Appendix 2: Learner Case Studies

Case study 1: Learner A (adult ESOL)

Learner A's first teacher reported that she was shy and isolated.

> "In my country, I did not finish my education because I got married. I came to UK and lived with my in-laws and did not have so much freedom. Then I got my flat with my husband and children. I did not know the area. I did not know anyone."
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> "I want to more better my speaking and listening. It is all thanks to ELATT. Deborah came one day and knocked on my door. She was giving leaflets. I didn't know there is English class in my area."
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> "When I start ESOL E2, some learners were L1 or L2. I was very shy and quiet because the other learners were so good. I was afraid to speak. My teacher said "if you are shy, you will always be behind". My teacher pushed me. Every time my goal was to always talk. In that way I made friends. Then I finished E2, E3, L1."

She blossomed in class and gained the language and confidence to get a part-time job as a lunchtime supervisor at a local school. She is still unwilling to travel any distance from her home, however.

> "All the teachers helped me. Deborah pushed me to get a job when I was E3. She gave me a reference".

Learner A has benefited from support in goal setting, both in her studies and in her everyday life.

> "Evie pushes us to do the TA course, to do the childcare course to progress. I always plan and make goal for the next course. When I heard other people goals, they encourage me. I think, "If she can do an IT course, why can't I?" It gives me confidence. In our class, we are mostly women and we are the same and we share in this way. "
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> "When I am only E2, I had goal to do reading for the young children in the creche even though my children were not using the childcare. I would go for 10-15 minutes each time and read a book. The toddlers and other mums would listen. That was very good one for me.''
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> "At first, I start ESOL E1, E2. I wanted English to speak and go outside that time. I wanted to speak, to shop, to go to the GP without my husband. They were my goals. Now I do those things. My husband goes to work at 7am, comes home at 7pm. I say to him, "Don't worry, I can take care of everything."
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> "Now I set goals with my children. My eldest two are secondary now and they are never late and never forget things they have to take to class."

Case study 2: Learner B (Sixth form learner)

Conversation with Learner B and his tutor

Tutor: B hasn't come through the traditional route, so it has taken a while to find the path. When he first came to ELATT in 2019, he was very withdrawn.

Learner B: I left school in year 9 so I missed a lot. It was small steps back. I realised if I didn't get back into education, I wouldn't get anywhere in my life. My goal is to either go to university or try to get a job preferably in a museum, although I don't mind a job anywhere as long as it is technical. I want to study history and archaeology. I started liking history in 2018 or 2019. Then I decided I wanted to make it a career path early 2021. I thought if I like it so much, maybe I can turn it into a job. This term I have done research on this.

Tutor: J has found a course at Birkbeck – that is where we are going this afternoon to have a look around. He doesn't have the traditional route and qualifications and he doesn't mind that it is evening classes and doesn't have the traditional learner life.

Learner B: I am doing English GCSE and Maths so I will get UCAS points for that. It was hard in lockdown to keep a focus but I am back on it now.

Tutor: We are also going to fast track the level 3 IT. We would love B to stay at ELATT another year but if he can get a university place for a Foundation degree, he will be ready for it. He will do a personal statement and I will do references.