Effective teaching and learning ESOL. Summary report

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Aims

The aims of the research included to establish current principles of effective practice in language teaching and learning adult English for Speakers of other Languages [ESOL], to document adult student progress and to establish correlations between pedagogical practices and student progress.

Methodology

The research used a quantitative and qualitative multi method approach that included analysis of classroom statistics; 256 student assessments; 40 teacher and 76 learner interviews and

observation of 40 ESOL classes: 20 in Greater London and 20 in Yorkshire [Leeds, Bradford, Keighley, Dewsbury, Halifax, Shipley and Pudsey], Humberside [Hull] and Lancashire.

Key issues

Against a backdrop of the complex socio-economic and political contexts of ESOL and pressures on demand, the report presents detailed findings on teacher duties and experience, teaching strategies, progress made by students in different areas of learning, provision of ESOL, course structure and study time. Ten classroom case studies illustrate dimensions of effective practice that scored highly in the analysis of teaching strategies and learner involvement.

Conclusions

The learners in the study reflect increasing and constantly shifting super-diversity in British cities, were relatively young, many were asylum seekers and were highly motivated despite difficult lives. A number of conclusions on elements of effective ESOL practice are provided.

Recommendations

Recommendations are grouped into development work and quality improvement and policy and are aimed at teachers, educational institutions and policy makers.

Migrant Group

Asylum seekers
Refugees
Topic
ESOL
Work and education
Place
Leeds
West Yorkshire
Year
2007
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Report
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