

Be Inspired

Adult Learning

English for Speakers of Other Languages





What Adult Learning offers:

Adult Learning is committed to supporting all ESOL learners to integrate into British society and reach their academic and personal potential.

We offer a broad range of learning opportunities to all learners; this is from Pre-Entry Level to Level 2. We encourage our learners to take up progression opportunities whether within our service, or with other educational establishments. We do this by providing robust and personalised Information, Advice and Guidance.

Our full curriculum offer covers:

- English for Speakers of other Languages
- Mathematics
- English
- Employability
- Digital Skills
- Health and Wellbeing
- Go Greener
- Languages
- Arts and Crafts
- Family Learning
- LLDD

We can provide accredited (leading to formal qualifications) and non-accredited courses to suit individual needs.



The ESOL Curriculum Offer

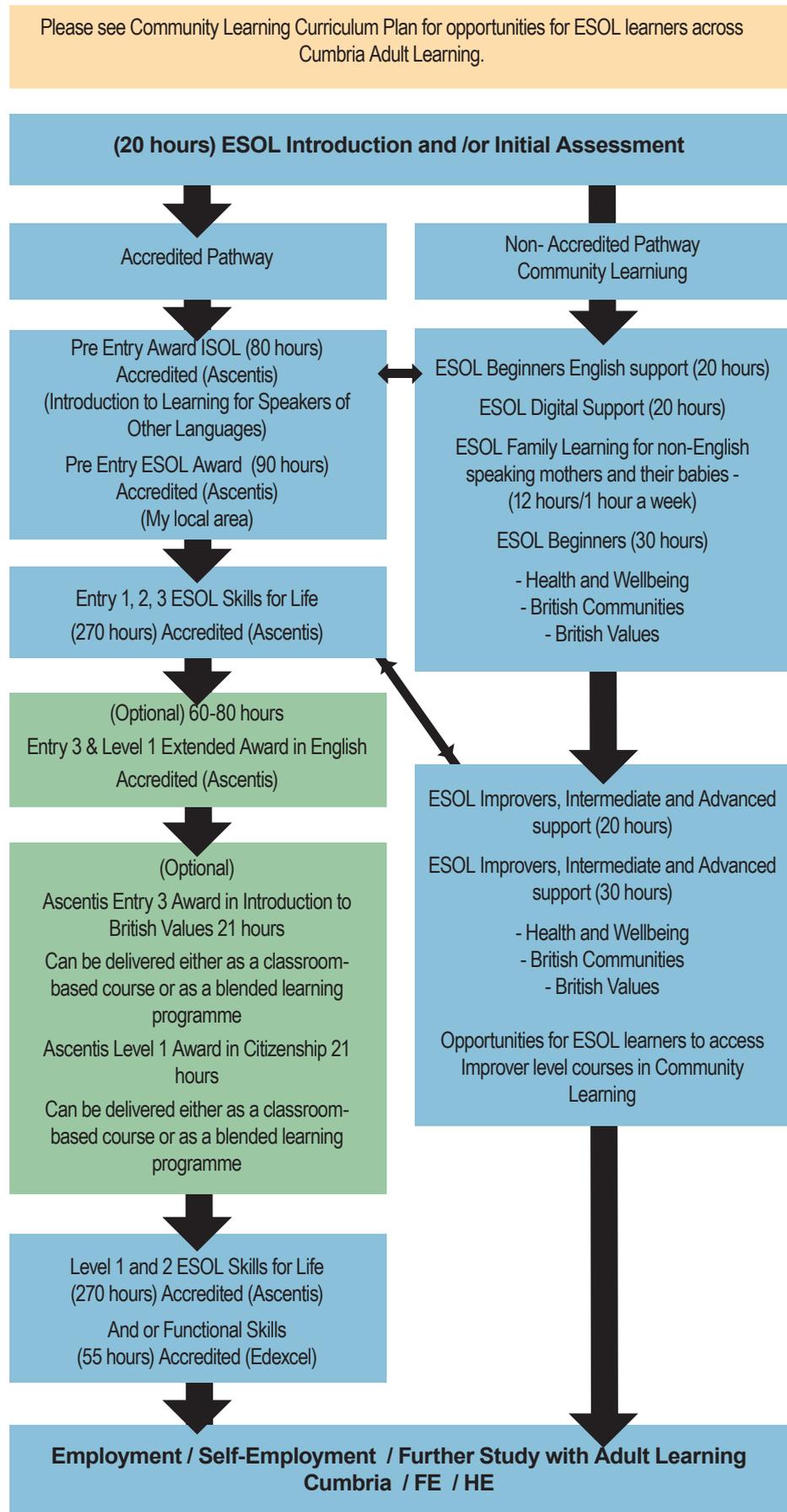
You can see how flexible the curriculum offer is; Adult Learning aims to support each learner to be able to progress at their own pace. We can use our community learning funding pot to provide additional opportunities to improve fundamental language skills to support achievement.

We have listened to feedback from the CCC Resettlement Team and added some additional courses that assist ESOL learners to understand societal norms and integrate fully, and effectively, into British communities.

Our ESOL accredited, or qualification, provision is offered through the awarding body Ascentis. We are able to offer qualifications from Pre-Entry Level (for total beginners) to Level 2 (GCSE Grade 4 equivalent). This suite of qualifications offers maximum flexibility as learners study for awards in:

- Speaking and Listening
- Reading
- Writing

When learners have successfully passed the three awards they receive a full certificate, this is nationally recognised and valued by potential employers.



ESOL Learners can also access further accredited pathways in Employability, Digital skills, Health and Well-being, English and Mathematics.

2020-2021

In the academic year 2020 - 2021 (August 1st 2020 - July 31st 2021) the average attendance for all ESOL learners was **86.60%**. This obviously means that learners are on average missing more than 1 lesson in every 10. We want this attendance figure to improve. 2020 - 2021 was an extraordinary year with learning interrupted by national lockdowns, learner uncertainty and anxiety. Our teachers maintained teaching wherever possible, using the Zoom online platform to continue classes during lockdowns. We returned to classroom teaching as soon as we were able to. A big thank you goes out to our Tutor Team for their commitment and creativity during this very challenging time. Attendance is very clearly linked to achievement and we encourage all learners to maintain high levels of attendance to ensure we are able to support them to achieve their aims and aspirations.

No of learners

- In 2020-2021 we had **230** enrolments on ESOL classes.
- **172** of the **230** learners achieved.
- The overall achievement rate was **75%**



Other courses ESOL learners can access

We can offer learners a wide variety of courses across our curriculum.



Digital Skills

We provide a range of courses from absolute beginner level to Essential Digital Skills Qualifications.

The offer provides learners with the digital skills they need for their everyday lives and for employment and volunteering.



Employability

Our offer covers basic skills for employment and a series of qualifications that give learners the skills they need to secure volunteering opportunities and employment.

Examples include qualifications in Health and Care, Volunteering and Employability Skills.



Health and Wellbeing

We run a series of short workshops in Mindfulness to help people cope with the everyday stresses in their life. We also offer courses in Confidence Building, Resilience, Mental Health and Wellbeing, Healthy Living and many more.



English

We offer English qualifications from Entry Level 1 to Level 2. This includes English Skills, Functional Skills and GCSE.



Mathematics

Our Mathematics offer gives learners the skills they need for life and work. We offer Mathematics Qualifications from Entry Level 1 to Level 2. This includes Mathematical Skills, Functional Skills and GCSE.



Arts and Crafts

We run a series of classes in areas such as Art, Sewing, Lino Print, and many more.

Go Greener

A new curriculum offer, looking at areas such as reducing your carbon footprint, repurposing and upcycling.



Family Learning

A curriculum offer that gives parents and carers knowledge and expertise to support the child's learning. We have a course specifically for ESOL Mums and babies to provide an inclusive and supportive learning environment for those with caring responsibilities.

The Adult Learning ESOL Team

We have a team of highly experienced and dedicated ESOL Tutors. They all hold a recognised qualification in teaching ESOL and bring enthusiasm and creativity into their teaching. They have a successful track record of delivering qualifications to learners from Pre-Entry Level to Level 2.

Advanced Practitioner

The team is headed by an Advanced Practitioner who has responsibility for supporting tutors, running CPD and standardisation. This role has responsibility for ESOL provision for the whole county.

Centre Managers

Each geographic area has a Centre Manager who acts as the day to day contact for our Resettlement Teams. They work with the Advanced Practitioner to offer a curriculum that meets the needs of all learners in their areas.

Area and Curriculum Manager

We have an Area and Curriculum Manager who has responsibility for ESOL (and other provision) across the county. The job holder works with the Advanced Practitioner to ensure our curriculum offer is broad, current and meets the needs of existing and new learners. The post also has responsibility for all internal quality assurance, liaising with awarding bodies, acting as Head of Centre for Exam Boards and external quality assurance visits.

Current tutors:

- Neil Stanley - South Lakeland
- Chris Fonth - South Lakeland and Barrow
- Rebecca Brighton - Barrow
- Alison Mills - Eden
- Diane Stanswood - Carlisle
- Jenny Stevenson - Carlisle
- Anne Dias - Carlisle
- Robin Muldrew - Allerdale
- Helen Tucker - Allerdale
- Fay Ankers - Copeland



Case studies

Here are a few examples of recent success stories:

Last academic year, two learners, working full-time in a shop and factory respectively, asked me about teaching in the UK. They are both qualified teachers in their home countries. As a result of discussions with me, they both took stock and decided to change their working patterns to begin the journey back to working as teachers. One hoped to get into a special needs school to volunteer initially, and the other one arranged to volunteer one day a week in her child's school as a parent helper.

One of my learners who was unemployed all last year gained full-time employment in a local factory at the beginning of the academic year as a result of gentle persuasion from myself and two other learners in her class. She now has her name on the Council Tax bill and her own bank account. She attends my evening class. In this class (and in last year's class), she got to know a learner whose spouse works in the job sector for which she trained at college. She has now begun to socialise with this couple and may have opportunities in the future to put into use her skills gained in her home country.

A learner went from self-employment to part-time employment and has recently become interested in going back to being an electrician as a result of course details advertised by us for Gen2 which I showed him, plus a bespoke resource on Electricity. I also gave the training company details and the bespoke resource to an unemployed learner in my other class, whose dream has always been to ply his trade in the UK. Although he has plenty of other work experience, perceived lack of English competency has previously held him back, but as he is now on an ESOL course, he is currently trying to contact the training provider to find out when the next course will be. He has said in his IPR – "I believe I can do everything."

An email received from a local
Universal Credit Work Coach

"I have just spoken with and he sat in front of me and introduced himself and told me where he lived in very clear English. Said he learned today and said "Francesca good". That is the clearest I have heard him speak. He also told me he attended class "Next to police station".

"I am very pleased with him today"



Innovation in teaching

In the 2020-2021 academic year our South Lakeland Adult Learning Team was offered the opportunity to be a partner with Kendal College to develop and pilot an exciting project using emojis to improve outcomes for learners.

The project was funded by the ETF and involved two of our ESOL Tutors collaborating with peers at Kendal College to trial the use of emojis to promote inclusive learning.

Our tutors worked with learners for a full academic year, using emojis to improve language acquisition and engagement in learners. This was hugely successful and has led to national recognition and a wonderful opportunity for our service to share this excellent practice across other curriculum areas.

The full report has been published and is available on the ETF website. There is also a link to a presentation that our tutors delivered in July 2021 to practitioners across England.

The Tutor Team continually review their teaching practice and work hard to make learning fun and inclusive. They use many methods to engage learners and give them the skills to succeed. Examples include role-play, audio and video clips, external speakers, visual aids and props.

My involvement in the OTLA7 Project: A) Last year, Neil Stanley and I did a joint action research project in collaboration with Kendal College, supported by a national framework called OTLA (Outstanding Teaching, Learning and Assessment). The idea was to see if using emojis could help with learning English. Our focus was on emotional vocabulary acquisition and we found that linking new words to an image helped learners to retain new vocabulary. The impact of this project is that our ESOL learners now have a wider emotional vocabulary and feel more able to communicate their feelings with others .B) The OTLA7 project has been an excellent way of getting teaching staff to reflect on their practice and work together with teachers and academics from other parts of the country and in other settings. I learnt lessons regarding online teaching techniques, about assessment for learning, about new ways of helping learners develop their English vocabulary, to name just a few. It opened my eyes to the world of action research and what an incredibly valuable tool it can be in education.



Feedback from learners

"I can now have conversations in English. I understand quite a lot of what is being said (though I struggle with accents). I have improved my vocabulary. I can read a book in English and make orders. I have found a job."

"My teacher is very patient; I enjoy coming to my class and I can ask questions."

"Studying the writing course helps me to talk, understand and write. I can fill some documents now. I'm learning every week new words and spelling"



"I am really happy because my boss offered me a higher position in my job. He says that my English is much better"

"I'm very happy because now I can speak English. I can also fill out a form... I think that the ESOL course will help me to write better"

"I got a job as a care assistant, I'm sorry I didn't send my homework, but I currently started my training and job so I won't be able to attend the lessons for now."

I would like to thank you very much because I am very grateful to you, thanks to you, your lessons I have improved my English. Sometimes I didn't believe in myself enough, but thanks to you I gained confidence because I got a lot out of your lessons. It is amazing how interesting your lessons always are, it makes me want to learn."

During the phone call, interview, preparation I used and use the materials from your lessons all the time. I can honestly say that you are the best teacher I have ever had and known. Thank you so much. I wish you and your family all the best."





What learners can expect from Adult Learning

- A warm welcome
- An initial assessment to establish their starting point
- A discussion around aspirations and goals so we can support these where we are able to
- An inclusive learning environment
- Excellent teaching from subject specialists
- Fun – our lessons are fun!
- The opportunity to study for recognised qualifications in ESOL
- A broad curriculum offer – much more than ESOL
- Ongoing support: including feedback on what is going well and on areas for further development
- A voice – we welcome feedback and always take on board learner comments to improve our offer and shape our curriculum
- Study with an OfSted “good” rated provider



Quotes from our Tutor Team

"I teach ESOL (English for Speakers of Other Languages) to small groups of adults in Kendal and Barrow. It is a rewarding job because the learners appreciate our efforts to improve their English. The most rewarding part is seeing the impact the lessons have on the lives of the learners; for example, by gaining confidence, starting a college course, passing their driving test, or getting a job."

"It has been so rewarding for me since summer 2021 to see a small group of my learners achieve E1 Speaking and Listening and Reading and they are almost ready for Entry 1 Writing. This has been a challenging time for them yet they have worked really hard from almost no English on arrival in the UK."

"Teaching ESOL has been my joy, passion and challenge to improve learner engagement and well-being.

It is important for me to know who I am teaching — not merely a name and a face, but to strive to learn about my learners so that I can gear my teaching towards their interests and specific language learning motivations.

I believe that learning takes place at all time in life; anyone can learn if given the appropriate tools. I expect learners to stretch their minds to their individual limits and they actively participate in the classroom"

"I have taught ESOL for Cumbria County Council since 2017 and have always felt that it is a really rewarding and important job. I teach English to two different groups: refugees who have fled persecution or war in their home countries, and EU migrants who have come to the UK for work opportunities. Unlike other subjects I teach, being an ESOL tutor means that you have the opportunity to be a welcoming face for people who have just arrived in the country or have realised that the little English that they learnt at school won't get them very far. As well as teaching them English I have taught them about the UK, how to open bank accounts, how to register with a GP, how to communicate with their child's teacher, helped them with the driving theory test, shown that I care about their families, learnt all about their home countries, shared meals with them, met their families, introduced them to my family, guided them through universal credit, and so on.

I always have tried to imagine myself in their situation and think about what I would hope for in a new country."

"I enjoy teaching English because it's special!

Benjamin Franklin said, "Tell me and I forget. Teach me and I remember. Involve me and I learn". This quote is key for me as a teacher. Learning is an adventure. I plan a lesson with a learning outcome in mind, but it is my learners who chose the path, and I prepare the journey.

No two days are the same and I get to learn as well as teach! Every lesson pushes me to be creative in capturing my learners' attention. Each learner comes with a different goal and together we find the way."



Contact Adult Learning

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