



# ESOL Neighbourhood Audit Pilot (Harehills, Leeds)

## Annex 3: Summary of teacher survey responses

May 2011

**Q1: Your institution**

**Q1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	C.A.R.E (CfE)	1	5.9	5.9	5.9
	Learning Partnerships	3	17.6	17.6	23.5
	Learning Partnerships Hudson Rd Leeds	1	5.9	5.9	29.4
	Leeds City College	9	52.9	52.9	82.4
	Refugee Council & Leeds City Council - volunteer	1	5.9	5.9	88.2
	Refugee Council, Leeds	1	5.9	5.9	94.1
	Renew	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

**Q2: The name(s) of the centre(s) where you teach**

**Q2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Archway centre for 16 to 25 year olds, Roundhay Rd	1	5.9	5.9	5.9
	Compton Road Centre Hurley House	1	5.9	5.9	11.8
	Enfield Centre Hillside, Beeston	8	47.1	47.1	58.8
	Ingram Road Primary School, Holbeck	1	5.9	5.9	64.7
	Hudson Rd Castleton childrens Centre	1	5.9	5.9	70.6
	Learning Partnerships (Hudson Road) Shine - Harehills road Hillside - Beeston	1	5.9	5.9	76.5
	PAKISTANI CENTRE, THOMAS DANBY CAMPUS	1	5.9	5.9	82.4
	Shine, Harehills road	1	5.9	5.9	88.2
	The Compton Centre	1	5.9	5.9	94.1
	Unity Business Centre	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

**Q3: What are the names and levels of the classes you are teaching now?**

**Q3**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid E3 Speaking, reading, writing E2 Speaking, reading, writing	1	5.9	5.9	5.9
English Conversation Class	1	5.9	5.9	11.8
entry 1 entry2 entry3	1	5.9	5.9	17.6
Entry 1 ESOL full qualification E3/L1 ESOL speaking and listening	1	5.9	5.9	23.5
Entry 2 ESOL (full-time 16-18) Entry 3 Holding Class E3 ESOLIT	1	5.9	5.9	29.4
Computer Class Group Tutorials for 16-18 year olds	1	5.9	5.9	29.4
Entry 3 City & Guilds, Level 1 Trinity, Level 1 City & Guilds, Level 2 City & Guilds	1	5.9	5.9	35.3
Entry Level 3 Functional Skills EL3/L1	1	5.9	5.9	41.2
ESOL & Citizenship Mixed learners aiming for Entry 1 to Entry 3 Speaking & Listening qualifications	1	5.9	5.9	47.1
ESOL drop in for any level. One class on a Monday morning	1	5.9	5.9	52.9
ESOL Engage - Pre-entry	1	5.9	5.9	58.8
ESOL Engage ( pre entry )	1	5.9	5.9	64.7
ESOL Progression ( E1 - E2 )	1	5.9	5.9	64.7
ESOL Entry 2 women-only class	1	5.9	5.9	70.6
ESOL IT beginners E1	1	5.9	5.9	76.5
ESOL IT E2 ESOL IT E3	1	5.9	5.9	76.5
Free ESOL classes for beginners.	1	5.9	5.9	82.4
Health/ESOL L1	1	5.9	5.9	88.2
Business/ESOL L1	1	5.9	5.9	88.2
Preparation for IELTS	1	5.9	5.9	94.1
Trinity ESOL Skills for Life E3	1	5.9	5.9	94.1
unaccredited esol (catering for a range of levels, mostly below or at entry level)	1	5.9	5.9	100.0
Total	17	100.0	100.0	

**Q4: What year of teaching are you in at this institution? (e.g. 1st, 2nd)**

**Q4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 10th	3	17.6	17.6	17.6
10th year	1	5.9	5.9	23.5
1st	1	5.9	5.9	29.4
2nd	3	17.6	17.6	47.1
2nd year	1	5.9	5.9	52.9
4th	1	5.9	5.9	58.8
6th	1	5.9	5.9	64.7
7th	1	5.9	5.9	70.6
7th (1 year break in 2006/7)	1	5.9	5.9	76.5
8th	2	11.8	11.8	88.2
First.	1	5.9	5.9	94.1
I started working for this college in 1995	1	5.9	5.9	100.0
Total	17	100.0	100.0	

**Q5: Status (e.g. part time, full time etc.)**

**Q5**

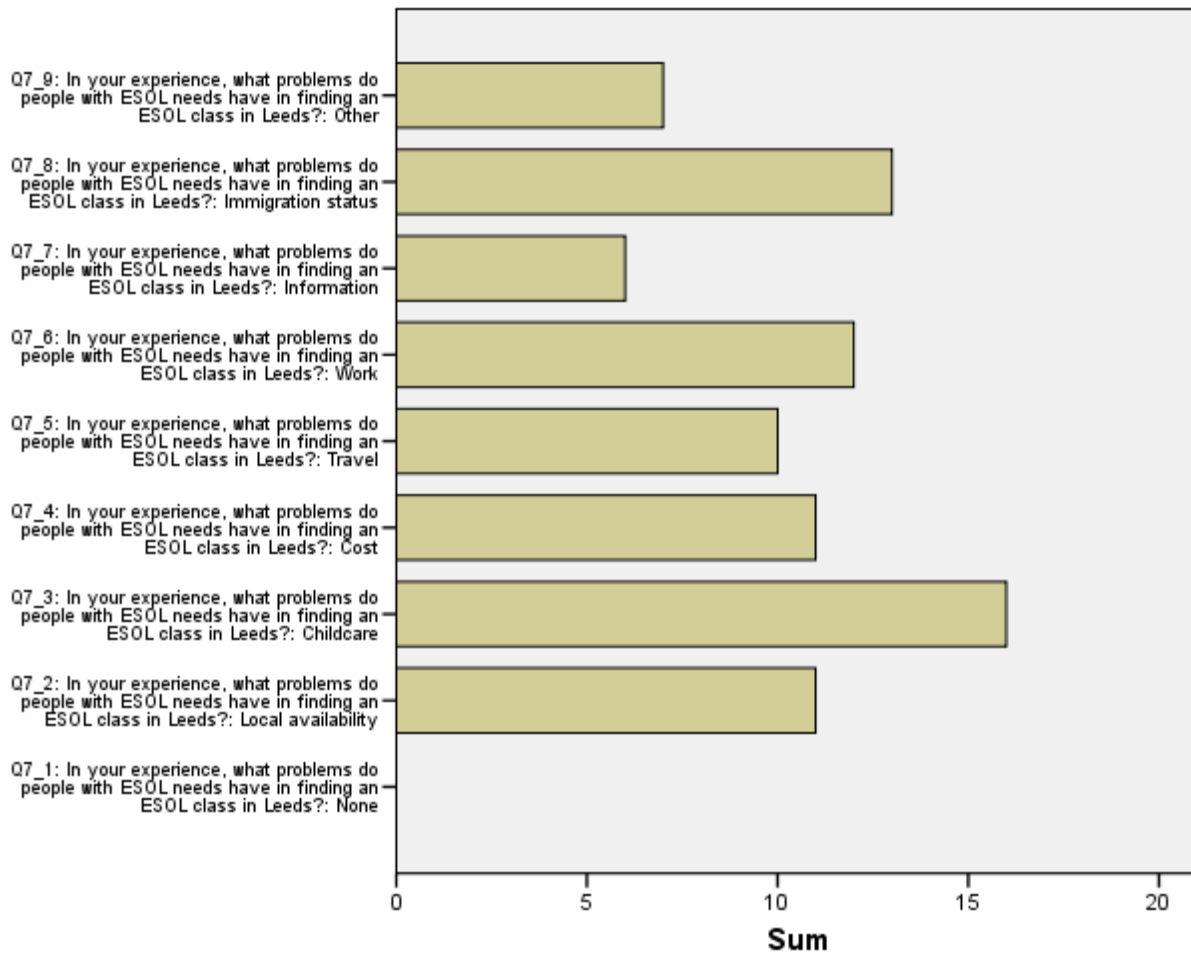
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Full-time	8	47.1	47.1	47.1
Part-time	9	52.9	52.9	100.0
Total	17	100.0	100.0	

**Q6: Length of time teaching English to adult migrants (years)**

**Q6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10 years	1	5.9	5.9	5.9
	15	1	5.9	5.9	11.8
	19 years	1	5.9	5.9	17.6
	2 months.	1	5.9	5.9	23.5
	2 years	1	5.9	5.9	29.4
	20 years - some part time/evening only	1	5.9	5.9	35.3
	3	1	5.9	5.9	41.2
	30 years ( with breaks )	1	5.9	5.9	47.1
	4	1	5.9	5.9	52.9
	5 years	1	5.9	5.9	58.8
	6 years	1	5.9	5.9	64.7
	7 years	3	17.6	17.6	82.4
	8	1	5.9	5.9	88.2
	8 years on and off - very part time	1	5.9	5.9	94.1
	Up to 12 hours a week.	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

## Q7 - summary



### Q7\_1: In your experience, what problems do people with ESOL needs have in finding an ESOL class in Leeds?: None

Q7\_1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	17	100.0	100.0	100.0

### Q7\_2: In your experience, what problems do people with ESOL needs have in finding an ESOL class in Leeds?: Local availability

Q7\_2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	6	35.3	35.3	35.3
Yes	11	64.7	64.7	100.0
Total	17	100.0	100.0	

**Q7\_3: In your experience, what problems do people with ESOL needs have in finding an ESOL class in Leeds?: Childcare**

**Q7\_3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	5.9	5.9	5.9
	Yes	16	94.1	94.1	100.0
Total		17	100.0	100.0	

**Q7\_4: In your experience, what problems do people with ESOL needs have in finding an ESOL class in Leeds?: Cost**

**Q7\_4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	35.3	35.3	35.3
	Yes	11	64.7	64.7	100.0
Total		17	100.0	100.0	

**Q7\_5: In your experience, what problems do people with ESOL needs have in finding an ESOL class in Leeds?: Travel**

**Q7\_5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	41.2	41.2	41.2
	Yes	10	58.8	58.8	100.0
Total		17	100.0	100.0	

**Q7\_6: In your experience, what problems do people with ESOL needs have in finding an ESOL class in Leeds?: Work**

**Q7\_6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	29.4	29.4	29.4
	Yes	12	70.6	70.6	100.0
Total		17	100.0	100.0	

**Q7\_7: In your experience, what problems do people with ESOL needs have in finding an ESOL class in Leeds?: Information**

**Q7\_7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	64.7	64.7	64.7
	Yes	6	35.3	35.3	100.0
Total		17	100.0	100.0	

**Q7\_8: In your experience, what problems do people with ESOL needs have in finding an ESOL class in Leeds?: Immigration status**

**Q7\_8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	23.5	23.5	23.5
	Yes	13	76.5	76.5	100.0
Total		17	100.0	100.0	

**Q7\_9: In your experience, what problems do people with ESOL needs have in finding an ESOL class in Leeds?: Other**

**Q7\_9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	58.8	58.8	58.8
	Yes	7	41.2	41.2	100.0
Total		17	100.0	100.0	

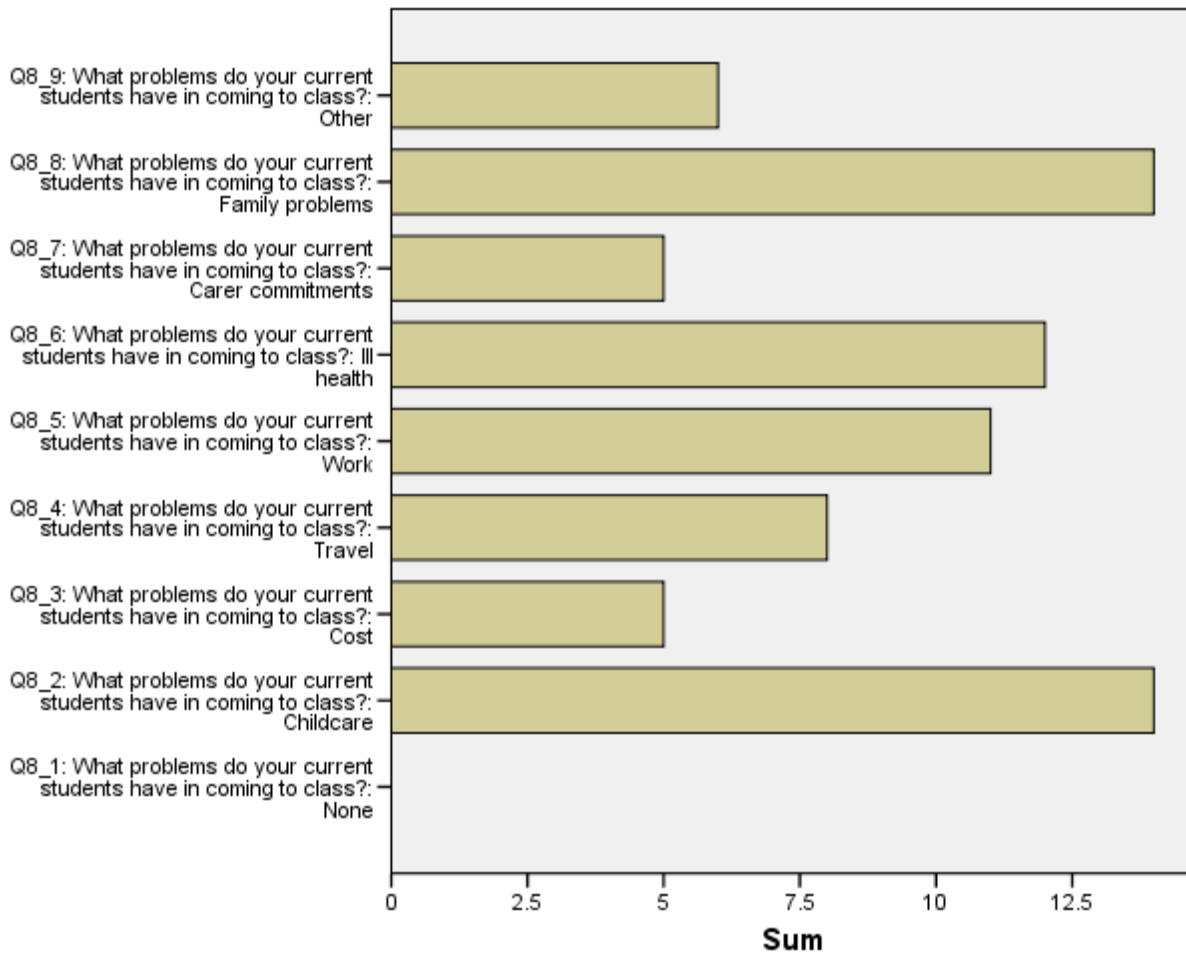


**Q7\_Other: In your experience, what problems do people with ESOL needs have in finding an ESOL class in Leeds?: Other**

Q7\_Other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	58.8	58.8	58.8
Age-assessments Arrival date into the UK doesn't allow quick enrolment	1	5.9	5.9	64.7
Government policies all of these; also having to leave class for job centre appointments, being on low incomes and not eligible for benefits, working long and irregular hours, discouragement from family, looking after sick husband etc.	1	5.9	5.9	70.6
Job Centre Plus for students on Health ESOL where there are several classes in addition to ESOL - BTEC Health & Social Care L1, Maths and ICT for ESOL students	1	5.9	5.9	76.5
Official bodies etc don't often have up to date information. No maps to show where the classes are -places difficult to find.	1	5.9	5.9	82.4
Eligibility criteria for some courses can be confusing. Some asylum seekers can be very isolated and unable to express their needs sometimes eligibility is governed by postcode & or other factors, eg if student is claiming jobseekers allowance	1	5.9	5.9	88.2
Suitable courses at appropriate level	1	5.9	5.9	94.1
Time of class	1	5.9	5.9	100.0
Total	17	100.0	100.0	

## Q8 - summary



### Q8\_1: What problems do your current students have in coming to class?: None

Q8\_1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	17	100.0	100.0	100.0

### Q8\_2: What problems do your current students have in coming to class?: Childcare

Q8\_2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	3	17.6	17.6	17.6
Yes	14	82.4	82.4	100.0
Total	17	100.0	100.0	

**Q8\_3: What problems do your current students have in coming to class?: Cost**

**Q8\_3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	70.6	70.6	70.6
	Yes	5	29.4	29.4	100.0
Total		17	100.0	100.0	

**Q8\_4: What problems do your current students have in coming to class?: Travel**

**Q8\_4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	52.9	52.9	52.9
	Yes	8	47.1	47.1	100.0
Total		17	100.0	100.0	

**Q8\_5: What problems do your current students have in coming to class?: Work**

**Q8\_5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	35.3	35.3	35.3
	Yes	11	64.7	64.7	100.0
Total		17	100.0	100.0	

**Q8\_6: What problems do your current students have in coming to class?: Ill health**

**Q8\_6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	29.4	29.4	29.4
	Yes	12	70.6	70.6	100.0
Total		17	100.0	100.0	

**Q8\_7: What problems do your current students have in coming to class?: Carer commitments**

**Q8\_7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	70.6	70.6	70.6
	Yes	5	29.4	29.4	100.0
Total		17	100.0	100.0	

**Q8\_8: What problems do your current students have in coming to class?: Family problems**

**Q8\_8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	17.6	17.6	17.6
	Yes	14	82.4	82.4	100.0
Total		17	100.0	100.0	

**Q8\_9: What problems do your current students have in coming to class?: Other**

**Q8\_9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	64.7	64.7	64.7
	Yes	6	35.3	35.3	100.0
Total		17	100.0	100.0	

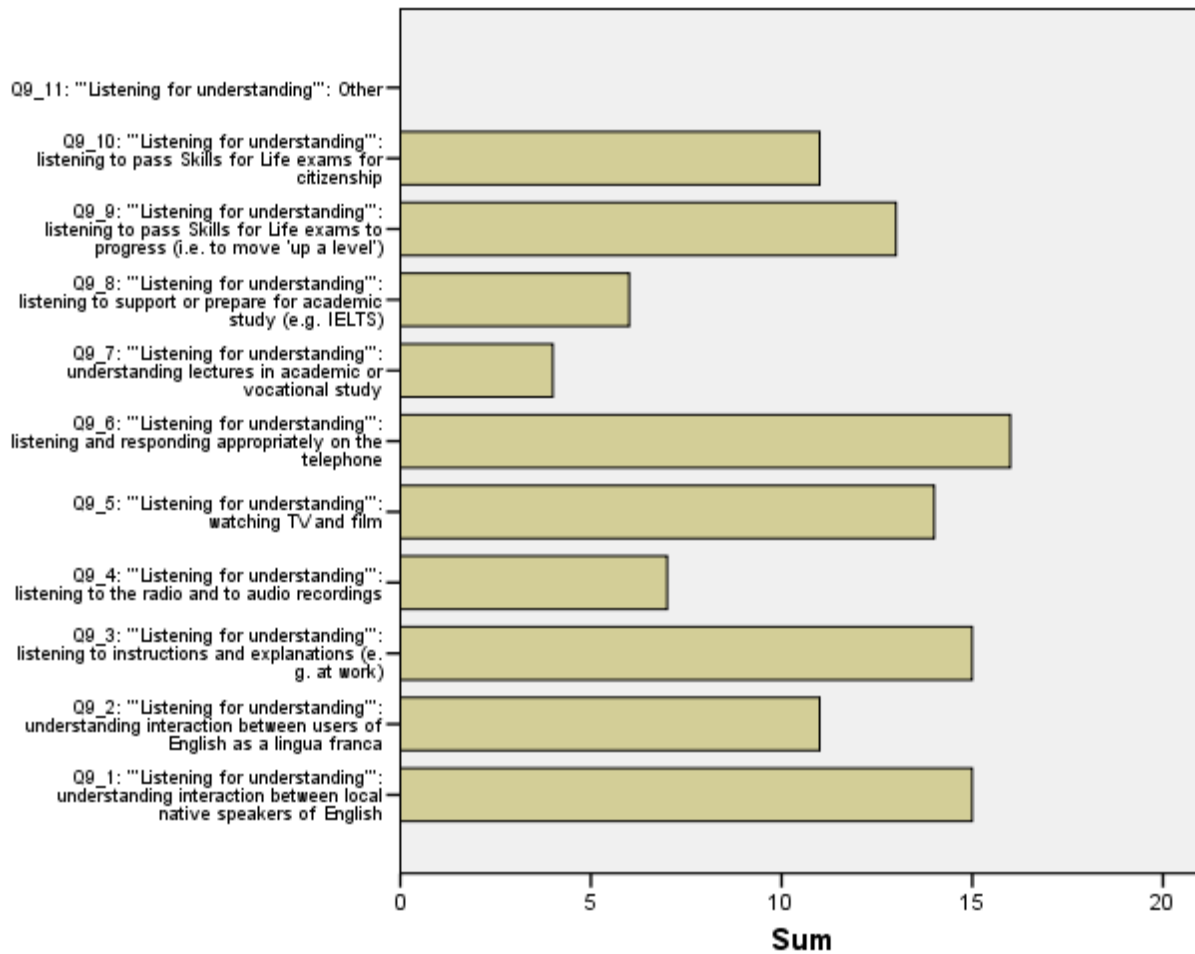
**Q8\_Other: What problems do your current students have in coming to class?:**

**Other**

**Q8\_Other**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	64.7	64.7	64.7
(information from previous term's classes as this term hasn't started yet	1	5.9	5.9	70.6
Job centre insisting on students leaving college to attend Job Centre 'classes' Housing issues Home Office appointment that are not flexible	1	5.9	5.9	76.5
Job Centre Plus for students on Health ESOL w here there are several classes in addition to ESOL - BTEC Health & Social Care L1, Maths and ICT for ESOL students	1	5.9	5.9	82.4
Students coming to Archway don't have to pay and there is a creche and usually live in the local area. At other places they sometimes have to pay, there is no childcare and have to travel. They are often told to attend the New Deal Programme w hich has lit	1	5.9	5.9	88.2
There is always a proportion of learners w ho have never been to school in their life. Therefore, they have no study skills and are generally very poor achievers. Pre-Entry classes are extremely scarce, and dedicated teachers to help them are even rarer be	1	5.9	5.9	94.1
time of class	1	5.9	5.9	100.0
Total	17	100.0	100.0	

## Q9 - summary



### Q9\_1: "Listening for understanding": understanding interaction between local native speakers of English

Q9\_1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	2	11.8	11.8	11.8
Yes	15	88.2	88.2	100.0
Total	17	100.0	100.0	

**Q9\_2: "Listening for understanding": understanding interaction between users of English as a lingua franca**

**Q9\_2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	35.3	35.3	35.3
	Yes	11	64.7	64.7	100.0
Total		17	100.0	100.0	

**Q9\_3: "Listening for understanding": listening to instructions and explanations (e.g. at work)**

**Q9\_3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	11.8	11.8	11.8
	Yes	15	88.2	88.2	100.0
Total		17	100.0	100.0	

**Q9\_4: "Listening for understanding": listening to the radio and to audio recordings**

**Q9\_4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	58.8	58.8	58.8
	Yes	7	41.2	41.2	100.0
Total		17	100.0	100.0	

**Q9\_5: "Listening for understanding": watching TV and film**

**Q9\_5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	17.6	17.6	17.6
	Yes	14	82.4	82.4	100.0
Total		17	100.0	100.0	

**Q9\_6: "Listening for understanding": listening and responding appropriately on the telephone**

**Q9\_6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	5.9	5.9	5.9
	Yes	16	94.1	94.1	100.0
Total		17	100.0	100.0	

**Q9\_7: "Listening for understanding": understanding lectures in academic or vocational study**

**Q9\_7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	76.5	76.5	76.5
	Yes	4	23.5	23.5	100.0
Total		17	100.0	100.0	

**Q9\_8: "Listening for understanding": listening to support or prepare for academic study (e.g. IELTS)**

**Q9\_8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	64.7	64.7	64.7
	Yes	6	35.3	35.3	100.0
Total		17	100.0	100.0	

**Q9\_9: "Listening for understanding": listening to pass Skills for Life exams to progress (i.e. to move 'up a level')**

**Q9\_9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	23.5	23.5	23.5
	Yes	13	76.5	76.5	100.0
Total		17	100.0	100.0	



**Q9\_10: "Listening for understanding": listening to pass Skills for Life exams for citizenship**

**Q9\_10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	35.3	35.3	35.3
	Yes	11	64.7	64.7	100.0
	Total	17	100.0	100.0	

**Q9\_11: "Listening for understanding": Other**

**Q9\_11**

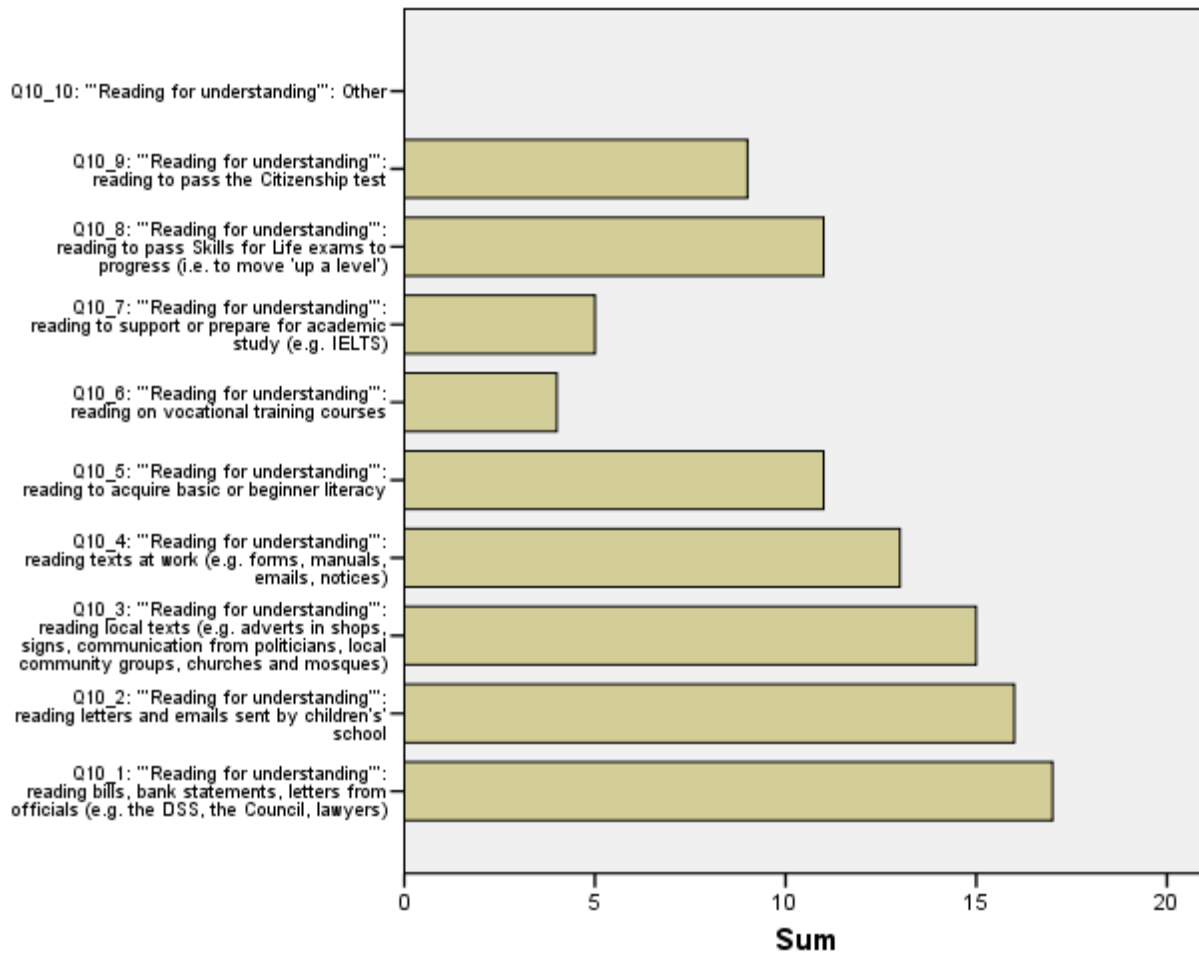
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	17	100.0	100.0	100.0

**Q9\_Other: "Listening for understanding": Other**

**Q9\_Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		17	100.0	100.0	100.0

## Q10 - summary



### Q10\_1: "Reading for understanding": reading bills, bank statements, letters from officials (e.g. the DSS, the Council, lawyers)

Q10\_1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	17	100.0	100.0	100.0

### Q10\_2: "Reading for understanding": reading letters and emails sent by children's' school

Q10\_2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	1	5.9	5.9	5.9
Yes	16	94.1	94.1	100.0
Total	17	100.0	100.0	

**Q10\_3: "Reading for understanding": reading local texts (e.g. adverts in shops, signs, communication from politicians, local community groups, churches and mosques)**

**Q10\_3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	11.8	11.8	11.8
	Yes	15	88.2	88.2	100.0
	Total	17	100.0	100.0	

**Q10\_4: "Reading for understanding": reading texts at work (e.g. forms, manuals, emails, notices)**

**Q10\_4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	23.5	23.5	23.5
	Yes	13	76.5	76.5	100.0
	Total	17	100.0	100.0	

**Q10\_5: "Reading for understanding": reading to acquire basic or beginner literacy**

**Q10\_5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	35.3	35.3	35.3
	Yes	11	64.7	64.7	100.0
	Total	17	100.0	100.0	

**Q10\_6: "Reading for understanding": reading on vocational training courses**

**Q10\_6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	76.5	76.5	76.5
	Yes	4	23.5	23.5	100.0
	Total	17	100.0	100.0	

**Q10\_7: "Reading for understanding": reading to support or prepare for academic study (e.g. IELTS)**

**Q10\_7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	70.6	70.6	70.6
	Yes	5	29.4	29.4	100.0
Total		17	100.0	100.0	

**Q10\_8: "Reading for understanding": reading to pass Skills for Life exams to progress (i.e. to move 'up a level')**

**Q10\_8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	35.3	35.3	35.3
	Yes	11	64.7	64.7	100.0
Total		17	100.0	100.0	

**Q10\_9: "Reading for understanding": reading to pass the Citizenship test**

**Q10\_9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	47.1	47.1	47.1
	Yes	9	52.9	52.9	100.0
Total		17	100.0	100.0	

**Q10\_10: "Reading for understanding": Other**

**Q10\_10**

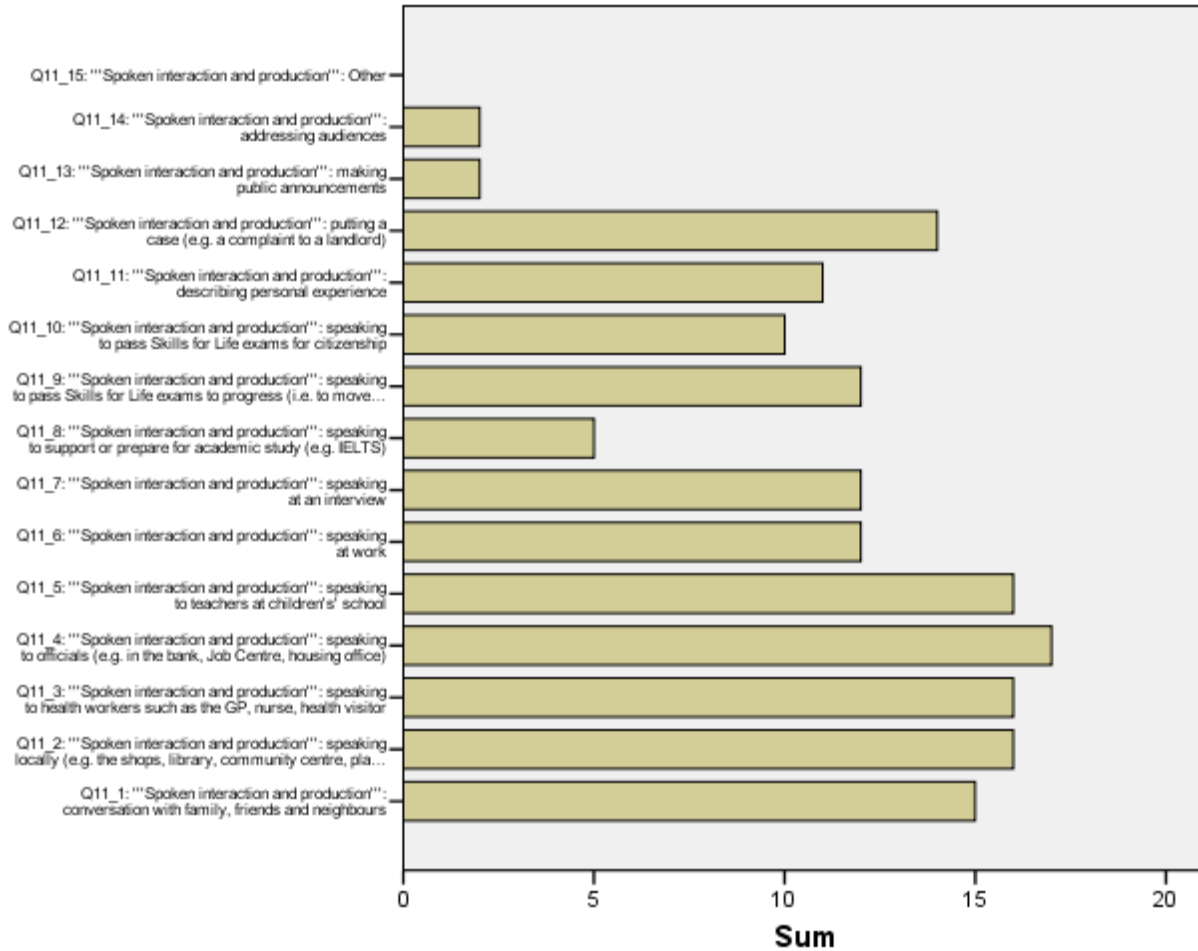
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	17	100.0	100.0	100.0

**Q10\_Other: "Reading for understanding": Other**

**Q10\_Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		17	100.0	100.0	100.0

## Q11 - summary



### Q11\_1: "Spoken interaction and production": conversation with family, friends and neighbours

Q11\_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	11.8	11.8	11.8
	Yes	15	88.2	88.2	100.0
	Total	17	100.0	100.0	

**Q11\_2: "Spoken interaction and production": speaking locally (e.g. the shops, library, community centre, place of worship)**

**Q11\_2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	5.9	5.9	5.9
	Yes	16	94.1	94.1	100.0
Total		17	100.0	100.0	

**Q11\_3: "Spoken interaction and production": speaking to health workers such as the GP, nurse, health visitor**

**Q11\_3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	5.9	5.9	5.9
	Yes	16	94.1	94.1	100.0
Total		17	100.0	100.0	

**Q11\_4: "Spoken interaction and production": speaking to officials (e.g. in the bank, Job Centre, housing office)**

**Q11\_4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	100.0	100.0	100.0

**Q11\_5: "Spoken interaction and production": speaking to teachers at children's school**

**Q11\_5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	5.9	5.9	5.9
	Yes	16	94.1	94.1	100.0
Total		17	100.0	100.0	

**Q11\_6: "Spoken interaction and production": speaking at work**

**Q11\_6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	29.4	29.4	29.4
	Yes	12	70.6	70.6	100.0
	Total	17	100.0	100.0	

**Q11\_7: "Spoken interaction and production": speaking at an interview**

**Q11\_7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	29.4	29.4	29.4
	Yes	12	70.6	70.6	100.0
	Total	17	100.0	100.0	

**Q11\_8: "Spoken interaction and production": speaking to support or prepare for academic study (e.g. IELTS)**

**Q11\_8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	70.6	70.6	70.6
	Yes	5	29.4	29.4	100.0
	Total	17	100.0	100.0	

**Q11\_9: "Spoken interaction and production": speaking to pass Skills for Life exams to progress (i.e. to move 'up a level')**

**Q11\_9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	29.4	29.4	29.4
	Yes	12	70.6	70.6	100.0
	Total	17	100.0	100.0	

**Q11\_10: "Spoken interaction and production": speaking to pass Skills for Life exams for citizenship**

**Q11\_10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	41.2	41.2	41.2
	Yes	10	58.8	58.8	100.0
Total		17	100.0	100.0	

**Q11\_11: "Spoken interaction and production": describing personal experience**

**Q11\_11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	35.3	35.3	35.3
	Yes	11	64.7	64.7	100.0
Total		17	100.0	100.0	

**Q11\_12: "Spoken interaction and production": putting a case (e.g. a complaint to a landlord)**

**Q11\_12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	17.6	17.6	17.6
	Yes	14	82.4	82.4	100.0
Total		17	100.0	100.0	

**Q11\_13: "Spoken interaction and production": making public announcements**

**Q11\_13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	15	88.2	88.2	88.2
	Yes	2	11.8	11.8	100.0
Total		17	100.0	100.0	



**Q11\_14: "Spoken interaction and production": addressing audiences**

**Q11\_14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	15	88.2	88.2	88.2
	Yes	2	11.8	11.8	100.0
Total		17	100.0	100.0	

**Q11\_15: "Spoken interaction and production": Other**

**Q11\_15**

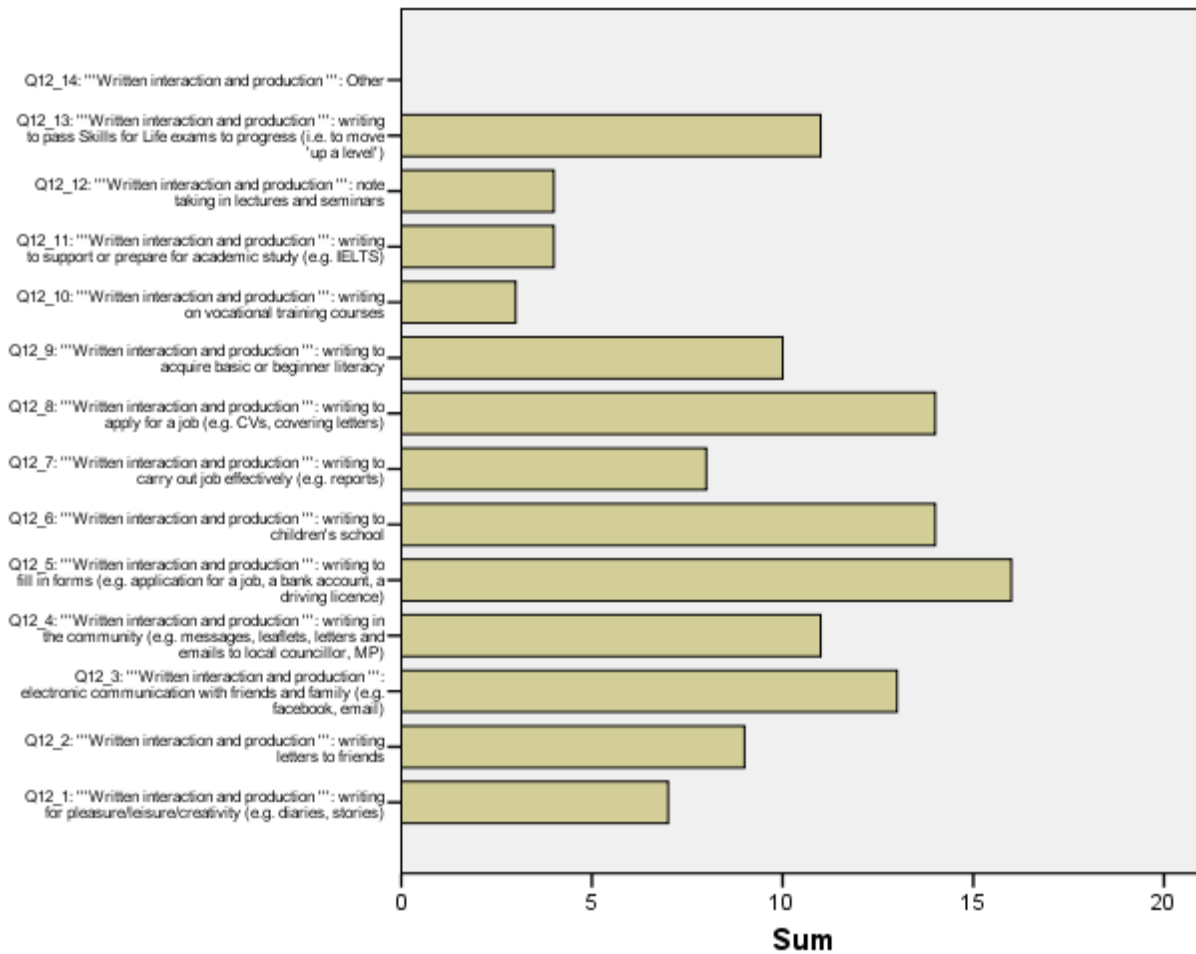
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	17	100.0	100.0	100.0

**Q11\_Other: "Spoken interaction and production": Other**

**Q11\_Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		17	100.0	100.0	100.0

## Q12 - summary



### Q12\_1: ""Written interaction and production"": writing for pleasure/leisure/creativity (e.g. diaries, stories)

Q12\_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	58.8	58.8	58.8
	Yes	7	41.2	41.2	100.0
	Total	17	100.0	100.0	

**Q12\_2: "Written interaction and production": writing letters to friends**

**Q12\_2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	47.1	47.1	47.1
	Yes	9	52.9	52.9	100.0
	Total	17	100.0	100.0	

**Q12\_3: "Written interaction and production": electronic communication with friends and family (e.g. facebook, email)**

**Q12\_3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	23.5	23.5	23.5
	Yes	13	76.5	76.5	100.0
	Total	17	100.0	100.0	

**Q12\_4: "Written interaction and production": writing in the community (e.g. messages, leaflets, letters and emails to local councillor, MP)**

**Q12\_4**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	35.3	35.3	35.3
	Yes	11	64.7	64.7	100.0
	Total	17	100.0	100.0	

**Q12\_5: "Written interaction and production": writing to fill in forms (e.g. application for a job, a bank account, a driving licence)**

**Q12\_5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	5.9	5.9	5.9
	Yes	16	94.1	94.1	100.0
	Total	17	100.0	100.0	

**Q12\_6: ""Written interaction and production "": writing to children's school**

**Q12\_6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	17.6	17.6	17.6
	Yes	14	82.4	82.4	100.0
	Total	17	100.0	100.0	

**Q12\_7: ""Written interaction and production "": writing to carry out job effectively (e.g. reports)**

**Q12\_7**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	52.9	52.9	52.9
	Yes	8	47.1	47.1	100.0
	Total	17	100.0	100.0	

**Q12\_8: ""Written interaction and production "": writing to apply for a job (e.g. CVs, covering letters)**

**Q12\_8**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	17.6	17.6	17.6
	Yes	14	82.4	82.4	100.0
	Total	17	100.0	100.0	

**Q12\_9: ""Written interaction and production "": writing to acquire basic or beginner literacy**

**Q12\_9**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	41.2	41.2	41.2
	Yes	10	58.8	58.8	100.0
	Total	17	100.0	100.0	

**Q12\_10: "Written interaction and production": writing on vocational training courses**

**Q12\_10**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	82.4	82.4	82.4
	Yes	3	17.6	17.6	100.0
Total		17	100.0	100.0	

**Q12\_11: "Written interaction and production": writing to support or prepare for academic study (e.g. IELTS)**

**Q12\_11**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	76.5	76.5	76.5
	Yes	4	23.5	23.5	100.0
Total		17	100.0	100.0	

**Q12\_12: "Written interaction and production": note taking in lectures and seminars**

**Q12\_12**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	76.5	76.5	76.5
	Yes	4	23.5	23.5	100.0
Total		17	100.0	100.0	

**Q12\_13: "Written interaction and production": writing to pass Skills for Life exams to progress (i.e. to move 'up a level')**

**Q12\_13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	35.3	35.3	35.3
	Yes	11	64.7	64.7	100.0
Total		17	100.0	100.0	

**Q12\_14: "Written interaction and production": Other**

**Q12\_14**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	17	100.0	100.0	100.0

**Q12\_Other: "Written interaction and production": Other**

**Q12\_Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		17	100.0	100.0	100.0

**Q13: Do you feel that particular groups of students in your classes have a greater need in certain areas mentioned in the third section ('About your students') than in others?**

**Q13**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	64.7	73.3	73.3
	No	4	23.5	26.7	100.0
	Total	15	88.2	100.0	
Missing	System	2	11.8		
Total		17	100.0		

**Q13: Other**

**Q13\_Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		17	100.0	100.0	100.0

**Q13\_a: If 'yes', please explain, giving a little detail.**

**Q13\_a**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	35.3	35.3	35.3
As I work with students at all levels someone needs one of the above at some point. generally speaking many of the beginner students and students who have not been to school in their country of origin have more difficulties. Also students who are isolated	1	5.9	5.9	41.2
Clearly those students who are not literate in the language of their country of origin have the greatest difficulty in coping.	1	5.9	5.9	47.1
Dealing with letters from solicitors, home office, EMA, doctors and other professionals can be very difficult because the formal language used isn't familiar to the students. If they don't understand something this may affect their case, health, children'	1	5.9	5.9	52.9
For one class of students last term the prime need was to get a job; for many literacy is a major reason for lack of confidence in spoken English as well as a barrier in its own right; for some interaction with doctors was very important.	1	5.9	5.9	58.8
greater need to develop writing skills as these are least used in the community and therefore often the weakest but most needed in higher level employment.	1	5.9	5.9	64.7
May have children; may have complex health problems; may have complex immigration needs; may have demanding work; all these may necessitate greater command of English	1	5.9	5.9	70.6

<p>Most of the Eastern European workers in the class require English to communicate in the workplace because they already have jobs whereas others have been instructed to attend class in order to help them receive benefits or a better opportunity of finding</p>	1	5.9	5.9	76.5
<p>Pre-Entry learners who need to progress one level up to fulfil one of the requirements for citizenship. The most challenging ones are those who 'claim' to have never received any form of education in their country of origin (male Kurds, Pakistani women /</p>	1	5.9	5.9	82.4
<p>Some students have no English language speaking opportunities outside lessons. their families and work colleagues all speak the same first language. these students need extra help. some have difficulties with writing which may be due to learning difficult</p>	1	5.9	5.9	88.2
<p>Students who do not work &amp; live in a community where they can survive with very little interaction with the 'English speaking world'.</p>	1	5.9	5.9	94.1
<p>Young mums have to communicate with a range of potentially scary adults in positions of power as well as supporting themselves and their kids.</p>	1	5.9	5.9	100.0
Total	17	100.0	100.0	