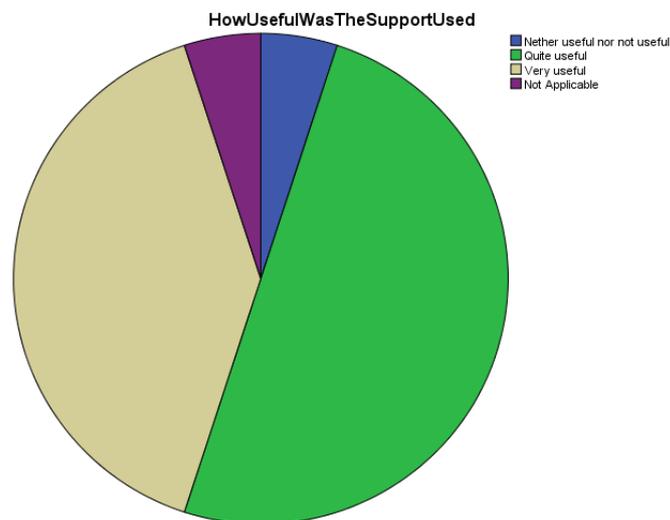
### How Often Used

The students were asked how often they used the support that they identified. 15% said 'Very often', 15% said 'Often', 60% said 'Sometimes', 2% said 'Not at all'.

**How Useful Was The Support Used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Nether useful nor not useful	1	5.0	5.0	5.0
Quite useful	10	50.0	50.0	55.0
Very useful	8	40.0	40.0	95.0
Not Applicable	1	5.0	5.0	100.0
Total	20	100.0	100.0	

When asked how useful the support provision used. 5% said 'Neither useful nor not useful', 50% said 'Quite useful', 40% said it was 'Very useful' and 5% said it was 'Not applicable to them since they never used the support'.



### Information at Enrolment

I wanted to find out if the students received the information about the support provision during Enrolment and how many support provision were they told about.

15% of the students listed five support provision they you told about during enrolment. 5% listed 1-2 support provision, 80% did not list any. They said they were not informed about any support provision during enrolment.

By asking this question, I wanted to find out if 'lack of awareness' was also a factor of why the provision is not used more often.

### **Information in Choosing Course**

When asked about how useful the information they received in choosing their course. 10% said the information was 'Less useful', 10% said 'Neither useful nor not useful', 40% said it was 'Quite useful and 40% said it was 'Very useful'.

### **Currently receiving Language Support**

When asked if they were currently receiving language support. All the respondents said 'No'.

This response was a surprise. If none of the students are receiving the language support. This made me want to investigate further to find the reason why they are on receiving the language support, if there is provision available.

### **Hours of Support a week**

Since the students are not currently receiving language support. This question does not apply.

### **Did ESOL workshop help you to achieve in the past?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	9	45.0	45.0	45.0
No	1	5.0	5.0	50.0
Not Applicable	10	50.0	50.0	100.0
Total	20	100.0	100.0	

When asked if the ESOL support helped them to achieve in the past. 45% said 'Yes'. 5% said 'No. 50% said 'Not applicable'.

### **How did it help you?**

The students were then asked to say how the ESOL support they received helped them to achieve in the past. 5% said it helped them to 'Improve the writing of report to express themselves with more clarity', 10% said it 'Help with reading, 40% said it 'Help with reading and writing to achieve better results', and 45% said it didn't apply to them.

### **Is the current support received adequate?**

When asked if the current support received was adequate. 20% said 'Neither Adequate nor inadequate, 25% said it was 'Adequate, 30% said it was 'Very Adequate and 5% said it was 'Not applicable' to them.

### **Any Link between Language Support and Motivation**

The students were asked if they think there is a link between the Language support received and their motivation in completing the course. 75% said 'Yes', 20% said 'No', and 5% said they 'Don't know.

### **If 'Yes' rate the Link**

From the respondents that answered 'Yes', they were asked to rate the link. 20% said 'Neither motivated nor demotivated', 45% said it 'Motivated' them. 15% said it 'Strongly motivated' them and 4% said it was 'not applicable' to them.

### **Barriers that affect student's ability to complete the course**

The students were asked to identify barriers that affect Bilingual student's ability to complete their course. 5% said Lack of support, 30% said 'Poor English, 10% said 'Lack of Motivation, 5% said 'Lack of Literacy skills, 5% said 'Lack of Financial support and 45% said there are no barriers.

### **Satisfaction with support received**

When asked if they are satisfied with the support they have received so far. 5%percent said they are 'Not at all satisfied', 10% said they were 'Less satisfied', 20% said they were 'Neither satisfied nor dissatisfied', 35% said they are 'Satisfied', 30% said they are 'Very satisfied'.

**Any other support recommended?**

Students were asked to make recommendations on the support they would like in the future. 20% said they would like 'More English lessons', 15% said they would like 'More ESOL workshops, 10% said they would like 'Assignment writing skills workshops, 5% said they would like 'Numeracy support, 50% did not make any recommendation.

## Interpretation of Staff questionnaires results

**Issues Facing Bilingual Learners At The College**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Non achievement	1	10.0	11.1	11.1
	Frustration	8	80.0	88.9	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

80% of the staff identifies Frustration as the main issues facing Bilingual learners in the college.

**Identify Support Provisions Available To Bilingual Learners**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ESOL support	3	30.0	30.0	30.0
	Literacy support	4	40.0	40.0	70.0
	Other	2	20.0	20.0	90.0
	None	1	10.0	10.0	100.0
Total		10	100.0	100.0	

**There Is A Link Between Language Support and Student Achievement**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	40.0	40.0	40.0
	Agree	5	50.0	50.0	90.0
	Disagree	1	10.0	10.0	100.0
Total		10	100.0	100.0	

90% of the staff agree that there is a link between Language support and students achievement. Only 10% disagreed.

**Assess Link Between Language Support and Student Achievement**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	With Language support, Bilingual Learners understand the work better.	4	40.0	40.0	40.0
	With Language support, Bilingual Learners express themselves with clarity and confidence.	1	10.0	10.0	50.0
	With Language support, Bilingual Learners are more likely to better results.	3	30.0	30.0	80.0
	Most non- achievement are because of language problems	1	10.0	10.0	90.0
	No Link or Relevance	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Majority of staff opinion identified that there are links between the support and the achievement rate.

Although a few staff had a different opinion on the support that Bilingual learners should have. They are of the opinion that they do not need extra support. That they should improve their English independently by self-development.

Analysing the similarities identified from the response of the respondents based on the themes above, It is certain the there is a link between the support and achievement.

Evidence to back this up is shown in the Documentary analysis section below.

The results of some Bilingual learners in the college for the past five years.

## **Analysis and Interpretation of Students and Staff Interview findings.**

The main themes are as follows:

- Identify the main challenges Bilingual learners' experience.
- The ability to identify the support available.
- Are the students aware of the support available?
- When were they informed? And how were they informed?
- Check the adequacy of the support offered?
- Is there any link between support and achievement?

**The similarities and differences in the response of the students and the staff using the themes above can be identified in the findings below:**

Theme	Findings
Identify the main challenges Bilingual learners' experience.	The response where similar 90%of students and 90% of staff said Frustration was the main challenges faced by Bilingual learners.  10% of staff and 10% of student identified other factors.

Frustration of the students was identified as the main challenge. When probed further the students explained that it was due to lack of the ability to express themselves academically when writing their assignments and doing presentations in class.

Some staff identified student's difficulty with communication and understanding of instructions and context of some topic.

Theme	Findings
The ability to identify the support available.	Students : 70% said they were able to identify the support provision Staff: 20% responded that they could identify the support provision available to the students.

This means that only students could identify the support provision available. Some staff didn't even know all the provision available in the current academic year. They were still of the opinion that all Bilingual students automatically had Language support workshop outside the mainstream classes.

Theme	Findings
Are the students aware of the support available?	70% said Yes

Majority of the students were aware of the limited provision available.....  
The others were not aware.

Theme	Findings
When were they informed?	Students :80% said during tutorial  Staff: 10% responded Said during Enrolment

Those that were informed said this was done during tutorial in my opinion this should be done earlier. During enrolment. So that the learners starts the support earlier. This will equip them to plan their schedule and succeed later.

Theme	Findings
Check the adequacy of the support offered?	Students: 90% said it was inadequate.  Staff: 10% said it was adequate.

The student's perception is not surprising because the results highlighted the fact that there is no support for Level 3 students in the College. The students expressed their dissatisfaction that this is not a fair practice because some of them are struggling to succeed.

Theme	Findings
Is there any link between support and achievement?	Students: 100% said yes.  Staff: 100% responded yes

There is a consensus by all respondents that there is a link between support and achievement.

## **Documentary Analysis**

To measure the extent to which the language barrier has been overcome over recent years in the college, I analysed the achievement records of the Bilingual learners at the end of their programme. I used different sources for this. For example the Initial diagnostic test, including the linguistic test, the Learners Progress reports, Learners Achievement record and Learners Portfolios from the College archive. The final results of the Bilingual learners that took part in the research project and other results of Bilingual students that attended the college in the past five years. These provided me with the evidence I needed.

## **Findings and Interpretation of Documentary Analysis**

- English qualification on entry.
- Present level of study
- Ethnic group of the learners.
- Their progress on the course – The Progress report from the college archive.
- Their achievement records
- Their current English qualification to see if they have added value to their study skills. (Additional added value).
- The College policies, plans and procedures on Language support.
- Language Support arrangement plan.
- Records of students initial diagnostics record
- The college referral systems that show the learners that are eligible for Language support and hours allocated. Analyse criteria used for making the decision.

<b><u>Documentary Data</u></b>	
Ethnic group of the learners.	Ethnic group of the Bilingual learners comprises of the following, Polish, Hungarian, Portuguese, Serbia Afghanistan, Iran, Bulgarian, etc.
English qualification on entry.	Majority ranges from grade D to F Two with C grade Some with no formal qualification in English language. They had to take a literacy test (BKSB) in the College.
Present level of study	Level 2 and 3
Their progress on the course – The Progress report from the college archive and their achievement records	They are all working toward achieving their qualification but some are working towards a Pass grade while some are working towards a Merit grade. Only two are working towards a Distinction grade.
Their current English qualification to see if they have added value to their study skills. (Additional added value).	Some have attained a grade C in English after retake last year. Some have achieved Functional skills at different levels. Some at level 1 and some at level 2
The College policies, plans and procedures on Language support.	Limited Workshops provision in the Learning Centre There is no in class support anymore

	There is no more free ESOL lessons for those on a mainstream courses.
Records of students initial diagnostics record	The college referral systems that show the learners that are eligible for Language support and hours allocated.
Final results of Bilingual students in the college in the last 5 years.  Level 2 Business	Pass level: 60% Merit Level: 20% Distinction level: 20%
Final results of Bilingual students in the college in the last 5 years.  Level 3 Business Year 1	Pass level: 50% Merit Level: 30% Distinction level: 20%
Final results of Bilingual students in the college in the last 5 years.  Level 3 Business Year 2 - (Final year)	Pass level: 40% Merit Level: 40% Distinction level: 20%

The evidence shows that majority of the Bilingual learners that were enrolled needed extra support based on their English language results on entry and the Initial diagnostic results using the BKSB test (Basic Key Skills Builder online test).

It is recognised that other findings have emerged from the project that do not necessary fit into the categories of the original research questions categories. The information generated in are outlined below.

Some Bilingual Learners are paying for private tuition. Some learners are applying for courses that they do not need to write essays or reports. They are

applying for courses like, Accounting, Media, Sports, ICT, Art and Design. Courses that are more practical.

Some that are persistent that want to study business are taking the Apprenticeship route.

From my findings this strategy does not address the problem. The language barrier will still be there unless the learners improve their language skills.

### **Interpretations of findings**

#### **The main issues facing Bilingual learners at the college (Challenges).**

This findings indicate that more of the respondents are frustrated. Probing further, the respondents explained that it was frustration due to language barrier. Not able to express themselves properly when writing academic papers or reports.

#### **Awareness of Support Provisions**

Interpreting the response on the awareness of Support Provisions Available, If 65% are aware of the support provision, why are they not accessing it? Why are they frustrated about the language barriers if there is help available?

#### **Support used in the past and presently**

According to the students, some indicated that they have used this provision in the past. So why are they not using it now? The issue is probably not lack of awareness. It came to light that the L3 students are not entitled to support.

#### **How Often Used**

Why does 60% only use the support sometimes, if they need it so achieve? Is there a reason behind this?

#### **How useful was the Support used?**

It is clear from the results that the learners find the provision useful. So why are they not using it more?

#### **Information about the support provision**

I wanted to find out if the students received the information about the support provision during Enrolment, Induction and Tutorial. I also wanted to find out how many support provision they were told about. By asking this question, I

wanted to find out if 'lack of awareness' was also a factor of why the provision is not used more often.

The result indicates, that 80% of the learners were not told about the support provision during enrolment. Could this be an issue?

### **Information about the support provision given at Enrolment**

The result indicates, that 80% of the learners were not told about the support provision during enrolment. Could this be an issue?

### **How did it help you?**

Over half of the students (55%) found the ESOL support helpful in the past when they used the language support provision.

### **Is the current support received adequate?**

It is understandable to see that some students answered 'Neither adequate nor in adequate' because the provision is no longer available to them because of the challenging issues with limited resources / funding.

They could not make a judgement since they are not using the provision.

### **Any Link between Language Support and Motivation**

Majority of the students think there is a link. I compared their response with what the Staff response in the later part of this chapter, to see if they were similar.

### **If 'Yes' rate the Link**

Trying to establish if there were other barriers that affect their ability to complete their course, the results indicate that there are variety of factors that affect learner's ability to complete their course not just Language barriers.

### **Satisfaction with support received**

I am not surprised at the response because the support is not available to everyone.

The level 3 students cannot access the limited support available.

They cannot access the limited support available.

This result has some similarities with the results to this question by the students. Frustration is 80% for the Staff results and 60% in the Students results. These are very high percentages.

## **Motivation**

Three quarter of the students expressed link between language support received and motivation of completing the course.

The possible reason for the response could be that, because there is no support for some students and the only way the level 3 can access this support is to attend a private session, which they have to pay for. Not all students can afford this which makes them demotivated. If the students know that there will be help for them, they might be motivated.

One possible reason for the high rating might also be because of the kind of support they receive for example, checking their grammar, structure of report writing, their literacy skills etc.

Lack of these support was identified by the students as a barrier to their achievement. This might be a motivating factor.

On the other hand, 65% of the students that responded to the survey are satisfied with the support they receive.

## **Barriers that affect student's ability to complete the course**

Trying to establish if there were other barriers that affect their ability to complete their course, I asked the above question. The results indicate that there are variety of factors that affect learner's ability to complete their course not just Language barriers.

There might be other factors .e.g. financial factors, health factors etc.

## **Any other support recommended?**

In general, the students recommended more English lessons for assignment writing skills and ESOL workshops.

## **My findings in relation to the Literature Review**

The findings in this study is similar to Gravelle's research in 1996. Her findings concluded that support given to bilingual learners in the school that she researched was inadequate.

What is interesting in this findings is that Gravelle 1996 finds was conducted in a different context and institution, in a Primary school. The findings is still similar.

Smyth (2003) pointed out that because the education authority had minimal provision and no separate policy for bilingual learners, each school decided how the EAL teacher will be utilised. The teacher was required to withdraw the bilingual pupils and give them support with whatever the class teacher decided. Some teachers volunteered to give extra sessions to the learners.

A different result from a research carried out in the USA by Reuben Rumbaut in 1995 titled 'Californian refugee children'. The study focused on recently arrived immigrants and refugee groups of widely different sociocultural origins. 'The evidence suggest that most of the children are making rapid and positive adjustment and in many instance are out-performing even native-born majority- group high school students'. (Rumbaut 1995)

Curieletal. (1986) found a positive relationship between bilingual education and school completions.

The research study was carried out in the USA, it compared a small number of students in one district that uses one type of bilingual program, transitional bilingual education, and simple analysis.

The research found that bilingual education reduces the dropout rate of the bilingual learners. The study compared groups of learners in grade school. Some were given instructions in English and the other group was given instructions with a combination of English and another language (Bilingual programme). And the research found that the group given instruction in bilingual program method, are less likely to dropout in comparison to those that received English –only instruction.

## **Chapter 6**

### **Discussing the Research Findings**

#### **The main challenges and constraints I experienced during the Project activity stage.**

My major challenge was 'Time factor'. I did not have enough time during the day to type my reports due to work commitment – which includes assessing students work and delivering lectures.

Another challenge was lack of essential resources at work. For example, The College had no SPSS software. Or any other research software and the Information Technology help were limited. I had to make extra effort to go to the University to get IT help. And download the SPSS software.

I had to go to the University to use the software and later downloaded it on to my laptop to enable me work at home.

#### **Questionnaires**

Some questions were not answered. Some responded with answers that were not included in the options. I had responses that were not part of the response options. Analysing multiple responses was challenging

#### **Interviews**

The reluctance and unwillingness of staff agreeing to be interviewed. Some people are suspicious of one's motives or intentions or worried about what will happen to their response and the findings. They don't want to disclose anything that might affect them in the future. I had to reassure the staff that I interview that I will not disclose their name to the SMT members, when I present my findings to them.

#### **Analysing the data using the SPSS software**

The SPSS software is very time consuming to input data. And dealing with multiple responses was also an issue for me. I had to seek expert help for this, since it was my first time of using this software. But once the data was inputted on the computer, and I got the hang of it, this computer-based analysis became easier for analysis.



## **My reflections on this programme and its effect on me - how I have changed**

Carrying out this research project made me analyse and evaluate my job roles, responsibilities, previous knowledge and skills acquired so far, including research capabilities.

It gave me the opportunity to reflect on my current job role and identify areas of good practice and areas that needs improvement.

I reflected an all my learning to date. That is learning from life experience, learning from my work experience and my academic learning.

All the time I spent on different training suddenly began to make sense to me. I was able to put together all my learning to that point. I could also think about my future career clearly. I am now able to figure out how I could use all that I have learnt to achieve my career goal. I am now able to put into perspective what I want to do in the future.

The Module on Review of learning covered the reflection on how I have developed professionally, the challenges I have gone through and my general working day experiences at work. This made me appreciate my effort. And see myself in a new light. As a change agent that helps to mould our future workforce and helping the weak learners to achieve their full potential.

I also did a self- appraisal and reflection on my practice. I identified my leadership role and the authority I have in the department to be able to implement change on the BTEC Diploma Business programmes. Where we have a large proportion of Bilingual learners.

One of the issues highlighted during the Self-appraisal, was that I realise that I have to raise the issues of Bilingual learners more at the team meetings and get regular feedback on how we are supporting all the students especially the Bilingual leaners. And encourage the Team to develop strategies that we could use, to minimise the challenges we experience with Bilingual leaners in a mainstream class. In order to improve our current practice, we as a Department should be consistent and show empathy towards Bilingual learners.

I reflected on my key learning points, and the skills I have developed. Some of the skills identified are as follows: Organisational Skills, Leadership skills, Communication skills, Interpersonal skills, Presentation skills, Listening skills, Ability to keep cool under pressure and the Ability to analyse situations.

### **Research and Development Capabilities**

One of the Module covered the research approaches and epistemology that a practitioner researcher could use. This equipped me for the planning of my research project. Looking at the different methodologies available to me and the process of collecting data. It also covered the **ethical issues** that I needed to be aware of and what I needed to put in place before the research is carried out. After completing the activities of this module I could then see the 'big picture' and how all the modules fit in.

Completing these activities has helped me to develop a portfolio of resource materials that shows my increased knowledge and understanding of the work based learning research.

### **Self-development**

This programme has strengthened my commitment to continuous professional development.

I have developed my skills further and enhanced my career in Educational research giving me the inspiration for further research in this area of study.

### **My impact on the Organisation**

I have made some changes over the years on how best to support Learners in different ways. Facilitating learners to raise their achievement levels, sometimes going beyond the call of duty.

In my role as a personal tutor, I have helped to build the learners self-esteem. Mentoring students and identifying learner's needs by assess their abilities and offering pastoral care to the learners over the years. Offering Individual Tutorial to set targets for learners and address any issues of concern, Motivating students to achieve their academic goals. As a subject tutor, imparting knowledge to the learners in some subject area.

My role as a member of the Equality and Diversity committee involves monitoring the performance of different groups of learners (race, disability and gender) and setting targets for improvement in the College.

Combining my roles in the college, I am committed to empowering learners to achieve the skills and qualification they need to get their desired jobs which will in turn benefits the community as a whole, since they are the future workforce of the community.

This project advanced my understanding of the challenges encountered by Bilingual learners in my organisation due to Language barriers. It also brought to light the frustration of some tutors in coping with the extra work of dealing with the needs of Bilingual learners in a mainstream classroom without letting the other students down. That is, without neglecting the other students in the classroom.

It enabled me to have a deeper thinking of the issues with bilingual learners and other issues that came to light from both staff and learners perspective. It also gave me the opportunity to improve my skills in conducting Educational research and Data analyses using current IT facilities.

As a result of embarking on this Project research I was asked by the College to organise 'Training sessions / Workshops' for staff to share my experience and findings.

### **Training sessions / Workshops held for staff during the Equality & Diversity Conference Day.**

There were different levels of staff at the workshops. This included Curriculum Managers, Some Head of departments, Senior Management Team (SMT) members, Teaching staff and Additional Learning support staff.

During the workshop, I gave out exercises to the staff to complete. The intention of this task was to show the Staff member an insight into the life of a Bilingual student. I wrote the task in English and some words in Portuguese. These were set of questions and instruction for them to follow. Once I gave out the task and told them I wanted them to read the task and answer the questions and follow some instruction, I observed them doing the task. Within the first minute there was a look of confusion on their faces. I reassured them

and told them to just try their best and have attempt the task. There was disruption in the class, people talking among themselves and trying to make sense of the questions. Some answered one or two questions; some gave up and started doing something else. After ten minutes I stop the task for feedback. I then explained to them that, what they experienced is similar to what our Bilingual learner go through in class. 'We as tutors assume the Bilingual students can answer most of the task and assignment we give them'. But this is not the case in most situations. Sometimes they have a go, and get it wrong, sometimes they get frustrated and are too embarrassed to ask questions in front of their peers. And sometimes they are lucky and get it right. At this point the room went quiet for a minute and one could 'hear a pin drop'. Then the discussion started, I then presented them with my main question. 'What are we going to do about supporting our Bilingual learners to achieve? They brainstormed different strategies that could be implemented in the future.

It was acknowledged by the Senior Management Team (SMT) members present that more needs to be done to support Bilingual learners at the college. I was asked to develop strategies to put in place for the next academic year.

To help me develop these strategies for next year I collected the data from the Flipcharts generated at the workshop as part of the exercise. This was scribed and analysed to generate some possible strategies to be implemented next year.

A copy of the final list of strategies will be forwarded to the SMT for final approval.

It was also agreed by the Head of Departments present that funding will be available to support learners with English classes next academic year.

Further development sessions will also be put in place to support Tutors that are struggling to cope with the demands of Bilingual learners in a mainstream classroom. This could foster staff motivation.

This workshop has opened a new channel for discussion in the College regarding Bilingual learners.

Staffs have been encouraged to direct any enquiries or worries they have in relation to Bilingual learners in the classroom to me because of my research

interest in this area. I was also invited to be a member of the Equality & Diversity Committee in the college, to contribute to shaping the policies on Equality & Diversity in the college.

I personally see this as a great honour and an acknowledgement of my contribution to the achievement of learners in the College.

This has increased my motivation level to do more for the learners.

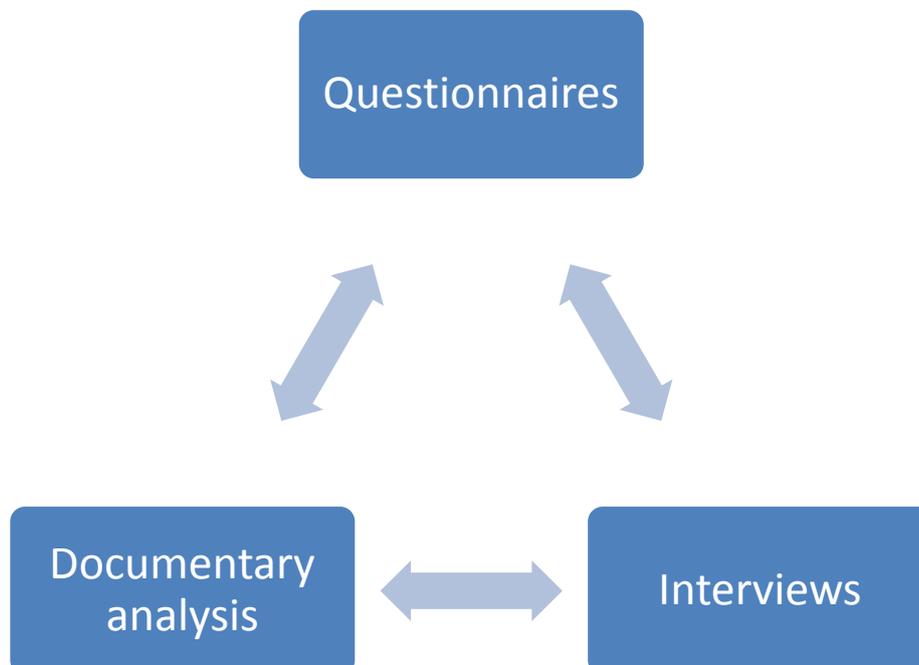
### **Feedback from the workshop**

The feedback was extremely positive. Having worked with the Curriculum Managers, Head of department Teaching staff and Additional Learning support staff all in one room made it possible for members to see things from each other's perspectives.

The SMT are willing to work with staff to find a better strategy within the College budget. This is a welcomed outcome from the Staff Equality & Diversity Conference Day Workshops.

I am very pleased with the outcome and hope we will see a better academic achievement and retention among Bilingual students in the college next year.

### **Triangulation in relation to Data collection methods**



The diagram above indicates the Data collection methods used and how the data was triangulated to ensure validity.

The first stage was the use of questionnaires.

Second stage was the interview process. Interviewing both learners and Key Staff

Third stage was analysing the Documentary data collected.

The next diagram shows the Triangulation in relation to the main stakeholders of this project research.

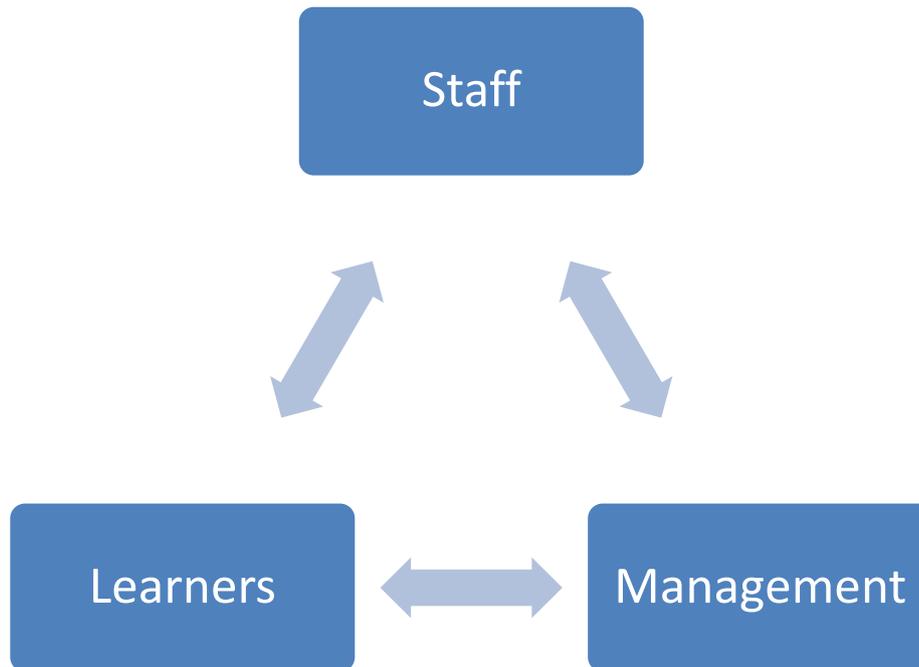
I also needed to check the validity of the outcome/ information from the respondents. Are they similar?

Are the Learners saying the same things as staff? Is the management aware of these information? How do these affect The Management decision / plan?

Do they have Strategic plans to solve this problem?

I interviewed two Middle management staff as part of the Key staff interviewed.

## Triangulation in relation to stakeholders



### **The research findings**

The research findings confirms my initial hypothesis and what many researchers have found out in other educational sectors. Although their research was in Primary and Secondary schools. Where similar research have been carried out over the years.

I thought since the Further Education students where older learners, that the results might be different. But there are a lot of similarities in the results.

This research supports the work of others.

In 1996 Gravelle also carried out a similar research in Primary school. Looking at the support provision given to refugee pupils. Her findings suggests that the Government policies on supporting bilingual learners are currently inadequate.

Smyth (2003) concluded that the education authority has minimal provision and no separate policy for bilingual learners.

Another research was carried out by the Institute of Education in February 2016 on literacy in the work place. This research investigated the economic impact of poor basic literacy and numeracy on workplace performance.

My research although similar in some aspects these researches, it differs from the work of the others because their research was carried out Primary and Secondary schools and in the work place. And some were carried out in different countries. They have similar findings.

This research could be seen as an extension of the work of others.

From the time I started this research to present, there have been no significant changes in the college.

The result findings are still valid because the college has not made much progress in the support provision.

Although the College has re – introduced a drop in session for few hours, two days a week in the learning centre. This does not address the problem considering the number of Bilingual learners that we have in the College. And the schedule workshop, sometimes clashes with learner’s lectures or lunch time.

And there is no support for L3 students and some level 2 students have reduced provision in some programme areas.

The students are benefiting from this new drop- in sessions, but more still needs to be done. Based on the interview carried out some of the students are not benefiting from these sessions, for different reasons. E.g. the Schedule clashes with their timetable. Or is during lunch time.

The funding is still an issue. ESOL funding is still capped. But the Government has made a ‘U’ turn on some aspects of ESOL funding recently. Adult learners on JSA benefits. See current Report from Cameron and the Education Secretary in 2015.

Little changes have being made. But the Government has introduced a new initiative from August 2015, making it compulsory for all students who do not

have a 'C' grade in English and Maths to retake them if they had a 'D' grade previously.

The College has tried to implement this by embedding English and Maths in the Main Vocational qualification. For the students that do not have a 'D' grade, they are made to do Functional skills in English and Maths.

This move is welcomed but it does not really address the Language support issues adequately.

But there is no significant changes from the government in terms of 'in class' support or 'out of class' language support.

The learners are still not getting enough language support to help them with their course work. Some of the learners rely on fellow students to proofread their work and correct grammatical errors.

Some have hired private tutors to support them at home. These are learners that can afford to pay for private tutors.

### **The college is trying to address some of these issues**

There were some new developments as a result of the workshop training.

Some funding was diverted from other areas to fund the literacy provisions.

There are some staff at the LRC to support students. But they are only there for a few hours a day. And can only see few students at a time.

The new government strategy has coincided with our strategy to improve the language skills of our learners, so this is being re-enforced 'embedding Maths & English'. This shows that the problem is widespread across the UK.

This research had led to my end goal by increasing my awareness of classroom issues and how to resolve some of them and broadening my views on teaching bilingual learners and how to promote 'Inclusiveness' in the UK.

### **Unexpected outcomes**

Some departments have changed their entry requirements .e.g. The BTEC L3 Business has changed their entry requirements to include GCSE in Maths and English.at Grade C minimum. This never used to be the case. They used to

accept lower grades in English and Maths. This is to help boost their success rate.

This does not solve the problem of Language barrier. It only moves it to another department / course. Some of the Bilingual learners are now applying for courses like, AAT accounting qualification and Health and Social care where the use of Academic English is minimal and the entry requirements are lower. Those that really want to do Business, are either paying privately, for extra English lessons, or differing the starting of the course until they pass their English.

I interviewed a student that had to take ESOL for a second year because the business department could not offer him a place under this new entry requirement. Last year, with the same results he would have been on the course with his present qualification.

## **Chapter 7**

### **Conclusions and Recommendations**

Evidence from the Case study suggests that the College still needs to do more to support the Bilingual learners in the College.

The challenges identified are two-folds. The first aspect is the Language barriers for the learners. The second aspect is the challenges encountered by the tutors in trying to teach Bi-lingual learners in main stream classes.

The primary reason for not providing extra workshop according to a member of the SMT at the college is the Funding.

Strategies have to be put in place to deal with this situation.

Funding needs to be made available to cover these extra workshops. But we know the Government has cut back on ESOL funding for some learners so money had to be taken from other areas to pay for this provision.

Another alternative is for the college to be innovative about raising funds for this on their own.

This could be through the community or charity organisations.

Volunteers could also be used to help learners proofread their work and correct grammatical errors. This also has its drawbacks. All volunteers have to be screened and CRB checked before they can be allowed to work with students in the College. But if this is done properly this will be a good resource bank to tap into when needed without the extra cost of paying staff. This is used effectively in some Primary schools where parents are asked to volunteer to help with reading to children weekly.

Retired staff from the College could also be given few hours contract or volunteer some hours a week, to come and help these learners in the College.

In relation to the Workshop schedule / Time table, this schedule should be extended and spread at different times during the day. Although I realise that that could mean the allocation of more hours for the ESOL staff.

The use of Electronic software could also be used to improve and practice English language. This could be installed on all the computers in the College. The use of ICT interventions online resources, DVDs, could be a cheaper way of offering support if done properly.

And Informal solutions e.g. Peer support should be encouraged.

### **Research Findings**

- Evidence from the Case study suggests that the College still needs to do more to support the Bilingual learners in the College, since the results shows that Bilingual learners are still getting lower grades.
- The challenges identified are two-folds. The first aspect is the Language barriers for the learners.
- The second aspect are the challenges encountered by the tutors in trying to teach Bi-lingual learners in main stream classes.

Based on the findings and recommendation from the respondents, these are my recommendations.

- More Language workshop session, better co-ordinated and timed to sought learners
- The use of ICT to improve grammar and practice pronunciation etc.
- Interactive resources on Moodle and the Hub
- E-teacher (Online teacher).
- Regular training and Sharing experience and challenges by Key staff update for Key staff - This will need time allocated or during team meetings.
- Peer support should be encouraged

## **Areas in the College where I identified 'good practice'**

**One - to - one Tutorial support** – Personal Tutor set academic targets for the learners – in relation to assignment deadline, behaviour in class and attendance. They also use this session to find out if the learner has any other issues that might affect their studies.

**Existing language** - ESOL workshops in the Learning centre during lunch time. This is an hour English lessons to cover written (grammar) and oral English.

**Mentoring**- This support is in relation to attendance and punctuality monitoring.

**Initial Assessment carried out across the College** – Initial Diagnostics to ascertain level of Language competence.

**Counselling** – Professional counsellors are available to all students to discuss any personal and Psychological issues.

**Career adviser** – A specialist staff is available to give advice on career choices and entry requirements.

**All the tutors are committed** to enable their students' progress to the next academic level or add value from their starting point.

Learners are encouraged to only speak English in class, to encourage Bilingual learners to practice the language.

## **My opinion on of how the information on provision is disseminated across the college**

This could be done through Training workshops for Staff

One – to –one training for Key staff and Peer training.

Information sharing through staff training

Information uploaded onto the College Hub in the Staff Resources section

And the Equality & Diversity section in the Hub.

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October 2004. Is concerned primarily with ensuring that 'all young people are equipped with the skills and knowledge they need to succeed and progress in education, employment and adult life.

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Research carried out by the BBC news in 2007 found out that one in six children cannot read or write properly when they leave school.

For this reason, so many initiatives are being introduced by the government and reform groups set up in other to raise the achievement levels of young people in the UK.

I feel, although they have set up different reforms and initiatives to help the FE colleges reach their potential, at the end of the day the learners have to be motivated and willing to achieve for it to happen.

In 1996 the government introduced 'Inclusive learning' this placed a new responsibility on teachers to match learner's requirements. They have to identify individual learning goals and respond to them by using different learning approach.

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## Appendix 1

### Interpretation of questionnaire results

#### Frequency Table

		Course Studied			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BTEC L2 Business	9	45.0	45.0	45.0
	BTEC L3 Business Yr1	8	40.0	40.0	85.0
	BTEC L3 Business Yr2	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

		Department			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business	20	100.0	100.0	100.0

		Level			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Level 2	9	45.0	45.0	45.0
	Level 3	11	55.0	55.0	100.0
	Total	20	100.0	100.0	

		Year			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Year 1	9	45.0	45.0	45.0
	Year 2	8	40.0	40.0	85.0
	Year 3	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

From the survey carried out, 45% of the students were year 1, 40% were year 2 and 15% were year 3 students.

### Issues Facing Bilingual Learners At The College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Retention	4	20.0	20.0	20.0
	Lack of Motivation	4	20.0	20.0	40.0
	Frustration	12	60.0	60.0	100.0
	Total	20	100.0	100.0	

When asked to identify the main issues facing Bilingual learners at the college, 20% identified Low retention, 20% identified Lack of motivation and 60% identified Frustration as the main issue.

### Awareness Of Support Provisions Available

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English support	13	65.0	65.0	65.0
	Literacy support	2	10.0	10.0	75.0
	Numeracy support	1	5.0	5.0	80.0
	Don't Know	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

I wanted to find out if the students were aware of the support provision in the college, by asking this question. 65% of them were aware of ESOL provision, 10% were aware of the Literacy support, 5% were aware of the numeracy support and 20% of the students were not aware of any support available to them.

### Support Used In The Past And Presently

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ESOL support	8	40.0	40.0	40.0
	Literacy support	1	5.0	5.0	45.0
	Numeracy support	2	10.0	10.0	55.0
	Counselling support	1	5.0	5.0	60.0
	Career guidance	6	30.0	30.0	90.0
	None	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

When asked about the support they have used in the past and present. 40% said they had used ESOL support. 5% said Literacy support, 10% Numeracy support, 5% counselling support, 10% Career guidance and 2% said they have not used any support both in the past and presently.

#### How Often Used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	3	15.0	15.0	15.0
	Often	3	15.0	15.0	30.0
	Sometimes	12	60.0	60.0	90.0
	Not at all	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

The students were asked how often they used the support that they identified. 15% said 'Very often', 15% said 'Often', 60% said 'Sometimes', 2% said 'Not at all'.

#### How Useful Was The Support Used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nether useful nor not useful	1	5.0	5.0	5.0
	Quite useful	10	50.0	50.0	55.0
	Very useful	8	40.0	40.0	95.0
	Not Applicable	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

When asked how useful the support provision used. 5% said 'Neither useful nor not useful', 50% said 'Quite useful', 40% said it was 'Very useful' and 5% said it was 'Not applicable to them since they never used the support.'

#### Information At Enrolment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Five listed	3	15.0	15.0	15.0
	1 to 2 listed	1	5.0	5.0	20.0
	None listed	16	80.0	80.0	100.0
	Total	20	100.0	100.0	

I wanted to find out if the students received the information about the support provision during Enrolment and how many support provision were they told about.

15% of the students listed five support provision they you told about during enrolment. 5% listed 1-2 support provision, 80% did not list any. They said they were not informed about any support provision during enrolment.

#### Information In Choosing Course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less useful	2	10.0	10.0	10.0
Neither useful nor not useful	2	10.0	10.0	20.0
Quite useful	8	40.0	40.0	60.0
Very useful	8	40.0	40.0	100.0
Total	20	100.0	100.0	

When asked about how useful the information they received in choosing their course. 10% said the information was 'Less useful', 10% said 'Neither useful nor not useful', 40% said it was 'Quite useful and 40% said it was 'Very useful'.

#### Currently receiving Language Support

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	20	100.0	100.0	100.0

When asked if they were currently receiving language support. All the respondents said 'No'.

#### Hours of Support a week

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not Applicable	20	100.0	100.0	100.0

Since the students are not currently receiving language support. This question does not apply.

**Did ESOL workshop help you to achieve in the past?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	45.0	45.0	45.0
	No	1	5.0	5.0	50.0
	Not Applicable	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

When asked if the ESOL support helped them to achieve in the past. 45% said 'Yes'. 5% said 'No. 50% said 'Not applicable'.

**How did it help you?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Improved writing of report to express themselves with more clarity	1	5.0	5.0	5.0
	Help with reading and writing to achieve better results	2	10.0	10.0	15.0
	Improved English Speaking / writing	8	40.0	40.0	55.0
	Not applicable	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

The students were then asked to say how the ESOL support they received helped them to achieve in the past. 5% said it helped them to 'Improved writing of report to express themselves with more clarity', 10% said it 'Help with reading and writing to achieve better results', 40% said it 'Help with reading and writing to achieve better results', and 45% said it didn't apply to them.

**Is the current support received adequate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither Adequate nor inadequate	4	20.0	20.0	20.0
	Adequate	5	25.0	25.0	45.0
	Very Adequate	6	30.0	30.0	75.0
	Not Applicable	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

When asked if the current support received was adequate. 20% said 'Neither Adequate nor inadequate, 25% said it was 'Adequate, 30% said it was 'Very Adequate and 5% said it was 'Not applicable' to them.

**Any Link Between Language Support and Motivation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	75.0	75.0	75.0
	No	4	20.0	20.0	95.0
	Don't know	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

The students were asked if they think there is a link between the Language support received and their motivation in completing the course. 75% said 'Yes', 20% said 'No', and 5% said they 'Don't know.

**If 'Yes' rate the Link**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither motivated nor demotivated	4	20.0	20.0	20.0
	Motivated	9	45.0	45.0	65.0
	Strongly motivated	3	15.0	15.0	80.0
	Not Applicable	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

From the respondents that answered 'Yes', they were asked to rate the link. 20% said 'Neither motivated nor demotivated', 45% said it 'Motivated' them. 15% said it 'Strongly motivated' them and 4% said it was 'not applicable' to them.

**Barriers that affect students ability to complete the course**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Lack of support	1	5.0	5.0	5.0
Poor English	6	30.0	30.0	35.0
Lack of Motivation	2	10.0	10.0	45.0
Lack of Literacy skills	1	5.0	5.0	50.0
Lack of Financial support	1	5.0	5.0	55.0
None	9	45.0	45.0	100.0
Total	20	100.0	100.0	

The students were asked to identify barriers that affect Bilingual student's ability to complete their course. 5% said Lack of support, 30% said 'Poor English, 10% said 'Lack of Motivation, 5% said 'Lack of Literacy skills, 5% said 'Lack of Financial support and 45% said there are no barriers.

**Any other support recommended?**

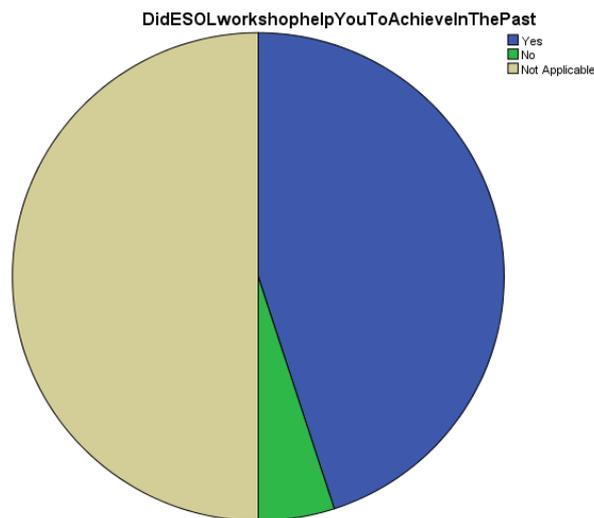
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid More English lessons	4	20.0	20.0	20.0
More ESOL workshops	3	15.0	15.0	35.0
Assignment writing skills workshops	2	10.0	10.0	45.0
Numeracy support	1	5.0	5.0	50.0
None	10	50.0	50.0	100.0
Total	20	100.0	100.0	

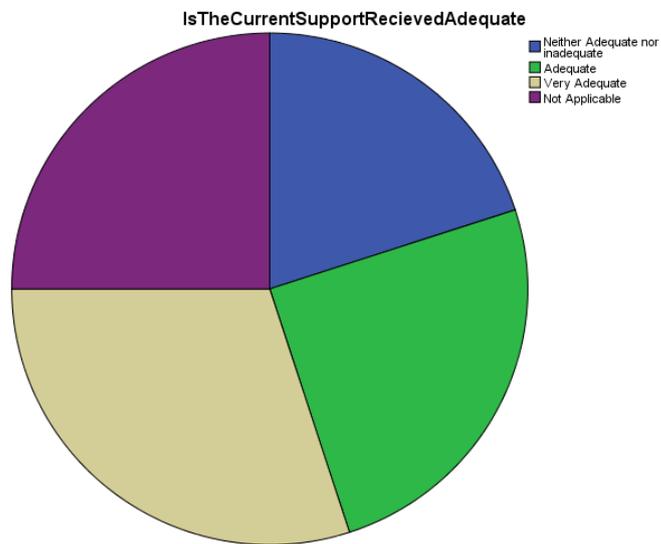
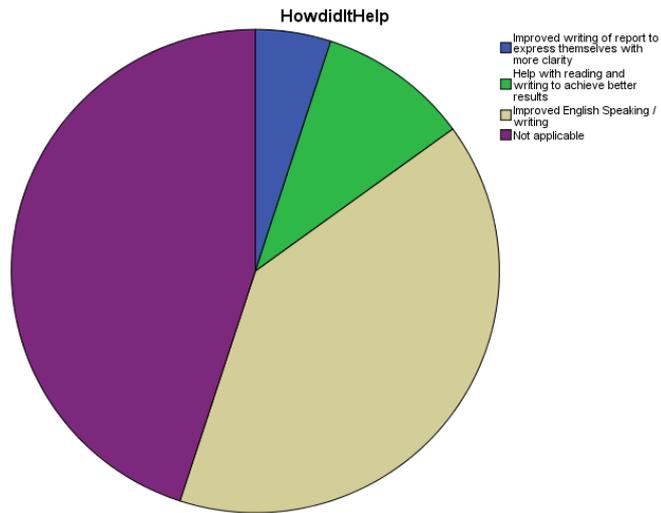
Students were asked to make recommendations on the support they would like in the future. 20% said they would like 'More English lessons', 15% said they would like 'More ESOL workshops, 10% said they would like 'Assignment writing skills workshops, 5% said they would like 'Numeracy support, 50% did not make any recommendation.

**Satisfaction with support received**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not at all satisfied	1	5.0	5.0	5.0
Less satisfied	2	10.0	10.0	15.0
Neither satisfied nor dis-satisfied	4	20.0	20.0	35.0
Satisfied	7	35.0	35.0	70.0
Very satisfied	6	30.0	30.0	100.0
Total	20	100.0	100.0	

When asked if they are satisfied with the support they have received so far. 5%percent said they are 'Not at all satisfied', 10% said they were 'Less satisfied', 20% said they were 'Neither satisfied nor dissatisfied', 35% said they are 'Satisfied', 30% said they are 'Very satisfied'.





## Appendix 2

### Staff questionnaire analysis

		Subject Area			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business Studies	2	20.0	20.0	20.0
	IT	1	10.0	10.0	30.0
	Accounting	2	20.0	20.0	50.0
	Travel	2	20.0	20.0	70.0
	ESOL	1	10.0	10.0	80.0
	Learning Support	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

		Issues Facing Bilingual Learners At The College			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Non achievement	1	10.0	11.1	11.1
	Frustration	8	80.0	88.9	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

		Alternative Strategies In Place			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	3	30.0	33.3	33.3
	Functional skills Literacy	6	60.0	66.7	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

		When information was provided			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enrolment	6	60.0	60.0	60.0
	Induction	1	10.0	10.0	70.0
	Tutorial	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

**There is a link between Language Support and Student Achievement**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	40.0	40.0	40.0
	Agree	5	50.0	50.0	90.0
	Disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**Awareness of Support Provision Available In the College**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Don't Know any	3	30.0	30.0	30.0
	1- 3 ( Identified )	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

**When the Information are provided**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enrolment	6	60.0	60.0	60.0
	Induction	1	10.0	10.0	70.0
	Tutorial	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

**There is a Link between Language Support and Student achievement**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	40.0	40.0	40.0
	Agree	5	50.0	50.0	90.0
	Disagree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**Recommendation in overcoming Language Barriers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Additional ESOL classes recommended	4	40.0	40.0	40.0
	Compulsory English classes timetabled	3	30.0	30.0	70.0
	Specific ESOL classes for different groups	2	20.0	20.0	90.0
	Drop in ESOL Workshops in the Learning Centre	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**Assess link between Language Support and Student Achievement**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	With Language support, Bilingual Learners understand the work better.	4	40.0	40.0	40.0
	With Language support, Bilingual Learners express themselves with clarity and confidence.	1	10.0	10.0	50.0
	With Language support, Bilingual Learners are more likely to better results.	3	30.0	30.0	80.0
	Most non- achievement are because of language problems	1	10.0	10.0	90.0
	No Link or Relevance	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**Link between Language Support and Motivation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not motivated	2	20.0	22.2	22.2
	Motivated	5	50.0	55.6	77.8
	Strongly motivated	2	20.0	22.2	100.0
	Total	9	90.0	100.0	
Missing	System	1	10.0		
Total		10	100.0		

**Bilingual Learners enrolled last year in the Department**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Don't know	9	90.0	90.0	90.0
	20 Students and above	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**Bilingual Learners withdrawn last year in the Department**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Don't Know	8	80.0	80.0	80.0
	None	1	10.0	10.0	90.0
	6 - 10 Students	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**Bilingual Learners enrolled this year in the Department**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Don't know	8	80.0	80.0	80.0
	None	1	10.0	10.0	90.0
	6 - 10 Students	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**How many bilingual Learners enrolled in your tutor group this year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Don't Know	6	60.0	60.0	60.0
	None	1	10.0	10.0	70.0
	1 - 5 Students	2	20.0	20.0	90.0
	6 - 10 Students	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**How many bilingual Learners withdrawn in tutor group this year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Don't Know	5	50.0	50.0	50.0
	None	2	20.0	20.0	70.0
	1 - 5 Students	2	20.0	20.0	90.0
	6 - 10 Students	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

**Evidence of Good Practice**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Functional skills - Literacy & Numeracy	3	30.0	30.0	30.0
	The use of volunteers in some lessons to support students	1	10.0	10.0	40.0
	Don't Know	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

**Further Good Practice Suggested**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Attach ESOL to main course (With English Courses)	3	30.0	30.0	30.0
	Offer more ESOL workshops in the Learning centre	4	40.0	40.0	70.0
	Offer ESOL classes for different groups	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

### **Appendix 3 - Sample of Students Questionnaire**

**Project Working Title:** *'Investigating the adequacy of support for Bilingual learners in Further education'*.

#### **Aims of the Project**

The main aim of the project is to investigate whether the current support provision to bilingual learners is adequate. And also identify ways of overcoming language barriers that prevent bilingual learners from achieving their educational goals.

**Instructions:** Please answer all questions that apply to you.

#### **How can Barnet College demonstrate the link between language support provided and achievement?**

Which of the following do you think are the main issues facing Bilingual learners at the college?

- Non achievement
- Low retention
- Lack of motivation
- Frustration due to lack understanding of academic English

**List five or more examples** of the current support provisions and guidance for you as a bilingual learner in your department?

Which of the following support provision are available to you? **(Please tick as many as apply to you).**

- English support
- Literacy support
- Numeracy support
- Mentoring support
- Counselling support

1. Which of the following support provision have you used? (Please tick as many as possible).

- ESOL support
- Literacy support
- Numeracy support
- Mentoring support
- Counselling support
- Financial support
- Career guidance

How often have you used was the support? (Please tick one )

- Very often
- Often
- Sometimes
- Not at all

How useful was the support? (Please tick one )

Using a scale of 1 – 5. (Please tick one )

- 5 = Very useful
- 4 = Quite useful
- 3 = Neither useful nor not useful
- 2= Less useful
- 1 = Not useful

Please list five information about your learning and support did the college provide you at enrolment?

.....  
.....  
.....  
.....  
.....  
.....

How useful was the information provided to you during enrolment in choosing the appropriate course?

Using a scale of 1 – 5. (Please tick one )

- 5 = Very useful
- 4 = Quite useful
- 3 = Neither useful nor not useful
- 2= Less useful
- 1 = Not useful

Are you currently receiving Language support? (Please tick one)

- Yes
- No

If yes how many hours of support a week?

2<sup>nd</sup> & 3rd year students only

Did the ESOL Workshop help you in achieving your qualification?  
(Please tick one)

Yes  
No

Would you say the support you have received was adequate to enable you  
achieve your qualification?

Using a scale of 1 – 5 Please tick one )

5=Very Adequate  
4 = Adequate  
3 = Neither Adequate nor inadequate  
2= Less adequate  
1=Not at all adequate

**How can I demonstrate the relationship between language support,  
learner motivation and retention in Barnet College?**

How would you assess the link between the language support provided and  
your motivation to complete the course?

Using a scale of 1 – 5 Please tick one )

5= Strongly motivated  
4 = Motivated  
3 = Neither Adequate nor inadequate  
2= Less motivated  
1=Not motivated

What do you think might affect your ability to complete your course?

.....  
.....  
.....  
.....  
.....  
.....

Are there any other supports you would like the college to offer that would help  
you achieve your goal?

.....  
.....  
.....  
.....

**Can we identify a model of good practice from the support and guidance provision available at Barnet College in all departments?**

Overall how satisfied are you with the support and guidance that you have received from the college? Please circle one

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Less satisfied
- Not at all satisfied

If you have 'Neither satisfied nor dissatisfied', what improvement would you like the college to make?

Please list maximum of **five** points:

.....

.....

.....

.....

.....



Are these information provided to the learners during:

- Enrolment?
- Induction?
- Tutorial?

6. Do you agree with the statement that says: ‘there is a close link between the language support provided and the student’s achievement of bilingual learners on any course’

- Strongly agree
- Agree
- Disagree

How would you assess the link between the language support provided and the student’s achievement? (Please state in no more than three sentences).

.....  
.....  
.....  
.....

With the decline of ESOL what alternative strategies does your department have in place to help Bilingual learners achieve? (Please list strategies).

.....  
.....  
.....  
.....  
.....

From your professional experience, how can the college overcome the language barriers among bilingual students?

.....  
.....  
.....  
.....  
.....

**How can I demonstrate the relationship between language support, learner motivation and retention in Barnet College?**

How would you assess the link between the language support provided and the student's motivation to complete the course? Using a scale from 1- to- 10,

1=Not motivated  
10= Strongly motivated

How many bilingual learners did you enrol in your department last year?

How many bilingual learners withdrew last year?

How many bilingual learners did you enrol in your department this year?

How many bilingual learners have withdrawn this year?

**Can we identify a model of good practice from the support and guidance provision available at Barnet College in all departments?**

From your professional experience, what would you consider as evidence of good practice from the college current support and guidance provision for bilingual students?

.....  
.....  
.....

What further example of good practice would you like to suggest?

.....  
.....  
.....  
.....  
.....  
.....

**Appendix 5**

## **Interview - Student**

Welcome

### **Introduction**

**Project Working Title:** *'Investigating the adequacy of support for Bilingual learners in Further education'*.

### **Aims of the Project**

The main aim of the project is to investigate whether the current support provision to bilingual learners is adequate. And also identify ways of overcoming language barriers that prevent bilingual learners from achieving their educational goals.

### **Questions**

1. What are your main challenges in the College as a bilingual learner?
2. Are you aware of any support provision available to you that could help to overcome these challenges?
3. Identify the support provision are available to you?
4. When were you informed about these support provision?
  - Enrolment
  - Induction
  - Tutorial
5. The support you received this year, would you say it was adequate?
6. Would you like more if it is possible?
7. In your opinion, do you think the support provided is enough or could the college provide more?
8. How would you assess the link between the support provided and your achievement on the course?
9. How would you assess the link between the support provided and your motivation in completing the course?
10. Can you suggest other ways of helping you overcome the language barriers?

## **Appendix 6**

## **Interview - Staff**

Welcome

### **Introduction**

**Project Working Title:** *'Investigating the adequacy of support for Bilingual learners in Further education'*.

### **Aims of the Project**

The main aim of the project is to investigate whether the current support provision to bilingual learners is adequate. And also identify ways of overcoming language barriers that prevent bilingual learners from achieving their educational goals.

### **Questions**

1. What are the main challenges in your opinion are experienced by bilingual learners in your department?
2. How are they supported to overcome these challenges?
3. When are they informed of the provisions available to them?
4. How would you assess the link between the support provided and student's achievement on the course?
5. How would you assess the link between the support provided and student's motivation on completing the course?
6. In your opinion, do you think the support provided is enough or could the college provide more?
7. Why is there no support provision for Level 3 students?
8. What would you recommend?
9. How many Bilingual learners have withdrawn from your course this year?
10. Do we as a College need to make some changes on our support policies?
  - Provision
  - Dissemination of information.
  - Support provision for Level 3 – (Currently no support available for L3).

## **Appendix 7**

### **Documentary analysis of Students records**

Documentary evidence analysed for the Project are:

Qualification on entry

Ethnicity records

Initial diagnostic results in English language.

Achievement records

#### **Documentary analysis - Findings**

Year	Names	English Qualification on Entry	Final result	Country of origin	Level
2010 - 2011	DA	Functional skills Level 1	Distinction	Iran	L2 Bus.
	PT	BKSB test - Level 1	Pass	Portugal	L2 Bus.
	EA	Functional skills Level 1	Merit	Portugal	L3 Bus. Yr. 1
	AN	Functional skills Level 1	Pass	Bangladesh	L3 Bus. Yr. 1
	PA	BKSB test - Level 1	Pass	Poland	L3 Bus. Yr. 2
	KL	GCSE - D	Pass	Iran	L3 Bus. Yr. 2
2011- 2012					
	ALN	GCSE - C	Distinction	Ivory coast	L2 Bus.
	AA	GCSE - D	Pass	Poland	L2 Bus.
	AUA	GCSE - D	Distinction	Bulgaria	L3 Bus. Yr. 1
	GN	GCSE - E	Pass	Turkey	L3 Bus. Yr. 1
	KY	GCSE - D	Distinction	Poland	L3 Bus. Yr. 2
	FN	Functional skills Level 1	Pass	Afghanistan	L3 Bus. Yr. 2
2012- 2013					
	FD	Functional skills Level 1	Merit	Afghanistan	L2 Bus.

	ZB	Functional skills Level 1	Pass	Sierra Leone	L2 Bus.
	DL	Functional skills Level 1	Merit	Turkey	L3 Bus. Yr. 1
	AB	Functional skills Level 1	Pass	Somalia	L3 Bus. Yr. 1
	ADA	Functional skills Level 1	Distinction	Poland	L3 Bus. Yr. 2
	ZO	GCSE - D	Merit	Hungary	L3 Bus. Yr. 2
2013-2014					
	MM	BKSB test - Level 1	Pass	Somalia	L2 Bus.
	HE	GCSE - D	Pass	Serbia	L2 Bus.
	ABN	Functional skills Level 2	Pass	Somalia	L3 Bus. Yr. 1
	SD	Functional skills Level 2	Merit	Afghanistan	L3 Bus. Yr. 1
	DA	GCSE - D	Pass	Turkey	L3 Bus. Yr. 2
	YN	GCSE - D	Merit	Somalia	L3 Bus. Yr. 2
2014-2015					
	CM	Functional skills Level 1	Pass	Turkey	L2 Bus.
	ABH	BKSB test - Level 1	Merit	Qatar	L2 Bus.
	ES	Functional skills Level 2	Pass	Lebanon	L3 Bus. Yr. 1
	NA	GCSE - C	Distinction	China	L3 Bus. Yr. 1
	AI	Functional skills Level 2	Merit	Somalia	L3 Bus. Yr. 2
	KH	GCSE - D	Merit	Hon Kong	L3 Bus. Yr. 2

**NB:** The relevant information was extracted from the exams record for confidentiality reasons.  
Students Initials was used for anonymity reasons.

BKSB test – Basic Key Skills Builder online test.

## Parents' Consent form

Dear Parents,

I am currently carrying out a research for a post graduate study at Middlesex University. The focus of my study is to investigate the adequacy of support for Bilingual learners in Barnet College.

To carry out this research, I will be using a variety of data collection techniques. These will include, survey, interviews and data from the learner's initial diagnostic assessment and the learner's assessment records.

In writing up my report, I will observe the highest possible ethical standard. I will maintain integrity at all times regarding data gathering. Participants will not be named.

I will only report information that is in the public domain and respect the privacy of all participants in the research. I will report my findings honestly and truthfully.

You have the right to refuse permission of your child to participate. Should you wish to do so, I guarantee that your refusal will not in any way affect the tutor / learner relationship with your child.

Please feel free to come and chat with me about any queries you may have.

Thank you for your co-operation.

Catherine Emeordi

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I give permission for my child ..... to participate in this research project.

Signed .....Parent /Guardian