



Rural Refugee Network
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Registered Charity No 1165796

AN EVALUATION OF THE RURAL REFUGEE NETWORK'S ESOL CLASSES FOR UKRAINIAN REFUGEES

(June to July 2023, Havant)

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1. INTRODUCTION

This evaluation report aims to summarise and analyse the impact of a 7-week English for Speakers of Other Languages (ESOL) course run by the Rural Refugee Network (RRN) for Ukrainian refugees in Havant, Hampshire.

The conflict in Ukraine that began in February 2022 has led more than 8 million people to flee their homes for safe haven in other countries (UNHCR, 2023).¹ Over 400 of those are in East Hampshire, where the Rural Refugee Network has been supporting refugees since 2016.² In May 2022, RRN identified a need for ESOL provision for newly arrived Ukrainian refugees. RRN's expertise and experience delivering language lessons as part of its package of support gave it the capability to respond rapidly to fill this gap. The charity designed a bespoke 8-week pilot programme, the evaluation of which found rapidly enhanced language skills, the value of RRN's qualified ESOL teachers' experience in working with refugees, and a strong need for further provision.

The Havant course was developed based on our experience supporting refugees to settle in their community and from the evidence and recommendations of the August 2022 evaluation of our pilot English language support for Ukrainian refugees.

Lessons took place in central Havant and followed the structured programme English for Everyone, which is designed to support adults learning English as a second language using clear visual teaching methods reinforced by exercises and examples. The programme covers all four core language skills (reading, writing, speaking, and listening). Learners could expect a weekly session of 2 hours over 7 weeks, delivered by two highly qualified and experienced ESOL teachers who have previously supported RRN and many refugees in the community. Both a beginner and an intermediate class was provided, with the needs of each learner being assessed based on the feedback of the learners themselves. 5 individuals regularly attended the beginner class, and 4 the intermediate. Each student had their own copy of this textbook, enabling them to make full use of the provision for self-study built into the course. This also enabled learners to review the material independently at their own pace and catch up on any lessons they had missed. This programme starts at beginner level and works up to advanced English, using clear visual teaching methods that are reinforced through exercises and examples. The beginner class was supported for 6 weeks by a language assistant who had been a teacher in Ukraine and whose high level of English allowed her to help those with very little English understand and access the material through Ukrainian explanations of English grammar points and communicate effectively with the teachers through translation.

¹ As of February 2023

² As of July 2023



2. THE EVALUATION

This evaluative report intends to capture the impact of RRN's ESOL provision on students. The report will be used to reflect on this provision and inform the future provision of similar programmes.

2.1 Research questions

Outcomes:

What has been the impact of attending these classes on:

1. Confidence and wellbeing
2. Language skill and knowledge

Processes:

Was the design, planning, and delivery of the course effective and how could it have been better?

2.2 Methods and sources

This report:

1. Undertook a survey to gain each student's responses in consistent format. Beginner students were supported to complete this through a translator. Students were asked to:
 - a. Rate on a Likert-like scale the extent to which they agree or disagree with statements about planned outcomes.
 - b. Comment on the teaching, what worked well and how provision could be improved.
2. Reviewed the teachers' written reflections

Progress in learning was assessed through teacher and student perceptions. Example documentation is available in the appendices of this report. The participation of the organisers and teachers in this evaluation will ensure that the findings will actively inform future funding bids and the detail of provision and help the teachers to understand where they are at their best and build on the best of what they do. This research took an appreciative enquiry approach, which 'aims to identify good practice, design effective development plans, and [...] offers an affirmative approach for evaluating and envisioning future initiatives based on best practice' (NFER, 2009, p.2).

The dataset comprised:

- 8 questionnaire responses
- Feedback from teachers
- Organisational records

Out of the 8 participants in this survey, 5 were enrolled in the beginner class and 4 in the intermediate, one of whom did not participate in the research (Figure 1).

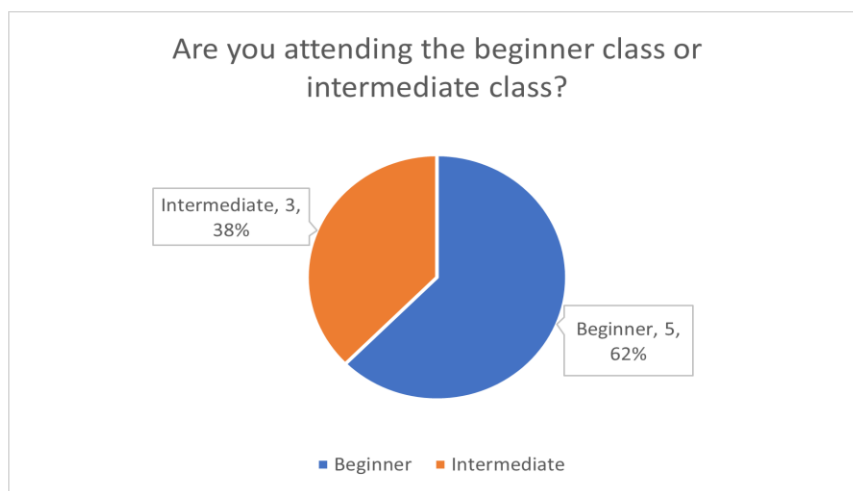


Figure 1

3. RESULTS AND DISCUSSION

The results examined below are drawn from all parts of the dataset and examine the perception of students and stakeholders in relation to this evaluation's Intended Outcomes (Section 2.1) and Process, referring to the effectiveness of its design, planning, and delivery.

3.1: Increased confidence and wellbeing, enabling them to work toward their individual goals.

3.1.1 Confidence

Feedback from the teacher of the beginner class suggests that the programme had positive effects on the learners' confidence. She wrote, "they have all gained confidence over the last 5 weeks and have clearly benefited from the nurturing, supportive approach" of the classes, showing progress from her initial observation that "they often felt too anxious and nervous to speak and felt confused and bewildered in an unfamiliar environment". Hilary, the teacher of the beginner class, stated that "the slow, gentle, patient pace" of the classes was a crucial factor in enabling "older" learners "with limited education" to gain "confidence and a willingness to try to speak and begin to understand this new and unfamiliar language and culture". She also states that the learners all visibly enjoy the classes and "are beginning to communicate more confidently". This suggests that the classes have been successful at creating an environment in which the learners feel confident to undertake the daunting task of learning a new language from scratch. This is especially notable in the context of the beginner class, where the learners' lack of previous experience with the language may have been daunting to many learners. One reported for example "it is very difficult when you start from nothing in English".

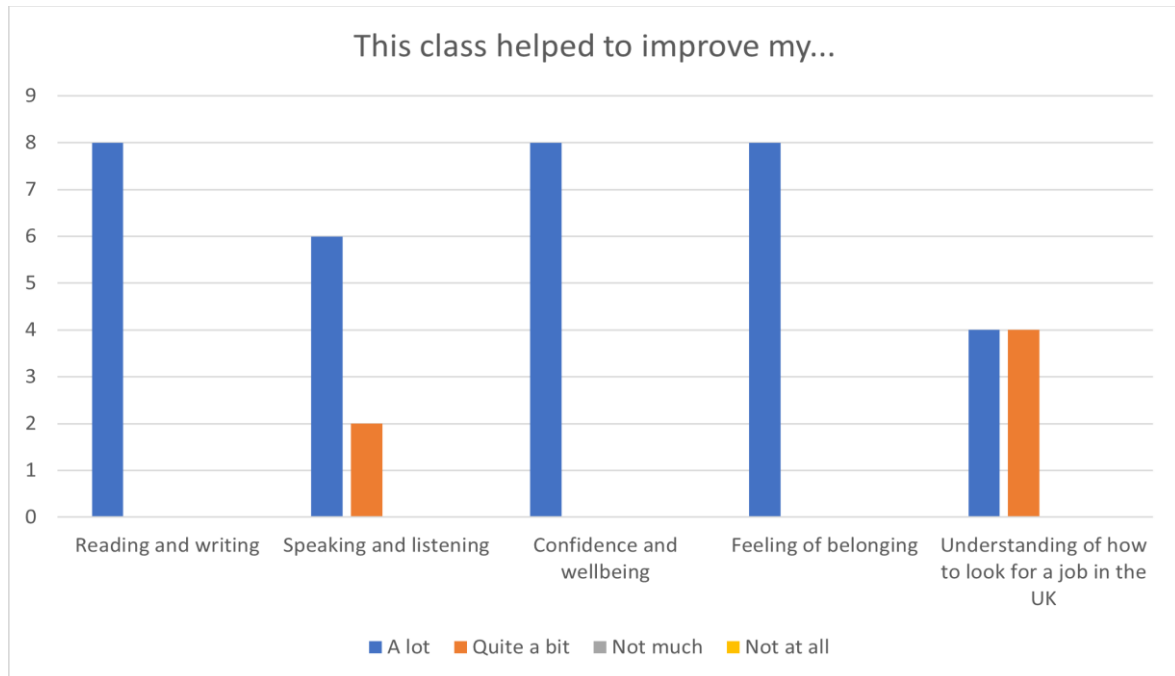


Figure 2

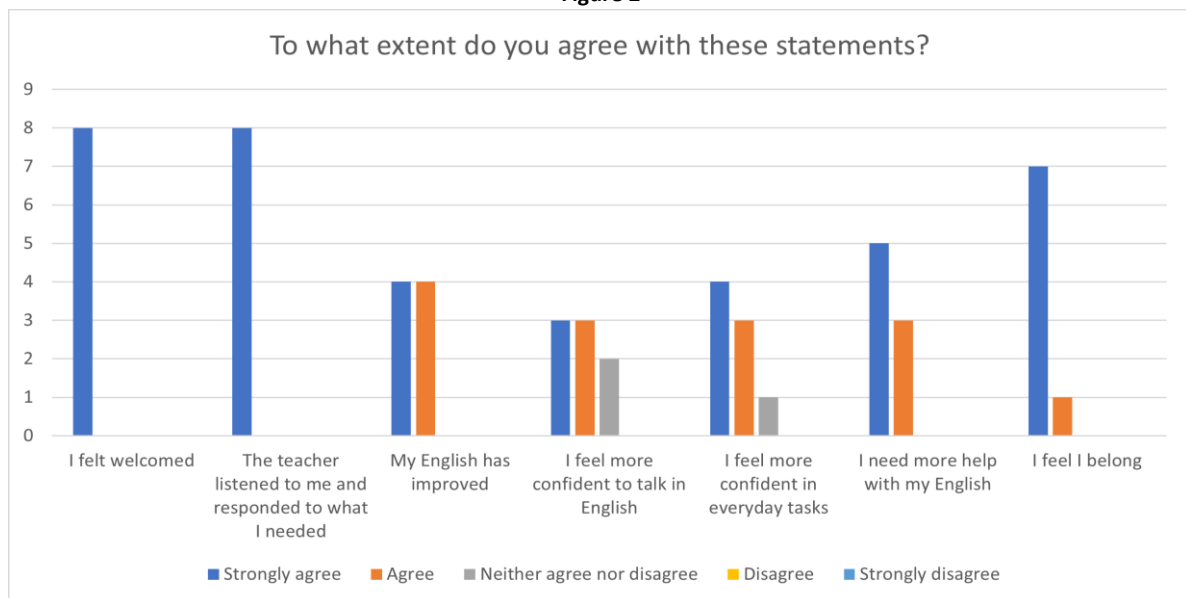


Figure 3

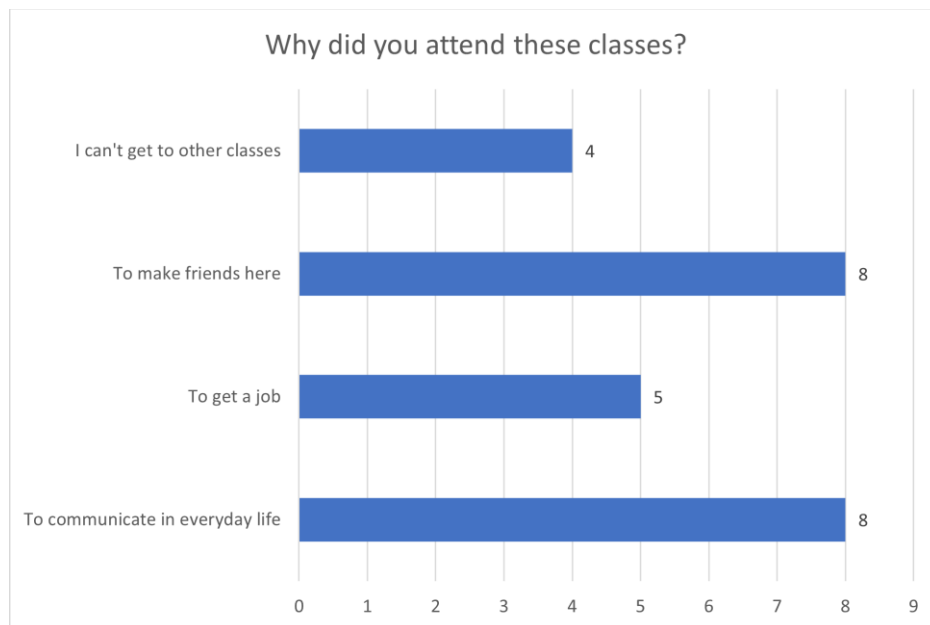


Figure 4

This perception is supported by the learner surveys. All learners reported that the classes improved their feelings of confidence and wellbeing (Figure 2). The fact that this included those in both ability groups suggests that the programme was successful at both developing confidence in new learners and supporting those with existing knowledge of English to continue developing their language skills in a new environment with new goals and pressures. Furthermore, half of learners 'agreed strongly' with the statement 'I feel more confident in everyday tasks' (Figure 3). Aside from one learner who 'neither agreed nor disagreed' with the statement, all others reported some form of increased confidence in this matter. 6 out of 8 learners agreed (3 strongly) that they also felt more confident speaking in English. This improvement in specific language skills will be discussed in Section 3.2.2, but this data also confirms the programme's success in building confidence.

Overall, student and teacher perceptions suggest the programme was successful at improving the confidence of individual learners in a variety of ways, though there may be room for further progress around specific language skills, especially those that demand greater vulnerability in learners.

3.1.2 Social wellbeing

The teachers of both classes emphasised especially the learners' increased social wellbeing. One teacher noted that "learners in the group have made new friends, support each other and share information" while the other stated that the "support and friendship" of the "small group...has been invaluable for the general well being of the whole group". An increased feeling of community and social wellbeing therefore seems to have positively impacted the learners' general feeling of wellbeing. The data from individual surveys corroborated this observation, with all survey participants



reporting that ‘to make friends’ was a motivation for them undertaking the course (Figure 4). While intention does not directly lead to outcome, Hilary’s statement that, “the positive sense of wellbeing is clearly apparent as they laugh, try new words and phrases and ask many times for concepts to be explained without any feeling of anxiety” indicates that the programme met the learners’ expectation of a friendly, sociable, and supportive setting.

The above statement also hints at the positive impact that a feeling of community can have on a student’s success at learning a language, not only their personal wellbeing, as it suggests the

importance of a sociable and friendly atmosphere in attempting the more vulnerable aspects of language study. This is examined in the next section.

3.1.3 Local community

Also relevant to the theme of wellbeing and confidence is the relationship between the learners and their local community. The individual surveys showed that all learners stated that ‘to communicate in everyday life’ was a motivation for them attending the classes, suggesting that gaining greater autonomy and engagement with their new community outside the classroom was important to them. The reported improvements in confidence relating to completing everyday tasks and speaking in English are relevant here (Figure 3). Furthermore, all learners agreed with the statement ‘I feel I belong’ in the learner surveys (7 strongly agree, 1 agree), and all 8 ‘agreed strongly’ that they felt welcomed. The wording of these statements, potentially to be adjusted in future iterations of this survey, does not specify whether the examined sense of belonging is related to the wider community or just the classroom. However, both interpretations of the question indicate the beneficial impact the programme had on learners’ feelings of wellbeing relating to the theme of community and connection. Similar to the Petersfield programme, learners and teachers both noted that the classes were productively used to help students “discuss, explain, and understand...cultural differences”, helping create a feeling of belonging in an unfamiliar environment.

The results of the research also could suggest that links to the wider community could improve a student’s success in learning a language, not only support their wellbeing. Within the classes, one learner mentioned “teamwork” as an aspect of the course they felt most helpful. Going beyond the classroom, another stated, “I need to find more English friends” when considering what would help them make further progress. This implies not only their increased confidence at finding new friends, but also their perception that engaging more with the local area will support their language progress. Another learner’s experience supports this theme of community as a tool in ESOL learning which could be productively explored elsewhere. They began to feel more confident with English after beginning to volunteer with local elderly people, indicating that sharing opportunities beyond the classroom may be a potential productive avenue for the programme to explore in future.



3.2 Development of language skills and knowledge to enable progression onto a higher level ESOL programme in listening, speaking, reading and writing skills.

3.2.1 Reading and Writing

All learners reported that the classes helped them improve their reading and writing skills 'a lot'. The programme therefore appears successful at facilitating development in these key language skills. Susanni, the teacher of the intermediate class, cited the availability of "hands-on guidance" as an important lesson feature that enabled this progression. One learner mentioned writing as a skill they would value further practice in.

3.2.2 Listening and Speaking

Listening and speaking was an area highlighted by Hilary as an area of visible progress. Before the lessons began, she reported "they had poor alphabet recognition and limited letter formation and limited phonic knowledge. They couldn't say numbers, including their own telephone number, tell the time or say the days of the week in English". Over the programme however the learners demonstrated quick progress in recognising simple words and sounds, and speaking on topics including family, animals, and possessions. This perception of progress is reflected in the learner surveys, where 6 learners reported feeling they had improved 'a lot' in speaking and listening, and 2 reporting they had improved 'quite a bit'. These results span both learner groups, suggesting that all learners from both ability groups felt some sense of progress in these language skills. One reported that "the speaking part was the most helpful to me". Similarly, 6 learners agreed that they felt more confident talking in English (3 'agreed strongly'), suggesting that the majority of learners felt improvement of some sort, though further attention to these skills may be beneficial in future programmes. Speaking, for example, was mentioned by multiple learners as the primary skill they wished to improve further. One learner's summary of what they needed next was, "I need practice, study, speaking".

3.2.3 Future progression

4 learners 'agreed strongly' that their English had improved, and 4 'agreed', reflecting a widespread sense of progress. Further examination of the learner surveys however indicates further progress that the learners felt could be made. All the intermediate learners agreed strongly that their English had improved, compared to only 1 beginner. While the research did not provide data on why this might be the case, it suggests that the programme could do more to facilitate a sense of progress in the beginner group, to help new learners with the experience of beginning a language from scratch. Similarly, while all the learners expressed that they needed more help with their English, all five of those who agreed strongly were beginner learners, while all three intermediate learners surveyed expressed more moderate agreement. There is therefore widespread desire to continue the classes among all learners, but this was expressed more strongly by the beginner learners. It should be noted however that the ESOL provision was over a short period of 7 weeks, with classes only lasting 2 hours, a narrow window to see advanced progress.



3.3 Finding meaningful work experience or training commensurate with their interests, skills, experience and qualifications.

One unintended result of the course was the impact on the learners' understanding of and progress toward meaningful employment. Due to the short duration of the course, the programme focused on language skills and learner wellbeing, yet this research showed that the theme of employment and further education was notable in the learners' experience.

3.3.1 Learner expectations

5 out of 8 learners reported in the survey that 'to get a job' was a motivation for attending the classes. The majority of these learners were in the intermediate class, suggesting that the proficiency of learners may impact their motivations for learning English, and that their priorities may change as their language ability improves. 4 learners reported that the classes helped them improve their knowledge of how to look for a job in the UK 'a lot', with the rest reporting the classes helped 'quite a bit'. This result was also divided along class ability groups, potentially indicating the different focus of the classes and different priorities of learners in different groups. Therefore although fewer learners felt they had improved 'a lot' in this theme, all learners reported progress in their knowledge of employment in the UK.

3.3.2 Class activities

One activity undertaken in the intermediate classes was practising job interviews, "in particular focused on [participant] weakness and strength". According to the teacher, "participants all agreed that this was helpful". One learner, who aims on bringing her experience in journalism towards a career in marketing and design, found the classes especially useful for a job interview she got. The content of the classes can therefore be seen to support the learners in progressing.

3.3.3 Future progression and a case study: IELTS

The research revealed some interesting conclusions relating to how the programme and learners could progress. Susanni summarised the challenge especially facing the intermediate learners: "they haven't been able to get jobs that match their skill set, or they are working at a much lower level than they have worked in the past". Despite the positive feedback of students about how they felt the classes helped them understand applying for UK jobs, the fact that most remain without "meaningful work experience or training commensurate with their interests, skills, experience and qualifications" suggests there is more space for the classes to support learners in this area. Susanni reported that the intermediate learners have requested more support with English for the specific purpose of "enabl[ing] them to start tackling courses that will provide the qualifications they need to secure work in their areas of expertise". She continued, "to that end I am looking into the possibility of running a pilot course in the autumn that will go some way to preparing learners (who are ready) to start studying for IELTS".



A specific case raised in informal discussions with students, in individual surveys, and the teacher's report illustrates this. The learner in question is a qualified dental nurse but is unable to pursue this in the UK thus far as they have not passed the IELTS test. This profession requires "a very high level of English...in order to be considered"; the learner "had researched it online and felt she couldn't do it on her own". Specific help and guidance has therefore been requested, which the programme could expand to include.

4. Process

This section considers the effectiveness of the programme's design, planning, and delivery, considering how the programme was arranged and what improvements could be made. The conclusions are based on feedback from both learners and teachers.

4.1 Programme logistics

Feedback on the logistical arrangements of the programme support the conclusion that its provision is necessary and well-handled. Half of learners stated that their inability to access other ESOL classes was a motivation for attending RRN's lessons. One of the focus group participants informed the RRN that a local college had only offered them an English class from February onwards. They were very disappointed to have to wait so long, suggesting that RRN's programme filled an important gap in local provision.

The learners also mentioned that the face to face nature of the classes, in contrast to online, was beneficial. Direct and easy communication with the teachers and the ability to work together with fellow learners was often mentioned as a major positive of the sessions. Susanni emphasised that "sessions where English is learnt face to face with opportunities to ask questions in a supportive (and fun!) environment" was a central factor in the programme's success.

4.2 Class sizes

Another aspect of Process worth discussing is the class sizes. Both the beginner and intermediate classes offered intimate and focused environments for the learners. Both teachers mentioned the small class size allowed them to offer 1:1 support on all key language skills, with students especially able to benefit from this in the skills of speaking and writing. Susanni stated that all the learners "were fully invested and very grateful for the opportunity to have a class tailored to their needs" and that "being able to practise speaking with real people" was an invaluable opportunity. The provision of the sessions was highly valuable to those dedicated learners who did fully utilise the programme.

4.3 Supportive atmosphere

Many students also mentioned the supportive atmosphere of the classes and how this helped them grow in confidence and ability. All 'agreed strongly' with the statements 'I feel welcomed' and 'the teacher listened to me and responded to what I needed'. Both teachers recognised the impact of this atmosphere on the learners: Hilary noted that the classes provided a space where beginner students could interact with and experiment with English in a comfortable setting, and Susanni suggested that "being supported with praise and encouragement" allowed the students to "consolidate confidence and encourage progress". The supportive atmosphere of the classes therefore can be seen as a crucial ingredient in the programme's progress towards Intended Outcomes 1 and 2.



4.4 Teachers

A large factor in the creation of this atmosphere was the teachers, a conclusion based on both informal discussions with learners and the learner surveys. All students ‘agreed strongly’ with the statement ‘The teacher listened to me and responded to what I needed’, and the teachers’ attentiveness was mentioned several times across multiple survey responses. Quotes from these responses include “the teacher was very attentive” and “the teacher tried to pay attention to all the participants at the course [and] answer all questions”.

Many learners also had highly positive comments on the teachers’ skill. One said, “she explains everything clear, and gives good examples from real life”, with another agreeing “the teacher was answering to all my questions, explaining with examples. These lessons was very useful and beneficial”. This theme of explanation and using good examples was commonly praised. One learner said, “Our teacher is very helpful to us with everything. She explained very good. Her way of teaching is very helpful!”. Another favoured aspect of their teaching style was the use of multiple teaching methods. A learner from the beginner class for example said “Hilary explains everything very good at our lessons, using all possible methods: drawing, gesticulation, mimics. It helped us a lot to understand the material”. An intermediate learner similarly stated, “the teacher is very intelligent and explains information very well. Has many different teaching methods”.

On a similar theme, several surveys responded positively to the teachers’ decision to bring in a range of new materials to enhance the content of the textbook. Susanni stated that using a variety of resources was intended “to reinforce the grammar and vocabulary focus and enhance speaking and listening skills”. For example, Hilary included “a wide variety of supplementary resources relevant to everyday life and other interactive activities and games, for example shopping baskets of real food, everyday useful possessions including money, maps of the local area, number lines, clocks, ‘real’ books, picture flash cards in English and Ukrainian”. The positive reaction of the learners to these resources in the survey and focus groups suggests this strategy was successful.

4.5 Other comments

Similar to the Petersfield evaluation, the learners were overwhelmingly positive about having personal access to the course’s textbook, stating that it helped them a lot to engage directly with the content both in and out of the classroom. This also supported homework given to reinforce class learning, and contributed to a greater feeling of progress.

Also strongly praised was the presence of Yuliia as an interpreter/translator. For example, various learners stated that, “it helped a lot that the courses were with a translator”, “these lessons are highly needed, especially with interpreter”, and “everything was perfect! Having an interpreter helped a lot”. This suggests that funding for this role would be usefully maintained in future programmes. The teachers also noted the benefit of Yuliia’s input to the classes. Hilary stated she was “an invaluable asset”, especially to the pre beginner class, as she was “available for support via Whatsapp and often [sent] supplementary homework to the group and individuals where she has identified a need in class.” Stating that “we also share planning and identify next steps”, Hilary’s comments show the multiple ways Yuliia was able to support the classes.



4.7 Future progression

The learner surveys and feedback provided two main conclusions on how the programme could be extended.

4.7.1 *Continued classes*

Firstly, all 5 beginner learners expressed desire for the classes to continue in September. Multiple learners repeated this in the surveys, and all 8 learners agreed that they wanted more support with their English. Learners reported phrases such as “I think I need more English lessons”, “I need more practice, more lessons.”, and “it would be nice to continue the course in September”, showing considerable desire for the programme to continue. Some learners made specific suggestions for the expansion of the programme. One learner mentioned that evening classes would help them make greater progress with the language as their job made it difficult to attend daytime classes. Others made requests for more regular classes: “We would like to have them 2 times a week to learn material better”; and “we would be happy to have lessons at least 3 times per week and the time of the lesson should be longer”. This report recommends that these suggestions are examined and further surveys are completed in the event of future funding becoming available. The availability of learners in the mornings or evenings, or for multiple sessions a week has been seen to depend on their employment status, the nature of their specific job, their travel capacities, and childcare responsibilities among other things. The suitability of evening classes for example would therefore be highly dependent on the situation of individual learners which this research was not aiming to capture.

4.7.2 *Access to technology*

Another regular feature in the learners’ surveys were requests for laptops or computer access. For example one learner reported “having a computer would help to study a lot”. After this was raised in the discussions, RRN signposted learners to the International Rescue Committee RISE project which runs orientation and job sessions in Ukrainian and provides registered applicants with a tablet. RRN also suggested the learners speak with their job coach to discuss potential routes of access.

CONCLUSION

The research suggested the programme had a highly positive impact on the learners’ confidence and wellbeing. Learners and teachers both reported social cohesion, teamwork, and enjoyment during the lessons, with learners making friends and feeling comfortable to experiment with the new and unfamiliar language points. These benefits were felt across both ability groups. Progress was also seen across all language skills, though speaking remains an area where most desired further attention and practice. All learners felt that their English had improved, but also desired continued help with learning English, suggesting both the success and continued necessity of the classes. All learners also reported improvement in their knowledge of how to apply for a job in the UK as a result of the classes. This was reported more strongly by the intermediate group, in line with their greater focus on employment as a motivation for undertaking the programme. Examination of the course’s *Process* highlights several key aspects which contributed to this success. The skill, attentiveness, and methods of the teachers, and the presence of the interpreter were especially highlighted by learners. The teachers also noted the benefit of the smaller class sizes. One of the intermediate learners summarised their experience of the classes with the succinct phrase, “everything was useful”. Susanni continued:



“I feel the ESOL courses that have been run in Havant under the umbrella of RRN and the local council that has funded them, have been invaluable for the development of not just language skills but social skills, cultural understanding and mental health and well-being. They have also highlighted areas where we can extend our help and aid ESOL learners to move forward in their efforts to live and work successfully in the UK.”

RECOMMENDATIONS

The data in this evaluation point to the following recommendations. Some reflect ideas directly from participants, who were asked how provision could be improved, others have been inferred from the data by the researchers.

For the RRN and similar providers:

- There is strong demand for the classes to continue in this format in the next academic year, and clear evidence that this continued provision would be beneficial.
- More internal markers of progress might be beneficial, especially for the beginner group, to instil a motivating sense of achievement early in the course.
- The use of qualified and experienced ESOL teachers is necessary for students to feel enjoyment and progress within the course.
- The capacity, demand, and need for providing longer and more frequent classes should be examined further.
- The presence of a Ukrainian speaking teaching assistant should be prioritised in future provision, as this provided benefit to both learners and teachers
- The capacity for providing access to computers could be explored, in line with learner requests
- Consider how RRN could address the evidenced need for more advanced courses, particularly IELTS preparation.
- Classes should continue to be based in an easily accessible location in Havant.
- Classes where possible should be continued even if a small number attend. The learners experienced a clear benefit from the small class size, though the capacity of RRN’s provision and teacher availability must be considered.
- Consider how opportunities for practising English beyond the classroom may be built in or advertised within RRN’s provision. For example volunteering, coffee mornings, or local events may offer learners more opportunities to practise with English speakers and experience the language in everyday use.

For statutory bodies:

- Future support for IELTS qualification preparation and similar advanced certifications would be beneficial to learners.
- Future provision could (where possible) link language teaching more closely with the exploration of employment opportunities in a cohesive programme.



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APPENDICES

Appendix A: Questionnaire

Rural Refugee Network ESOL programme in Havant, June- July 2023. Feedback survey

Thank you for helping us understand your experience of the English programme you have attended.

I will use what you tell me to write a report about the programme. I will not use your name and no one will be able to identify you in the report. This survey is run by Katherine Lawrence. I am an experienced evaluator and trustee of the Rural Refugee Network. If you have any questions about this survey, you can contact me at research@ruralrefugeenetwork.org.

If you choose to provide your contact details and subsequently decide that you want to withdraw your responses, you can do so by contacting research@ruralrefugeenetwork.org.

* Indicates required question

1. I have read and understood the above information and agree to participate. *
 - Yes
2. Are you attending the beginner classes or intermediate class? *
 - a. Beginner
 - b. Intermediate
3. Why did you need these classes? (Tick all that apply.)
 - a. To communicate in everyday life
 - b. To get a job
 - c. To make friends here
 - d. I can't get to other classes



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4. This class helped to improve my: *

	Not at all	Not much	Quite a bit	A lot
Reading and writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking and listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence and wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling of belonging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of how to look for a job in the <u>UK</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



5. To what extent do you agree with these statements? Skip the final question if you are not looking for work.

	Strongly <u>disagree</u>	Disagree	Neither agree nor disagree	Agree	Strongly <u>agree</u>
I felt <u>welcomed</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher listened to <u>me</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My English has <u>improved</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more confident when I talk in <u>English</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more confident in everyday <u>tasks</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I need more help with my <u>English</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I <u>belong</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more <u>connected</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel better prepared to look for work, volunteering or training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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6. What did the teacher do that helped you to learn well? *
7. What do you feel you need next to help you improve your English? *
8. What aspects of this course were most useful or valuable?

Thank you for completing this form. You do not have to give your name or contact details. If you would like to provide your contact details please add your email address here. Withdrawal of anonymous responses will not be possible. Your details will not be retained once the project report is complete and will not be shared with anyone else.



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Appendix B: Consent form

Dear ESOL student,

Thank you for helping us understand your experience of the 8-week English programme you have attended by taking part in this focus group.

We will talk about 4 things:

- How did you feel in the classes?
- How have these classes helped you in daily life or in looking for a job?
- What was the best thing about these classes?
- If we could provide these classes again, is there anything we could do differently?

I will use what you tell me to write a report about the programme. I will not use your name and no one will be able to identify you in the report. This research is run by Katherine Lawrence, an experienced evaluator and trustee of the Rural Refugee Network. If you have any questions about this survey, you can contact me at research@ruralrefugeenetwork.org.

Student consent form

I understand the areas to be discussed, that I do not have to take part and how what I say in the focus group will be used. I agree to participate in the focus group.

Name

Signature

Date