ESOL Neighbourhood Audit Pilot (Harehills, Leeds)

Methodological Toolkit

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This toolkit will help you to plan a study of ESOL provision at the neighbourhood level.
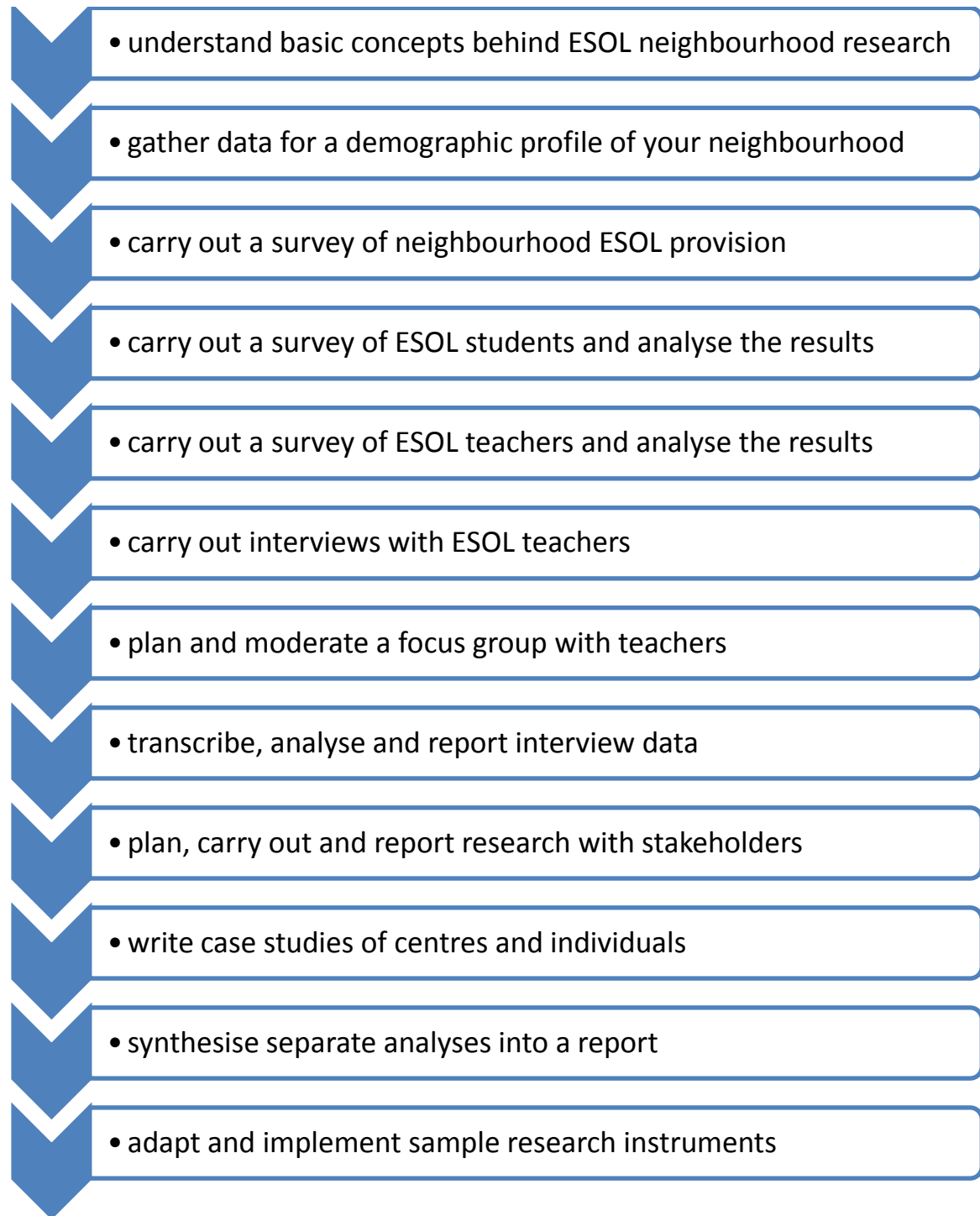
This toolkit will enable you to …

- understand basic concepts behind ESOL neighbourhood research

- gather data for a demographic profile of your neighbourhood

- carry out a survey of neighbourhood ESOL provision

- carry out a survey of ESOL students and analyse the results

- carry out a survey of ESOL teachers and analyse the results

- carry out interviews with ESOL teachers

- plan and moderate a focus group with teachers

- transcribe, analyse and report interview data

- plan, carry out and report research with stakeholders

- write case studies of centres and individuals

- synthesise separate analyses into a report

- adapt and implement sample research instruments

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1. Introduction

This is the methodological toolkit which accompanies the Harehills ESOL Needs Neighbourhood Audit (HENNA) project, a project commissioned by Leeds City Council on behalf of the Yorkshire and Humber Improvement and Efficiency Partnership, and carried out by researchers at the University of Leeds and The Refugee Education Training Advice Service (RETAS), Leeds. The aim of the toolkit is to provide researchers with a description of the methods and research strategies used in the data collection and analysis stages of the HENNA project, to better equip them to carry out similar work in other neighbourhoods elsewhere in the UK. Throughout, the assumption is that your work has the same broad aim as the HENNA project, which is:

- to inform and improve the planning, delivery and take-up of ESOL provision across the city to better reflect changing local demands, and to begin to improve the employability prospects of BME residents in the target neighbourhood.

The toolkit assumes that the anticipated outcomes from your work will be to gain:

1. A detailed understanding of the scale and extent of English language skills needs of new and more settled migrant communities in an area, and of any differences amongst the different communities that make up the area.

2. A detailed understanding of the scale and extent of English language needs of young people from new and more settled migrant communities in an area.

3. A detailed understanding of the provision, delivery models, engagement routes and take-up rates of ESOL provision in an area.

4. A detailed understanding of the barriers to accessing ESOL provision in an area.

5. A detailed understanding of the views of stakeholders in terms of current and future provision to better support the needs of migrant English language learners.

In the main part of the toolkit we describe the various research methods and strategies used during the HENNA project. We give details of the process of design and administration of the research instruments used for each stage, as well as guidance for analysis. We also discuss limitations and problems that might arise with particular instruments. Appendix 1 contains the suggested structure of a report that will be an outcome of carrying out research using these tools: although it does not follow precisely the structure of the original HENNA report, it indicates how data sets and their analyses might work together to inform a similar report. Appendix 2 is a 'researcher's eye' view of the research process, written by a novice researcher working on the HENNA project. In appendix 3 you will find copies of all the instruments used for the HENNA project. Related documents are:

- The ESOL Neighbourhood Audit Pilot report (the HENNA report)
- Annex 1 containing data and analyses from the HENNA demographic study
- Annex 2 containing data and analyses from the HENNA student survey
- Annex 3 containing data and analyses from the HENNA teacher survey

Piloting instruments

The research instruments reproduced in this toolkit are 'pre-validated'. That is to say, their design went through multiple drafts, and they have been thoroughly piloted both within the team and with a sample of the research population. Inevitably, however, any future iteration of the project will be carried out in contexts which differ from the original. You should therefore prepare to revise and tailor them for your particular situation. If you do make changes, we would advise further piloting. This might involve:

- circulating draft research instruments (questionnaires, interview schedules, etc) around your project team, for comments;
- carrying out a 'think aloud' process with a draft instrument. This works particularly well for questionnaire surveys. A think-aloud' involves audio-recording someone while they complete the survey, asking them to 'think aloud' about any problems or ambiguities with the instrument while they are doing so.

Informed consent and ethical issues

As a researcher, you are bound by an ethical code. There might also be a requirement from your institution to submit a project proposal to an ethics committee. To assist in complying with any such requirement, the following details will help:

- To gain access to centres where ESOL is taught, a written information and consent form has been developed (appendix 3.1).
- To gain informed consent from surveyed ESOL students, a spoken consent document has been developed (appendix 3.3), which can be read and explained on the occasion of carrying out the survey. Many ESOL students are not literate in English (or indeed in their own languages), rendering a written information and consent document redundant.
- Researchers can carry an explanatory letter with them when undertaking observational work during the ethnographic aspect of the research (appendix 3.4).
- Participants should be able to withdraw from the study at any time. Although the aim is to include all centres in a neighbourhood in your research, the decision to take part will be up to the centres (managers) and individual teachers and students. The same applies to the ethnographic aspect of the study that takes place in non-ESOL providing centres, if you decide to do this work.
- All data from ESOL students should be anonymised. We do not ask for surnames on the student survey. At the earliest opportunity a pseudonym sheet should be developed, listing pseudonyms for teachers and centres involved. If a neighbourhood survey of provision is being carried out, this will not, of course, be anonymised. For all other parts of the analysis (e.g. teacher interviews; case studies of provision), anonymity should be a guiding principle.
- Data from students should be anonymised at source (i.e. real/full names will not be sought).

The focus of the research is on the barriers to access to adequate English language provision for adult migrants. Two aspects of the research involve participants who are learners of English or non-expert users of English – the ESOL student survey and the ethnographic study.

- Student survey: this can be administered by the class teacher using 'whole class' teaching techniques. There will hopefully be peer/teacher/researcher support in its completion, for students who do not have the language or literacy skills to complete the form independently (see section 4).
- Ethnographic study: if possible, draw upon the linguistic resources of researchers and others working in the area where the research is being carried out, as well as people working in the sites where your research is taking place (see section 11).

Negotiating access to sites

Key to the success of your project is gaining access to the centres where ESOL is taught, to enable you to carry out the student survey and the teacher interview. While not the norm, it is by no means unusual for centres to be reluctant initially to grant such access. Steps to enhance the possibility of gaining access involve explaining to centre managers very clearly what the work on the project entails, and why it is in their interest to take part. It is important to present centre managers with a written information and consent sheet at the earliest possible stage. An adapted version of the information and consent sheet for the HENNA project (appendix 3.1) can be used here. A sample email aimed at gaining consent is reproduced as appendix 3.2.

While speaking to managers and teachers, either on the telephone or face-to-face, things to mention when negotiating access might include:
- We are carrying out a research project run by [your organisation] and sponsored by [funding body].
- The project is about the need for ESOL in [area/city], and barriers to access to ESOL provision faced by students. It will inform future planning for ESOL, and will provide an evidence base for future funding applications.
- We are not observing ESOL teaching.
- We want to carry out a survey with one class of ESOL students in your centre.
- We want to carry out an informal interview with the teacher of those students.
- All centres in [this area] where ESOL classes take place are part of the research.
- Stress that it will benefit ESOL in [the local area] if all centres take part.

Researchers can take the opportunity afforded by carrying out the neighbourhood survey of ESOL provision to make contact with the manager (for the interview which will be carried out with them) and the teacher (for the eventual ESOL student survey and the teacher interview).

Instrument and data handling

Ideally, to prevent the problems inherent in circulating multiple drafts of research instruments, research instruments will be stored on a site to which all researchers have access. Cloud computing technology is a means of sharing and making accessible project instruments and other documents. This allows geographically-remote team members to work on the same draft of a document without the need to circulate that draft via email. MSN Skydrive, Google Documents and DropBox are well-known cloud computing platforms.

You should store raw data in locked filing cabinets. Electronic databases should be hosted on password-protected areas of computer servers.

Sampling

This is case study research, and the case is the neighbourhood under investigation. For some aspects of the study, therefore, the entire population needs to be investigated. It is possible, for instance, to survey all the ESOL providers in a small geographic area.

When it comes to interviews with teachers and survey work with ESOL students, you will need to adopt a sampling strategy. One workable formula is to carry out the survey work and teacher interviews with 10% of all classes in a particular centre, with a minimum of one class per centre. This means that at least one class in every centre will be investigated (students surveyed; teachers interviewed). Where there are very big centres, for example where there are 15 or 20 or more ESOL classes running, the number of classes surveyed rises correspondingly.

It is unlikely to be feasible for you to carry out detailed case study work in all the centres in a neighbourhood, though if you can do this, it will enrich the project. If you are under constraints, we recommend that you aim to carry out case study work with centres that reflect the range of provision in the area, across a number of dimensions (see section 10).

Timeline

The original HENNA project took four months to complete, with a further month for revising and redrafting the project report. It is easy to underestimate the time and resources needed to carry out research, particularly in-depth qualitative work. What you will manage to do will depend largely on the time and resources you have to hand. If you are a small team with only a few weeks to carry out the work, you might focus on the neighbourhood survey, the questionnaire work, and a limited number of interviews. However, if you have longer at your disposal, as well as a substantial motivated and knowledgeable research team, this might be the perfect opportunity to carry out an in-depth study of a neighbourhood which incorporates all elements of the research.

2. Demographic study: data collection and analysis

You will carry out the demographic study to add to the understanding, in quantitative terms, of the complexion of the neighbourhood you are studying: its patterns of settlement; its ethnic minority and religious groups; its profile of employment and worklessness; its gender and age contours.

Data gathering

You will need to identify data sets upon which your neighbourhood demographic study will draw. The local council is clearly a key source, as is any large local ESOL provider. As an indicative guide, for the HENNA project the sources of demographic data included:

- Leeds City College: key postcode data for ESOL students
- Leeds City Council: demographic data
- Leeds City Council: information from the Translation and Interpreting Service;
- Indirect sources from Leeds City Council include the 2001 Census (2011 census information will be available from 2012), the Department for Work and Pensions, Education Leeds, NHS Leeds and CACI
- Jobcentre: information about rates of benefit claims
- Phillips, Stillwell and Burrage (2004): information about the demography of Leeds

Developing a profile

Having gained access to demographic data, you can draw up a profile of an area under headings such as

- gender
- age
- ethnicity
- religion
- levels of deprivation
- child poverty
- housing
- economic activity
- educational attainment
- health
- which college sites ESOL students attend

To produce the demographic study for the HENNA project, the data sources were separately interrogated across the headings listed above. The data were compared so that the most recent and most relevant sources were used wherever possible.

Findings for a study such as this will be necessarily broad-brush, and data from some sources (e.g. the census) will be quite unreliable. Nonetheless this is a very useful and interesting basis from which to report information about a neighbourhood. Data can be presented in the report in tabular and graphical format with the aim of providing a simple and clear description of the demographic makeup of an area.

Annex 1 comprises the findings from the demographic study of the HENNA project. This will give you suggestions for the preliminary analysis and initial presentation of findings.

3. Neighbourhood survey: access and categories

This survey is a key part of any project which aims to ascertain the level of ESOL need, access and barriers to provision. It informs the narrative and overview of ESOL provision. It also forms the basis for gaining access to centres for the survey and interview work. Hence your work on the neighbourhood survey should begin as early as possible in the project.

Categories and access

You should concentrate on ESOL provision at the level of centre. That is, aim to identify and provide details about every physical site or centre where ESOL classes happen. This is in preference to organising the survey by provider: an individual provider might hold classes in more than one centre; moreover, the main offices of a particular provider might lie outside the neighbourhood where your research is taking place.

Open a spreadsheet with the following column headings:
- name of centre
- address
- phone number
- contact person
- type of provision (i.e. brief details on focus; indication whether voluntary or not)
- number of ESOL classes at centre
- number of students enrolled
- enrolment dates
- availability of childcare
- criteria or conditions (e.g. women only or men only classes?)
- source of funding
- fees payable by students
- links with other providers or organisations

You will probably be able to fill in the names and addresses of well-known centres straight away. You might be able to draw upon an up-to-date mapping exercise of ESOL provision, should one exist. Some areas maintain a list of centres where ESOL classes take place: e.g. the London Borough of Newham's ESOL Exchange directory (developing a similar directory might be an aim of your project). However, to complete the picture for a particular area, you will need to ask your ESOL contacts if they know of sites where classes happen. Additionally, it is a good idea to contact Primary and Secondary schools, community centres, libraries, local churches and mosques, to find out about small-scale provision at their sites. To complete the spreadsheet you will inevitably need to spend quite a lot of time on the telephone.

Reporting the data

To report the data from the spreadsheet, you can either present it in tabular form or in prose, depending on your aim and intended audience. For the HENNA project we did both: in the first draft, we presented the contact information in a table and more descriptive details in paragraph format (see figure below). When you present your final report, you will decide the optimum approach. You might, for instance, reproduce a map showing the geographical location of all ESOL-providing centres in your neighbourhood.

Examples of reporting neighbourhood survey data

Name of provider or centre	Address	Contact details	Level and type of ESOL classes	Cost	Eligibility and registration requirements	Notes
Archway	95 Roundhay Road, LS8 5AQ	[name] 0113 [xxx xxxx] name@name.co.uk	Informal	Free	Under 25s only; can begin any week.	Crèche available
Bangladeshi Community Centre	Roundhay Road, LS8 5AN	[name] 0113 [xxx xxxx] name@name.co.uk	ESOL and Citizenship classes for levels Entry 1 to Entry 3	£250 for a 10-week course	Registration open every 10 weeks.	These classes are run by EMD.
BEST Training	26 Roundhay Road, LS7 1AB	[name] 0113 [xxx xxxx] name@name.co.uk	All levels, pre-entry upwards	Free	Referral from the Job Centre. Courses are 13 weeks long.	

Archway
This centre provides a weekly informal ESOL class to people aged between 16 and 25. It is free, and they are able to provide a crèche as well. At March 2011, they were planning to begin working with St Aiden's Church soon.

Bangladeshi Community Centre
At least two providers run classes in this local community centre. EMD are renting rooms here to run ten week courses of ESOL and Citizenship classes (for £250 for the course). The provider organisation QED are also running classes here on behalf of another community organisation, Shantona.

BEST Training
This centre is funded via Jobcentre Plus and runs free courses for students who are presently in receipt of JSA. Each course runs for 30 hours over 13 weeks and will typically have 30 students enrolled. Students are usually referred by the Job Centre. No crèche is available on the site, although they may be able to assist with finding childcare elsewhere. The centre have strong links with the Job Centre Plus as well as with local businesses and companies.
Etc…

4. ESOL student survey

The questionnaire survey of ESOL students aims to generate data to address the demographic make-up of an area, and also to identify barriers to access to ESOL provision, from a student's perspective. Here we discuss some design issues for the survey (appendix 3.4) that might affect responses, the recommended procedure for administration, and the analytical approach.

Design issues

Anonymity

For various reasons, many ESOL students do not like to fill in forms. In their out-of-class lives they are frequently faced with important documents that they might or might not understand. Major decisions – perhaps even affecting their continued residence in the UK – may be dependent on the accuracy of paperwork that they have to sign. Therefore on the ESOL student survey, we ask for first name only, and state that this is optional.

Language

The question about language use is included to gain a sense of the linguistic profile of an area. We ask:

> Do you speak any other languages?   Yes ☐   No ☐
> If so, which ones?

A question such as this will not encapsulate the full complex picture of language use amongst ESOL students, and this should be mentioned as a caveat. 'Kurdish', for example, encompasses the different varieties spoken in Turkey, Iraq and Iran. People from Pakistan might identify as speakers of either Urdu or Panjabi, languages which share many features, Urdu being seen as the national unifying language in Pakistan, and varieties of Panjabi being spoken mainly in the home. Your results might also not demonstrate that many of the students you survey are multilingual and multi-literate. Bilingualism or multilingualism, as well as bi- or multi-literacy (including literacy in more than one script) is taken for granted by many ESOL learners, so much so that they often fail to mention it on official forms.

Recording language background is fraught with difficulties as there is no straightforward link between ethnic identity or category, nationality and language. Many speakers use several languages and 'cross' between them as a matter of course. As the sociolinguist Ben Rampton (1990) points out, learners' stated language backgrounds are often a mix of languages they are expert in, languages they have an affiliation or attachment to, and languages which are part of their inheritance. They may also use non-standard varieties of these languages, and perhaps only their written or spoken forms.

Immigration status

The question about immigration status has a range of response options. In a future iteration of the project, you might incorporate an item response for 'EU Citizen'.

Administration

An effective way to administer the survey for ESOL students is as a whole-class teacher-fronted activity, enabling students to follow the teacher as they talk through the questions.

The spoken consent sheet can be read or paraphrased for the students in the ESOL class with which you are going to carry out the survey. You can do this immediately before you do the survey. Allow time for questions. The aim is to gain verbal consent here: for good reasons associated with students' prior experiences with bureaucracy and paperwork it is not advisable to present the students with a paper copy of the project description; nor is it a good idea to ask students to sign consent forms.

When you have gained consent from the students for carrying out the survey, you can do so, together with the class teacher. This survey is best carried out as a teaching and learning activity, led by the class teacher, with students working in pairs or small groups, and with the researcher adopting the role of an assistant or extra pair of hands, helping where needed. Students with stronger literacy skills in English can help other students, and *ad hoc* use of students' expert languages should be encouraged. In the early administrations of this survey, you can make a careful note of any items which the students find particularly problematic. Most such issues are by now ironed out, though improvements can always be made.

Analytical techniques
The process for analysing the questionnaire survey data can be as follows:
- Number the individual paper questionnaires
- Enter the responses (including open responses) manually into a statistical software package such as SPSS for analysis.
- Once all the questionnaire data has been entered, any ambiguous or unclear responses can be discussed to clear up ambiguities.
- Where responses remained unclear, you should not enter them (i.e. leave them blank in the electronic data).
- Examine the data in the statistical package using summary tables to allow for further data cleaning. For example, you might need to amend the names of centres to counter irregular spellings and capitalisation.
- To produce the report, you can represent the responses in summary tables, and, where appropriate, graphically. Histograms can be used for the representation of continuous data (e.g. age, length in the UK, years in school) and bar charts for categorical data with relatively small numbers of categories (say, less than 10).
- You will want to carry out additional statistical analyses to compare, for example, age profiles by gender, and barriers to ESOL by gender. Independent sample t-tests can be used to compare continuous variables across two groups (e.g. age by gender), and chi-square tests can be used to compare proportions (e.g. particular barriers, Yes/No, by gender). Statistical significance can be set at the standard 5% level, but any 'statistically significant' findings should be treated with an element of caution due to the non-random nature of the sample of respondents.

You might feel that you wish to augment the findings from the student survey with semi-structured interviews with students. This recommendation comes with caveats about the difficulties involved in interviewing people in an expert language which is not English, which include issues with translating, the training of interviewers etc. If you do decide to carry out these interviews, you might include a question about the effect on students' lives if they did

not have access to an ESOL class (again with appropriate caveats about the difficulty of asking hypothetical questions in a research interview). Note however that ethnographic work you might carry out aims to cover some of this ground.

Annex 2 comprises the findings from the student survey of the HENNA project. This will give you suggestions for the analysis and presentation of findings.

5. ESOL teacher survey
Teachers of ESOL tend to know their students well, and the aim of the survey of teachers is to address outcomes that ascertain ESOL needs and identify barriers to provision from their perspective. An electronic survey instrument can potentially reach all the teachers in a given neighbourhood (though see below for administration difficulties). Moreover, analysis is relatively straightforward: results can be imported directly into a statistical analysis tool such as SPSS or an Excel spreadsheet. The survey instrument we describe here is administered electronically, as a link in an email. Appendix 3.6 reproduces the pilot (paper) version. The online version is at: https://www.survey.leeds.ac.uk/henna_teacher

Design issues
The central question in the teacher survey – about teachers' perceptions of student needs – is based around a list of 48 items which teachers should tick (or not) according to their understanding of their own students. The list derives from the Common European Framework of Reference for Languages illustrative scale headings (CEFR, online). It also draws upon the Open College Network ESOL accreditation descriptors, and the knowledge and experience of the HENNA project team, and is tailored to reflect the types of interactions and language encounters ESOL students are likely to have in their daily lives.

A criticism frequently levelled at the CEFR is that describing the interactions that people have as a set of 'can do' statements is reductive, and bears little relation to migrants' actual linguistic practices in daily life (see Fulcher 2003). However, it can be argued that referencing the checklist against the CEFR statements enhances its validity: these statements are widely used globally for benchmarking purposes and language test development. Checklists are also user-friendly. As one teacher involved in the piloting process for this instrument noted: '*as a person who hates doing surveys I know that everything the designers do to make my job easier and quicker the more likely I am to do it.*'

Administration
The HENNA project version of the Teacher survey used the Bristol Online Survey tool. There are other electronic survey tools available: Survey Monkey being the most widely known, and popular because it has a free version which enables short surveys.

To administer the survey, you need to ensure that the hyperlink arrives in the in-box of individual teachers. One way to do this is to send an email to all centre managers in the area, for distribution to ESOL teams (see appendix 3.7 for a sample email to a manager). You will also need to send reminders and set a deadline for completion of the survey. However, even with reminders, the response rate might be disappointing, as was the case with the HENNA project. Some difficulties might include:
- a manager's reasonable desire to protect their team from what they perceive as unnecessary work, and therefore failing to pass on the email with the link;
- teachers being too busy to complete what might seem an irrelevant survey;
- centres having no or unreliable internet access;
- centres having no computers available to tutors on which to check their emails;
- teachers not having a 'work' email address and in some cases not having an email address at all;
- researchers overestimating the number of ESOL teachers working in an area.

Analytical techniques

You can follow this process to analyse your results:

- On completion by a particular teacher responses to the online survey are entered automatically into the database of all respondents, and are available for you to interrogate.
- Once the date for data cut-off is reached, you can export the data from the survey tool via Microsoft Excel into SPSS for analysis.
- If you only have a small number of respondents you might only need to carry out a simple summary analysis of responses. This will involve producing summary tables and, where appropriate, bar charts to compare responses cross related items (e.g. problems experienced in getting to class).
- See Annex 3 for a sample initial analysis of teacher survey data.

Responses to the survey inform the sections in the report on ESOL needs and barriers to provision. In the HENNA report the responses to the checklist items were presented as the introduction to the chapter on ESOL students' needs, as a way of establishing the range of language need among adult migrants. The open item responses were integrated into the body of the relevant chapters.

6. Teacher interview

You should aim to carry out in-depth interviews with all the teachers of classes that you survey in a neighbourhood. In-depth semi-structured interviews are an enormously rich source of data, and are a preferred method of data collection across the social sciences. Yet they are not easy to carry out well. This section outlines some of the design issues with the teacher interview schedule for this research, and then focuses on the process of carrying out the interviews.

Design issues

The interview schedule reproduced as appendix 3.8 is the one used on the HENNA project, and is adapted from one used on the ESOL Effective Practice Project run by the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) (Baynham et al 2007). Its central questions cover the difficulties with language use that students might encounter and the barriers that they might meet when trying to gain access to a class or in attending.

The interview schedule is a guide: as a researcher you should ask and probe as you see appropriate for the individual teacher you are interviewing. So if you are talking to a teacher in private sector provision, you might ask questions relating to the marketization of ESOL provision. If talking to a teacher of basic literacy students, you might discuss literacy needs of ESOL students/literacy as a barrier. This implies knowing quite a lot about the teacher you are interviewing (e.g. the classes they teach, etc), and being ready to ask questions about relevant topics as they arise.

Administration

You should carry out the interview with the teacher as soon after the 'survey' lesson as possible, while the students and their concerns are fresh in the mind of both participants. This interview will need to take place when both you and the teacher have plenty of time – i.e. are not trying to rush off somewhere else. One of the researchers on the HENNA project noted the following, after an interview with a teacher:

> *In this case, we actually did the interview with one teacher while the other was running the class ... neither had been warned because we'd only managed to make contact with reception staff rather than the manager at that stage, and I think the teachers wanted to hurry through our requests and get rid of us rather than feel 'observed'*

This is certainly far from ideal! You are aiming for an extensive interview where lots of relevant talk happens. You will need at least 20 minutes, and preferably about half an hour, to adequately cover the ground of the topics in the interview.

The aim of this informal interview is to make it as much like a conversation as possible. These guidelines, adapted from Roberts et al (2000), are a starting point for novice interviewers. It would be a good idea to run practice or training sessions if your fellow researchers lack experience in this area.

Recording
- Interviews should be recorded (with the interviewee's permission).
- Use a digital voice recorder, mp3 player, or – if the quality is high enough – a mobile phone's voice recorder feature.
- If you are recording a telephone interview, use a telephone pick-up (e.g. Olympus TP7). This device records a telephone call onto a voice recorder.
- Upload your recording onto a computer.
- For digital recordings, free programs which can speed up the process of transcription are VoiceWalker and Express Scribe. Download software onto your computer and import audio files into the tool. See section 8 on transcription.

Preparing for the interview
- Make sure that the informant is relaxed: they are not being tested for 'right' answers. You are interested in their life experiences.
- Ask for their permission to be audio recorded and check how long they can give you.
- Tell them a little bit about the research project if they are still unclear about its purpose.
- Try to have a reasonably quiet and undisturbed environment for the interview.
- Have a paper and pen in case you want to take some notes as well.
- Test the recorder is working and that you can hear the output clearly.
- Keep the recorder on even if there is an interruption. You don't want to forget to switch the recorder back on if it gets turned off in the middle of the interview.

During the interview
- Make the interview as much like a conversation as possible.
- Start from ignorance. Do not assume you know anything about your informant's world. Resist the temptation to appear knowledgeable.
- Follow your interview schedule (see appendix 3.8) as a guide, but don't feel bound by the topics or by the order in which they appear. If your informant says something that seems relevant to the project but is not on the schedule, then feel free to pursue the topic.
- Avoid big, general questions. Home in on the small, the local and the everyday.
- Focus on description rather than evaluation. How informants see and evaluate their worlds will come through in the way in which they talk about them.
- Don't fire too many questions at your informant.
- Listen and wait. Show that you are actively listening. Attending to everything the informant says is likely to encourage them to talk more without prompting.
- Be sensitive to the different types of questions you can ask. Open questions (the opposite of questions that can be answered with a Yes or No) are more likely to elicit longer, more descriptive answers.
- After the interview is over, remember to thank the informant very much and reassure them that their real names will not be used when reporting on the research.

7. Focus group interview

Interviews with individual teachers can be augmented by focus group interviews. Focus groups are a rich source of data; they generate lots of talk and allow the mutual construction and development of ideas. The schedule of activities for the focus group can be found in appendix 3.9.

Design issues

An appropriate sampling strategy for a focus group with ESOL teachers is to reflect the range of local providers. That is, you should aim for a purposive sample of around six to eight teachers working in centres representative of the different types of providers within the neighbourhood where the research is being carried out (e.g. community centre, college, private training provider etc; see introduction).

Participants should be contacted well in advance and be sent a reminder e-mail a few days prior to the event. The focus group should be held in a comfortable and neutral space, and you should provide refreshments.

A focus group discussion should run for around an hour. It should be audio recorded and transcribed (see below). In the case of the HENNA research, the data generated in the focus group informed the content analysis, along with the teacher interview data.

In this research, the questions used to structure the focus group are drawn from the intended outcomes (see introduction). These centre on the needs of ESOL students in the area and the barriers they face to accessing and attending English language provision. There is also a question on the needs of the different communities in the neighbourhood, although you can pose this question tentatively, with a view to avoiding sweeping and unwarranted generalisations. The questions are open in nature; the aim is for participants to explore the issues in depth with minimal interruption and overt direction from the facilitator. Prompts are provided to supplement the questions, in the event of the discussion 'drying-up'.

A focus group discussion differs from a group interview in that participants are asked to carry out activities. In our focus group we deploy mind-mapping and ranking exercises. The aim is to imbue direction to the discussion and also to provide a written record of the outcome, for use in presenting and analysing findings. You can use the mind-mapping activity to generate a list of salient needs and barriers, whilst the ranking activity can help to focus discussion around the scale and extent of such needs and barriers.

Administration

The focus group facilitator should commence the event with a brief introduction to the project and a statement of the overall rationale. The focus group can finish with a brief plenary, inviting any final contributions and suggestions for improving the nature of provision. Circulate a version of the schedule (appendix 3.9) as a focal point for discussion. Ask a participant to act as scribe, to give the group ownership of the discussion and to minimise the participation of the facilitator.

Issues that might arise during the administration of the focus group:

- Practical matters such as availability of the participants on the day are always a potential challenge and can clearly have an impact upon the range, quality, quantity and representativeness of views discussed.
- Late-comers might have to be integrated effectively.
- It is the job of the facilitator to ensure that each of the participants has the opportunity to contribute equally to the discussion, and that no one participant dominates.
- The facilitator might also need to refocus wide-ranging contributions a little more closely on the specific questions at hand.
- The discussion around the needs of particular communities is fraught with difficulty and must be handled sensitively and carefully.

8. Transcribing, analysing and reporting interview data

You can treat the data from the teacher interviews and the teacher focus groups together as a qualitative data set. Then you can incorporate findings into relevant sections of your report. In the case of the HENNA project, data from these sources informed chapters on ESOL students' needs and barriers to accessing ESOL classes. Here we outline the recommended procedures for transcribing, analysing and reporting qualitative interview data.

Transcribing

Transcribing interview data takes time but can also be regarded as the first level of analysis. Importantly the purpose of the analysis needs to match the style of transcription. The process described here is for a content analysis of interview data; if you are carrying out a more in-depth linguistic analysis, you will need to adjust the transcription conventions accordingly. Using a ratio of 1:6 (i.e. ten minutes of talk takes around an hour to transcribe), a thirty minute interview with one individual can be transcribed in around 3 hours by a competent typist. Multi-party conversation, e.g. focus group data, takes longer to transcribe.

While you are transcribing:
- You should transcribe everything that is spoken.
- Try to include in your transcription the fillers (*um*/*you know*/*er* etc) and the repetitions and reformulations you find with unscripted talk.
- You might have to listen to sections again to ensure you have an accurate transcription.
- Make notes using the comments tool on the review toolbar: transcription is the first stage of analysis.
- Take a break when you get tired.

Simple transcription conventions:
- No punctuation (full stops, commas)
- No need to mark overlaps
- (.) = short pause
- (xxx) = unintelligible speech
- [laughs] = commentary in square brackets

Hints for using transcription software such as VoiceWalker or Express Scribe (available free on the internet)
- Use the function keys – to start and stop, to rewind.
- Set the playback to 80% of normal speed.
- If you carried out the interview in a noisy place, use the noise reduction tool if available.

Label the transcript: teacher/centre/class; number the pages; ensure you save a copy of the recording.

```
M: yeah um those classes are historically very difficult to manage we've
got a load of learners who joined at the wrong ['scare quotes' gesture]
time of year and they have a lot less time to prepare for exams they
usually have just two days a week sometimes co-taught by two different
teachers so the quality of that education is very different from what
somebody would get if they start in September they get three days a week
they get the same teacher every day and there's an argument there as to
whether those two things are those because at the end of the day students
are going to be paying the same amount of money for those courses but the
quality of provision is going to be very different I'm about to meet with
my managers after this meeting just to discuss some of the issues we have
with some of those holding classes started mid-November and has had
students infilled every week since then so it's completely

J: yeah

M: and the paperwork's chaos the students aren't getting a lot out of it
justifying it's hard to justify the way it's (xxx)

J: yeah (.) so there's a funding thing and it's and there's also a sort of
a structural systemic thing about when people turn up

M: yeah

J: what other sorts of barriers do your students have encountered on their
way to getting a place on your courses

M: um with (xxx) about sixteen to eighteen the age is a massive issue being
able to prove your age um and if you're caught in that sort of age assessed
at sort of fifteen but not able to speak English
```

Analysing and reporting interview data

This section is adapted from seminar notes by Simon Borg at the School of Education, University of Leeds.

Bring together data relevant to the research questions (the questions themselves provide the main headings for the analysis). In the case of the HENNA report, the teacher questionnaire content analysis informs chapters of the project report on ESOL students' needs and barriers to provision. These chapters address outcomes 1 and 4 of the project respectively.

- You will need to read your transcripts carefully several times. For reliability it might be useful for more than one individual to work on the entire data set.
- Identify the key themes in the data (use colour – e.g. highlighter pens or highlighting in Word).
- Put together all the data related to each theme together (e.g. cutting and pasting onto one page or into a grid).
- Make sure all data extracts are labelled (so you know which respondent they came from).
- You could use qualitative data analysis software such as NVivo to help you do this, though with a relatively small amount of data this might not be necessary.
- When you have defined your categories, write a short description of what the category refers to.

- You might like to divide your categories into two groups, depending on whether they refer to English language needs or to barriers to provision.

A category and description might look like this:

A. *Childcare for current students*: Students find it difficult to get to class, even if they are enrolled, because of the difficulty of arranging childcare during class time.

If one person only is working on the data, they can ask someone else to check their analysis, and they too can look at the definitions and see if the data in each category match them.

When the categories have been defined, data coded and summaries written, it is time to report the findings. One key decision in qualitative work is whether to write about individuals or themes. That is, you can write about each teacher individually, then bring them all together, or write about common themes in the interviews with all the teachers. In the HENNA project we wrote about themes.

Key points to keep in mind in reporting qualitative data:
- Quotations need to be integrated into your text.
- There should be some logic to the order in which issues are presented.
- Some variety in the use of quotations is useful.
- Avoid using quotes in way that simply repeats what you have just said.
- You might need to edit quotes for readability, though any changes you make to the original should be kept to a minimum.

9. Stakeholder interviews

These interviews are carried out to provide a detailed understanding of the view of key ESOL stakeholders. These stakeholders, whose principal expertise is in areas outside ESOL pedagogy, will have an informed view about the current and future ESOL provision needed to support adult migrant speakers of languages other than English.

Who are the stakeholders?

Stakeholder interviewees can be recruited by means of purposive sampling, that is, intentionally select individuals on the basis that they will be illustrative of sub-groups that you identify, and will facilitate comparison with one another and with other participants. The table below lists the interviewees, and the stakeholder organisations and domains from which they were drawn, for the HENNA project.

Interviewee	Organisation, institution, group	Domain
Experienced ESOL learner	Third sector training & advice service	English language learning
Group Business Manager	DWP/Jobcentre Plus	Employment (policy)
Team Co-ordinator	LCC Interpreting & Translation Team	Interpreting and Translation
Employer Services Manager	The Skills Funding Agency (SFA)	Education and training funding
Human Resources Manager	Local college of further education	F E/Adult Education provision
Office Manager	East North East Homes (Leeds)	Housing
Manager	'Bilingual Advocates'	Third (voluntary) Sector
Local Member of Parliament	Parliament	Political representation (national)
Human Resources Manager	Local processed food factory	Employment (local)
Centre Manager	Local health centre	Health
Local Councillor	Leeds City Council	Local Government

If time and resources allow, we recommend including a broader range of stakeholders:
- members of local churches and other religious institutions
- schools
- crèches
- Sure Start
- hospitals

This will strengthen an attempt to account for hard-to-reach groups: in gaining access to such groups you need to talk to organisations that are rooted within each community, who already have the trust of group members and an understanding of their needs. Clearly the existence, roles, and influence of such groups will vary from neighbourhood to neighbourhood and ability to identify them will depend heavily on local knowledge and/or a degree of investigative work.

Interviewing individuals as representatives of groups, organisations, or domains of activity inevitably introduces limitation and bias into the sampling process. Some individuals will be well positioned to speak on behalf of those organisations, while others, given the specificity of their personal experience, will be less able to speak on behalf of a 'group' in general. Second, interviewees are also likely to present an unbalanced picture of English language needs in a particular neighbourhood given their unrepresentative contact with priority groups and their members. In this case, you can view the data that you generate as 'telling' rather than representative, though it may well representative in many respects.

Recruitment

Quality and quantity of interview data will rest on your ability to identify those within organisations who are 'information rich' and 'willing to talk'. This in turn depends on pre-existing knowledge of organisations (their structure and personnel), targeted enquiry, and negotiation within organisations themselves. There will be times, however, when you have little or no say in the selection of interviewees, particularly with larger organisations. Indeed, it was the experience on the HENNA project that levels of difficulty and time investment in accessing interviewees were directly related to size of organisation. It is important, therefore, to begin the recruitment process in good time and to be aware that you will need patience and persistence in the face of unresponsiveness.

Contacting potential interviewees

Once relevant individuals have been identified within organisations you can contact them by email or telephone, tell them about the project, the specific purposes of the stakeholder interviews, and the potential (beneficial) outcomes, and invite them to take part in a ten- to fifteen-minute telephone interview. Inform them that the interview will be recorded and that a summary of the interview will be made available to them for amendment (where necessary) and informed consent before use. In short, you should do everything you can to remove the element of threat to the individual or the organisation.

Follow the process of conducting and recording a semi-structured interview outlined in section 6. Transcription and analysis can follow the steps outlined in section 8.

10. Case studies of provision

To present as full as possible a picture of provision in a neighbourhood, you might like to develop case studies of provision. In the HENNA project we developed analytical case studies of five centres, informed by the teacher and manager interviews from that centre, as well as by field notes and responses from student questionnaires.

Choice of cases

You should carefully choose a small number of sites. This is a purposive sample: sites vary widely across a range of dimensions and the aim is to reflect the range of provision in the area. The sites identified as best doing that in the HENNA study were:

- A library with well-established voluntary sector ESOL provision;
- A church which hosts an ESOL class;
- A refugee employment and training organisation with an IELTS class;
- A centre that houses a large proportion of the ESOL provision of a College of Further Education;
- A private training provider offering Jobcentre Plus ESOL classes.

Data

Data for a case study of provision might include the following, among other sources:

- The results from questionnaire surveys of students;
- The transcript of an interview with a class teacher;
- Course leaflets and other literature;
- Information on enrolment and fees;
- A recording of an interview with a manager.

Manager interview

To enhance the case study data, it is important that you secure an interview with the manager of the centre you are studying, an individual who knows about the ESOL provision at the site from an administrative perspective. You can follow the same procedure for carrying out the interview with the manager as you did with the teacher (section 6), though the focus of your questions will encompass matters that a manager rather than a teacher will be expected to know:

- barriers to accessing provision;
- why are people refused a place in a class?
- waiting lists;
- funding sources (who pays?);
- 16-19 provision where appropriate.

A sample interview schedule is reproduced as appendix 3.9.

11. Case studies of non-ESOL centres

An important outcome for your work is to understand the language needs of those not currently accessing ESOL provision, and to be in a position to make recommendations. This section describes exploratory work that might be carried out in non-ESOL centres to contribute towards achieving this outcome, including in-depth interviews in their expert languages with people who are not currently studying ESOL. These might be people aspiring to study, or they might not have considered the possibility. While not being full-scale ethnography, this work is ethnographic in orientation: the aim is to generate rich and thick descriptions of the places and spaces where migrant users of languages other than English gather, and to gain an insight into their language use and English language needs. Note that this work is time-consuming, and is not guaranteed to pay off. You should only consider carrying out this aspect of the project if you have the resources available (in terms of time, researcher motivation and expertise).

Types of centres

Work can be done in places where people gather but where ESOL classes are not currently provided. Possible places to consider might be:
- places of worship (mosque, church, etc)
- baby clinics
- doctors' surgeries
- childcare centres
- primary schools
- cafés, bars or restaurants
- community centres
- community groups
- leisure centres and pool halls
- hairdressers and barber shops
- grocery stores

For the HENNA project we worked in two such places: a mosque and a childcare centre.

Gaining access

The first thing to do is to talk to local informants – people who know the area and are in a position to give advice. You should aim to get the name of a person you might approach at an institution you are interested in. This person is known as the *gatekeeper*: contact with the institution should be made with them. This might be the manager of a childcare centre, the owner of a café, the receptionist at a doctors' surgery. Initial contact with these gatekeepers will focus on two areas:
- gaining permission to carry out this aspect of the research at the centre. You will need to explain the project, possibly with a written description of its purpose (the information sheet for the research), backed up by your researcher authentication sheet (appendix 3.4).
- building up a picture of the activities that take place in the centre, and the people who partake in them.

Observation

As well as talking to the gatekeeper, you can learn a lot by simply noticing what happens in the place, watching people come and go, chatting informally to people as and when appropriate (this might involve explaining your presence in the place), noticing aspects of the environment (posters on the wall, notice boards, activities which happen at various times in the centre, details of the spaces in the centre – such as communal areas, office spaces, kitchens, etc.) as well as details of its location in the immediate neighbourhood. You may need permission from the gatekeeper to carry out this type of informal observation. It would be polite to ask, in any case, even in more public spaces such as cafés.

Clearly how much of this observation you carry out will depend on the time you can devote to this aspect of the project. However, only a very short time (a visit of an hour or two) can tell you a lot about a place. When you are observing, and immediately afterwards, you should make *field notes* – that is, you should write about what you are noticing, who you are talking to, what they are saying. You can draw diagrams, copy down information on notice boards, make notes of conversations, and so on. The more extensive these notes are, the more useful they will be later. Take photographs if you are allowed to, and if it seems appropriate. You probably won't want to do any audio recording at this stage.

This type of observation and informal discussion will enable a picture to be built up of what activities are done in the centres, and who attends these activities. They might also give you insights into the types of language issues they might have. They will also help you to identify individuals who will be the key informants at the centre.

The field notes will provide the basis for the descriptive aspects of your case study.

Interviews

Identifying an interviewee

You want to identify and approach individuals *not currently studying in an ESOL class* and who clearly have a low level of English. You will probably need to ask for help from the gatekeeper to do this. Try to find as much out as you can about potential interviewees from the gatekeeper (for example, do they speak very little English?). Your decision will depend to an extent on the availability of linguistic resources for carrying out and translating the interview. That is, you yourself will speak the language of the interviewee, or you will have access to a reliable interviewer who does (see below).

It is often the case that there is a presumption made about the language people speak. For instance, if someone is from a 'Francophone' country in Africa, that all people from that country will have a high level of competence in French. In reality this is not always the case. Self-reporting of languages spoken can also be unreliable. This points to the importance of checking carefully to ensure that the interviewer and the interviewee can understand each other clearly. This is also where local knowledge becomes important.

Approaching an interviewee

If you speak the language of the potential interviewee you will find this quite straightforward. Otherwise you will have to enlist the help of either the gatekeeper or others who can assist. Explain your purpose, and the purpose of the project. You will probably need to show your credentials (appendix 3.4). Establish that they are not currently

studying in an ESOL class. Ask them if you can arrange to interview them, either here and now or at a later, mutually-convenient place and time.

Identifying an interviewer
The choice of interviewer is important. You as the researcher might be able to take on this role, in which case the process will become straightforward. If you are a project manager, it might be a good idea to recruit researchers who speak some of the languages used in your neighbourhood from the start. If you cannot carry out the interview yourself, however, you should bear certain things in mind when choosing an interviewer.

Their essential qualities will be:
- a high level of competence in speaking both the interviewee's expert language and English
- a high level of literacy in English

Ideally they will be
- someone with a background in language study
- someone with experience of tertiary education
- someone who translates regularly (this might be in informal contexts)

If you are working with a bilingual interviewer/translator, you will need to talk them through the procedure for carrying out the interview (see section 6 above).

Preparing for and conducting the interview
You can follow the guidance for preparing for and conducting an interview with a teacher (section 6).

Translating an interview
If you have the resources, you should transcribe the interview in the language in which it took place, and then translate it. This can be very time-consuming, but will result in a more accurate account. Alternatively you or your translator can produce a version in English straight from the recording.

You or your translator will need to listen to very small sections of the tape again and again to make sure that you write down what the informants have said. Remember to transcribe/translate questions as well as answers.

The interview should be transcribed/translated as it was spoken. See section 8 for simple transcription conventions. Retain the translation with the rest of the documentation and field notes for the centre. You will need these when you write up your case study.

References and resources

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Research methods handbooks

Bazeley, P. (2007) *Qualitative data analysis with Nvivo*. London: SAGE.

Kvale, S., and S. Brinkmann (2008) *Interviews: Learning the craft of qualitative research interviewing* (2nd ed.). Thousand Oaks: Sage.

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Research resources and tools

Bristol Online Survey https://www.survey.bris.ac.uk/

Express Scribe http://www.nch.com.au/scribe/index.html

Nvivo QDA software http://www.qsrinternational.com/products_nvivo.aspx

Survey Monkey http://www.surveymonkey.com/

VoiceWalker http://www.linguistics.ucsb.edu/projects/transcription/tools.html

Appendix 1: Suggested report outline

	Report section	Informed by …
1.	*Executive summary and list of recommendations*	All data sets
2.	*Contextualisation*	Policy documentation
3.	*Narrative and overview of ESOL provision in the neighbourhood*	Demographic study, fieldwork reports from ethnographic work, other relevant literature, neighbourhood survey
4.	*Overview of ESOL students' needs*	Questionnaire survey of ESOL students; interviews with ESOL teachers; focus groups with ESOL teachers; teacher questionnaires; ethnographic work in non-ESOL centres including interviews with those not studying
5.	*Barriers to provision*	Questionnaire survey of ESOL students; interviews with ESOL teachers; focus groups with ESOL teachers; teacher questionnaires; ethnographic work in non-ESOL centres including interviews with those not studying
6.	*Stakeholder report*	Stakeholder interviews
7.	*ESOL for young people*	Interviews with school EAL coordinators, coordinators and teachers of 16-19 year old ESOL students
8.	*Case studies of provision*	Neighbourhood survey; questionnaire survey of ESOL students; interviews with ESOL centre managers
9.	*Case studies of individuals*	Ethnographic work in non-ESOL centres including interviews with those not studying
10.	*Summary and recommendations*	All data sets

Appendix 2: Doing research
One researcher on the HENNA project wrote reflections about her experience.

Dear Me-Two-Months-Ago,

In the next two months you will learn a lot, very fast. Here are some things you'll wish you knew to begin with.

- speaking to people on the telephone isn't that terrifying, but it does require a confidence and a lightness of touch which is lacking if you are focused entirely on your own goals and not what the person answering the telephone needs to know. In many cases, what they need to know is who they'll be forwarding your call too, so try and get your purpose as upfront as possible. Start by having a very clear idea yourself of what the aims are; some words you think are neutral sound worrying to others. 'Observation', for example, panics teachers.

- consider the organisational structures within which you are working.
Not only do people need to know your background and who you represent
- and they will be worried about who is ending up with the information you collect - but they work within complex structures of locations, teachers, managers, and agencies, not to mention various government offices. The more sensitive you are to these the easier it will be to understand people's concerns. This can affect access to centres, by both the institutional time - you can't visit a class during the holidays, and you can't phone someone on Friday if they only work Monday to Wednesday - and by the 'gatekeepers', the centre or agency managers who have the power to refuse you access to classes even when teachers are willing.

- be aware of people's needs. Try not to interview someone who is hungry - at least not without letting them eat at the same time - or who is in hurry to be somewhere else, or who still has students waiting for their attention. This goes for students and centre managers too, all of whom have their own concerns about and investment in the results of the research.

- most importantly, if you avoided all of these pitfalls you'll have found some others instead. Mistakes are part of the process and it's better to make some and get the work done than to do nothing, perfectly.

Rhiannon

Appendix 3: Research instruments

3.1 Sample information and consent sheet

Harehills ESOL Needs Neighbourhood Audit (HENNA)

Information for teachers and organisations

The Harehills ESOL Needs Neighbourhood Audit project aims to enhance understanding of the need for ESOL provision in Leeds, and the barriers faced by adult migrants in gaining access to such provision. The research is carried out through surveys and interviews with adult learners of English for Speakers of Other Languages (ESOL), their teachers, and other stakeholders. It also involves demographic survey work and ethnographic observation. Work on the project began in November 2010 and will continue until the end of March 2011.

The project has been commissioned by the Regeneration Service of Leeds City Council, and is coordinated by James Simpson at the School of Education, University of Leeds. Project team members are based at the University of Leeds and at RETAS, the Refugee Education Training Advice Service, Roundhay Road, Leeds.
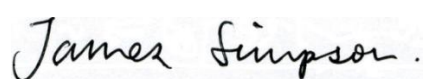
What does the study involve?

- The research takes place from Autumn 2010 to March 2011**.** All ESOL providers in the Harehills neighbourhood are taking part in the project.

- We will conduct a survey of ESOL students from one class in every centre within the Harehills neighbourhood where ESOL is provided. The survey aims to ascertain the need for ESOL and the barriers to access to classes felt by the students. This will be completed anonymously.

- We will conduct an informal interview with the teacher of each surveyed class, generating information about teachers' perceptions of student need and barriers to access to provision. We will also conduct a focus group interview with a sample of teachers involved in the project.

- We will conduct an interview with the manager of each centre involved in the project, concentrating on the range and nature of ESOL provision at the centre.

- We will administer an electronic survey to all ESOL teachers within the Harehills neighbourhood. This survey will address the scale and extent of English language skills needs of ESOL students in Harehills, the differences amongst the different communities in the area, and teachers' perceptions of barriers to accessing provision.

Your involvement

- The researcher will work in partnership with the teachers and managers on the project to carry out a survey with ESOL students in *one class* at each centre in Harehills where ESOL is taught. They will also arrange to interview one class teacher and the centre manager at each centre in Harehills where ESOL is taught. Finally, they will work with each centre manager to arrange the distribution and administration of a survey of all teachers at their centre.

- In publishing the results of the research, each organisation will be fully consulted. All references to students and teachers will be anonymised.

- The views, participation and feedback of ESOL students, their teachers, and centre managers are an essential part of the project. It is hoped that this project will contribute to building a strong case for ESOL provision in Leeds.

- Once the project has ended, there will be follow up events and discussion, publications and future research. It would be good if you and your organisation could stay involved and continue to share the discussion and development of research into ESOL teaching and learning.

If you would like further information about this project please contact James Simpson on 0113 343 4687, j.e.b.simpson@education.leeds.ac.uk.

James Simpson.

Dr James Simpson
Senior Lecturer (Language Education)
School of Education
University of Leeds
Leeds LS2 9JT

……………………………………………………………………………………

If you are happy to take part in this project, please sign and date a copy of this information form.

Name	………………………………………………
Position	………………………………………………
Signed	………………………………………………
Date	………………………………………………

3.2 Sample information and consent email

Dear [name]

I would like to introduce myself. My name is James Simpson, and I work in the School of Education at the University of Leeds. I am writing to you as Project Director of the Harehills ESOL Needs Neighbourhood Audit (HENNA) project. Your colleague [X] was recently contacted by one of the researchers on the project, with an invitation to take part. You have replied to say that [name of organisation] is unable to contribute to the project. However, I feel I need to explain further.

The project, whose official title is the ESOL Audit Pilot, has been commissioned by the Regeneration Service of Leeds City Council, with funding from the Yorkshire and Humber Regional Improvement and Efficiency Partnership. It was instigated by the ESOL Working Group (a group comprising membership from Job Centre Plus; Leeds City Council; The Skills Funding Agency, inter alia). This followed consultation at the Leeds ESOL Stakeholder event, held at the Carriage Works Theatre, 30th March 2010. It was agreed there that there was an urgent need to provide an empirical research base for an understanding of ESOL need, and barriers to gaining access to ESOL provision, in Leeds. Hence the ESOL Working Group and other stakeholders have bought in to this project as a means of addressing these issues, not least because it will contribute to enabling partners to provide more effective ESOL provision both locally and across the region. It goes without saying that [your organisation] will be a beneficiary of the project.

Involvement in the project is not onerous. The project team are working with every centre that provides ESOL in Harehills. We are carrying out the following work, to address our core questions about ESOL need and barriers to access:
- conducting a survey of students in one class in each centre. The survey addresses the central questions of ESOL need and barriers to access. It will be administered by one of the project researchers in class time, with the help of the class teacher. It will take around half an hour. Informed consent will be gained from students prior to administering the survey, and we will stress its anonymity.
- conducting a short interview with each teacher of the classes surveyed.
- conducting an interview with the manager of each centre. This interview will also take around 20 minutes or so.
- conducting an electronic survey with all ESOL teachers in Harehills. To do this we have developed an electronic survey instrument that will be distributed to centre contacts (usually managers). They will then be forwarded to all teachers at the centre. This survey will take around ten minutes to complete.

Can you let me know if it is possible to go ahead with this work with [your organisation]? Then I can ask the researcher to contact [name of teacher] again, to arrange to carry out the work. And if you would like further information about the project, or if you wish to discuss this, please don't hesitate to get in touch (my contact details are below).

With best wishes

3.3 Student consent

Harehills ESOL Needs Neighbourhood Audit (HENNA): ESOL student consent sheet

[to be read to students before administering the student survey]

You are invited to be part of a **RESEARCH PROJECT** about ESOL classes in Harehills.

The work is being done by The University of Leeds and RETAS for Leeds City Council.

WHAT WILL THE RESEARCHER DO?

I want to find out more about why speakers of other languages need to learn English (ESOL).

I also want to find out more about the problems ESOL students have in finding an ESOL class.

I will ask you some questions about learning ESOL, and about problems you have. [show students the survey questionnaire]

HOW WILL THE INFORMATION BE USED?

We will write a report on the research which will be used by Leeds City Council to plan ESOL classes in Leeds.

YOUR RIGHTS:

We will not use your real name in our report.

We will remove your name from our computer records at the end of the research.

If you do not want to answer the questions you can tell your teacher or the researcher.

The research is quite separate from your course. There will be no problem if you do not want to take part.
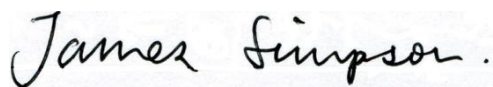
3.4 Sample researcher authentication sheet

[This document should be printed on headed paper, and should include the logos of the research organisation and the sponsors. Store it in a plastic wallet, or even laminate it. It can be carried by the researcher and produced if credentials are required.]

Place a photograph of the researcher here

[Name of researcher] is participating in a research project investigating the need for provision of lessons in English for Speakers of Other Languages (ESOL) in the Harehills area, and barriers to such provision. The project is entitled the *Harehills ESOL Needs Neighbourhood Audit* (HENNA). It is funded by Leeds City Council and is directed by me. In connection with this research, [name of researcher] will be interviewing Harehills residents, ESOL students, teachers and managers, and recording these interviews using digital audio recorders and cameras.

If you would like further information about this project please contact me on 0113 343 4687, or via email at je.b.simpson@education.leeds.ac.uk.

James Simpson.

Dr James Simpson

Senior Lecturer (Language Education)

School of Education

University of Leeds

Leeds LS2 9JT

3.5 ESOL student survey
Harehills ESOL Needs Neighbourhood Audit (HENNA): ESOL student survey

First name (optional)　　　　…………………………………………………………………………

Centre　　　　　　　　　　…………………………………………………………………………

Class　　　　　　　　　　　…………………………………………………………………………

Teacher　　　　　　　　　…………………………………………………………………………

Are you　　　　Female ☐　　　　　　　Male ☐

Age　　　　……………　　years

Country of birth　　……………………………………………………………

What is your first language?　……………………………………………….

Can you read this language?　Yes ☐　　　A little ☐　　No ☐

Can you write this language?　Yes ☐　　　A little ☐　　No ☐

Do you speak any other languages?　　　Yes ☐　　　No ☐

If so, which ones?　　…………………………………………………………………………

……

How long have you been in the UK?　………………………………………………………….

Which country did you live in before you came to the UK?　………………………………………

……

What is your immigration status?

refugee/asylum seeker　　☐
migrant worker　　　　　☐
spouse visa　　　　　　　☐
student visa　　　　　　　☐
British citizen　　　　　　☐

Other　…………………………………………………………………….

How many years did you go to school as a child?   ……………   years

Did you go to college or university?   Yes ☐   No ☐

What work did you do before you came to the UK? …………………………………………………………………….

……

Do you work now?   Yes ☐   No ☐   Voluntary ☐

If yes, what is your job now? ………………………………………………………………

What problems did you have finding an English class in Leeds?

None   ☐
Childcare   ☐
Cost   ☐
Travel   ☐
Work   ☐
Information   ☐
Immigration status ☐

Other ………

……

How long have you been in this class?   ……………………………………………………………………..

Do you come to every class? Yes ☐   No ☐

What problems do you have coming to this class?

None   ☐
Childcare   ☐
Cost   ☐
Travel   ☐
Work   ☐

Other ………

……

……

3.6 ESOL teacher survey
[online version at https://www.survey.leeds.ac.uk/henna_teacher]

Harehills ESOL Needs Neighbourhood Audit (HENNA): Teacher survey (pilot version)

The Harehills ESOL Needs Neighbourhood Audit project aims to enhance understanding of the need for ESOL provision in Leeds, and the barriers faced by adult migrants in gaining access to such provision. The research is carried out through surveys and interviews with adult learners of English for Speakers of Other Languages (ESOL), their teachers, and other stakeholders.

The project has been commissioned by the Regeneration Service of Leeds City Council, and is coordinated by James Simpson at the School of Education, University of Leeds. Project team members are based at the University of Leeds and at RETAS, the Refugee Education Training Advice Service, Roundhay Road, Leeds.

As part of the research we are carrying out this survey with all ESOL teachers within the Harehills neighbourhood. The survey is about the scale and extent of English language skills needs of ESOL students in Harehills, the differences amongst the different communities in the area, and teachers' perceptions of barriers to accessing provision.

All responses to this survey are confidential, and the names of any individuals, institutions and centres mentioned will be anonymised.

If you would like further information about this project please contact James Simpson on 0113 343 4687, j.e.b.simpson@education.leeds.ac.uk.

Section A: About you
The questions in this section give details about your teaching background and current work.

1. Your institution   …………………………………………………………………………………

2. The name(s) of the centre(s) where you teach   ……………………………

……

……

3. What are the names and levels of the classes you are teaching now?

……

……

4. What year of teaching are you in at this institution? (e.g. 1st, 2nd)   ………………

5. Status (e.g. part time, full time etc.)   …………………………………………

6. Length of time teaching English to adult migrants (years)………………………

Section B: About students
The questions in this section are about the barriers that might be faced by your current or potential students in gaining access to ESOL provision. Please tick as many as you think apply.

1. In your experience, what problems do people with ESOL needs have in finding an ESOL class in Leeds?

None	☐
Local availability	☐
Childcare	☐
Cost	☐
Travel	☐
Work	☐
Information	☐
Immigration status	☐

Other   …………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

2. What problems do your current students have in coming to class?

None	☐
Childcare	☐
Cost	☐
Travel	☐
Work	☐
Ill health	☐
Carer commitments	☐
Family problems	☐

Other   ………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Section C
The questions in this section are about the students you currently teach. Read this list of things which students might need to do with English, both outside and inside classrooms. Please tick as many as you think apply to your students.

1. Listening for understanding
understanding interaction between local native speakers of English ☐
understanding interaction between users of English as a lingua franca ☐
listening to instructions and explanations (e.g. at work) ☐
listening to the radio and to audio recordings ☐
watching TV and film ☐
listening and responding appropriately on the telephone ☐
understanding lectures in academic or vocational study ☐
listening to support or prepare for academic study (e.g. IELTS) ☐
listening to pass Skills for Life exams to progress (i.e. to move 'up a level') ☐
listening to pass Skills for Life exams for citizenship ☐

2. Reading for understanding
reading bills, bank statements, letters from officials (e.g. the DSS, the Council, lawyers) ☐
reading letters and emails sent by children's' school ☐
reading local texts (e.g. adverts in shops, signs, communication from politicians, local ☐
community groups, churches and mosques)
reading texts at work (e.g. forms, manuals, emails, notices) ☐
reading to acquire basic or beginner literacy ☐
reading on vocational training courses ☐
reading to support or prepare for academic study (e.g. IELTS) ☐
reading to pass Skills for Life exams to progress (i.e. to move 'up a level') ☐
reading to pass the Citizenship test ☐

3. Spoken interaction and production
conversation with family, friends and neighbours ☐
speaking locally (e.g. the shops, library, community centre, place of worship) ☐
speaking to health workers such as the GP, nurse, health visitor ☐
speaking to officials (e.g. in the bank, Job Centre, housing office) ☐
speaking to teachers at children's' school ☐
speaking at work ☐
speaking at an interview ☐
speaking to support or prepare for academic study (e.g. IELTS) ☐

speaking to pass Skills for Life exams to progress (i.e. to move 'up a level') ☐
speaking to pass Skills for Life exams for citizenship ☐
describing personal experience ☐
putting a case (e.g. a complaint to a landlord) ☐
making public announcements ☐
addressing audiences ☐

4. Written interaction and production
writing for pleasure/leisure/creativity (e.g. diaries, stories) ☐
writing letters to friends ☐
electronic communication with friends and family (e.g. facebook, email) ☐
writing in the community (e.g. messages, leaflets, letters and emails to local councillor, MP) ☐
writing to fill in forms (e.g. application for a job, a bank account, a driving licence) ☐
writing to children's school ☐
writing to carry out job effectively (e.g. reports) ☐
writing to apply for a job (e.g. CVs, covering letters) ☐
writing to acquire basic or beginner literacy ☐
writing on vocational training courses ☐
writing to support or prepare for academic study (e.g. IELTS) ☐
note taking in lectures and seminars ☐
writing to pass Skills for Life exams to progress (i.e. to move 'up a level') ☐

Section D
The questions in this section are about the relative level of language need felt by different types of student.

1. Do you feel that particular groups of students in your classes have a greater need in certain areas mentioned in Section C than in others?

Yes ☐   No ☐

2. If 'yes', please explain, giving a little detail

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Thank you very much for your help with this research.

3.7 Sample teacher survey recruitment email

Dear [name of manager]

Thanks for all your help so far with the Harehills ESOL Neighbourhood Needs (HENNA) project. This link is to an online survey that is being administered as part of the project. We're very keen to get as high a response rate as possible.
https://www.survey.leeds.ac.uk/henna_teacher
Could you please forward the link to all the ESOL teachers working at the [name of centre], together with this message:

About this survey
This survey is part of the Harehills ESOL Needs Neighbourhood Audit (HENNA) project, commissioned by the Regeneration Service of Leeds City Council, and coordinated by the School of Education, University of Leeds. The project aims to enhance understanding of the need for ESOL provision in Leeds, and the barriers faced by adult migrants in gaining access to such provision.

How do I complete the survey?
Click on this link and follow the simple instructions:
https://www.survey.leeds.ac.uk/henna_teacher

How long will it take to complete the survey?
It should take between 10 and 15 minutes to complete.

Why should I take part?
We are carrying out this survey with all ESOL teachers within the Harehills neighbourhood. It is an opportunity for you to make your voice heard in research that will inform ESOL policy.
Your views will inform future ESOL provision in Harehills and beyond.

Will I need to write my name?
No. All responses to this survey are anonymous and confidential.

Is there a deadline?
Yes – Please complete the survey by Friday 28 January.

Further information
If you would like further information about this survey, or about any aspect of the HENNA project please contact James Simpson on 0113 343 4687, j.e.b.simpson@education.leeds.ac.uk.

3.8 Teacher interview

This is …………………………………………………………………(name of researcher)

talking to …………………………………………………………(name of teacher)

at………………………………………………………………………….(name of centre/institution)

on……………………….(date)

1. Students

Tell me about some of your students.

    [prompts: Give specific names of learners we have met]

2. Difficulties

Tell me about some of the learning difficulties or issues that your students have in class.

    [prompts: Literacy? First language literacy? Speaking?]

3. Barriers to access

Tell me about some of the problems your students have in gaining access to an ESOL

class/this ESOL class/any ESOL class.

    [prompts: Childcare? Cost? Work? Travel and transport? Immigration status?]

4. Teaching

a) Tell me how you plan your lessons.

    [prompts: Typical lesson plan. Adapting according to student needs? Other things

    you use when you plan? Don't use?]

Introduction (5 minutes)
Welcome and brief outline of project. Brief explanation of aim of focus group and the form it will take.

Activity 1: Needs (20-25 minutes)
Mind-mapping
What are the main needs of/difficulties and issues facing the ESOL students you teach?
Do you think that there are particular communities who have particular needs? (Do you think that this is a reasonable or helpful question to ask?)

Ranking Activity
Are some of these needs more profound and/or widespread than others?
Can you rank them in terms of how profound or widespread they are?
Prompts: L 1/L2 literacy etc.

Activity 2: Barriers to access and attendance (20-25 minutes)
Mind-mapping
What barriers do ESOL students face in finding and attending classes?

Ranking Activity
Can you rank them in terms of their significance as barriers? i.e. big or small?
Prompts: Childcare/Cost of class/Immigration status etc.

Plenary (5 minutes)
Are there any other issues you would like to raise?
What would you like to see done to address the issues you have discussed?

3.10 Manager interview

This is ....(name of researcher)

talking to ....(name of manager)

at ....(name of centre)

on ....(date)

1. Describe the ESOL provision at this centre

[prompt: where does funding come from, i.e. who pays? size of provision? number of classes/students/levels? How long is centre established? Who (which organisation) provides the teaching?]

[NOTE to researchers: You need to think about the centre carefully. Are there any questions you need to ask that are specific to that centre?]

2. Potential students

Tell me about the people who come to you looking for ESOL classes.

[prompts: how many, from what backgrounds, how old are they, how many find your ESOL class(es) suitable]

3. Finding you

Tell me how your students find your centre.

[prompt: do you advertise? how? who do you hope to reach?]

4. Barriers to access

If you cannot offer potential students a place, what reasons do you have?