

**ESOL for Citizenship Courses in the UK: Social
Integration, Identity and the Role of Classroom
Pedagogy**

by

Sundus Ameer

A thesis submitted in partial fulfilment for the requirements for the degree of
Doctor of Philosophy at the University of Central Lancashire

October 2017

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Abstract

In the 21st century, the UK government, through its immigration policy, has linked the English language proficiency of immigrants with their social integration thus, following an assimilative framework (Blackledge, 2005; Blommaert & Verschueren, 1998). This seven months mixed methods study investigates whether the goal of social integration of immigrants can be achieved through the ESOL for citizenship course and the ways in which this course can affect their identity. It also investigates the effects of the government's policy on classroom pedagogy. The data was collected in Manchester and Lancashire county using semi-structured interviews with eight participants of Pakistani and Indian origin who were studying ESOL for citizenship courses, and questionnaires from seventy-four learners who had already gained nationality. Thirty-two questionnaires were also distributed among ESOL for citizenship teachers to investigate the effects on classroom pedagogy. A thematic analysis was then conducted on the data.

The findings showed that the course does not ensure social integration of immigrants as it depends on various social factors: language use, length of stay in the UK, type of neighbourhood, extended family in the UK, and decisions made by the family. The course does not help in changing the identity of the immigrants as the participants still wanted to identify themselves with their native country and only considered British nationality as a status. The political purpose this provision is serving has negatively affected ESOL teachers and their classroom pedagogy. The limitations of this study are that it was unable to observe the migrants getting involved in the community as well as to conduct interviews with the teachers. Future studies with learners of other nationalities can be conducted using ethnographically informed methods. This study refuted the claims made by the UK government related to immigrants' social integration thus the need is to separate this provision from immigration and to provide support to teachers and learners.

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Acknowledgements

I would like to thank everyone who has helped me with this thesis. Firstly, a big thank you to Christian Jones for being an excellent supervisor and for being really supportive and helpful throughout this study. In addition, I would like to thank all ESOL learners and teachers who agreed to participate in this study and the managers of all the private language centres who allowed me to use their centres or student data. Finally, I would like to thank my family and close friends for all their support during this thesis, especially my husband and my mother for all their super support whilst I have been studying!

This thesis is dedicated to my mother, Dr. Dilshad Tiwana, who kept me going in this PhD journey, and to my husband, Imran, my daughter, Aizah and my son, Hisham who understood and sacrificed a lot of their time so I could complete it. I hope we have a lot of fun together after finishing this study!

Abbreviations

ALBSU	Adult Literacy and Basic Skills Unit
BNA	British Nationality Act
CAQDAS	Computer assisted qualitative data analysis
CEFR	Common European Framework of References for Languages.
CIA 1962	Commonwealth Immigrants Act 1962
CIA 1968	Commonwealth Immigration Act 1968
CLT	Communicative Language Teaching
CUKC	Citizens of the UK and Colonies
EEP	ESOL Effective Practice
EFL	English as a Foreign Language
ELT	English Language Testing
ESL	English as a Second Language
ESOL	English for Speakers of Other Language
ESP	English for Specific Purposes
FE	Further Education
IANA	Immigration, Asylum and Nationality Act
IATEFL	International Association of Teachers of English as a Foreign Language
ICT	Information and Communications Technology
IELTS	International English Language Testing System
ILP	Individual Learning Plan
ILR	Indefinite Leave to Remain
LIUK	Life in the UK

LLU+	Language and Literacy Unit
MP	Member of Parliament
NIAA	Nationality Immigration and Asylum Act
NIACE	National Institute of Adult Continuing Education
NQF	National Qualification Framework
NRDC	National Research and Development Centre
Ofqual	Office of Qualifications and Examinations Regulation
Ofsted	Office for Standards in Education
QCA	Qualification and Curriculum Authority
QCDA	Qualification and Curriculum Development Agency
SELT	Secure English Language Test
SfL	Skills for Life
SPSS	Statistical package for Social Science
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Language
UKBA	UK Border Agency
WWII	World War II

1 INTRODUCTION

1.1 Introduction

In this chapter, I will present an overview of the thesis by discussing the background, aims, methodology and findings of the present study.

English for speakers of other language (ESOL) provision is most commonly considered ‘the teaching and learning of English for adults who migrate to English dominant countries such as the UK, Australia, Canada and the USA’ (Simpson, 2016, p. 177). In the UK, ESOL for citizenship provision specifically has come to the forefront because of different immigration policies of the UK government in the past fourteen years but ironically ESOL for citizenship is still an under researched area as compared to other provisions of ESOL such as ESOL Skills for life (SfL) and ESOL for work. During the last ten years, an increasing amount of research has been conducted on ESOL practices, policies and funding in the UK. Some of the studies in this field examined the different factors that can affect ESOL learners and their learning processes (Appleby & Bathmaker, 2006; Hodge, Pitt, & Barton, 2004; Hubble & Kennedy, 2011; O'Sullivan, 2012; Roberts & Baynham, 2006). Others examined the special place taken by ESOL provision in adult education and also the need to allocate more funding for it by the UK government (Appleby & Bathmaker, 2006; Hamilton, 2009). The findings from these and other relevant studies showed that ESOL learners are generally positive about learning English language and integrating into British society. It was also found that learners feel that one of the biggest hindrances in getting good jobs in the UK is English language proficiency. Classrooms provide learners with a platform to negotiate their identities that can help them in the real world. There are various studies that focused on learners' identity (Baynham et al., 2007; Mills, 2003; Simpson & Hepworth, 2010; Simpson, 2011) and social integration (Baynham et al., 2007; Grover, 2006; Hodge et

al., 2004; Singh, 2007), apart from one study (Han, Starkey, & Green, 2010), none investigated the provision of ESOL for citizenship. Even this study conducted by Han et al (2010) did not investigate ESOL for citizenship courses specific to the current naturalisation requirements of the UK Home Office. For this reason, a gap was identified in the field of ESOL for citizenship as the effects of new requirements implemented in 2013 as well as the link between English language and social integration advocated by the UK government (Mason & Sherwood, 2016; Saner, 2015; Singh, 2007; The UK Home Office, 2013) have not been investigated before.

There have been various studies related to ESOL teachers (Ade-ojo, 2005; Baynham et al., 2007; Cara, Litster, Swain, & Vorhaus, 2010; Cooke, 2006; Hodge et al., 2004; Schellekens, 2004) and different kinds of teaching practices (Baynham et al., 2007; Bryers, Winstanley, & Cooke, 2013; Cooke & Wallace, 2004; Hodge et al., 2004; Simpson & Hepworth, 2010). The findings from these studies show that ESOL teachers, in general, work under pressure and play a diverse role from being a teacher to interpreter, translator and support worker for the learners. Although these studies were conducted some time ago it is likely that the pressures are even greater on ESOL teachers nowadays especially since the austerity measures came into force by the UK government. After reviewing these studies, it was concluded that no research study has yet examined the ways in which ESOL for citizenship teachers are affected by the UK government's policy to integrate immigrants through ESOL for citizenship courses. Therefore, a gap was identified, and this study was conducted to fill this gap concerning the lack of research in the ESOL for citizenship provision related to ESOL learners and teachers.

1.2 Research Objectives

This study is aiming to answer the following three research questions:

1. *How realistic is the goal of achieving the social integration of immigrants through ESOL for citizenship courses?*
2. *What impact does this goal have on migrant lives and their identity with reference to integration into British society?*
3. *What impact does this goal have on pedagogy in the ESOL for citizenship classroom?*

In line with the research questions, the following research objectives for the present research study can be identified:

- To analyse the UK government's goal of social integration through ESOL for citizenship course.
- To study the change in the notion of identity of ESOL learners after successfully completing this course and applying for British nationality.
- To explore how the course has affected and changed learners' lives, use of English language, identity and future expectations.
- To investigate the effects of the UK government's policy of social integration on ESOL teachers and their classroom pedagogy.

1.3 Methodology and Findings

As mentioned above, the research aims of the present study were to analyse the UK government's goal of social integration of immigrants and its effects on learners' lives and identity as well as on ESOL teachers and classroom pedagogy. For this purpose, a parallel mixed methods research design was considered suitable for the present study.

The data was collected using a quantitative research method (questionnaire) and a

qualitative research method (semi-structured interviews). Although different aspects of the study were linked, they required different methods of data collection, for example, the effects on ESOL teachers and learners were investigated using questionnaires while the process of change in ESOL learners was analysed by conducting semi-structured interviews twice, at the start of the course and at the end of the course. Semi structured interviews were considered suitable to understand and examine the effects of ESOL for citizenship courses on a learner's life and identity. It was claimed by the UK government that after studying ESOL for citizenship course and passing ESOL examination, learners would become integrated into British society as 'understanding and being able to use English at a level which facilitates interaction with the wider community is key to successful integration' (Mason & Sherwood, 2016; Saner, 2015; The UK Home Office, 2013, p. 3). To investigate whether this change actually occurs, it was crucial to follow participants and investigate how they changed after completing a course and passing ESOL Entry 3/B1 examination.

In addition, questionnaires were distributed among those ESOL learners who had gained British nationality or indefinite leave to remain (ILR) after fulfilling both the UK Home Office's requirements that are: ESOL Entry 3/ B1 Certificate and the Life in the UK (LIUK) Certificate. These levels map on to the Common European Framework of References (CEFR) for languages, which is an international descriptor of language ability ranging from A1 (Beginner) to C2 (Advanced/ Proficient). The purpose of using questionnaires was to investigate the attitude of the participants towards social integration as well as how they identify themselves after gaining nationality or ILR. To answer research question three, it was important to understand the ways in which the government's policy related to using language for immigration purposes, affects ESOL

teachers and the role they are playing through classroom pedagogy in fulfilling the purpose of the UK government. Questionnaires were distributed among ESOL teachers who were directly involved in teaching ESOL courses in private language centres.

The unique aspect of this study is that it has investigated the extent to which the UK government's policy is realistic in linking the integration of immigrants in British society with ESOL for citizenship provision and English language test. The findings of this study showed that the extent to which ESOL learners, irrespective of their gender, integrate into British society depends on different key factors that are: language, length of stay in the UK, extended family, type of neighbourhood and decisions made by the family as a whole especially in the case of female immigrants. In terms of identity, the findings of the present study showed that the ESOL for citizenship course does not help in changing the way ESOL learners identify themselves, as the majority of the participants (semi-structured interviews and questionnaires) in this study still liked to identify with their country of origin and its culture. The findings of the present study also showed that the UK government's goal of achieving social integration through ESOL can affect the role of ESOL teachers negatively especially when the teachers are young and less experienced. For this reason, there is a need to provide continuous support to such teachers so they can work under pressure and keep the needs of ESOL learners at the forefront.

1.4 The Structure of the thesis

The purpose of this chapter was to provide a brief outline of the present study in terms of background, research aims, methodology, and the research contribution of the findings. It is hoped, that this study will encourage future research in the field of ESOL for citizenship especially considering ESOL learners. Chapter two provides a backdrop

into the research concerning ESOL for citizenship in the UK. Chapter three describes and justifies the methodology of the present study. Chapter four analyses the qualitative data relating to research question one and research question two whilst chapter five analyses the quantitative data concerning all three research questions of the present study. Chapter six discusses the findings of the study and the last chapter, chapter seven, reports the implications and limitations of the present study.

2 LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to contextualise my present study and to discuss the theoretical literature that will be used to analyse and interpret the data and to discuss the findings. I will start by defining and discussing the term ESOL and then I will discuss the historical background of immigration and citizenship legislation in post World War II (WWII) Britain in order to understand the historical background of citizenship in the UK (Hansen, 2000). I will also discuss the three key notions of this research study: social integration, identity and citizenship. Finally, I will review the literature that is relevant to different aspects of this study and will explain the ways in which the present research study will contribute to the field of ESOL for citizenship.

2.2 What is ESOL?

As defined in section [1.1](#), ESOL provision is most commonly considered ‘the teaching and learning of English for adults who migrate to English dominant countries such as the UK, Australia, Canada and the USA.’ (Simpson, 2016, p.177). The term ESOL is used differently in different contexts. ESOL is a common term used in the UK for English language provision for learners of other languages who settled in the country permanently, while in other English speaking countries, the term English as a second language (ESL) is used for the same purpose (Cooke & Simpson, 2008). However, in these English-speaking countries the term teaching English to speakers of other languages (TESOL) is used to cover all kinds of English language teaching (ELT) provision especially teaching English as a second language (TESL) and teaching English as a foreign language (TEFL) (Howatt & Widdowson, 2004). The TESOL organization in the USA is a recognised association playing a similar role as that of IATEFL (International Association of Teachers of English as a Foreign Language) in the UK.

Due to the diversity of ESOL provision, for our understanding, the term can be subdivided into two categories: Generic ESOL and ESOL in the UK. Generic ESOL provision is considered a value free description of learners who are speakers of other languages and an umbrella term covering all kinds of English language provision such as ESL and English as a foreign language (EFL) and is synonymous to ELT (Rosenberg, 2007; Ward, 2007). On the other hand, ESOL in the UK serves a similar purpose as that of ESL in other English speaking countries. This provision is affected by social factors inter alia migration, asylum and citizenship, and is meant to assist in the social engagement and integration of the second language learners. Different social factors have led to a diverse range of learners in ESOL classes (Cooke & Simpson, 2008). In the UK, this provision is determined by the government targets provided to language learners to meet their various needs including nationality or citizenship, employability, getting admission in vocational courses in college. For this reason, it is believed that ESOL learners are unified by one aspect despite their diversity, that is they want to achieve their self-determined goals that require English language (Roberts, Davies, & Jupp, 1992). These reasons make ESOL in the UK different from Generic ESOL (Schellekens, 2007; Ward, 2007).

As discussed above, ESOL in the UK has never been apolitical, therefore ESOL teachers have faced various problems sometimes in the form of funding cuts, meeting government targets or deadlines, or responding directly to changing government policies on immigrants, refugees and asylum seekers (Biesta & James, 2007). We can see various examples of the effects on ESOL teachers in the history of ESOL. After the Asylum and Immigration Appeals Act 1993, funding cuts and the dispersal policy of asylum seekers forced many ESOL teachers to get involved in trying to solve students' financial difficulties with, for example, the voucher system as well as by lobbying their members

of Parliament (MPs) (Hodge et al., 2004; Rosenberg, 2007). Another problem that teachers face is that by the time ESOL teachers start getting used to dealing with one group of students, a new group of migrant ESOL students arrive with very different characteristics and needs (Murray & Christison, 2011). All these social problems affected ESOL teachers and in a way their classroom pedagogy. In the next section, I will discuss the brief historical background of citizenship and nationality laws in the post WWII Britain.

2.3 Historical Background

2.3.1 British Nationality Act (BNA) 1948

The British Nationality Act (BNA) 1948 was not the first act of its kind that recognised all citizens of the Britain and its colonies equally as British citizens or ‘subjects’, however, it is considered relevant to the current study for two reasons as discussed below.

Firstly, it was the legislation that was passed by a shrinking ex colonial empire after WWII as ‘an unwanted consequence of desire to retain British empire’ (Maclare and Johnson, 2007, p.710) and it was considered by many historians as a reaction to the Canadian Citizenship Act 1947 (Maclare and Johnson, 2007; Hansen, 2004; Karatani, 2004). Canada, Australia and New Zealand were ex colonies of the British empire and Britain was proud of its association with them as they increased its international prestige and power (Hansen, 2004). However, when the Canadian Citizenship Act 1947 was passed making anyone living or born in Canada first a Canadian national and then a British subject, the British government felt the need to pass similar legislation to associate members of the new and the old Commonwealth countries with British nationality (Karatani, 2003).

Secondly, the BNA 1948 led to mass migration in the UK that would be difficult for the UK to handle in the coming years because it was no longer a big empire but a small country that had continuously shrunk in size after many colonies gained independence. Therefore, it can be said that the BNA 1948 was not a legislation that was passed to tackle immigration but triggered mass migration into the UK that resulted in continuous legislation to date to manage it.

This legislation not only allowed the citizens of all Commonwealth countries to enter the UK but also to work in the country. It made Britain one of the most ‘liberal migration regimes in the world’ (Hansen, 2004, p.16). Although many politicians of the time were uneasy about this but the public was unconcerned as they did not envisage that it would result in mass migration in the coming years. On the other hand, the citizens of Commonwealth countries, especially from the Caribbean, encouraged by this legislation came in large numbers to Britain to settle. Hansen (2004) argued that British politicians and civil servants always discriminated between members of the old Commonwealth countries, such as Canada and Australia and members of the new Commonwealth countries such as Pakistan, India, Kenya. Where citizens of the former were always welcomed, members of the latter were only tolerated in small numbers. However, when migration picked up and some 500,000 migrants who did not have any family connection in the UK came, the British government decided to pass a discriminatory act with a ‘racial orientation’ that was the Commonwealth Immigrants Act (CIA) 1962 (Karatani, 2003, p. 115; Hansen, 2004; Rosenberg, 2007).

2.3.2 Commonwealth Immigrants Act (CIA) 1962

Karatani (2003) argued that the policy makers in the UK from the start did not clearly define who they consider as British citizens, however, they expediently kept on tightening

the rules to control or stop migrants from coming to the UK. This attitude of policy makers was apparent from the Commonwealth Immigrants Act (CIA) of 1962. This lack of definition of British citizenship and what it entails, led to a deep-rooted problem in British society that resulted in confusion and the lack of a common unifying notion of Britishness that will be discussed in section [2.6.2](#)

When it was realized after the BNA 1948 that a wave of mass migration had started, the British government decided to bring in a new legislation, CIA 1962, to deal with this problem. Officially, it was stated that this act was passed ‘to amend the qualification’ of Commonwealth citizens applying for British nationality (CIA, 1962, p. 1). This act made an impact on migration in the UK in two respects. Firstly, it allowed prospective workers from the Commonwealth countries to migrate to the UK on a voucher system for work in areas with a labour shortage. Secondly, it allowed chain migration in terms of allowing unification with families who were already in the UK (Panayi, 1999). This unification was a reaction against single people without family connections migrating to the UK as had occurred before this legislation.

2.3.3 Commonwealth Immigration Act 1968

In 1968, when approximately 200,000 Kenyan Asians decided to flee their country and to come to the UK, the British government took just three days to pass this legislation (Karatani, 2003). For the first time, it introduced the principle of patriality for immigrants coming to the UK. It implied that all members of the Commonwealth who did not have any substantial connection in the UK by birth or blood were not allowed to enter the UK. Most Kenyan Asians who were intending to come to the UK were unable to fulfil this new requirement. It was proved later by the cabinet papers released under the thirty-years-rule that this act was passed deliberately to stop Kenyans from entering as well as to

discriminate between white and non-white members of the Commonwealth (Gibney, 2004; Karatani, 2003).

2.3.4 Immigration Act (IA) 1971

The Immigration Act (IA) 1971 is considered important in the history of legislation related to citizenship and nationality in the UK for two reasons, firstly as the name suggests it shows the stance of the British government as it distanced itself from the Commonwealth, secondly, it clearly defined and discriminated between who is patrional and non patrional as the rules for entering the UK for each were different. Significantly, the person who was considered patrional could enter or leave the country as he/she wished while the person who was non-patrional could even become ‘liable to deportation’ in certain conditions (IA, 1971, p. 5). The act also stopped using work vouchers and instead work permits were used and clearly stated that the people, they were issued to, were not allowed to stay in the country indefinitely.

2.3.5 British Nationality Act 1981

The British Nationality Act (BNA) 1981 is considered a landmark legislation as it introduced the notion of citizenship for the British nation state. The notion of citizenship and its link to a nation state will be discussed later however it needs to be understood that through this act, the UK government established Great Britain as a nation for the first time. As explained above in section [2.3.4](#), in the IA 1971, the British government did not use the term Commonwealth as previous bills were called, indicating its stance in distancing itself from the Commonwealth and the migration it entailed. Similarly, the BNA 1981 was oriented towards nationalism as Britain was trying to break free from its empirical roots. This act moved British citizenship provision from *jus soli* (right of the soil) to *jus sanguinis* (right of blood), where *jus soli* refers to the right of the person to

gain nationality if born in a country, for example, the USA, while *jus sanguinis* refers to the right of a person who wasn't born in that country, to gain nationality by having a proof of lineage in that country, for example Germany and recently India (Isin & Wood, 1999). After this act, only being born in the UK does not allow a child to gain British nationality, for that he/she needs one parent to be a British national.

Under Margaret Thatcher's leadership, the Conservatives were finally able to control immigration and move the government policies towards their desired stance as the Conservatives were always critical of immigration from 1948 and wanted to control it to a certain extent (Hansen, 2000; Karatani, 2003). In this act, it was clearly defined for the first time who was or was not a British national. What made this act stand out from the previous ones was that it clearly showed the orientation of the British government towards a unified British national policy as it abolished the category of Citizens of the UK and Colonies (CUKC) and there was no longer any British subject but only British nationals (Hansen, 2004). Karatani (2003) and Hansen (2004) indicated that until BNA 1981, different legislation was passed and enacted to control and manage immigration and little thought was given to the rights and responsibilities of citizens, as policy makers were only interested in using legal status as a mechanism to discourage, control and stop immigrants from coming to the UK. Although the BNA 1981 moved the citizenship status towards nationalism, it was still unclear at that time what the nation stands for in the UK as the unification of the Commonwealth was no longer used as a symbol (Blake, 1982). This absence of consensus led to various problems that were related to nationalism in British society, such as segregation of different units of society. British people were never brought up with the notion of British nationalism, however, it was used in legislation for the purpose of controlling immigration (Joppke, 2010). An English language requirement

was also part of the BNA 1981 but it was not used practically to test the eligibility of a person to gain British citizenship at that time.

2.3.6 Nationality Immigration and Asylum Act 2002

The 2001 riots in northern England highlighted the social segregation within British society. For many, the need for citizenship education for immigrants in the UK started after this disturbance as it brought community tensions to public attention and precipitated a debate about integration (Cheong, Edwards, Goulbourne, & Solomos, 2007; Singh, 2007). It was realized after the riots that notions of identity and sense of belonging are complicated, as people have multiple understandings of the meaning of Britishness. As discussed above, no attention was given by the British government to explain what is meant to be a British national before this crisis. The above-mentioned reports identified the lack of English language as a barrier to integration and developing English language skills as one of the solutions. Three post-riot reports also identified English language as a cause for the lack of community cohesion (Cantle, 2002; Denham, 2002; Ritchie, 2001). Ritchie (2001), in his report about the riots in Oldham compared the segregation between different societies in Oldham to the situation of segregation of different societies in Germany before Holocaust.

In the course of preparing my parts of this report, I came across the following quotation by the Christian spiritual writer Donald Nicholl. Describing the relationship between different parts of society in Germany after the First World War he said “The different religious and political groupings in Germany were so deeply divided that it would have been almost unthinkable – even impudent – for a representative of one group to have spoken up on behalf of another group.

(Ritchie, 2001, p. 3)

Ritchie (2001) considered the lack of English language as one of the many problems rather than the sole problem that led to the 2001 riots. He emphasized more on providing opportunities for people from different ethnic backgrounds in a community to talk and

interact with each other. The Denham report (2002) was commissioned by the UK government to investigate the causes of riots in Bradford; the lack of English language proficiency was not directly recognised as one of the key issues, however, it was identified that people of similar ethnic backgrounds choose to stay together because of the lack of English language. Cantle (2002, p. 4) in his report, famously used the term ‘parallel lives’ to identify the segregation between different communities due to a number of factors, such as housing, education, religion, culture and English language.

The above-mentioned reports clearly did not claim that the lack of English language was the sole problem that resulted in the deep rooted social segregation and only by gaining English language proficiency can immigrants integrate in the British society. However, the UK government and the politicians only focused on the English language needs mentioned in the report. ESOL and social integration and cohesion were linked and sufficient knowledge of English language was made a requirement for citizenship in the NIAA 2002. For example, Blunkett argued that ‘speaking English language enables parents to converse with their children in English as well as in their historic mother tongue’ (Hinsliff, 2002) while Gordon Brown claimed that those who come into ‘our home’ should accept the norm, that is speaking English language (Travis, 2009). In the 2001 riots, both Asian youths and white youths were involved but only parents of Asian youths were targeted and lectured on learning the English language and accepting this requirement as a norm by the politicians of the time such as Blunkett. Looking at the stance of the government over the years (Hinsliff, 2002; Travis, 2009; Mason & Sherwood, 2016; The UK Home Office, 2013), it seems that either they believed that migrants were solely responsible for integrating into society and should accept the norm

of speaking English language or they were justifying legislation that was solely passed for a similar purpose as previous immigration legislation that is, for immigration control.

As explained above, after the riots a debate started nationwide linking English language and integration, with many prominent politicians of the time advocating the necessity for immigrants to learn English. In 2002, David Blunkett published his white paper ‘Secure Borders, Safe Havens’ and announced the government’s intention to make becoming a British citizen a meaningful event for new nationals and promote education for citizenship (Rosenberg, 2007; Taylor, 2007). This paved the way for the aforementioned NIAA 2002. Sir Bernard Crick was appointed Chair of the Advisory Board for Naturalisation and Integration. According to the NIAA 2002, the applicants of citizenship or naturalization who have sufficient English would take an online test of LIUK for nationality or citizenship and those with English language proficiency below Entry Level 3 would be required to complete an ESOL for citizenship course (Rosenberg, 2007; Taylor, 2007; Cooke, 2008). Since 2002 the language requirements for immigrants have become stricter and the requirements were changed approximately four times to make it harder for immigrants to pass the examination. This will be discussed in more detail in section [2.5](#).

The historical background of citizenship and nationality legislation clearly shows that from the outset, the intention of the government in post WWII Britain was not to integrate the immigrants in the community to build a strong unified nationalist British society but this stance was used superficially as a justification to curb the immigration without facing strong opposition from the people. As Sarah Spencer, an academic who was actively involved in shaping the UK government’s immigration policy when Labour was in power in the early 21st century, identified that ‘there was no policy for integration. We just believed that the migrants would integrate’ (cited in Bower, 2016, p. 223). The reason

behind this attitude was that although the government was ready to use terms, such as social integration, community cohesion, and lack of English language to justify immigration policies, they were not ready to invest in migrants by helping them integrate into the society. The UK government used English language as a tangible commodity and linked it to British nationality without understanding the deep rooted social realities of migrants' lives.

As Miller (2000) identified that citizenship itself was not a widely understood notion in the UK and for different people it meant different things. After analysing the historical background of immigration legislation in the UK, it can be concluded that another reason behind the problem of social segregation and lack of understanding of British citizenship is that there was never a national consensus on what British citizenship is and what it means to be British citizen, although, it was in the legislation for a long time. The UK, in the history of legislation of citizenship, started by identifying itself as the unifying power of the Commonwealth countries. However, by the end of the 20th century, it had distanced itself from the Commonwealth and considered itself as a nation state. This change in governmental stance, from considering immigrants as good social capital to bad social capital as they did not fit into their newly realised norm of social life and language, badly affected not only British society but also the immigration policies.

2.4 Social Integration of Immigrants

As social integration is a key term in this study, it is important to understand what it means and how it is linked to ESOL for citizenship provision. As discussed above in [2.3.6](#), the 2001 riots started a debate on the deep rooted social segregation within different ethnic communities in the affected cities. Before these riots, this term was not used by the UK politicians that often and the need for social integration was never advocated by the UK

government so fiercely. However, after the 2001 riots, two pieces of legislation, the NIA 2002 and the Immigration, Asylum and Nationality Act (IANA) 2006, were passed and the language requirements for immigrants have been tightened a number of times in the name of social integration of migrants. For this reason, it is important to understand different theoretical frameworks of integration as well as the philosophy of integration that the UK government has followed to date (Favell, 2002; Joppke & Morawska, 2003).

As the political debate on social integration of migrants in the UK is linked to their language use even in their homes, it is also important to understand the link between social integration and language use through the lens of language ideologies. According to Woolard (1998) in any multilingual society, language and ideological debates are politically and socially significant because of the struggle for language in that society. Language ideologies are defined as ‘socioculturally motivated ideas, perceptions and expectations of language, manifested in all sorts of language use’ (Blommaert, 1999, p. 1). Language ideologies link language to different shared notions, such as identity, morality and epistemology and through such links they define the person or the social group using that language (Woolard, 1998). Language ideological debates do not only take into consideration the language but also the dynamics of the social group of speakers of that language. In such debates, social integration of migrants through language use is discussed by various researchers, notably Blommaert and Verschueren (1998), Kroskrity (2000) and Heller (1988, 2006).

2.4.1 Theoretical frameworks of Social Integration

Before we look at the language ideological debates, we need to understand the two frameworks of integration that the UK government followed post WWII, these are multiculturalism and assimilation of minorities. This characteristic of following

multiculturalism is not unique for the UK, as according to Joppke (2010), it was followed by various western countries and states post WWII. Multiculturalism encourages the state not to force migrants to abandon their original culture and identity in order to be considered part of the host country but in recognising their distinct culture and identity.

According to Taylor (1992, p. 39), multiculturalism as a political stance can move the state in two directions, that is the ‘politics of universalism’ in which everyone, irrespective of their differences, gets equal rights, and the ‘politics of difference’ which recognise the unique identity of the minority group. It is believed that the characteristic of a multicultural state is that it prefers integration over assimilation as it does not force a culture or identity on people, however, in recent times, many western democracies have shifted their policies from multiculturalism to assimilation and often use the term integration superficially with the underlying intention of following an assimilative policy (Joppke, 2010). Blommaert (2017, p. 11) argued that ‘integration’ continues to be used as a keyword to describe the processes by means of which outsiders – immigrants, to be more precise – need to ‘become part’ of their ‘host culture’. Thus, indicating the way in which the term integration is used for encouraging assimilation of migrants. For this reason, it is important to understand the difference between both terms. ‘Assimilation means the disappearance of distinctive cultural features and the loss of belonging’ of the original ethnic culture and ‘simultaneously developing traits and feeling of belonging to the second culture’(Skutnabb-Kangas, 2009, p. 282; Blommaert & Verschueren, 1998). Integration means the formation of a series of common characteristics in an ethnically heterogeneous group. Assimilation is subtractive as it requires minorities to merge into the dominant culture and society while integration is additive as it allows migrants to keep their original culture and identity (Blommaert & Verschueren, 1998). Blommaert (2017)

has used two terms: ‘sufficiently integrated’ and ‘completely integrated’ in his discussion on integration of a person in a variety of communities. According to him, a ‘well integrated individual is an individual who has achieved such diverse forms of integration and is able to move from one community to another one while shifting the modes of integration expected in each of them’ (Blommaert, 2017, p. 14).

The idea of assimilation is not a new one: As an example, it was prevalent at the time of the French revolution in the form of ‘jacobinisme’. Jacobinisme was a belief that the government should control every detail of an individual life. Linguistically, Jacobinisme meant that any divergence from standard French language was counter revolutionary and unacceptable. The term integration was used for the first time, after the French Revolution, where the main aim was ‘to extirpate the diversity of vulgar tongues’ and educate all French citizens to use standard and approved French language (Heller, 2006; Schiffman, 2009, p. 120). It is important to point out that the concept of assimilation is the negation of multiculturalism and has its roots in a nationalistic orientation. The link between citizens and nation state will be discussed in the next section, however, it is important to understand that a citizen or assimilation of citizens to one central nation state is normally linked to nationalistic doctrine which is a recent phenomenon in the UK as compared to central European nations.

The UK takes pride in being a multicultural society and, as discussed in section [2.3](#), the UK never claimed to be a nation state and used to identify itself as the leader of the Commonwealth. One of the indicators of the UK being a multicultural society is that it passed various Race Relations Acts in 1960s, 1970s and 1980s (Favell, 2002). However, the growing number of migrants and the lack of any policy in facilitating their integration led to a very strict assimilistic orientation of the UK government as David Blunkett, ex

Home Secretary, accepted that ‘the big mistake we made was not to put more money into integration and into preparation for people being dispersed’ (2015). What makes the UK an interesting case is that throughout 1960s, 1970s and 1980s, the government, on the one hand, became strict on immigration policies but on the other hand became progressive on race relations legislation (Favell, 2002).

In the 21st century, this trend continued, the New Labour government in the first decade of the 21st century celebrated multiculturalism by working towards anti-discrimination measures in policing policies after Stephen Lawrence’s murder (Modood, 2008). However, in their immigration policies they followed an assimilative orientation in managing it. For example, Tony Blair’s speech on multiculturalism (2006) where he juxtaposed it to the duty of migrants to integrate, clearly showed that the UK government kept on calling Britain a multicultural state superficially but was following assimilative framework to deal with migrants, by placing the sole responsibility of integration on their shoulders. In official government documents and consultation reports regarding English language and integration of migrants, assimilation as a term or a policy was never mentioned or identified even though the stance of the government officials was assimilative (Hinsliff, 2002; Travis, 2009; Mason & Sherwood, 2016; Johnston, 2006). To understand the reasons behind the UK government’s superficial claim of multiculturalism on the one hand and its assimilative policy on the other, we need to take into consideration ‘the threshold of tolerance’ identified by Blommaert and Verschueren (1998, p. 77). To summarise, it is believed that western societies are generally tolerant however, when the threshold of their tolerance is reached, ‘the number of foreigners in proportion to the autochthonous population crosses a certain threshold’, then xenophobia becomes a normal phenomenon. For this reason, in the 21st century the UK government

kept on claiming that the UK is a multicultural society while following an assimilative policy because of growing public opinion against immigration.

2.4.2 Social Integration and ESOL for citizenship

As aforementioned, since 1960, policies addressing the migrants in British society have been based on a complex and contrasting range of views moving from seeing immigrants as good social capital to bad social capital, from multilingualism to focusing on one national language (Cheong et al., 2007). However, after the 2001 riots, the UK government used the ESOL for citizenship course to address this issue of social inclusion by making citizenship education compulsory for immigrants. Initially, the proposal for citizenship education in the Crick Report was not for adults, however, it placed explicit emphasis on social integration with English language facility as both a key tool and a primary measure of an individual's worth for nationality and citizenship (Crick, 1998). The basic goal of the ESOL for citizenship course, as a way to achieve the target of social inclusion, was even mentioned as the reason behind the new legislation that was implemented in October 2013. It was explained in the statement by the UK Home Office that 'understanding and being able to use English at a level which facilitates interaction with the wider community is key to successful integration' (The UK Home Office, 2013, p. 3). Many politicians over the years linked English language to social integration for example Tony Blair's comments that migrants have a 'duty to integrate' by learning the language and David Cameron's 'plan to encourage greater integration' using English language test as a tool shows the way the term integration was linked to English language proficiency (Mason & Sherwood, 2016; Johnston, 2006).

As discussed above, the difference between integration and assimilation is that in assimilation the burden of merging into the mainstream culture is on the shoulders of the

minority, however, integration is a two-way process where adjustments should be made by both immigrants and the settled community. (Guo, 2013; Phillmore, 2012). According to the report of Commission on Integration and Cohesion (Singh, 2007), social integration is defined as a process that ensures that new residents and host community adapt to one another. The key elements of social integration and cohesion identified in the final report were the strong sense of individual rights and responsibilities, equal opportunities for people from different backgrounds and strong and positive relationship between people of different backgrounds in the workplace, in schools and other institutions (Singh, 2007). This definition of integration is taken up by government officials however they kept on putting the burden of integration on migrants rather than on the host community. For example, Tony Blair expressed that ‘the right to be in a multicultural society was always implicitly balanced by a duty to integrate’ (Johnston, 2006). This statement clearly shows that ‘integrate’ is not used in its true sense as it is juxtaposed with ‘duty’, thus indicating the stance of government in following assimilative policy in the name of integration.

Historically, from 1960s, social integration policies for migrants have been using a range of ideologies such as assimilation, integration and multiculturalism to back up the idea of integration into society but this idea of social integration was further reinforced with the European Council recommendation of 1998 on strengthening social cohesion in Europe as vital for an enlarged and united Europe (Zetter et.al, 2006). The 2001 race riots and 7/7 bombings of 2005 in the UK led politicians and government to reassess the problems of alienation within particular communities and the sense of ‘parallel lives’ (Taylor, 2007; Commission on Integration and Cohesion, 2007). Although it is a fact that people involved in the 7/7 bombings and 2001 riots were British born and were native speakers of English, in the press conference related to the 7/7 bombings, Prime Minister, Tony

Blair referred to the long-term residents who do not speak English as the people responsible (Cooke & Simpson, 2008; Johnston, 2006; Kundnani, 2002). It was claimed that the parents of such Asian English speaking people, could not speak any English themselves so they were unable to check and see what their children were doing. Because of this reason, their children were living parallel lives, one at home where they used to speak in their native language with their parents and other family members and outside where they spoke English. It was argued that the key to social integration in the UK was to be able to speak English language, as the inability to do so was thought to be linked to exclusion and exploitation in the society. This political discourse about social integration led to various commissions as discussed above, legislation and investigations on the social cohesion of communities and integration of minorities placed strong focus on English language.

Another key factor related to social integration and cohesion is the contribution of the established population to help newcomers integrate in society. Norton (2000) referred to the power that the host community or majority has on language learners. Zetter et al. (2006) also discussed the importance of the contribution by the established population in the integration of immigrants. It was argued that although immigrant communities are considered responsible for social integration and cohesion, it was not made clear in the government's policy documents what it is the immigrants may be cohering to, nor, who should be doing the cohering, immigrants or host community or both. It is important to examine the contribution of the established community to make the process of social integration successful. However, until now the burden of social integration has been on the shoulders of immigrants if we look at the political discourse of various politicians in the UK (Johnston, 2006; Mason & Sherwood, 2016; Saner, 2015). On the other hand, Sagger et al. (2012) showed that migration does not affect the integration of the society

but it is the deprivation and poverty of the existing community that leads to the lower level of community cohesion. Austerity measures of the coalition government led to economic deprivation in various areas making immigrants as scapegoats to cover the inability of the government to support deprived areas financially.

2.4.3 Language Ideologies

If we take into consideration language ideological debates, the link between English language and social integration of migrants can be analysed from two perspectives.

One perspective is that of the speaker, who in this case, is a minority migrant speaker of the other language. The language choice of the speaker is associated to his or her social positioning in the wider society (Heller, 1988). On the other hand, the use of a certain language in some ‘well-demarcated social domains’ such as the home is a conscious strategy of the language user for maintenance of their distinct language and identity (Kroskrity, 2000, p. 338). Thus, preferring to use a certain language over another is a mechanism of creating or breaking a boundary in different social domains as well as assigning people to certain social categories. Heller (1998) believed that sometimes using the language of power in a social situation is not for claiming identity as it does not matter to the speaker but is used to claim rights and responsibilities attached to that social role.

In this case, the UK never claimed to have a nationalistic orientation and always promoted multiculturalism so it was never openly expected that migrants would negate their native identity and identify themselves as British until the 2001 riots. This could be one of the reasons that many migrants kept on using their native language at home. However, from the perspectives of speakers who use their native language at home, it can be considered a strategy to maintain the link with the native culture and country. But it does not establish the fact that somebody who is bilingual is not integrated in the society.

The other perspective is that of the people from the majority group or government agencies who have a dominant stereotypical belief of the speakers of other languages.

These beliefs can be based on past encounters or series of misrecognitions. As an example, the change in stance of the UK government in the CIA 1968 indicated that they preferred immigrants who were English language speakers from Australia, Canada and New Zealand, countries that were better off economically than others (Hansen, 2000).

Similarly, in the 2001 riots, both white and second generation Asians were involved but the parents of the second-generation Asians were blamed for the riots and the reason given by the politicians was that the parents were unable to speak English at home with their children (Hinsliff, 2002; Kundnani, 2002; McGhee, 2005).

Blommaert and Verschuren (1998, p. 28) identified that the continuous repetition of misrecognised beliefs in a power discourse can strengthen the belief as a universal notion. These ‘common sense natures’ of ideologies then act as ‘yardsticks’ by which actions of others are measured and judgements are passed. They also mentioned that academics and politicians act as ‘ideology brokers’ using media as a medium to convey their logical argument to the masses. As the members of the other group or minority groups do not have access or power to reach to the masses so the production and reproduction of the power group’s discourse leads to creating a situation where a certain opinion takes the form of ideology. In the political discourse of the UK, the continuous repetition of the link between English language and social integration and the duty of migrants to integrate by various important UK political personalities over the years has enabled this notion to become so powerful and universal that such a statement can go unchallenged among the masses (Johnston, 2006; Mason & Sherwood, 2016; Travis, 2009). As mentioned above different reports after the 2001 riots (Cantle, 2002; Denham, 2002; Ritchie, 2001), clearly did not consider the lack of English language proficiency as the sole factor responsible

for the social segregation in the affected areas, however, the politicians of the time and the ones that followed picked this factor and kept on repeating this on various occasions to justify the changes in the immigration legislation and to hide their incapacity to facilitate integration and community cohesion in British society.

2.5 *Citizenship*

Citizenship is not assumed or enacted by an individual in isolation. It is all to do with how we relate to other individuals, to groups within our society and to other societies. It is most often understood as a status. The legal status of a citizen is currently determined as relating to a particular nation state. In this sense, citizenship is exclusive as a status (Isin & Wood, 1999; Joppke, 2010a). Yet it is much more than status, it also involves feelings, the degree to which individuals feel they belong to a certain country or state (Osler & Starkey, 2005b). In this section, I will start by discussing different understandings of citizenship. Then, I will look at the historical background of citizenship legislation for immigrants with special focus on language requirements and finally, I will discuss and analyse the use of language testing for citizenship purposes as it is used in the UK.

2.5.1 What is Citizenship?

Marshall's (1950) work related to citizenship was a great influence in post WWII Britain as it focused on dealing with the social inequalities in British society by providing all members of the community a status of citizenship. For Marshall, 'citizenship is the basic human equality associated with the concept of full membership of community' (as cited in Marshall & Bottomore, 1992, p. 6). Marshall's concept of citizenship and social class helped in forming the concept of the welfare state in the UK and other developed countries. According to Joppke (2010a), Marshall's concept of citizenship is inclusive and unpolitical. However, one of the problems that is identified in Marshall's concept is that it does not take into consideration immigration and considers a nation state as a

homogeneous group. This kind of citizenship aims to create a civilization inclusive of all members of the community. On the contrary, the concept of citizenship that is proposed and discussed by Brubaker (1992) identified immigration as a key factor that can affect the notion of citizenship. For him, the status of citizenship has duality as it is internally inclusive and externally exclusive as it excludes all outsiders from a certain state and in this way, protects a prosperous state from the immigrant poor. Where Marshall believed in creating equality through citizenship, Brubaker's concept highlighted the inequality within a community or society. For this reason, according to Brubaker, when defining a national citizen, the non-citizen and hence foreigner or alien also needs to be defined. The reason for discussing Marshall's (1950) notion of citizenship is because of its impact on the UK's welfare state and how it differs from Brubaker's understanding of citizenship especially in the context of France and Germany. This is the basis of my discussion regarding citizenship. In this section, I will discuss different scholars who challenged these contrasting notions of citizenship.

Citizenship as a term can carry significantly different meanings, however, it is important to understand the main uses of the term that are important, especially in the context of the UK. Historically, there are two models or traditions of citizenship, the Greek tradition and the Roman tradition. Both models focus on different aspects of citizenship; the Greek model focuses on political association in terms of citizenship and the Roman notion of citizenship is legal in nature. Both models focus on a community rather than on a single individual in their understanding of citizenship, but the modern liberal debates on citizenship focus on an individual as the subject of vested rights and responsibilities (Isin & Wood, 1999). Isin and Wood (1999) discussed three major frameworks of citizenship these are: liberalism, communitarianism and civic republicanism.

Liberalism and communitarianism are at odds with each other. In liberalism, citizenship is considered a specific individual right that is bestowed on any individual by the nation state and it is the function of the state to protect its citizens. As previously mentioned, in liberalism, Isin and Wood (1999) identified two kinds of citizenship, *jus soli* (right of the soil) and *jus sanguinis* (right of the blood) that will be discussed later in this section. On the other hand, communitarianism focuses on extreme pluralism where an individual does not stand on its own. I will discuss civic republicanism later in this section, as Crick (1998) extensively discussed this kind of citizenship. Isin and Wood (1999), like Brubaker (1992), Joppke (2010) and Hansen (2000), argued that in all frameworks of citizenship, the basic fact remains the same that citizenship is a status. However, communitarianism and civic republicanism deepen this notion of citizenship. For this reason, citizenship is a group concept and is associated with the nation state. It needs to be highlighted here that most modern states follow liberalism rather than communitarianism or civic republicanism.

According to Brubaker (1992), citizenship is used as an object of closure by making its membership exclusive through nationality laws. He argued that the root word ‘nation’ is taken from Latin ‘*nasci*’ that means to be born. For this reason, the foremost criterion of nationality or citizenship is birth. Isin and Wood (1999) took it further, they argued that different nation states as groups identify different individuals based on different criteria that are birth, blood and nationality and these criteria can change as the need arises. They associate liberalism with the modern system of government in western societies in which citizenship starts with a location or a territory, however, they consider liberalism as logically contradictory as it creates dichotomies.

For Isin and Wood (1999), liberalism is a form of modern imperialism, where the notion of territory and a certain hierarchy of people is always prevalent. In the present post-colonial era, all territories in the world are divided and assigned to various sovereign states. This categorization in the post imperial world changed people from subjects to citizens and thus, created the distinction between citizens and non-citizens, however, liberalism always need to justify these dichotomies. For this reason, in the nineteenth century, a distinction was created between civilised and the barbarous or the ones who need to be civilised (Said, 2003). This distinction between us and them still exists where certain members in a nation state are considered citizens while others are non-citizens and hence unqualified to claim certain rights. Sometimes this distinction is created in the name of *jus soli* such as in France (Renan, 1992) and sometimes it is created in the name of *jus sanguine* such as in Germany (Fichte, 1968). In case of Germany, in particular, after the unification of east and west Germany, many children born in west Germany were required to naturalize while many eastern Europeans who claimed to be ethnically German were awarded citizenship. As discussed in section [2.3.5](#), the BNA 1981 amended the application of *jus soli* in the UK by introducing extra requirements for children of migrants who were born in the UK. In this way, a child of any migrant was denied the right of automatic citizenship after birth. The modern liberal states are also facing threats to their exclusive citizenships from above in the form of globalization or post national citizenship and from below in the form of tribalism, as a single person can have many different associations that are not constrained within a country but are global (Soysal, 1994).

As mentioned above, Crick (1998, 2001) was a strong supporter of the civic republican framework of citizenship and only focused on the UK in this regard. He argued that

historically England was never a nationalistic country, hence, different from nationalistic central Europe. Osler and Starkey (2005a) also argued that British people have become citizens by statute gradually rather than by struggle as in the case of France, America or many countries which gained freedom from different colonial empires in the twentieth century. They argued that the notion of citizenship is not completely understood in Britain because of its citizens' transition from subjects throughout their history to citizens after the BNA 1983. Whereas Osler and Starkey (2005a) argued for the need of a sense of feeling along with the status and the practice in the notion of citizenship, Crick (2010a, 2010b) reasoned that the nationalistic oriented citizenship is not the solution for the UK at all. He strongly favoured civic republicanism and linked his idea of active citizenship to the Roman notion of *res-publica* that implies that the things that are public are of public concern (Crick, 2010a, p. 18). He believed that the government needs to work on all three dimensions of Marshalls' concept: political literacy, social and moral responsibilities and community involvement.

Westheimer and Kahne (2004) identified three different concepts of citizenship: personal responsibility, participatory and justice oriented citizenship. As the name suggests, a personally responsible citizen only focuses on his/her individual responsibilities in the society rather than actively getting involved in the community as a participatory citizen would do. However, a justice oriented citizen critically analyses the social systems and tries to find the root causes behind different social and community problems. A justice oriented citizen works to solve the social and community problems in his/her society or the country. Westheimer and Kahne (2004) were of a similar view as that of Crick (2001) and believed that citizenship is a learned skill and any kind of citizenship, whether active,

participatory or justice oriented, changes passive citizens in liberal societies into active and good citizens and that is what governments should aim for.

Kiwan (2010) criticised the idea of active citizenship advocated by Crick (2010a) and argued that it does not take into consideration the multicultural society of the UK and the issue of motivation that is the driving force for any citizen to participate in a society. Osler and Starkey (2005a, p. 12) also believed that ‘a sense of belonging is a prerequisite of participative citizenship’ and can also be considered the motivational force for active citizenship. Crick (2010b) addressed the issue of multiculturalism in the UK in another essay and criticised ex-prime minister, Gordon Brown (Travis, 2009), for using Britishness as a cultural identity. He argued that the UK is the union of four states and throughout its history, the English, although in the majority, did not try to make other states English. English is a culture but British or Britishness is an allegiance to the Crown in the UK. It highlights the fact that the UK government were so engaged in dealing with migration that in the way they forgot their own history and political tradition of multinationalism and multiculturalism in the form of the union of four states. However, despite his criticism, Crick and his idea of active citizenship was influential in shaping the citizenship policy at the time of New Labour.

Giddens’ ‘third way’ and ‘new and modern left’ was also taken up by the New labour government in terms of managing their market state and migration (2001, p. 2). New Labour was managing migration in two ways by restricting nationality laws and naturalization policies to please voters who were anxious about the growing number of migrants, on the one hand, and directing migrant labour to different sectors with labour shortage on the other. In terms of citizenship, Giddens (1998) placed great emphasis on responsibilities rather than rights of individual citizens and argued that every individual

citizen has a responsibility as per his/her capacity. However, Crick (2010a) criticised Giddens' third way and wanted to focus more on developing a more communal rather than an individual citizen culture. Where Crick believed in civic republicanism, Giddens advocated a kind of communitarianism that focused more on the responsibilities of the individuals or citizens in a community rather than their rights in liberalism. However, some British politicians only emphasized the responsibility of migrants or people aspiring to be citizens and this idea was repeatedly used in political discourse at various times by Blair (2006), Brown (2007) and Cameron (2016).

After analysing different frameworks of citizenship, for the purposes of this thesis, citizenship will be defined as a status at its basic level (Hansen, 2000; Joppke, 2010b; Osler & Starkey, 2005a). We can aim for developing active citizenship, participatory citizenship or justice oriented citizenship among the masses, however, these notions only add depth to the notion of citizenship rather than refute the fact that citizenship is a status.

Another key point that I want to make here is that the UK government is following the post imperialistic liberal model of citizenship by invoking nationalistic sentiments, for example, ex-prime minister David Cameron (2011), 'Frankly we need a lot less of the passive tolerance of recent years and a much more active muscular liberalism ... But I believe a genuinely liberal country does much more; it believes in certain values and actively promotes them'. However, as discussed above, the UK has never been a nationalistic country, for this reason, even one of the former prime ministers of the country, Gordon Brown (2007) was not clear on what is meant by Britishness as criticised by Crick (2010b). I believe successive UK governments are only using this nationalistic notion of citizenship as a tool to control migration. I will discuss the ways in which the government has used citizenship as a tool by examining the changes in immigration policy

in relation to citizenship and naturalization after the 2001 riots as well as how language tests are used as a mechanism in the light of ideologies in the next sections.

2.5.2 Language requirements for Citizenship after the 2001 riots

For many the need for citizenship education for immigrants in the UK started with the disturbances in Northern England in 2001 that brought community tensions to public attention and precipitated a debate about integration (Cheong et al., 2007; Singh, 2007). As discussed above in section [2.4](#), different reports identified lack of English language as a barrier to integration and developing English language skills as one of the solutions. However, the target for fulfilling English language requirement and the burden of getting involved in the community was only laid on the shoulders of immigrants. In 2002, David Blunkett published his white paper ‘Secure Borders, Safe Havens’ and announced the government’s intention to make becoming a British citizen a meaningful event for new nationals and promote education for citizenship (Rosenberg, 2007; Taylor, 2007). This paved the way for the NIAA 2002. Crick was appointed Chair of the Advisory Board for Naturalisation and Integration. The QCA (Qualification and Curriculum Authority) published the report and it outlined three basic themes for education of citizenship: social and moral responsibility, community involvement and political literacy (Rosenberg, 2007). These three themes for education of citizenship reflect active citizenship and civic republican framework of citizenship advocated by Crick as discussed above. New arrangements were made, according to which those applicants with sufficient English would take an online test of LIUK for nationality or citizenship and those with English language proficiency below Entry Level 3 would be required to complete an ESOL for citizenship course (Rosenberg, 2007; Taylor, 2007; Cooke, 2008). As can be seen from the start although active citizenship was promoted but the ground reality was different. In the name of active citizenship, the immigrants were required to pass two different kinds

of tests, either a language test or a computer based test about their knowledge of the official LIUK book.

From November 2005, two routes to naturalisation were created (Taylor, 2007). In the first route, applicants with sufficient English Language skills could take the LIUK online test at any approved online centre and apply for naturalisation. In the second route if an applicant's English language proficiency was not up to the required standard, B2 or Entry Level 3, then he/she was required to do an ESOL course along with studying citizenship material for ESOL learners in a government-recognised college. In order to become a British citizen, it was made a requirement for such immigrants to pass ESOL Entry 1 or above examination and study citizenship material in a class. According to the UK Border Agency (UKBA) (now named the UK Home Office) website, to become a British national, the applicant following the second route must meet the following requirements:

- ‘You must have attended your ESOL course at an accredited college.
- The course must have included citizenship materials derived from the document ‘Citizenship Materials for ESOL Learners’.
- You must have obtained a relevant ESOL qualification from an approved awarding body.
- You must demonstrate that you have made relevant progress’ (UK Border Agency, 2013).

This ESOL for citizenship provision was offered to those learners whose main aim of learning English was to gain British nationality or indefinite stay in the UK. It was offered by many educational providers, and learners were asked to progress one level, from the level of their initial assessment, in English proficiency to be eligible for nationality. The learners were also required to study citizenship material designed by Language and

Literacy Unit (LLU+) and the National Institute of Adult Continuing Education (NIACE) as part of the government's strategy to make becoming a UK citizen a more meaningful process. The aim of this material was to develop the knowledge of life in the UK (NIACE & LLU+, 2010). If we look in retrospect, the provision of ESOL for citizenship then, despite various claims, tended to focus more on two of the three basic themes of citizenship i.e. political literacy and social and moral responsibility. In the ESOL for citizenship classes, learners were expected to go through the material with their teachers. No test was designed to assess the learning of citizenship material and learners were not required to do any compulsory community involvement activities.

The new requirements for naturalisation were announced in mid-2012 and implemented in October 2013. Applicants were not only required to have a minimum English language proficiency at Entry Level 3 or CEFR B1 but they were also required to pass the LIUK test. This implied that from October 2013, citizenship material for ESOL learners' pack was no longer relevant for naturalisation purposes in ESOL classes.

In 2013, the UK Home Office issued a statement of intent about the knowledge of language and the life in the UK for naturalisation and settlement. It was claimed in the statement that the current level of English language requirement seemed inadequate to aid the integration of those living permanently in the UK because of the level being too low. For this reason, the government decided to combine the two routes discussed above namely the LIUK online test and the ESOL speaking and listening examination. This action was also taken to minimise the malpractices reported in ESOL examinations (Ofqual, 2012; The UK Home Office, 2013). As the LIUK test is a computer-based test and can only be taken in an authorised and secure test centre, it was believed that it would minimize the chances of malpractice. In the past, this test was only a requirement for

those applicants who had English language proficiency higher than Entry Level 3 or B1 but since the change in rules in October 2013, everyone applying for naturalisation or ILR is required to pass this test. From April 2015, the UK Home Office has also set up a Secure English language Test (SELT) service so that learners can only take ESOL tests in designated centres across the UK. No other qualification will be accepted for naturalisation apart from the certificates obtained from SELT centres. Learners are also not required to study for an ESOL qualification in any institution or follow any curriculum such as citizenship material that was a requirement before. Thus, they can prepare for the test at home and only need to go to a designated centre for the test. It was claimed in the UK Home Office's statement that understanding and being able to speak English at a higher level would facilitate integration and interaction in the wider community successfully (The UK Home Office, 2013). It was argued in the report that those immigrants, who wish to live permanently in the UK, need to have basic understanding of principles of British democracy as well as the history and culture of the UK. Moreover, their knowledge of the British political system is tested in the LIUK online test. The UK Home Office also changed the textbook of the LIUK online test by adding a major portion on British history. Simpson (2015, p. 204) summarised the way the UK Home Office has changed its policy on immigration over the years and it clearly shows the way the ESOL test is used as a tool to tighten immigration. I have added some details in the chronology to update the recent changes in the policy.

- 2002: the LIUK online test was introduced for the applicants for British citizenship. People with a lower level of English language proficiency were required to attend ESOL and citizenship course.
- 2007: the applicants for ILR were required to fulfil the same requirements.

- 2009: A point based system introduced with points allocated to English language proficiency.
- 2010: English language requirement extended to spouse or partner visa
- 2013: the minimum level of English language proficiency, Entry level 1 or A1, increased to CEFR B1, and both English language test and the LIUK online test were made mandatory for applicants of settlement.
- 2015: Only Trinity SELT or IELTS (International English Language Testing System) certificate accepted for settlement and spouse visa applications.
- 2016: English language requirement for spouse or partner visa increased from CEFR A1 to CEFR A2 level.

As discussed in section [2.2](#), ESOL learners, although may be diverse, are unified on one point that is they want to learn English for various personal reasons such as finding a better job, communicating with their child's teacher, making appointments or talking to the doctor (Roberts et al., 1992). In the context of ESOL for citizenship provision, most learners aim to become British citizens or to obtain a permanent residency in this country. These different personal goals of the learners tend to make ESOL provision more sensitive and prone to exploitation. There can be various reasons for this exploitation. Because of the funding cuts, ESOL learners are sometimes also required to pay for their courses. If a learner is unable to pass the examination, he/she could face financial loss not only in the form of loss of fees but also by not being able to claim state benefits or find a job because of work restriction on the visa. Sometimes, the learners even have to pay for the course again if they are unable to pass the examination the first time. On the other hand, if a learner successfully passes the examination and gains British nationality, he/she could have financial gain in the form of benefits and employment.

The continuous change in the UK Home Office's policy and host of other factors such as migration, globalization and economic and social benefits of British citizenship have resulted in extra pressure on centres, teachers and awarding bodies. The UK Home Office has used ESOL provision as a gate keeping technique to control migration in the form of changing requirements for naturalisation. This has led to the concern of various ESOL practitioners who believe that the new regulations in ESOL provision are not led by any educational need but because of the UK Home Office's immigration policies (NIACE, 2012). That is the reason why there was strong opposition by ESOL practitioners to the new qualification, ESOL for life in the UK, recommended by Office of Qualifications and Examinations Regulation (Ofqual, 2012), hence, it was not implemented later. Ofqual's report also recommended 100% external examination for ESOL and that was later introduced by the UK Home Office for immigration purposes.

2.5.3 Language Testing and Citizenship

The phenomenon of linking language testing to citizenship or in-group membership of nationalistic states is not a new one, McNamara (2009) believed it to be the modern formation of the shibboleth test in biblical times. However, as previously mentioned, the mid-twentieth century or post colonialism saw the completion of assigning different territories of the world to different sovereign states and thus the rise of nationalism that led to many countries, such as Australia, the UK, and Germany developing their own nationality policies. In the twenty first century, the implementation or revival of these citizenship laws and linking them to different kinds of language tests in western countries were introduced for example in the USA (Griswold, 2010) Canada (Fleming, 2010; Nygren-Junkin, 2009) Australia (Athanasou, 2010; McNamara, 2009) and France (Adami, 2015). All these and many other western countries use language tests solely or partially as a gatekeeping mechanism for citizenship and naturalization. These tests in

different countries only differ in difficulty and design, however the purpose remains the same as claimed by their governments. The policy documents of all these countries claim that the test helps migrants to integrate in the host society. Surprisingly, no country while implementing the language test and justifying it for social integration focused on the responsibility of the host community to facilitate this integration. For this reason, it is important to understand how language ideologies play out in linking language testing to citizenship or naturalization.

I have already defined and discussed language ideologies in section [2.4.3](#), here I will just state the key facts that are discussed and agreed by various scholars and theorists (Blackledge, 2005; Blackledge, 2008; Blommaert & Verschueren, 1998; McNamara & Roever, 2006; McNamara, 2009; Shohamy, 2009) about language testing and citizenship:

a) language is considered to be one of the most tangible unifying forces in a nation and thus can be assessed b) linguistic diversity or any kind of diversity is problematic as it negates the unifying power of nationalism and thus should be dealt with c) language tests are used as a mechanism to not only maintain the boundary between nationals and non-nationals but also safeguard the interests of the former who are also in power d) the criteria to assess language of migrants is not standard, a level of language that is considered sufficient at one time is not considered sufficient at other times and thus can be manoeuvred according to the majority public demands and needs. There is a lack of empirical research in the field of language testing for citizenship in the UK. However, Khan's (2013) doctoral research focused on testing regimes, in the process of naturalization of a migrant, not only in the form of the LIUK course and test but also in the form of monitoring the lip movement of the newly naturalized migrants in the citizenship ceremony.

After reviewing and analysing the theoretical literature on language testing for citizenship purposes, it can be concluded that the reason that the UK government and other western countries are using different kinds of language tests is for immigration control, however they are justifying and linking it to community cohesion and integration. After analysing the language policy of the UK Home Office through language ideologies, it can be concluded that the UK government is successful in continuously using political discourse as a powerful mechanism, to justify the use of the language test as a measure taken for immigrants' own good and thus should be followed.

2.6 Identity

The link between identity and ESOL learners, who are also migrants, is significant. As ESOL learners' place in the host country is multiple, they are not only migrants but also language learners and citizens of their native country. Through their language use, they can position themselves in the host society and can establish or negotiate their identity. In this section, I will start by discussing two important methodological frameworks of understanding identity, then I will specifically look at national identity and the way national identity is established or manifested through language.

2.6.1 Methodological frameworks of Identity

Methodologically, there are two significant approaches to understand identity manifested through language: essentialism and constructionism. Where essentialists consider language as a given and try to find a system that structures the way people talk, constructionist thinkers primarily focus on 'people talking' or speech of a person in a group in order to analyse their identity (Joseph, 2004, p. 84). For this reason, it is important to distinguish between these two methodological frameworks and the way

identity of the migrants will be analysed in the present study in relation to their language use.

In the essentialist tradition, language is considered a potent symbol, an unchanging fact that influences the identity and social solidarity of a group as a whole. In the twentieth century, there was an increase in the interest of language and identity and various thinkers from Saussure (1916) and Sapir (1949) to Labov (1963) contributed to the essentialist method of approaching and analysing language and identity. Saussure (1916) considered language as a strong social force or institution that is beyond the power of a single individual and can only be changed when society, as a whole, wants to change it. On the other hand, Sapir (1949) cannot be considered purely an essentialist as he also took into account the constructionist view by considering individual linguistic factors such as pronunciation and the choice of vocabulary. He argued that

Language is a great force of socialization ... the mere fact of a common speech serves as a peculiarly potent symbol of the social solidarity of those who speak the language ..., it is at the same time the most potent single known factor for the growth of individuality. The fundamental quality of one's voice, ... range of vocabulary, in particular the suitability of one's language to the language habits of the person's addressed-all these are so many complex indicators of the personality.

(1949, p. 15-18)

Sapir (1949) not only believed in language as a strong social symbol of group solidarity but he also pointed out that there are certain individual factors in a person's speech that cannot be ignored as they play a key role in a person's individual identity. These individual factors then play a part in forming one's individual personality distinct from other members of the same group but similar in certain respects as well. Labov's focus on the choice of phonetic features by an individual in a group is a constructivist stance as he (1963, p. 307) argued that if a person uses a certain phonetic feature in his speech he is 'unconsciously' establishing the fact that he belongs to a certain social group and thus

is ‘one of the natives to whom that geographical territory belongs’. This argument of Labov, in believing that the use of certain linguistic features are not conscious choices of negotiating identity but unconscious processes and thus outside the human will, makes him an essentialist while his focus on the choice of phonetic features by an individual in a group is a constructivist stance.

Whether these scholars were purely essentialist or not, in their argument about identity, they considered language as a given or an unconscious process or structure that is beyond the control of an individual person or a user. On the other hand, there were some constructionists in Saussure’s time, such as Voloshinov (1973) and Bakhtin (1981). Unfortunately, the world was not aware of their work in 1920s and 1930s in Saussure’s time and it resurfaced later when it was translated many years later. Thus, their work did not influence the structuralism movement of the time. However, when their work became known in 1970s and 1980s, it was seen to be contemporary and constructionist in its understanding of identity.

Voloshinov (1973) and Bakhtin (1981) considered that language is the site of negotiating and establishing one’s own identity. Voloshinov (1973) can be understood as someone with an opposing stance to that of Saussure in certain respects, for example, where Saussure (1916) believed that language binds people together in a social structure, Voloshinov (1973) believed that it separates them within a group as signs becomes an arena of class struggle even within a group. Bakhtin (1981, p. 270) on the other hand argued that ‘language is not something given but is always in essence posited’. However, according to Joseph (2004) most of the linguistic field on linguistic identity stands on the essentialist belief rather than constructionist. Some linguists such as Sapir (1949) and Labov (1963) have tried to bring constructionist thinking by focusing on the speaker

rather than the language but ended in re-establishing the essentialist method of analysing identity.

On the other hand, research on identity and language that was carried out in other fields used both essentialist and constructionist methodologies and constructionist thinkers became dominant from the 1970s. Significant thinkers were Tajfel (1978) who discussed social identity theory and Foucault (1977) and Bourdieu (1991) who focused on the symbolic power of language in terms of identity; and Tajfel (1978) who discussed social identity theory.

Tajfel (1978, p. 63), in his theory defined social identity as ‘that part of an individual’s self-concept which derives from his knowledge of his membership of a social group together with the value and emotional significance attached to that membership’. Thus, he considered identity as an individual’s concept rather than a given. However how a person gains that knowledge about membership and its value as well as whether the knowledge and value increases or decreases by a person’s past experiences or future expectations was not discussed or analysed in this theory. Similarly, the theory did not take into consideration the interaction with other members of the group and the way their knowledge influences the knowledge of the person and his/her identity.

Foucault was one of the important thinkers of post-structuralist times who was also influenced by Marxism. He argued that in a society language as well as other objects of knowledge are not produced to use or resist power but it is the power-knowledge that ‘determines the forms and possible domains of knowledge’ (Foucault 1977, p. 28). Foucault argued that language as a form of knowledge is the result of a power struggle where the stronger and more powerful in a group defines the forms and domains of

knowledge that are worth knowing and thus indirectly controls the identity of the people who use that form of knowledge. However, Joseph (2004, p. 74) pointed out that one disadvantage of thinking in terms of power struggle is that it hinders us from thinking beyond this point of view to analyse and establish ‘who is exactly doing what to whom’.

Bourdieu (1991) focused primarily on language in terms of identity by connecting both Marxist and structuralist thinking in a constructionist way. According to Bourdieu’s theory of constructionist structuralism, the logic of practice or the reason behind the action or choices of an individual is defined as the interplay between habitus and field. Thus, the reason behind certain choices like language use is neither totally subjective as in structuralism nor objective as in essentialist thinking but an interplay of both (Johnston, 2016). Bourdieu (1990) named the internal social structure in the human mind as habitus whereas structured social spaces in every area of human activity with different forms of capital is referred to as his/her fields. This is why people act ‘reasonably according to their social position’ however the actions cannot be considered fully rational (as cited by Brown & Szeman, 2000, p. 29). The social position and actions of a person in the field are bound by his/her beliefs related to the conditions of that field. The beliefs or concepts are not pre-defined or determined but are subconsciously formulated in habitus by considering early socialization experiences. Thus, for every person, they can be different. However, Bourdieu (1990) explained that habitus adjusts aspirations and expectations based on the stratified social order as well as on future aspirations of individuals that they believe they are more likely to achieve. Individuals also decide which actions are appropriate given the successes and failures of members within their social group thus considering ‘causality of the probable’ (Johnston, 2016, p. 8). For this reason, different people, in similar social field, tend to behave in a similar fashion.

After considering both the constructionist and essentialist stance of identity, I believe that we cannot simply ignore one methodology at the expense of other. Thus, identity is not only a preconceived independent notion that is a given and handed over through generations of members of a social group but it is also a concept that is continuously negotiated and reviewed by each person through his/her social interactions experiences and successes and failures in the social field as explained by Bourdieu (1990). For this reason, when migrants use their native language they are positioning themselves and negotiating their identity by not only considering the givens in essentialist terms but also constructing the categorical belongings.

For the purpose of this thesis, identity will be defined as the view that individuals have of themselves and of their place in the world in the past, present and in the future (Bourdieu, 1990; Bourdieu, 1991). Language learners' positions are multiple and changing and influenced by the power relations in individual interactions in society. This may result in the desire to assimilate, adapt or reject. As learners, individuals can position themselves through their language in such a way that would help others know who they are and which socio-cultural sect they are loyal to (Murray & Christison, 2011). Identity reflects how, through language, a person negotiates a sense of self within and across different sites at different points. It is through language that a person gains access or is denied access to different powerful social networks that give him/her an opportunity to interact. It is also argued that identity construction must be understood with reference to the relation of power between language learners and target language speakers (Norton, 2000; Foucault, 1977).

ESOL learners' identity is formulated and reformulated during their language learning experience as they are being prepared to be active citizens of a new community, different

from their own country of origin. As discussed above in section [2.3](#), the notion of citizenship is not only a status but also that of feeling or identity. However, one form of identity, national identity, is related to the notion of citizenship and that needs to be understood and defined.

2.6.2 National Identity

There are contrasting views on the origin of the concepts of nationalism and national identity. The origin of the nationalism can be traced back to biblical times, however, two important events in the history of the world, the French revolution and the American Revolution highlighted the notion of nationalism. Modern nationalism is a ‘doctrine that was invented in Europe at the beginning of the nineteenth century’ precisely after Napoleon’s invasion of different countries of Europe such as Germany (Kedourie, 1960, p. 9). In both revolutions, the adversaries spoke the same language. However, the right of people to rule their own country was advocated by Fichte in 1808 when Napoleon invaded and conquered Germany. Fichte (1968, p. 190) argued that ‘the first, original, and truly natural boundaries of states are beyond doubt their internal boundaries. Those who speak the same language are joined to each other by a multitude of invisible bonds by nature ... and are by nature one and an inseparable whole’.

The link between language and national identity was reaffirmed in that era. It was further strengthened and developed in the mid twentieth century as it was one of the major reasons behind the horrific holocaust in Hitler’s regime. It was believed at that time that Jews in central Europe spoke a different dialect of German (Yiddish), that was not native German. Some have gone so far as to claim that Jews do not have a mother tongue at all (Hutton, 2001). The reason for discussing the most tragic occurrence in human history is to highlight the extreme ways in which national identity, built on linguistic identity of a

social group, can result in the alienation of people who do not speak the desired language or dialect.

Like Fichte, Kohn (1944) also based his argument of nationalism on essentialist understanding by considering national identity as a given. However, he differentiated between open voluntaristic nationalism, a form of civic nationalism, such as in England and France with organic or ethnocultural nationalism of Germany and central Europe. Renan had a constructionist view of the national identity as he argued, in his lecture of 11 March 1882, that

A nation is a soul, a spiritual principle. Two things that are actually one make up this soul ... One is the common ownership of a rich legacy of memories; the other is the present-day agreement, the desire to live together, the will to continue validating the heritage that has been inherited jointly' (Translated by Joseph, 2004).

Renan's work in the field of nationalism is considered a landmark as later it became the basis of the twentieth century world map at Versailles (Joseph, 2004).

Thus, as per Renan's definition, national identity is constructed in the mind by taking into consideration the past memories but also the desire or the will to contribute in the shared legacy. Anderson (2006) also took the constructionist understanding of nationalism by considering it to be 'imagined because the members of even the smallest nation will never know most of their fellow members, ... yet in the minds of each lives the image of their communion' (2006, p. 6). In his argument, he countered Fichte by quoting Gellner (1964, p. 169) who believed that nationalism is not 'the awakening of nations but it invents nations where they do not exist'. Anderson argued that national identity is a construction of the mind that is presented as a natural phenomenon and linked to the common language of a group as was the case in Fichte's (1968) argument. Thus, no matter how unjust or

unequal the society is, by discovering a common ground in language, ‘nation is conceived as deep, horizontal, comradeship’(Anderson, 2006, p. 7).

Billig (1995) took the idea of Anderson’s imagined nationalism further by introducing banal nationalism. He believed that nationalism creation is not a one-time process, ‘the original imagining is reproduced’ (1995, p. 6). He characterised two kinds of national identity. One, where ideological habits or patterns that are related to nationalism, such as hanging routine flags ceases to appear in the natural environment of societies because of their omnipresence and routine and the other, he called irrational or emotional nationalism, such as a passionately waved flag that is dangerous and problematic.

Hobsbawm (1990) and Silverstein (2000) focused on linguistic identities related to nationalism. Hobsbawm connected class based factors in a society related to linguistic nationalism. However, he argued that the idea of a national language is a myth as nobody can clearly define the ideal national language of a country. For this reason, Hobsbawm defined standard national language as ‘a sort of platonic idea of the language, existing behind and above all its variant and imperfect versions’ (1990, p. 57). However, according to Foucault (1977) the powerful ruling class defines the standards of the national language.

However, the acquisition of the acceptable standard of the language is dependent on the educational sphere of the country. As in today’s world, more and more people are educated so the standard language is widespread now. Nevertheless, people in a single nation, who speak different dialects, cannot be considered lesser members of the group from the ones who speak standard language.

Silverstein (2000) took Anderson's notion of imagined nationalism in his discussion about linguistic identity by claiming that national language is not constant in an imagined nationalism but variable. He argued that 'the regime of language on which such a dialectic depends is a frequently 'fragile socio-political order, seething with contestation that emerges from ... plurilingualism, heteroglossia' (2000, p. 128-129). For him, only two factors that can really affect national identity are political processes and political and economic conflict. National language is only the reflection of these political and economic processes in a nation and thus a political construction.

In the UK, debate related to citizenship and national identity identified two ways of identifying oneself as British, becoming British and being British. Becoming British does not mean applying for naturalisation but rather being like the British (Taylor, 2007). There are values shared by citizens of a country that are characteristic of that country and the country is distinguished and defined by those values. All citizens of the country need to identify themselves with those distinguished values. Renan (1992) also talked about these values by considering them 'common ownership of rich legacy of memories' of a group in his concept of nationalism. These values cannot be fixed as they can change with changing time. 'What is being British?' is a questionable notion as no clear definition is used for it. According to the UK Home Office (2004) 'to be British' is to respect the law, equal rights, the elected political structure of the country, value of mutual tolerance and most importantly give allegiance to the Crown. With the exception of the latter, these values and principles are upheld by any democratic country that is not a monarchy. It is assumed that immigrants who come to the UK from their own country already accept these principles. Therefore, we cannot say that these are the values and the principles that can make anyone British or feel British. Even the symbolic icons attached to Britishness

are not constant as they are changing with time. An example was given by Richardson (2005) of various symbolic icons of Britain such as simple village inns, and churches without electricity in the 20th century that have completely vanished in today's Britain. Ironically, some symbolic icons that we consider British are not originally from Britain for example, the government-sponsored website 'Icons: A portrait of England' includes Fish and Chips as typically British but this dish was apparently imported by Huguenot immigrants (Taylor, 2007). She believes that the British icons that we identify with depend on which part of Britain we live in as, for example, to queue for a bus or thanking the bus driver as you get off is unusual for Londoners but is considered typically British in other areas. Because of the changing nature of national icons and universality of core values, it is believed that one notion that tightens the national identity and cannot easily be changed is the language as discussed above. For this reason, identities constructed through language have a dual purpose of not only uniting us in a group but also excluding them from it (Joseph, 2006). As discussed in section [2.4](#), in the political debates related to migrants being segregated, it is often claimed that they do not use English language rather than they do not follow or accept British core values. However, as explained by Silverstein (2000), using language as a tool to establish national identity is a political construction. This construction is used to fulfil political purposes if language ideologies are considered.

The term nation can be analysed in two ways. Etymologically it is a group of people that are linked by birth while in its extended sense it refers to people who inhabit a territory that is ruled by a single government (Joseph, 2006). Thus, a basic criterion for national identity is birth rather than language. However, as discussed above, identity cannot only be considered as an imposed given at the time of birth, it is also fluid and is continuously

reformulated and renegotiated throughout one's life. However, whenever it is felt that national identity is under threat, people look for different symbols to reaffirm it, such as flags, language, clothes or public support for nationalistic right-wing parties (Billig, 1995).

By looking at different aspects of national identity the key point I would like to make here is whether national identity is seen in essentialist terms or in constructionist terms; it is clear that national identity cannot just change after a person successfully gains nationality through a naturalization process in the host country. For this reason, it is unrealistic to believe that a person's identity can be changed by introducing language requirements for naturalisation process. National identities are not based on language solely, on the contrary language is a political construction like national identity to fulfil political and economic purposes of a social group or a nation.

In my present study, I examine how ESOL learners manifest their identity by considering which country's values and principles they identify with after applying for British nationality and successfully completing the required courses. I will investigate whether they will keep on using customs and traditions of their own native country or adapt to the customs and traditions of the UK.

2.7 Previous research in the field of ESOL in the UK

This section will review the literature that exists in my area of research. The review is related to the three core research questions of the present study. I have only examined the research studies done in the field of ESOL in the UK (ESOL SfL, ESOL for Work, and ESOL for citizenship). As ESOL for citizenship is a newer provision, and not much research is done in the field as compared to ESOL and ESOL SfL in the UK. In this section, I will review previous research studies in the field of ESOL in the UK that are

related to the present study as well as examine the recent studies done in the field of ESOL for citizenship in the UK as, although ESOL for citizenship is a slightly new area of research, the findings from previous research focusing on ESOL and ESOL SfL are also relevant to ESOL for citizenship. I will discuss key relevant themes categorised into three main sections: ESOL learners, ESOL teachers and funding in ESOL provision.

During the last ten years, an increasing amount of research has been done on ESOL practices, policies and funding in the UK. Some of this research examined different factors that can affect ESOL learners and the way their learning processes are affected by it (Appleby & Bathmaker, 2006; Cooke, 2006; Hubble & Kennedy, 2011; O'Sullivan, 2012; Roberts & Baynham, 2006). Other research studies examined the special place taken by ESOL learning in adult education and the need to allocate more funding for it by the government (Appleby & Bathmaker, 2006; Hamilton, 2009). In the next section, I will review the research studies and discuss their findings relevant to the above-mentioned subcategories.

2.8 *ESOL Learners*

2.8.1 Barrier to Employment

Getting a job in the host country can be one of the important factors that can not only help in terms of social integration but also in building the identity of immigrants. Many ESOL learners want to gain British nationality and learn English language at the same time to increase their employability prospects in the UK. Without English language proficiency, learners can either apply for a job where there is minimal communication with other people or can apply in a place where they can use their own native language. This can negatively affect their chances of social integration as well as reinforce their identity of the native country. This is true for ESOL for citizenship students as well. As they believe

that British citizenship and nationality would provide them with more job opportunities in the UK, which would help with social integration and have an impact on their identity.

Schellekens (2001) conducted a project that solely focused on the employment of ESOL learners and barriers faced by them. In 1999, the Department of Education and Employment started this research project, which investigated the barriers that second language speakers faced in the UK's labour market. 123 ESOL learners were interviewed. The significant finding in this research was that 97% of learners were positive about the courses they were studying, although they were critical of teaching methods and wanted more grammar practice and focus on language structures in the class. ESOL provision only catered for learners from beginner to intermediate level but to find employment in the UK, a higher level of English is required. 71% of participants in the project were learning English to find a job and that was the reason why they wanted more intense English than survival English that was provided to them in the form of ESOL classes. The project concluded that the major barrier to employment was the lack of English language proficiency. Recommendations were discussed in the study to improve the provision but considering the current situation of ESOL for Work provision, it can be said that the government agencies were unable to work on these recommendations. Although the findings of this study are relevant to the present ESOL provision, the provision of ESOL for Work or general ESOL it investigated are outdated. Some of the programmes such as New Deal are no longer available. For this reason, there is a need to conduct similar studies by taking into consideration the current provision, ESOL for work, as well as aspects of employability in other ESOL provisions such as ESOL for citizenship.

The findings from various other studies also showed that English language proficiency is linked to employment and access to the job market (Baynham et al., 2007; Cooke, 2006;

Han et al., 2010; Ward, 2008). The main objective of these studies was not to investigate the employability of the participants but it emerged as a key theme showing learners' progression in language learning is linked to better job opportunities. Many skilled migrant workers were unable to find a job or get well-paid jobs because of low English language proficiency. They could not move up the economic ladder and, as previously mentioned, were forced to work in places where they could speak their own native language. Cooke (2006) discussed one such case study where a nurse was unable to work because of her English language ability. The women who participated in the study conducted by Ward (2008) also showed the tendency to stay in their own minority communities because of lack of job opportunities. One of the ways by which such immigrants and language learners can become independent and can integrate into British society is when they are able to find a job in the UK.

All these studies discussed above, investigated the link between employment and language learning and the ways in which ESOL courses can help learners in entering into the job market. These studies also established the links between employment and integration into British society implicitly but no study focused on the employability aspect of those ESOL learners who were attending an ESOL for citizenship course to apply for nationality.

The findings of the above-mentioned studies are relevant to this study as ESOL for citizenship learners believe that gaining British nationality can increase their future job opportunities. As in the present study, the benefit of gaining British nationality on future job prospects is investigated. No study has been done to understand the ways in which the chances of employability and social integration can be increased through access to British nationality.

2.8.2 Identity

Identity is one of the notions that is investigated in the present study. As explained above in section [2.2](#), ESOL learners are also immigrants who come from another country to live permanently in an English-speaking country. As they move from another country to the UK, their identity is not only affected by their personal factors but also by different social and political factors as discussed in [2.6](#). Therefore, it is important to understand the ways in which identity of ESOL learners is affected by their immigration status and the ways in which the ESOL for citizenship course can help them in shaping their identity. The notion of identity becomes even more important for ESOL for citizenship learners as they want to apply for a British passport after studying the course. Therefore, in a way they are in the transition to change their identity and to become the citizens of a different country from their country of origin. After gaining a British passport, they can either identify themselves as British or as a citizen of their home country.

Various studies have been done on the notion of identity of ESOL students as well as bilingual speakers (Baynham et al., 2007; Cooke, 2006; Mills, 2003; Simpson & Hepworth, 2010; Simpson, 2011). The findings of these studies are relevant because they have helped us in better understanding the behaviour of ESOL learners and are related to the notion of identity.

In 2003, Mills conducted a study to investigate the attitude of 10 bilingual mothers and their children towards language use. They were living in the West Midlands, UK at the time of the study. The study collected data from semi-structured interviews. The issues raised in the study were gender, self-definition, identity, aspiration and child rearing. The findings showed that mother tongue was a strong part of the participants' sense of identity. The participants believed that they had two identities because they felt 'they were British

but they were still Pakistani' (Mills, 2003, p. 171). The findings identified various identity markers, such as dress, skin colour, language use and religious observance, that were used by mothers to show the plurality of their identity. The study concluded that language and identity is closely linked, as seen by the attitude of participants towards different languages. The study showed that choosing a particular language in a certain situation is a way of aligning oneself towards a certain identity and shaping one's multiple identities. The participants were not ESOL learners. Out of ten participants, five were born in the UK while the other five came to the UK at a young age. As this study investigated the relationship between language use and identity, the participants have some relevance but cannot be compared with ESOL learners who come to the UK on different visas. Therefore, there is still a need to conduct studies where mothers who were not born or bred in the UK are investigated in terms of their language use with their children.

Another research study that was relevant in terms of notion of identity was Baynham et al. (2007). It was a large-scale study, ESOL Effective Practice (EEP) project, that collected data from 500 learners and used various methods to collect the data. The findings showed that ESOL learners were positive towards their class and the course in general as it provided them with the opportunity to meet other people who were in a similar situation as they were. They felt they could identify and relate to their class and its members as it gave them a sense of belonging and identity. The findings from the study showed that the ESOL classroom could act as a transit or a neutral place for learners as they were moving from their old identity to the new one. This study was a large-scale project encompassing a diverse range of ESOL learners but still, according to the researchers themselves, they were not able to cover all kinds of ESOL learners. For this reason, there is difficulty in generalizing the results of such large-scale studies as each

particular community or nationality of immigrants needs to be investigated separately to understand the attitude of the members of that community. Another limitation of this study was the lack of resources to interview participants in their native language that led to only interviewing 30% of the students (Baynham et al., 2007, p. 10). For this reason, in the present study, the participants were interviewed in their native language. However, such large-scale studies act as a stepping-stone towards research in the field of ESOL in the UK, which is a deprived and under-researched area.

Cooke (2006) investigated four case studies by taking into consideration the interviews conducted with the participants of the EEP project discussed above. The participants of the case studies were studying in the classes that were researched in the EEP project conducted by Baynham et al (2007). Cooke's study mainly focused on the multiple identities of the participants, especially the professional identities of the immigrants after their migration to the UK. All four participants were either doing low paid jobs or were unemployed because of their legal status. The findings showed that the participants' professional identities changed as they migrated from their home country because they were unable to pursue their desired careers in the UK due to various reasons. Their identity as members of their ethnic community was also affected as the participants explained that they did not want to only meet people from their own ethnic background; they wanted to practice English with people from diverse cultures but because of the language barrier they were unable to integrate into British society or pursue their career. The study was based on only four cases so it is hard to generalise. The main purpose of the study was not to ask the participants about their career aspirations but it was one of the themes that emerged from the interviews. However, this highlights the fact that there

is a need to conduct studies where the effects of courses such as ESOL for citizenship on the identity of the learner in terms of their employability can be investigated.

An ethnographic case study by Khan (2013) investigated the becoming of a single migrant after he passed the LIUK test and went through the application procedure and finally received British nationality after attending a citizenship ceremony. It was found that the whole process of naturalization is a test and trial where even the way the newly naturalized citizens' lip movement is checked to see whether they are saying the words of oath properly or not. However, in this study, the applicant who passed the LIUK online test was considered rather than an ESOL learner. Secondly as it is a single ethnographic case study, it is hard to generalise the findings of the study, however, the study was able to provide an in-depth analysis of a migrant's change in identity.

Another kind of identity that ESOL learners manifest is that of a learner. Simpson and Hepworth (2010) conducted a study that investigated ESOL learners' electronic literacy through the use of the internet and the way they constructed their identity in relation to that. The data was collected from interviewing 26 participants of Asian, African and European origin. Three case studies were discussed, where ESOL teachers used the internet for different purposes with their students. Case study 1 investigated the teacher's use of a class blog and the ways in which learners established their identities in online space. The teacher in case study 2 used online material to prepare learners for online literacy assessment that was at the end of their course; And case study 3 examined the ways in which teacher brought the outside world into the class through the internet and the use of technology.

The findings of the study showed that even in an online space, learners tend to keep their learners' identity and do not like to develop any other identity apart from that. They like

to follow pedagogical practices of a classroom. It also showed that if the learners are given a chance to bring the outside world into the class they would be able to explore their language use and can communicate better. Although this study is not directly related to the research questions of the present study, it can help us in understanding the attitude of ESOL learners and the identities they manifest in a virtual classroom. In the study, it was found that they try to keep their learners' identity even after they were removed from their conventional setting that is a classroom.

Simpson's ethnographic case study (2011) followed on from the research project discussed above (Simpson & Hepworth, 2010). In this study, Simpson focused on only one class where students discussed the issues affecting them in the outside world and in this way negotiated their identity within the classroom space. The researcher observed the class, made notes and recordings of the class proceedings. The students were prompted by the researcher and given different tasks, and in this process, they brought in their own personal experiences and narratives.

In this study, it was suggested that similar kinds of talk can be initiated by teachers to encourage learners to claim space in their classroom settings as well as increase learning opportunities. One limitation of this approach is the amount of freedom a teacher has to initiate such talks within the class settings especially when the duration of a course is short. For example, in this study the researcher was sitting with a particular student and was able to conduct a one to one conversation with her during the task. I think it would be difficult for a teacher to follow a similar pattern of discussion in a group situation and it would be difficult to practice this intervention often in the class settings, keeping in mind the problems faced by teachers as identified in a teachers' study (Cara et al., 2010) that will be discussed in section [2.9.2](#).

All the above discussed studies show that the identities that learners manifest are multidimensional, and ESOL classrooms tend to provide them with a neutral space to exercise or negotiate their identities. Participants of one study (Mills, 2003) liked to use both their Pakistani and British identities according to the situation while participants of another study (Cooke, 2006) did not like to be identified with people of their own communities. All the studies conducted in ESOL classrooms showed that the teachers need to support their learners by not only identifying the identities they bring to the class but also in understanding the identities the learners are aspiring to achieve in the future. However, it needs to be stressed that these studies investigated ESOL learners who were studying in further education colleges or attending free classes. None of the above studies investigated the effects of provision on the identity of ESOL for citizenship learners who were paying for their course and aiming to acquire a new identity by achieving British nationality.

2.8.3 Length of Stay in the UK

Length of stay in the UK is considered an important factor that can affect the integration of a person in British society. Various studies in the field of ESOL SfL have investigated the effects of length of stay in the UK on learners' progress in language learning and their sense of community (Alexander, Edwards, & Temple, 2007; Baynham et al., 2007).

Alexander et al (2007) reported a research study that was conducted from 2002-04. The study investigated those people who needed interpreters to access social services as they were not proficient in English. The research was conducted in Manchester and London. The study highlighted two kinds of communities for immigrants, one was the holistic community that was part of the policy discourse and was very different from the ground reality that signals towards the second kind of community i.e. network of family, friends

and neighbours (Alexander et al., 2007, p. 790). The findings of the research study showed that the length of the stay in the UK is one of the factors that can affect a person's notion of community. The longer someone stays in the host country the more integrated he/she is in the society. This is a key study in terms of investigating the policy of the UK government towards immigration and their use of English language as a tool for integration, however, it did not take into consideration ESOL learners.

As mentioned above, the ESOL Effective Practice Project (Baynham et al., 2007) was a big project that highlighted various issues concerning ESOL SfL, and some of these issues are also relevant to the field of ESOL for citizenship. One of them is length of stay in the UK. The findings of the project showed that there is a negative correlation between length of stay in the UK and the learner's progress. The shorter the length of stay, the more the learner was likely to progress in the assessment. The sample of learners were divided into two groups, learners who had been in the UK for up to 5 years, and learners who had been in the UK for more than five years. The progress made by learners in both groups was then compared. Two variables that were identified in the study and that could be the reason behind the difference in progress was that people who had stayed in this country longer than five years were older and had fewer years of schooling. It can be said that for reliability and validity of the findings it is important for future research studies in this field to select only those participants who are similar in their age and educational background and then see how length of stay in the host country would affect their progress. The study only focused on the correlation between length of stay and language learning, therefore there is a need to conduct a study that not only investigates the link between length of stay and language learning but also with their integration into the host society in this case British society.

Findings from the studies discussed above, showed that length of stay is an important factor in language learning. It can affect learner's progress as well as it is also a determiner of learner's integration in society (Baynham et al., 2007). However, it can be seen from the above discussion that neither did these studies nor any other in the field of ESOL in the UK, investigated the effects of length of stay on the integration of ESOL learners who studied an ESOL for citizenship course, which is designed for those learners who are aiming to integrate and live in the British society. For this reason, in the present study, length of stay factor was taken into consideration in both the semi structured interviews and questionnaires. There is a need to investigate how the length of stay affects the identity of the learner as well as their integration into British society.

2.8.4 Social Integration

As discussed previously in section [2.4](#), it is considered desirable for ESOL for Citizenship learners that they integrate in British society. This notion of social integration has been investigated in several research studies in the field of ESOL and especially in ESOL SfL. These studies not only focused on different factors that facilitate social integration but also on various factors that can affect integration adversely.

The research study conducted by Hodge et al (2004), that is also discussed in sections [2.8.1](#) and [2.8.2](#), focused on the notion of social integration. The participants of the study were asylum seekers who were living in a new town, due to the UK Home Office's dispersal policy, and needed opportunities to meet new people and to make friends. For the study, the participants were required to report their daily lives and their way of living and studying in the new town. The study examined different case studies and the ways in which attending ESOL classes were structuring the lives of the participants. It also examined the process of integration of participants in the new environment.

The findings from the study showed that all participants were enthusiastic about learning the language and integrating into British society but it was also found that there were not many opportunities for them to do so. One of the recommendations of the study was the need for social support workers and social programmes for students. I think former asylum seekers could do this support work and can provide opportunities for current asylum seekers to meet people from similar backgrounds and make them feel a sense of community. This study is useful to highlight the problems ESOL learners face in integrating into British society and how ESOL teachers play an active part in helping them manage their lives in the UK. The study took into consideration those learners who were refugees and asylum so it is understandable that it is difficult for such learners to integrate into British society because they do not have extended families to help them or influence them in their social integration. However, this may also have been an advantage as they would be free to make choices related to their social circle.

The NIACE Committee of Inquiry on ESOL (Grover, 2006) found that ESOL provision is crucial for the UK's secure social inclusion and stable communities. This report was the first overview of ESOL policy after 'Breaking the Language Barriers' report in 2000.

In 2007, the Commission on Integration and Cohesion published their report in which it was also stated that English language is crucial for integration and cohesion in society and, although no evidence was given to back this claim, it was recommended that local authorities should get involved in doing so. The report also recommended that citizenship ceremonies should be strengthened and young people should be encouraged to volunteer in their local area to enhance community cohesion and integration. The report recognised the need to make citizenship a meaningful process and to encourage all people to become active citizens (Singh, 2007).

The timings and recommendations of both reports were significant as they were published at the time when the ESOL sector in the UK came under the hammer of funding cuts reflecting the government policy in this regard (Hubble & Kennedy, 2011). For many colleges, it was difficult to run ESOL courses and for many learners to continue their study. By looking at the way government dealt with ESOL provision, it can be said that although the reports considered the provision crucial for integration and cohesion of community it was not implemented. There was no review of the work done as a result of these reports although a response from the government was published later in 2008.

The EEP Project (Baynham et al., 2007) also took into consideration the notion of social integration. In this research study, it was found that ESOL learners were enthusiastic to learn English language and to integrate into British society. The learners felt that the ESOL classroom provided them with a platform where they could actually discuss various issues and meet people from other communities. Therefore, in a way ESOL classes provided learners who were newcomers with a sense of belonging and identity.

The above-mentioned studies did not focus exclusively on the social integration of the ESOL learners who were aiming to apply for nationality or ILR. There has been no research study that has focused on such learners, with extended families in the UK, and the way they integrate in society after attending The ESOL for citizenship classes. Furthermore, after funding cuts and changes in the UK Home Office's policy of naturalisation, most learners have to pay for their courses to gain a certificate for naturalisation. It is crucial to investigate the ways in which short ESOL for citizenship courses are helping self-funded learners to integrate into British society. For this reason, a research study is needed to take into consideration such courses and learners

2.9 ESOL Teachers

2.9.1 Bringing the outside world in the class

Bringing the outside world into the classroom is a recurrent theme in the field of ESOL in the UK (Simpson, 2011). It can also be considered a teaching technique in which an ESOL class is used as a neutral safe space for ESOL learners to discuss their problems and concerns with other people of a similar background. In this way, ESOL learners can feel a sense of belonging and community. There are numerous studies in the field of ESOL that have investigated the importance of sharing personal and social issues affecting the learners in an ESOL class (Baynham, 2006; Baynham et al., 2007; Bryers et al., 2013; Cooke & Wallace, 2004; Hodge et al., 2004; Shrubshall, Chopra, & Roberts, 2004).

The national research and development centre (NRDC) which conduct research in the field of ESOL, Literacy, Numeracy and ICT (Information and Communications Technology). One of the research projects that spanned from January to September 2003 (Roberts et al., 2004) aimed to identify the range of ESOL provisions and different features of ESOL learners. In the project, three different ESOL case studies showed that bringing the outside world in the class is beneficial for the students. One of the case studies investigated by Hodge et al. (2004), as discussed above in section [2.8.4](#), examined the gap between learning provision and social realities of learners' lives that needed to be addressed in language classes. Most students were asylum seekers, who were required to integrate and settle in the new town. It was found that students liked to discuss the problems and issues that they faced outside the class. In some situations, the learners brought letters from the council or the UK Home Office and discussed them in the class. In other situations, teachers helped by calling officials on behalf of the student and talk to the person in the Home Office. Although this added extra pressure on the teacher, it

helped the learners in not only improving their language skills but also integrating in the British society. The report highlighted how bringing the outside world into the class can prove to be a useful technique. However, an ESOL teacher can only use such techniques if there is time, resources and support to do so.

The EEP project, discussed in section [2.8.3](#), also focused on bringing the outside world in the class (Baynham et al., 2007). The findings showed that the classroom provided learners with a sense of belonging and identity. It also provided students with a neutral space so that they can discuss their problems. It was also found that teachers were not only required to teach them but also to listen to their problems and at times they had to play different other roles such as counsellor and social worker or even translator for the learners.

The study conducted by Baynham (2006) focused on those ESOL students who were also asylum seekers and the way they brought their outside problems in the class and claimed discursive space. He argued that this was an element of classroom practice that can be made an effective teaching method. According to this research study, there are two ways of dealing with the students who are pressurised by various social and external pressures. One way is where teachers allow the students to bring the outside world in the class and try to generalize the problem and resolve it in class. In other situations, teachers try to stop such outside pressures to come in the class and provide a safe and secure learning environment for the students.

Shrubshall et al. (2004) conducted a study of the heterogeneous community based ESOL classes in the London area, and the ways in which learners and teachers managed this heterogeneity so learning could take place. The data was collected by classroom observations and interviews as, well as conversation with teachers and learners. Some of

the participants were interviewed in their first language. The findings of the study showed that learners brought with them their outside identities that were incorporated in the lessons.

Cooke and Wallace (2004) conducted another case study on teaching reading skills in ESOL classes. The study considered data from two classrooms and investigated how the outside social realities and authentic text can be incorporated in the classes. The case study involved two classes where communicative language teaching (CLT) was being used. In the observed classes, the teacher brought reading material that was current and relevant to the students of ESOL. In both classes, it was noted that learners brought their outside experiences into the class. The students seemed enthusiastic about the topic and wanted to talk about it. What seemed to be of importance is that contemporary texts should be used in ESOL classes in a way that it would help the students to engage more with it and give them the opportunity to maximize their input during the task.

In 2013, Bryers et al. conducted a study to investigate the notion of integration in two ESOL classes using a participatory approach, in which learners were encouraged to participate in classroom discussions and in this way, produce target language output. It was claimed in the report that there is a comparatively lesser chance of teacher talking time in this approach (Bryers et al., 2013). Learners were given various ‘problem posing’ situations in the class and they were asked about the solutions or their opinion about it. The findings from the study showed that participatory ESOL class provided learners with an opportunity to discuss the issues or situations that affect them in their real lives. It also proved to be a site to bring people from different cultures in one place and to provide them with an opportunity to socialise with each other. The findings of this study showed that learners would like to integrate into British life. This study provided a good insight

into the perception of ESOL learners and their understanding of the notion of integration as well as how they negotiate the meaning and implications of integration in society. However, the results of this study cannot be generalised because it only took into consideration two ESOL classes: one at Level 1 of ESOL, a level higher than required for naturalisation by the UK Home Office and one mixed ability class from Entry Level 2 to Level 1. For this reason, there is a need to conduct a bigger study to see whether the findings can be generalised or not.

By looking at the results of various studies discussed above, it can be concluded that bringing the outside world in the class can be used as a teaching technique by ESOL teachers to help learners to settle in British society. The findings from the studies discussed above shows that ESOL learners feel positive about discussing their real life situations in the class and use ESOL classes as a neutral space to negotiate their identities. All the studies discussed above advocated that this is a good teaching method and ESOL learners benefit from it although it does increase the amount of work for ESOL teachers because of outside factors and adds extra pressure on them such as when they act as interpreters (Baynham, 2006; Hodge et al., 2004; Shrubshall et al., 2004). Teachers who teach ESOL for citizenship in private language centres are under more pressure as they not only have to meet the target of learners' progression but also help learners in their various problems. The courses offered in private colleges and language centres are also shorter than the FE college courses. For this reason, more resources are needed from the UK government so ESOL teachers can support learners in this way.

2.9.2 Role of ESOL Teacher

In this section, I will discuss the different roles ESOL teachers play in the language classroom. They not only provide language teaching but also deal with learners' social

needs and help them to integrate into British society. In certain cases, teachers are the first members of the host community with whom ESOL learners/migrants interact and thus have a relationship. For this reason, the way teachers perceive and understand broad immigration policies and position themselves directly affects the social processes and identity of the migrants. According to Blommaert and Verschueren (1998), teachers through their positioning exhibit micro level ideologies related to the social issue. Teachers are also under pressure from the government and funding agencies to meet the targets and to achieve learners' progression. A number of studies in the field of ESOL have focused not only on the role of teachers but also what ESOL learners expect from their teachers (Hodge et al., 2004; Schellekens, 2004; Ade-ojo, 2005; Baynham et al., 2007; Cara et al., 2010).

Hodge et al. (2004), as discussed in section [2.8.1](#), showed that the ESOL teachers (asylum seekers) were under pressure as they had to spend their teaching time supporting the students in different ways: talking to the G.P., council and the UK Home Office, reading official letters and explaining them what to do, as discussed above in section [2.8.1](#).as well as teaching them. It was also identified that ESOL teachers were not trained counsellors or support workers and this duty placed an extra burden on them. Teachers had to deal with stress and fear of being deported from the UK, which seemed to affect the language learning experience of such learners. One participant committed suicide, showing the level of stress and isolation learners were facing. This study was significant in a way that it highlighted the way ESOL teachers had to deal with various personal and social issues of learners along with doing coursework with them.

The case study conducted by Schellekens (2004) was different from the rest of case studies discussed in the above-mentioned report as it focused on advanced language

learners who were in the class not to learn the language but to gain skills to apply for a job in their profession. The findings showed that the learners were not actively involved in the learning process and were struggling to analyse their language skills critically. It was argued in the study that although the SfL strategy aimed to involve learners in their learning process, it proved otherwise in this particular study. It was recommended in the study that teachers should focus more on language awareness training and communication skills rather than on language accuracy. It was observed that when language accuracy was focused, the communication broke down between teacher and students. In some situations, the message the learner was trying to convey was lost in the process of accuracy and language focus feedback. This study was useful in highlighting the expertise ESOL teachers need to deal with the diverse needs of ESOL learners, in this case their need to communicate rather than focusing on language accuracy. For this reason, there is a need to provide continuous support and mentoring to ESOL teachers.

Ade-ojo (2005) conducted research that investigated autonomous learning in ESOL students. The findings of the study showed that ESOL learners were not enthusiastic about autonomous learning and believed that it was the responsibility of the teacher. Most of the learners responded that it is the duty of the teacher who knows best what to focus on. Ade-ojo was reluctant to generalize the results and findings of the study and did not want to declare that it showed language learners lack of desire for autonomous learning. This study helped in understanding that ESOL teachers also have to deal with different ESOL learners' preconceived notions of the way of teaching. ESOL learners who come from different countries are used to more traditional ways of teaching and it is hard for them to change once they start attending a class in the UK. In the ESOL for citizenship classes also, some ESOL learners feel that once they have paid the fees it is the responsibility of

the teacher that they pass or they think that ESOL teachers know better what they have to learn rather than deciding themselves. These attitude puts ESOL teachers in a very difficult situation.

Baynham et al.(2007) also focused on the role of ESOL teachers and the challenges they face. In the EEP project, the teachers whose lessons were observed were also interviewed. The responses of the teachers in the interviews showed that the professional experience of the teachers affected the way in which they dealt with the challenges and problems. The majority of ESOL teachers also showed a sense of insecurity because of being hourly paid rather than permanent. This aspect of having a temporary teaching position can have an impact not only on the teachers but also on their teaching methods. This issue will be discussed in more detail below.

As discussed in section [2.7.1](#), Cooke (2006) reported a small-scale study that fed from this above-mentioned major project. She selected four case studies of ESOL learners who were concerned about their employment and future career. The four participants were of varied nationalities with different kinds of professional experience or expertise and were planning to find work after finishing the course. The findings of the study showed that there is a need for teachers to closely consider the lives of the students, their past experiences and their individual goals rather than making false assumptions about them. Only relying on individual learning plans (ILP) and planned curricula seemed a great hindrance with regards to understanding individual students. In this small analysis of four case studies, it was identified that an ESOL teacher is not only a teacher for the learners but because of the diversity of the learners she has to assume various other roles as mentioned above. It is significant to pinpoint that because of the bureaucratic requirements, teachers are required to focus more on paper work and ILPs but in case of

ESOL learners, their lives and experiences are of prime importance and need to be taken into consideration. Moreover, to satisfy the social needs of the learners sometimes the teacher needs to diverge from their lesson plan. However, if it is expected from ESOL teacher to consider the past experiences and individual goals of the learners then they would need support from the government and the management. As the pressure of time and class numbers on short courses, such as ESOL for citizenship, make individual support impossible to achieve.

Cooke's (2015) doctoral research focused on two ESOL teachers who followed different stances related to citizenship issues in an ESOL for citizenship course. It was an ethnographic study that focused on the role and classroom pedagogy of the teachers in ESOL for citizenship class. Although it only focused on the practices of two teachers and thus it is difficult to generalize the result, it highlighted the need to train and involve teachers in language policy process to help in shaping it in a way that will be beneficial for ESOL provision. If we consider it through language ideologies related to language testing for citizenship, it is understood that teachers are working for a purpose that is not solely language teaching but has various social, economic and political connotations that cannot be ignored.

Cara et al. (2010) conducted a study on SfL teachers from the year 2004 to 2007 (Cara et al., 2010). They collected data from total 1027 Literacy, Numeracy and ESOL teachers in England. The focus of the study was to examine the impact of SfL strategy on teachers. The data was collected using mixed methods design. The findings of the study showed that most teachers in the SfL sector were part-time but they were not satisfied with their position and wanted to switch or change to a full-time one that was more permanent and reliable. This shows a level of dissatisfaction within SfL teachers that can have an impact

on the sector as well as the choices the teachers make in the job. Being part-time can make a person more reliant on the administration of the college and the teacher can be less experimental in their lesson. Also, part time staff can be less reliable as they can leave a job if they get a permanent position somewhere else. The findings also showed that teachers were quite satisfied with their learners but were not happy with the administrative work they had to do. This dissatisfaction affected the overall job satisfaction of the teacher.

The study concluded that the SfL strategy has brought professionalism in the sector. However, it also highlighted the fact that this it has added extra pressure on teachers especially on those who also have to deal with job insecurity because of being part-time temporary staff.

This study was successful in a way that it highlighted the problems of the SfL strategy. Although SfL was generously funded, it seemed that teachers did not benefit from it that much. One aspect that could be taken into consideration is to examine the difference between teachers in private and public sector colleges as private colleges and training centres have different working environments compared to that of public colleges. That can be one of the factors affecting ESOL teacher's job satisfaction and security.

Various studies discussed above showed that the role that ESOL teachers play is diverse and they are constantly under pressure because of various reasons such as administrative work, support work for vulnerable students, temporary jobs and funding cuts. Although the research over the years has showed that ESOL teachers have become more professional in their field and have become aware of the problems faced by the learners, they still need support. As discussed above the problems of teachers in the private sector or in small language centres who teach ESOL for citizenship learners has not been

investigated. The teachers who teach in private language centres are likely to be under more pressure as compared to FE college teachers. For this reason, there is a need to focus on this area in particular in future studies.

2.10 Funding

Over the years, ESOL provision has seen a lot of changes in terms of funding and financial support from the government. It started with the generous funding for ESOL SfL programmes in early 2000s to severely cutting and minimising the funding at different times over the years (Roberts & Baynham, 2006). This unstable financial situation has affected the learners and led to various problems such as shorter courses, instances of malpractice and teaching staff being under pressure. Funding is a key area related to the present study because it is important to see how cuts have affected ESOL teachers and learners.

Different studies and reports have examined the situation of government funding of ESOL provision (Grover, 2006; Han et al., 2010; Hubble & Kennedy, 2011). The report published by the NIACE Committee of Enquiry (Grover, 2006) discussed in section [2.8.4](#) identified that even though a large amount of funding has gone into ESOL provision continuous efforts are required in the future. A cross-departmental review is required to establish the future of ESOL provision. It was recommended that links should be made between ESOL policy, provision and providers. This report was significant in the present situation in a way that it not only discussed the improvements that had come in ESOL provision after ‘Breaking the Language Barrier’ (2000) but it has also put recommendations to the governmental agencies that were needed at the time. This report came at a time when the service faced funding cuts by the government, which seemed to indicate that the government was no longer interested in investing in ESOL provision.

Hubble and Kennedy (2011) examined the effects of different funding cuts over the years on ESOL provision in their report. It was found that post 2007 funding cuts, it became difficult for many colleges and centres to run ESOL courses and where it was offered there were long waiting lists.

The study conducted by Han, Starkey, and Green (2010) can be considered one of the first that focused on ESOL for citizenship, they collected data from the document analysis of an ESOL for citizenship course in a community college in London. They also observed an ESOL class and conducted semi-structured interviews with ESOL teachers, the head of department and assistant director as well as organised a focus group discussion. They found that the government's policy related to ESOL for citizenship and funding cuts in ESOL provision had negatively affected the language learners as well as administrative and teaching staff. However, this finding cannot be generalized as the results were deduced from only one case study. It was claimed in the study that researchers were looking at a typical ESOL for citizenship course but what a typical ESOL for citizenship course or class was not defined and discussed.

In Table 2.1, relevant studies that are discussed in section [2.8](#), [2.9](#), [2.10](#) are presented in a tabular form. It can be seen from the table that four aspects were identified in the studies related to ESOL learners: barrier to employment, identity, length of stay in the UK and social integration. In the section, barrier to employment, it was discussed that due to the lack of English language proficiency at a higher level, ESOL learners are unable to get a job in the UK and that can also affect their social integration. In the length of stay section, those studies were discussed whose findings show that length of stay can affect learners' progress and sense of community. The studies that were discussed in the section, identity, focused on different ways in which ESOL learners manifest their identity in the

classroom. In the social integration section, it was discussed that ESOL learners generally have positive attitude towards social integration however they face problems such as lack of opportunities to integrate in society. All the studies that were discussed in this section investigated different provisions of ESOL in the UK, however, none of the studies discussed in the ESOL learners section investigated the learners of ESOL for citizenship provision.

Table 2.1 Relevant studies in the field of ESOL in the UK

Area	Aspects	Description	Previous research studies
ESOL learners	Barrier to employment	Lack of English language as barrier to employment	(Schellekens, 2001)
	Identity	Choice of language, use of electronic media	(Baynham et al., 2007; Mills, 2003; Simpson & Hepworth, 2010; Simpson, 2011; Khan, 2013)
	Length of stay in the UK	Effect on learner's progress and on sense of community	(Alexender et al., 2007; Baynham et al., 2007)
	Social integration	Positive attitude towards society	(Baynham et al., 2007; Grover, 2006; Hodge et al., 2004; Singh, 2007)
ESOL Teachers	Bringing the outside world into the class	Discussing personal and social issues affecting the learners in the class	(Baynham et al., 2007; Cooke & Wallace, 2004; Bryers et al. 2013; Hodge et al., 2004; Shrubshall et al., 2004)
	Role of teachers	Dealing with the social needs of the learners, engaging learners in learning process, expectations of learners from their teacher	(Ade-ojo, 2005; Baynham et al., 2007; Cara et al., 2010; Cooke, 2006; Hodge et al., 2004; Schellekens, 2004; Cooke, 2015)
Funding	Funding	Funding of ESOL provision	(Grover, 2006; Han et al., 2010; Hubble & Kennedy, 2011)

The studies discussed in the ESOL teacher section investigated the way in which ESOL learners bring their social and personal issues and problems into the class and ESOL teachers discuss those issues in the class or try to solve those problems. In the section role of ESOL teacher, different roles that ESOL teachers play are discussed. The findings of the studies discussed in these two sections are also applicable to ESOL for citizenship teachers. The studies and reports related to ESOL funding are also discussed as different studies highlighted that because of lack of funding, learners are required to pay their fees and similarly, ESOL for citizenship learners are also required to fund their education. For this reason, the findings of these studies were considered appropriate to the present study.

2.11 Conclusion:

This chapter started by analysing different terms related to the study and then reviewed the background literature in the field of ESOL in the UK. Because of continuous change in the UK government's policy concerning naturalisation and British citizenship, ESOL for citizenship provision can be considered an under researched area. For this reason, I aim to answer three research questions in the present study related to ESOL for citizenship provision that are:

- *How realistic is the goal of achieving the social integration of immigrants through ESOL for citizenship courses?*
- *What impact does this goal have on migrant lives and their identity with reference to integration into British society?*
- *What impact does this goal have on pedagogy in the ESOL classroom?*

In this chapter, I have looked at the broad range of literature that is essential to understand and analyse the data collected in the study to answer the above research questions. I

started this chapter by defining and discussing three key terms: citizenship, social integration and identity of the learners. I discussed and analysed these terms through various theoretical framework such as multiculturalism and assimilation for social integration of immigrants, language ideologies, constructionist and essentialist understanding of identity and citizenship. The UK government's stance on language requirement for naturalization was analysed through the prism of language ideologies. It was concluded that there are two ideologies at work. The UK government is promoting a nationalistic ideology, that is one nation one language, and multilingualism, however, linguistic diversity is considered a problem that the government needs to deal with (Cooke, 2015). The 21st century in the UK has seen drastic and continuous changes in immigration and naturalization policies in the name of integration and promoting English language proficiency of migrant communities. Within the body of work related to language ideologies (for example, Blackledge, 2005; Blommaert & Verschueren, 1998; Foucault, 1977; Heller, 2006; Shohamy, 2009; Woolward, 1998), it is argued that language testing for naturalization is not about promoting language skills in the migrant community, it is not about language at all; language testing is used as a proxy for various political, economic, social and most importantly immigration purposes. For this reason, the government's claim that English language promotes social integration is a contested one (The UK Home Office, 2013).

In the debate about language testing for nationality and social integration in the UK, there are three key stakeholders: the UK government, migrants who are also ESOL learners and ESOL teachers. ESOL teachers are considered 'the final arbiters of policy implementation' (Menken, 2008, p. 401). Different concerns of ESOL teachers regarding the provision can affect the implementation of the language policy. As their ideologies

influence the way they position themselves in ESOL classrooms through their classroom pedagogy. Ricento and Horberger (1996, p. 421) argued that ‘the most fundamental concerns of ESL/EFL teachers are, what will I teach? How will I teach? And why do I teach? are all issues related to language policy’. In language ideological debates, the ideologies pursued by government agencies, politicians and media in general are considered macro level ideologies, while, the ideologies of language teachers and educators are considered micro level ideologies (Blommaert & Verschueren, 1998). Thus, it is important to understand how macro level ideologies related to citizenship, identity and social integration of migrants can affect micro level ideologies of ESOL teachers and in a way their classroom pedagogy. This argument is the basis of my third research question as I believe by considering ESOL teachers’ perspectives and their classroom practices, I will be able to analyse the impact of the UK Home Office’s naturalization policy for social integration of immigrants on ESOL teachers in particular, and ESOL provision in general.

Numerous studies that focused on different aspects of ESOL learners were discussed. The findings from these studies showed that learners are generally positive about learning English language and integrating into British society, although one of the biggest hindrances in getting good jobs is English language proficiency. Classrooms provide learners with a platform to negotiate their identities that can help them in the real world. Although there are various studies that focused on learners’ identity and social integration, apart from one study (Han et al., 2010), none researched the provision of ESOL for citizenship.

In the review, I have also discussed various studies related to ESOL teachers and teaching practices. These studies showed that ESOL teachers are under pressure and playing

diverse roles from being a teacher to interpreter, translator and support worker. No research study has yet examined the ways in which ESOL teachers and classroom pedagogy are affected by government policies related to ESOL for citizenship provision. In the next chapter, I will discuss the methodology, research design of the present study and the research instruments used to answer the three research questions of this study.

3 Methodology

3.1 Introduction

In chapter 2, the literature review, after discussing various theoretical frameworks of integration, identity and citizenship as well as after analysing different research studies in the field of ESOL, it was concluded that ESOL for citizenship provision is an under researched area in the UK. The continuous change in the UK's government rules for naturalisation has affected not only ESOL learners but also the provision overall. Research studies (Cooke, 2015; Han et al., 2010; Khan, 2013) that have been done in the field of ESOL for citizenship are no longer relevant, considering the current legislation that is discussed in detail in section [2.3](#). For this reason, there was a need to investigate this area in the context of the current requirements. I will start this chapter by looking at the research questions and the research objectives of this study. Then I will discuss in detail mixed methods research and the reasons for choosing it for the present study. Following that, I will examine the study design and explain the different data collection methods that were used. Finally, I will describe the procedure of data collection and discuss how qualitative and quantitative data will be analysed in the next chapter.

3.2 Origin of this study

The idea of this study came to me because of my personal experiences in the UK as an immigrant as well as an ESOL teacher. When I first entered the UK in 2008 as an immigrant on a study visa for a MA in TESOL course, I was unaware of the political and legal aspects of TESOL provision in the UK specially related to immigration. After finishing my course, I started working as an ESOL tutor. I was quickly recruited in different small, private language centres in Manchester and Lancashire, where I taught people from a similar nationality to mine, struggling to learn English as quickly as possible so that they could fulfil language requirements for immigration purposes. I

observed that the students would get really upset if they failed the test or were required to do a longer course in comparison to any of their friends or classmates. My colleagues and I were really frustrated because of the unrealistic progression targets set by the management of the language centre. I also observed that although all learners were keen to learn English language they were perhaps reluctant to let go of any aspect of their native country's culture and tradition, such as language, clothes, food and would buy goods imported from their own home country. This led me to question the purpose of language course or language requirements for immigrants.

This PhD study is a professional and personal journey of mine as an immigrant, a researcher and an ESOL teacher. I started this study believing that the UK government is unaware of the reality on the ground and is changing the legislation without doing enough research in the field. I felt that migrants are to be blamed to a certain extent for not adapting to the new culture or not speaking English language and for this reason, the UK Home Office is becoming strict in their rules. However, when I started reading literature I realized that the UK government is fully aware of the situation but is using this language requirement for other purposes such as border control and discouraging migrants to settle in the UK and putting the responsibility and the blame on migrants rather than supporting them to integrate. I realized that ESOL learners are the people who are facing problems by not only investing their own money to fulfil these language requirements but also, they are in constant fear of being separated from their own family like husband, wife and children or parents. As an immigrant myself, in my PhD, I was unable to take any maternity leave or time off because I was not allowed to take a long break from my study without returning back to my home country and applying for the visa again. For these reasons, I felt the need to investigate this area so this study can inform policy makers

about the issues concerning ESOL provision overall in the hope that it will improve the provision as well as help in lessening the problems migrants like myself are facing.

3.3 Research questions

This research study is aiming to answer three research questions previously mentioned in section [1.2](#)

- *How realistic is the goal of achieving the social integration of immigrants through ESOL for citizenship courses?*
- *What impact does this goal have on migrant lives and their identity with reference to integration into British society?*
- *What impact does this goal have on pedagogy in the ESOL classroom?*

After reviewing the literature in chapter [2](#), it was concluded that not only ESOL learners but also ESOL teachers and classroom pedagogy are affected by the UK government's language policy regarding naturalisation and citizenship in various ways. To answer the three research questions of the main study, the data was collected using semi structured interviews and questionnaires. The rationale for using different research methods will be discussed and explained in more detail later. In line with the research questions, the following research objectives of the present research study can be identified:

- To analyse the UK government's goal of social integration through ESOL for citizenship course.
- To study the change in the notion of identity of ESOL learners after successfully completing this course and applying for British nationality.
- To explore how the course has affected and changed learners' lives, use of English language, identity and future expectations.

- To investigate the effects of the UK government's goal of social integration, on ESOL teachers and their classroom pedagogy.

As previously mentioned, there is a need to investigate the impact of language policy on ESOL learners and teachers involved in ESOL for citizenship courses. The need to investigate this is due to the UK government's increasingly strict immigration policy and the way ESOL for citizenship provision is used as part of this policy that is affecting ESOL learners and teachers. Lastly, the changes in the requirement for knowledge of English are not based on any academic research. No funded studies have been undertaken to understand the perspective of ESOL for Citizenship learners and teachers. To answer the research questions, mixed methods research was used. In the next section, I will discuss different research paradigms and which research paradigm and the philosophical assumption I have followed in this study. I will address my positionality as a researcher and how it has led to conducting mixed methods research.

3.4 Research Paradigm

Research paradigms can be defined as the ‘worldviews complete with the philosophical assumptions that are associated with the view’ (Teddlie & Tashakkori, 2009, p. 84). Any kind of research builds up from a philosophical assumption that provides the foundation for that research and helps in determining the paradigm the researcher will follow in the study. Creswell (2009, p. 6) explained that researchers start any project with certain ‘assumptions about how they will learn during their inquiry’. These philosophical assumptions are related to the way researchers see or interpret the reality or the knowledge base of their study, they are ‘the shared beliefs and values of researchers’ in a certain field or of different disciplines (Creswell & Clark, 2011, p. 39). Greene (2007, p. 51) suggested that a research paradigm in social inquiry ‘incorporates particular presuppositions about

social reality, the way social world works, about causative agents in social world, and about whether regularities in social world are uncovered by inquirers or constructed by them'. As indicated by all writers mentioned above, prior to designing any research study, the researcher needs to take into consideration his/her take on the worldview as well as which philosophical assumption he/she is following in his/her study. For this purpose, he/she needs to acknowledge various key elements of the research paradigm as well as decide which ones he/she will follow depending on these elements: ontology, epistemology, axiology and methodology. They are the basis of different contrasting worldviews that lead to contrasting research paradigms such as positivism, post positivism, constructivism, pragmatism and transformative perspective.

In this section, I will discuss what these elements stand for and which worldview I will be using in the present study. Ontology refers to the nature of reality or knowledge while epistemology is the relationship between the researcher and the researched and the way in which a researcher gains knowledge about what is known. Axiology focuses on the role of values in research while methodology looks at the process of research (Creswell & Clark, 2011; Teddlie & Tashakkori, 2009). Different paradigms approach these elements differently and thus use different ways to conduct the study or report the findings.

Positivist and post positivist paradigms are also referred to as science research but there is a difference in their worldview. Positivism is a form of empiricism that advocates the notion of absolute truth. The spread of positivism in researchers was facilitated by the influence of the behaviourist psychologist Skinner whose orientation was positivist (Philips and Burbules, 2000). Post positivism challenges this traditional notion of absolute truth and believes that the positive claims of knowledge cannot be applied when

human behavior and actions are investigated. Thus, believing knowledge as conjectural (Creswell, 2003). As explained by Creswell and Clark (2011), post positivists in their understanding of ontology see reality or knowledge as singular so the results and findings of a study would be reported through the lens of an overarching theory that is investigated in the study. Constructivists, on the other hand, consider reality as multifaceted and constructed by participants of the study through their different perspectives. In terms of epistemology, in post positivism the researcher distances himself or herself from the participants in a matter of fact way and objectively collects the data, while in constructivism the researcher gets close to the participants and builds up a relationship with them by visiting them at their own sites. Thus, the ontology and epistemology of a research paradigm defines how we as researchers approach the background literature of the study as well as the way in which we collect the data using a method that is suitable to our epistemological understanding.

According to many writers (Creswell & Clark, 2011; Greene, 2007; Johnson & Onwuegbuzie, 2004; Teddlie & Tashakkori, 2009), the paradigm that is considered most appropriate for mixed methods research is pragmatism. Pragmatism has helped in providing the ‘middle ground’ for researchers as it rejects the dichotomy of paradigms, methodologies or worldviews and focuses primarily on the research question (Johnson & Onwuegbuzie, 2004, p. 18). Pragmatists believe that any method is useful if it answers the research questions and solves the research problem. Many writers also consider a transformative research paradigm suitable for mixed methods research (Mertens, 2005; Teddlie & Tashakkori, 2009). However, this is different from pragmatism in its axiological stance. A transformative paradigm works for advancing the needs of an underrepresented and marginalized population. Through transformative research, the

researcher recommends such changes that can create a more just society for oppressed groups. This core purpose informs the whole research process as well as the value system of the study. In pragmatism, it is believed that the value system that is used is that of the researcher, however, it is not clearly specified (Mertens, 2005; Teddlie & Tashakkori, 2009). On the other hand, in a transformative study the investigator explicitly takes the value system of the underrepresented group of the society (Greene, 2007; Mertens, 2005).

Pragmatism deals with the ontological concerns by agreeing with the stances of both post positivists and constructivists. Pragmatists believe in taking into consideration multiple explanations of reality without isolating an external reality that is independent from multiple beliefs and interests. They look at the causal relation between different phenomena of reality as constructivists do, however, they also believe that these relationships are ‘transitory’ and cannot be relied on solely (Teddlie & Tashakkori, 2009, p. 93). In terms of determining the causal relationship of different variables, the post positivist focuses on internal validity while the constructivist focuses on credibility, however, a pragmatist takes into consideration both internal validity and credibility when discussing causal relations. In terms of epistemology, a pragmatist rejects the distinction of subjectivity and objectivity of the post positivist and constructivist. For them, the relationship between the knower and the known is on a continuum rather than on two opposing poles as in case of the post-positivist and constructivist. It is the research problem or the research question that defines the relationship.

In this study, my position as a researcher is that of a pragmatist and that has led to the use of mixed methods research. I believe that the prime purpose of this study is to answer the research questions and that has informed the whole research process. Although I am investigating the impact of government policies on migrants who are a marginalized

group, my main purpose is to analyse the government process that can only suggest to bring certain changes in society and will also answer various theoretical and pedagogical concerns. In terms of axiology I am not taking the value system of the migrants but looking at different value systems of the host country as well as the migrants.

In terms of ontology, I looked at various theoretical frameworks related to reality and the knowledge base that informed the literature review of the present study. However, I did not rely solely on a singular reality or theory. As explained above, in pragmatism the research question or the research problem is of paramount importance and any epistemological, ontological or methodological concern is dependent on the need to answer the research questions. For this reason, in the present study I used two data collection methods, semi-structured interviews and five point Likert rating scale questionnaires that favoured different epistemological stances in terms of subjectivity and objectivity of the researcher. I distanced myself from the participants while collecting the data through questionnaires but I built a relationship with the participants of the semi-structured interviews by visiting them in the language centres they were studying. However, I did not discuss or negotiate my point of view with the participants as constructivists believe in doing. By positioning myself as a pragmatist, I considered mixed methods research as the most suitable approach to conduct the present study. In the next section, I will discuss mixed methods research and the different reasons for using it.

3.5 Mixed methods research

I will start this section by defining the term mixed methods research and after that, I will explain different characteristics of mixed methods research. In the next section, I will discuss the reasons behind using mixed methods research in the present study.

It is believed that the origin of mixed methods research is linked to the emphasis placed on the idea of triangulation for validity and reliability of the results (Dörnyei, 2007; Greene, 2007; Teddlie & Tashakkori, 2010). Generally, mixed methods research means the combination of at least one quantitative and one qualitative research method from the stage of data collection to the analysis to answer the research questions in a single study. This combination of research methods is considered useful to answer certain kinds of research questions that will be explained in more detail below (Bergman, 2008; Creswell & Clark, 2011; Hesse-Biber, 2010; Teddlie & Tashakkori, 2010). Mixed methods research helps us in better understanding the multifaceted problems posed in social inquiry by ‘using multiple ways of seeing or hearing’ the social world (Greene, 2007, p. 20). Johnson et al. (2007) asked research scholars to define mixed methods research and they came up with 19 different definitions. The differences in definitions were due to the focus on the different ways of mixing, different stages of the research study when the mixing can be done, and the reasons for mixing research methods. They concluded that mixed methods research is employed to bring ‘breadth and depth of understanding’ (Johnson et al., 2007, p. 122). In this definition, breadth is defined as a continuum from mixing of qualitative and quantitative data to mixing of the methodological worldviews. By this definition, it can be said that mixed methods research can mix the data collection methods or incorporate both kinds of methodological frameworks of different methodological worldviews in collecting and interpreting the data and communicating the findings of the research.

A researcher should only employ mixed methods research when he/she feels that it is the best and the most suitable method to answer the research questions. Traditionally certain research methods were associated with a particular discipline - qualitative research

methods were considered appropriate for social and behavioural inquiry. Now the focus has shifted to the research problem. If the research problem requires the researcher to explore the problem and to understand different perspectives of the participants, then a qualitative research method should be used. Quantitative research methods are suitable for confirmatory research questions when the effects of different pre-defined variables are investigated on a group of participants (Creswell & Clark, 2011). Creswell and Clark (2011) believed that now research problems have become more complex and the researchers, through their research, want to reach a wider audience such as policymakers or people who are in the applied areas such as applied linguistics. With mixed methods research, a wide range of data collection methods are available to the researcher to choose from so he/she is free to choose any method such as experiments, interviews, observations or questionnaires that can solve the research problem. I believe that a researcher should only use a mixed methods approach when he/she thinks that the research question cannot be answered by either a qualitative research method or quantitative research method. Using mixed methods research needs skilful handling of both kinds of data to combine the results to come to a general conclusion. The reasons why I have used mixed methods research in the present study are discussed in detail in section [3.5.1](#).

Using different methods or techniques to answer a research question can sometimes lead to the divergence of results. However, this is also considered useful as it can shed light on the complexities of a phenomenon that can lead to further investigation. According to Creswell (2010), mixed methods research is not only the combination of two methods but also it is amalgamation and linking of the two methods. It is crucial that there should also be a clear link between quantitative and qualitative data in mixed methods research. Bergman (2008) believes that although many novice researchers in modern research

studies combine both kinds of research, qualitative and quantitative, in reality both parts of the research are hardly connected from the start of the project until the end. One question that can be raised is how to combine different research methods in such a way that it becomes effective research design, as randomly mixing different methods does not automatically guarantee an in-depth analysis. On the contrary, it sometimes leads to disappointment and superficial analysis of the data (Creswell & Clark, 2011; Dörnyei, 2007).

When mixed methods research in social sciences started to be used it was considered a two-phase research design starting from a quantitative research method and leading to a qualitative research method or the other way round. Now mixed methods research can be a multiphase process where qualitative and quantitative research can be combined at various stages (Creswell & Clark, 2011). The research design depends on the degree of importance or priority given to one research method over another; the two research methods can be employed simultaneously or one after the other (Greene, 2007). It is believed that the design and the plan of using different research methods in a certain way could help in answering the research question better as well as maximizing the results. Different kinds of mixed methods research designs and the kinds of research questions they help in answering are discussed in detail in section [3.5.2](#), in which I will also describe the research design of the present study and the reasons for using that design.

A number of core characteristics of mixed methods research are identified by various scholars but the key characteristics that are common and agreed are discussed by Teddlie and Tashakkori (2010, p. 9-11).

- Mixed methods research is eclectic in nature. It is a rejection of purist view that the best method for any research is either purely qualitative study or quantitative study.
- Mixed methods research represents different kinds of paradigms and it is the plurality of paradigms that makes it different from others. Different kinds of paradigms mean different philosophical stances and theories are included in a mixed methods research.
- Mixed methods research can allow the researcher to be diverse at any stage of the research. This diversity can be in the range of topics that are explored to the range of data collection methods that are used. Mixed methods research can also give the researcher the opportunity to get a range of data that can be complex and result into divergence in conclusion and analysis. This divergence helps to understand the complex nature of the problem better and can give different ways of seeing and answering the research questions. As well as it also helps in doing an in-depth analysis of the divergent phenomenon.
- Mixed methods research gives the researcher a range of methodological options to choose from to answer research questions by mixing a wide variety of data collection methods
- Mixed methods research helps the researcher to have a ‘cyclical approach’ towards research. It means that they can start at any stage of the research. Different designs of mixed methods research are discussed by researchers that show that mixed methods studies can be started at any stage (Cohen, Morrison, & Manion, 2007; Creswell, 2010; Teddlie & Tashakkori, 2010). For example, we can start

with a quantitative part of the study to understand the area under investigation better and then define the research questions and conduct qualitative part of the study later to understand and answer the questions. The main focus is on the research problem and the data collection methods are employed keeping in mind the problem. While in quantitative and qualitative study, certain research methods are purely qualitative or quantitative methods and only those methods of data collection can be used.

There are some signature research designs of mixed methods research such as employing one qualitative and one quantitative method to answer similar aspects of the problem. These designs will be discussed further in section [3.5.2](#).

3.5.1 Different reasons for using mixed methods research

As explained in section [3.5](#) that one of the characteristics of mixed methods research is that it focuses on the research questions or the research problem. For this reason, various needs have been identified by researchers, which led to the use of this research method such as triangulation. The researcher aims to have convergence of the data to increase the reliability or the validity of the research findings. Triangulation strengthens the conclusion and the findings can be generalized by analysing data collected from different instruments. Another reason is to add to the knowledge base. Mixed methods research is needed when it is felt that one kind of research method is not enough to answer the research question. In such cases, it is employed to get detailed understanding and knowledge of the topic or the research problem. It can also be used when a researcher is planning to get some exploratory findings to understand the research problem better and to have more focused and detailed follow up research. In some research studies, it is employed because of the multiple research phases. For example, in the studies that are

planned and conducted over a long period, the researcher or researchers investigate different areas to come to an overall conclusion. In such studies, various researchers are employed who are experienced in either quantitative or qualitative research method (Creswell & Clark, 2011; Greene, 2007; Hesse-Biber, 2010).

The reason for using mixed methods research in the present study is that the research questions aim to not only explore the effects of ESOL for citizenship that is a new field but also to investigate whether social integration is achieved through ESOL for citizenship. As explained above, according to Teddlie and Tashakkori (2009) and Clark and Badiiee (2010), the research question drives the researcher to choose mixed methods research. They even used the term ‘dictatorship of the research question’ giving the research question prime importance (Teddlie & Tashakkori, 2009, p. 129). Using only a quantitative research method was not considered appropriate for the present research study because if the data was collected only using questionnaires then it would not be possible to understand the reasons behind the choices made by different participants regarding identity or social integration. If only a qualitative research method was used such as semi structured interviews, then the findings could not be generalized. By using mixed methods research, the findings of the questionnaires can be backed up by the findings of the semi structured interviews and for this reason, one data collection method was considered insufficient to answer the three research questions of the present study. In the present study, the qualitative data collection method was used so that the participants can give detailed reasons behind the choices that were made in the questionnaires, and in this way, help in adding meaning to the numerical data. The quantitative data collection method was used to get a large amount of data that can help in generalizing the results as well as in understanding a general trend of the population

represented by the sample. Therefore, in the present study mixed methods search was used, as it was the most appropriate way to collect more evidence to answer the research questions.

As mentioned above, another reason for using mixed methods research in the present study was for triangulation of data. Triangulation as a term refers to collecting data from two or more data collection methods. It is used for the purpose of validity and credibility so that the findings of the study can be confirmed from multiple sources. Triangulation was originally only considered appropriate when the results from different data collection methods converged in a study but now even divergence of results is also considered useful as it can lead to in-depth understanding of the research problem (Dörnyei, 2007). As explained above, in mixed methods research studies, the researchers aim to report their research findings to a wider audience. By using two or three data collection methods, the quantitative findings will be reinforced by the qualitative findings, making the results of the study valid and reliable, as people in applied fields such as policy makers and practitioners need multiple forms of evidence to understand a research problem (Creswell & Clark, 2011). According to Greene (2007) and Creswell and Clark (2011), the parallel or component design of a mixed methods research study is more often used for the purpose of triangulation. In parallel or component design, the data collection methods are independent of each other and are of equal importance and weightage. This design will be discussed in the next section.

3.5.2 Most commonly used mixed methods research design

Research design refers to the proposed plan to carry out an investigation, and for any kind of research study it involves three components: the philosophical assumption or the worldview behind the research study; the design used to carry out the investigation such

as ethnography or experiments; and the research methods used (Creswell, 2009). Different designs of mixed methods research studies are explained and categorized by different researchers such as Creswell and Clark (2011), Greene (2007), Leech and Onwuegbuzie (2009) and Morse (2003), but overall, mixed methods research design can be categorized into three basic types or families that are sequential, integrated and parallel (Tashakkori & Teddlie, 2010). These three major types of research design are then categorised into different subcategories, which will not be discussed here because of shortage of space.

Sequential research design is discussed by Creswell and Clark (2011), Teddlie and Tashakkori (2010) and Greene (2007), who has also included this type of research design in integrated mixed methods research design. Sequential research design refers to the use of different methods of collecting data at different times or in a sequence. Creswell (2009) sub categorized this into two research designs, one in which a quantitative method is used to explain a problem and the other in which a qualitative method is used to explore a topic or phenomenon. In some research studies, this type of research design does not give equal importance to both research methods so either the study is a QUAN-qual or QUAL-quan study where the upper-case method is the dominant research method (Dörnyei, 2007). One of the strengths of this design is that it is easy to implement because of its clear stages. It is also easy to report as quantitative results and qualitative results can be presented separately before conducting a final discussion where both the results can be combined (Creswell & Clark, 2011). One of the weaknesses of this design, identified by Creswell and Clark (2011) and Teddlie and Tashakkori (2010), is that this design takes a longer time compared to other designs, as the researcher has to conduct both kinds of data collection phases separately. Another drawback is that at the start the researcher is not

absolutely sure about the research questions until he/she has completed the first phase of data collection as the initial findings of the research study would inform the second phase. This design should only be selected when a researcher wants to develop research questions based on the first round of data collection and analysis, and can go back to the participants for a second round of data collection whether it be quantitative or qualitative.

Another common research design is integrated mixed methods design or embedded design, in which the methods are integrated and linked to one another in the study. In integrated or embedded design, the qualitative and quantitative methods are used to investigate the same phenomenon. One of the strengths of this design is that the researcher can collect both kinds of data in one data collection phase. However, it needs to be specified by the researcher at what point of quantitative data collection qualitative data is collected from the participants. This kind of design is more suitable when a team of researchers are working on a project, as different data collection methods are used to answer different research questions in the study, and qualitative results and quantitative results can be published separately. The weakness of this kind of design is that it is hard to transform one kind of data into the other or to combine the analysis of both kinds of data at the data analysis phase. However, because it is not a convergent parallel design it is not necessary to merge the results to answer the research question (Creswell & Clark, 2011).

Parallel design or component research design involves keeping different data collection methods separate and independent but the inferences are made at the end of the study by taking into consideration the findings from both methods (Creswell & Clark, 2011; Greene, 2007). This research design is more common in social inquiry as compared to other research designs. This research design is less time consuming as compared to

sequential research design as both phases of data collection are done side by side. One of the drawbacks is that it is difficult for a researcher to compare two very different kinds of data and come to a common conclusion. Sometimes differences in quantitative and qualitative results arise that are hard to resolve and report in the conclusion (Creswell & Clark, 2011). However, as discussed above in section [3.5.1](#), this divergence of results is also considered useful for the study as it can highlight the complexity of the problem. Another challenge that the researcher faces in using this design is to merge the results from the two kinds of data collection methods where there is difference in sample size. Then it needs to be understood that different kinds of data collection methods are used for different purposes. The results from different data collection methods can be compared but not the samples. For example, the number of participants of questionnaires will always be more than the participants of semi structured interviews, otherwise the findings from questionnaire data will not be valid and reliable. In the present study, I have used parallel design. The reason for using parallel design will be discussed in detail in the next section.

3.6 Research design of the present study

Table 3.1: Research design of the present study

Data Collection Methods	Number of Participants	Course Type	Data Analysis	To Answer
2 semi-structured interviews (at the start of the course, at the end of the course) in the native language	8 Participants - 4 Pakistani (2 males, 2 females), 4 Indians (2 males, 2 females)	8 weeks ESOL for citizenship course in private language centres in Manchester and Lancashire	Thematic Analysis	RQ 1 RQ 2
Questionnaire using 5-point Likert scale	74 participants (Irrespective of Gender and nationality) who gained British nationality or indefinite leave to remain	Completed ESOL for citizenship course in private language centres in Manchester or Lancashire	Descriptive and Inferential Statistical Analysis	RQ 1 RQ 2
Questionnaire using 5-point Likert scale	32 participants (Irrespective of Gender and nationality)	Teaching ESOL in private language centres in Manchester and Lancashire	Descriptive and Inferential Statistical Analysis	RQ 3

In table 3.1 above, I have presented the research design of the present study in tabular form and will discuss it in detail below.

As explained in section [3.3](#), the research objectives of the present study were to analyse the UK government's goal of social integration of immigrants and its effects on learners' lives and identity as well as on ESOL teachers and classroom pedagogy. For this purpose, a parallel design was considered suitable for the present study. Most commonly this design is used for the purpose of triangulation. In this research design, a researcher collects different kinds of data on the same topic (Creswell & Clark, 2011). The advantage of using it is to overcome the weaknesses of the individual research methods and to get different kinds of data on the same topic so that they can be compared to answer complex

research questions. In this kind of research design, equal importance is given to both quantitative and qualitative research methods. The reason parallel design is used for the present study is that the same phenomenon, the effects of ESOL for citizenship courses on learners' social integration and identity, is investigated using both data collection methods.

In the present study, the data was collected using questionnaires and semi structured interviews. Different aspects of the study, although linked, required different methods of data collection so the effects on ESOL teachers and learners were investigated using questionnaires, while the process of change in learners was analysed by collecting data using semi structured interviews. Interviews were considered suitable to understand and examine the effects of the ESOL for citizenship course on a learner's life and identity.

It was claimed by the UK's government that being able to use English language by studying ESOL course and passing an ESOL examination is the key to social integration of immigrants in British society (Saner, 2015; Singh, 2007; The UK Home Office, 2013). To answer research questions one and two and to investigate whether this integration actually occurs after completing the course or passing the examination, it was crucial to interview ESOL learners at the start of the course as well as at the end of the course. On the other hand, questionnaires were distributed among those learners who had already gained nationality or ILR after fulfilling both the requirements. The purpose of using questionnaires was to investigate their attitude towards social integration as well as to learn about how they identify themselves after gaining nationality or ILR. To answer research question three, it was important to understand the effects of the government's policy on ESOL teachers and classroom pedagogy, questionnaires were distributed

among ESOL teachers who were directly involved in teaching ESOL for citizenship courses.

The pilot study only collected data from four participants that will be discussed in section [3.11.1](#) and only focused on the first two research questions that are mentioned above in section [3.3](#). By the end of the pilot study, the old policy and rules for naturalisation changed for immigrants and new rules were implemented. Because of this change, the main study was changed to a certain extent. This will be explained in detail in section [3.11.3](#).

According to the old requirements of the UK Home Office, learners were required to attend a course but after the change in rules learners are no longer required to attend any class, they can go to Entry Level 3 or B1 test straight away if they feel their English is good enough. Still, there are many ESOL students who studied English to prepare for B1 or the Entry Level 3 test. For this purpose, many language centres offer ESOL courses but they vary in the duration - some are as short as a one-day preparatory class before the exam while others are year-long courses.

My main aim was to collect data from small private language centres rather than further education colleges or community centres for two purposes: firstly, in small centres the learners pay for the course, and secondly, they are aiming to get a certificate as quickly as possible. The reason for this haste could be that they want to apply for nationality or ILR as quickly as possible. Otherwise, they would have easily enrolled for a free year-long course in a college or a community centre if they wanted to do a long course.

The data collection for the main study took place from November 2014 to May 2015. Eight ESOL learners participated in semi structured interviews. They were all enrolled

for eight weeks ESOL courses in different centres in Manchester and Lancashire. Teaching materials of the particular course can be seen in appendix [IX](#). I am unable to tell the name of the towns or cities in Lancashire region as in certain towns and cities there is only one centre in the whole town or city so it would be difficult to keep the centre anonymous. The participants were interviewed at the start of their ESOL for citizenship course and at the end. The learners sat for different awarding bodies' examinations but those awarding bodies are not named in this study because this study is not investigating the difference in the effects of different awarding bodies' assessment and materials. In the UK, Ofqual centrally regulates all the awarding bodies so we can consider all of them similar in teaching material and assessment. Overall, the learners were aiming to pass CEFR B1 level or ESOL Entry Level 3.

Apart from semi structured interviews, I also contacted various language centres to access their database for ESOL learners who had already passed an ESOL examination. Two language centres allowed access to their database or master list of ESOL learners. I contacted the learners by phone and requested if they would like to take part in the study and then distributed the questionnaires to those learners who agreed. Most of them lived close to the centres so I visited them at their home. Some participants came to the centre and completed the questionnaire there. One centre did not allow me to access their database but agreed that one of their admin staff would contact the learners and only handed me the details of those ESOL learners who were willing to take part in the study. The participants who answered the questionnaires were separate to the participants of the semi structured interviews.

To answer the third research question of this study regarding effects of the UK government's goal of social integration on classroom pedagogy, questionnaires were

used. The questionnaires for ESOL teachers were not only distributed among the teachers working in the three centres mentioned above but also in other private language centres in Manchester as well.

The data collection for each of the three research questions of the main study was conducted simultaneously, from November 2014 to May 2015. I collected the data whenever I was permitted to come to the centres. Therefore, data collection of the main study was not smooth and systematic.

In the next sections, I will discuss different strategies I have used in the present study to ensure the data quality especially in qualitative data. Afterwards I will focus on semi structured interviews and questionnaires, define the terms and the reasons behind using these data collection methods and describe the participants and the instrument used for each method in the main study.

3.7 Data quality in qualitative data

Data quality in a mixed methods research study is determined by different standards of quality in the qualitative as well as the quantitative part of the study (Teddlie & Tashakkori, 2009, p. 208). Once the quality of these two kinds of data are ensured only then the overall data quality can be guaranteed. In relation to qualitative data, a researcher needs to take into consideration its trustworthiness. Trustworthiness was introduced for the first time by Lincoln and Guba (1985, p. 300) as a substitute of validity to deal with the quality issues of qualitative data, and defined it as the extent to which an inquirer can justify that ‘the findings are worth paying attention to’ and can be believed to be true. They also introduced four criteria for analysing and ensuring the trustworthiness of data: credibility, transferability, dependability and confirmability as substitutes of internal validity, external validity, reliability and objectivity, respectively. Credibility is about

ensuring that the findings of the study are credible, and transferability is the transferring of inferences from a particular context where research was conducted to similar contexts or situations (Teddlie & Tashakkori, 2009). According to Lincoln and Guba (1985) credibility is the most important factor to ensure trustworthiness. Dependability is the level of consistency in the findings of a study if the same procedure is followed again, and confirmability is about neutrality of the findings and it ensures that the inquiry is confirmable as the findings are logical and free from the researcher biases (Dörnyei, 2007; Teddlie & Tashakkori, 2009).

There are a number of strategies that a researcher should use to ensure the trustworthiness of the qualitative data, as explained by number of writers such as Creswell (2009), Teddlie and Tashakkori (2009), Lincoln and Guba (1985) and Dörnyei (2007). These strategies are triangulation, prolonged engagement, contextualization or thick description, audit trail, and negative case analysis. However, Edge and Richards (1998) identify three issues that need to be taken into consideration when conducting and describing a study such as a TESOL related research study: researcher positionality in research, the voice of participants and representation by the researcher.

In the present study, I explained my position as a researcher to the participants as well as in my thesis. I also used a member checking technique by sharing interview audio recording/ transcripts with the participants to ensure they are happy with the way their data is used. Apart from these two techniques, I have also used a number of strategies to ensure trustworthiness of the study such as triangulation, detailed description and sampling. As discussed above in section [3.6](#), triangulation is used in the present study for cross referencing the findings. It also helps in eradicating the risk of researcher biases that

are possible if only qualitative data is collected. For this reason, I collected quantitative data from questionnaires and qualitative data from semi structured interviews in the study.

For ensuring credibility, I also interviewed eight participants in the main qualitative study as increasing the number of informants helps in increasing the credibility of the findings and claims made in the study (Shenton, 2004). I also checked the credibility of the data by conducting a pilot study with four participants before starting the main study. In the present study, I was unable to employ inter-rater reliability. However, I not only kept a record of all interviews and transcriptions but also provided a screen shot of my coded data in appendix [XI](#) for transparency of the study.

Another strategy that I employed to ensure trustworthiness was member checking by requesting my participants to read through the transcript of their interviews or to listen to the audio recording especially in case of those participants who were unable to read Urdu transcript. For ensuring transferability of the findings and inferences, a detailed description is provided of all the participants of the semi-structured interviews in the present study. The description of the field where the research was conducted in this case language centres as well as the particular language course studied by the participants is also given.

3.8 Ethical concerns

At the start of any research study, the researcher needs to take into consideration different ethical issues that may arise in the process especially when the research involves human participants. As identified by Dörnyei (2007, p. 63), ‘social research that is related to the lives of the people in the social world inevitably involves ethical issues’. For this reason, it is important to consider them at the start of the study. According to Creswell (2009),

these concerns arise at different stages throughout the research process when identifying the research problem, research questions and collecting, analysing and writing up the results. In this section, I will discuss different measures I have taken to address different ethical concerns.

Before starting my study at the proposal stage, I was required to get approval from the Ethics Committee of my university. For this purpose, I considered different aspects of my study and the safeguards I had in place for the participants. In appendix [VII](#), a copy of the form that was submitted to the Ethics Committee is attached. In identifying the research problem, I took into consideration the possible benefits for the participants in participating in the study. I believed that they would benefit by reflecting on their own learning and naturalization process. In terms of research purpose, it is important that the participants make an informed decision that reflects what the researcher has in his/her mind while conducting the study. For this reason, I provided them with a consent form that briefly described the purpose of the study. In addition, if an interviewee asked me about the purpose of the study, I explained to them in their language so they could understand it better.

In terms of the possibility to opt out, I explained to all participants of questionnaires and semi-structured interviews that they could opt out of the study at any time. Two participants of semi structured interviews did leave the study after the first interview. Some of the participants did not return the questionnaires. Although I no longer worked in those language centres, I made sure that I did not interview those ESOL learners who had been my students or who saw me as a figure of authority as an academic manager.

In terms of anonymity of the participants, I did not ask for names in the questionnaires that were used with ESOL learners and ESOL teachers. For participants of semi-

structured interviews, I took special care in using pseudonyms not only in the data that was collected but also in all my notes as well. I took note of different personal details, such as their nationality, marital status and age but there is no record of their names in any of my documents.

All semi-structured interviews were conducted in the participants' language centre as I felt it would be a neutral and comfortable place away from their home where they would not have their family members overhearing them or in any other public place where other people could be listening. The questionnaires were distributed among the participants at their home in the case of ESOL learners and at the work place in the case of ESOL teachers.

Ethical concerns need to be taken into consideration after the data collection as well. All my participants were given the opportunity to read the Urdu transcript of their interview and if they were not happy about a certain part then it was removed. Although some participants were unable to read the transcript they were given the opportunity to listen to the interview recording.

3.9 Semi-Structured interviews

In this section, I will briefly define the term interview and then discuss semi-structured interviews. Interview is a 'method in qualitative research to generate insights into matters such as cognitive processes in language learning, motivation, language attitudes, language classroom pedagogy, language proficiency and learners' autonomy' (Talmy & Richards, 2011, p. 1). As seen from the definition, the main purpose of the interview is to get a deeper understanding of a certain phenomenon in a research study. There are

different ways to conduct interviews such as one to one interviews can be conducted or focus group discussions to make the process less time consuming.

Dörnyei (2007) grouped interviews into single or multiple sessions, structured interviews, unstructured interviews and semi-structured interviews. The main purpose of the structured interview is that researcher does not deviate from the target area, the research study is covering as well as the objectivity of the interview. The drawback is that the researcher cannot explore a theme or issue that may arise during the interview. The unstructured interview gives ‘flexibility’ to the researcher to go in any direction in the interview that can sometime leads to asking questions without any restraint (Dörnyei, 2007, p. 135). It can help the researcher to explore the issues and topics as and when they arise during the interview. One drawback is that the researcher needs to be well versed in the interview techniques and if the discussion goes off the topic he/she needs to bring it back. One advantage of an unstructured interview is that it helps in developing a good relationship with the participants so that they can open up and talk freely about the topic. However, this can also be one of the issues as some participants are not aware or are confused about what is required from them and can face problems in responding to such interviews. For this reason, a semi-structured interview can be considered appropriate as it not only provides structure to the interview but also enables the interviewer to explore the topic if he/she wants. Another reason for using semi-structured interviews is for standardization purposes (Oppenheim, 1992). It is important that the same question is asked from all the participants and in the same way. Only then, the responses of the interview can be compared. According to Dörnyei (2007), most of the interviews that are conducted in applied linguistics are semi-structured interviews as this method has some ‘benefits of both structured interviews and unstructured interviews’.

In the present study, the semi-structured interviews followed a pattern derived from Richards (2003). According to him, in interviews the questions are directly derived from the research questions or the phenomenon that is being investigated. In my case, the interview started with a structured question that required the interviewee to respond with a yes or no answer. It was followed with a prompt to give a reason for their response. After that two sub-questions were asked that were open-ended to encourage the interviewee to give the answers in detail.

The reason for asking structured questions at the start was to get an overall idea about the attitude of the interviewee towards a notion or phenomenon. Another reason for including that in the start was to prepare the interviewee for the follow up questions. After the structured question, a prompt question was asked, to give the interviewee an opportunity to open up and explain the reason behind their yes or no response. The two open-ended questions were included to help focus on the areas that need to be investigated in the phenomenon. The figure below shows the pattern of a semi-structured interview.

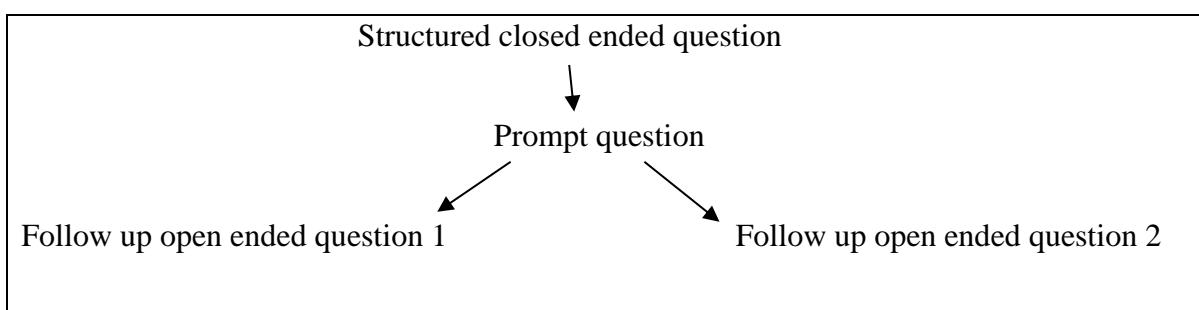


Figure 3.1 Format of semi-structured interviews (Richards, 2003)

Four key areas were focused in the semi-structured interviews. These are using English language, identity of the learner, social integration and future expectations. Originally, the plan was to interview the participants four times during their learning process: at the start, in the middle, at the end of the course and four weeks after. However, after the pilot study it was decided that if two interviews were conducted instead of four then there

would be less chance that participants would remember the questions asked from them in the previous interviews. Secondly, because of the shorter time between the four interviews, the answers given by the participants were repetitive in the pilot study.

In the next sections, I will examine the four key areas that were included in the semi-structured interviews and discuss the questions that were included in each section then explain the reasons for asking those questions. The semi-structured interviews that were used at the start and at the end of the course can be seen in appendix [I](#) and appendix [II](#).

3.9.1 Using English Language

As identified earlier that the official stance of the UK government is that English language proficiency is linked to social integration and community cohesion and lack of it is a barrier (Singh, 2007; The UK Home Office, 2013). The first research question of this study focused on the government's goal of social integration and for this reason, English language used by the participants of the study was investigated. At the start of the course, the participants were asked about using English in their daily life and were asked what language they use at home with their family members and children. They were also asked about the problems they face in communicating in English and to talk about situations in which their lack of English led to their incapability to do something. These questions were asked to see the need of participants to learn English and the degree of motivation in doing the course. It was also important to investigate what language they were using in their life at that point and how it might change after doing the course. It was thought that if participants did not feel any urge or need to learn English then their main purpose of doing this course was not learning English language.

At the end of the eight-weeks course, similar questions were asked from the participants to see the effects of completing the course on using English language in their daily life.

3.9.2 Integration into society

In this section, the questions asked in the first interview were different from the ones asked in the second interview. In the first interview, the participants were asked about their friendships and relationships in their own Asian community. They were also asked to reflect on what they had learnt new about the British culture after starting the class as well as what problems they already face in meeting people from other communities. The reason for asking about meeting people from their own Asian community is to investigate the claim that Pakistani and Indian communities are very close-knit in the UK, prefer to live within their community and tend to lead parallel lives at home, as can be seen in various reports such as Cantle (2001) and the Commission on Integration and Cohesion (Singh, 2007). For this reason, the participants were asked questions not only about their relationship within their community as well as with other communities in the UK at the start of the course to see how they were already living their lives before coming to ESOL classes.

At the end of the course, the participants were asked similar question about getting involved in the community. This time their knowledge about different points of contact in the community was tested, such as the community centre. At the end of the course, the participants' practical knowledge of getting involved in the community was also checked. They were asked about the ways in which they got involved in their local community. In these questions, community meant a general neighbourhood not any specific ethnic background related community such as Asian community. At the end of the course, they were also asked about their rights and responsibilities as a British citizen because they were going to become one. These knowledge-based questions were asked to check the understanding as well as the knowledge the participants have gained from the course.

3.9.3 Identity of the learner

One issue raised numerous times in policy documents and political discourse is that immigrants are not ready to change their identity even after they gain British nationality and live in the UK for many years, for example the aforementioned Lord Tebbit's Cricket Loyalty test. Sometimes the immigrant's second and third generations are still linked and connected to their parents or grandparents' home country rather than the UK. This notion of identity is discussed in more detail in section [2.6](#). To answer research question two of the present study it was important to investigate the effects of the ESOL for citizenship course on the learners' identity. For this purpose, at the start of the course the participants were asked about their close friends in the Asian community as well as their connections with the wider community in Britain. They were also asked about how they identify themselves and how their life would change after gaining British nationality. The reason for asking these questions is to see how they saw themselves before starting this course. It is also important to understand how integrated they were before starting this course.

Questions that were asked at the end of the course were similar to the ones that were asked at the start. The participants were asked about the way they identified themselves in British life at the time of interview as well as after gaining British nationality. The reason for asking these questions was to see if the ESOL course and passing an ESOL examination had helped them in changing their identity or whether their responses remained similar to what they were at the start of the course.

3.9.4 Future Expectations

It has been discussed previously in the section [2.2](#) that ESOL learners rarely want to learn English for its own sake. In case of ESOL for citizenship, the primary purpose of ESOL learners is to learn English to gain nationality or to apply for indefinite leave to remain in the UK. However, apart from gaining nationality, it was anticipated that there would be

various other aims and targets the participants wanted to achieve after getting a British passport for example, gaining equal rights as British citizens and having better job opportunities. In this section of the semi-structured interview, at the start of the course the participants were asked about the benefits of the ESOL for citizenship course for their future life. They were also asked about the things they really wanted to learn and achieve after doing this course. At the end of the course, the participants were specifically asked about the effects of British nationality on their future career as well as on their life in general. The reason for asking these questions was to see what the participants believed they were investing in by doing an ESOL for citizenship course. The responses given by the participants at the start of the course and at the end of the course were analysed to see the effects of the ESOL for citizenship course on their future expectations.

3.10 Questionnaires

In the main study, the data was collected using closed questionnaires from ESOL learners and teachers. In this section, I will start by defining the term questionnaire and will then discuss different kinds of questionnaire. In the end, I will justify the use of closed questionnaires using the Likert scale in this study.

Brown's (2001, p. 6) definition of questionnaire is 'any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers' is the one I will consider in the present study (cited in Dörnyei (2007), Mackey and Gass (2005), Nunan and Bailey (2009)). According to Seliger and Shohamy (1989, p. 172), it is a form of data collection where respondents are required to respond to statements or questions. They believe that interviews and questionnaires are not that different as both provide a 'stimulus' to the participants to give some kind of information.

Dörnyei and Taguchi (2010) and Cohen et al (2007) considered that questionnaires can be administered in two ways. One way is in the form of an interview where a face-to-face interview is conducted with the respondents and their responses are marked; or in the form of self-administered questionnaire, where participants fill in the questionnaire themselves. The second form of the questionnaire is more common and is nearer to the conventional definition of questionnaire as mentioned above. Questionnaires can be used to collect three types of data about the respondent namely, data concerning factual, behavioural or attitudinal information about the participants (Dörnyei & Taguchi, 2010). Factual questions are asked to describe the subject in some detail as well as to understand different variables such as age, gender, educational background. Behavioural questions focus on participants' behaviour, actions or life style while attitudinal questions focus on participants' opinion.

3.10.1 Types of Questionnaire items

Questionnaire items do not always have to be questions, they can be statements. There are several kinds of questionnaire items but mostly they are categorized into open questionnaire items or closed questionnaire items (Cohen et al., 2007; Dörnyei & Taguchi, 2010).

Open questionnaire items are different from closed questionnaire items in a way that they are not followed by a response option or categories for the respondents to choose. They give the respondents a blank space to express their opinion in their own words. There are some disadvantages of using this kind of questionnaire item. Firstly, it requires the respondents to write down the responses that is not always practical, especially with young participants or those with a lower level of literacy. Secondly, it requires the respondent to express their opinions and thoughts and sometimes they find it difficult to

articulate them (Cohen et al., 2007). The lack of focus is another problem when respondents answer very differently from the question that is asked in the questionnaire. Also, handwriting of the respondent is another issue that the researcher has to deal with.

Closed questionnaire items are considered highly structured and focused. In comparison to open questionnaire items, they are easier to answer (Oppenheim, 1992). More questions can be asked in a given time as compared to open items. There are various disadvantages of closed questionnaire items. By using closed questionnaire items, it is impossible for researcher to know what the respondents thought or felt at the time of answering the questions. The participants are in a way forced to choose one of the options that can affect their beliefs and choice about a certain topic. Sometimes the participants can feel frustrated because they can feel their thoughts and beliefs are not translated in the choices given by the researcher in the questionnaire. To eradicate these issues, it is important to give space to the respondents in the form of an option, or by including an open item in the questionnaire. In this way, they can express their opinion or concern if they want to. In the present study, I have also included one open questionnaire item at the end of the questionnaire so that the participants can express their opinion about the topic if they want to.

There are different kinds of closed questionnaire items namely rating scales, multiple choice questions, rank order items, numeric items, and checklists. In the next section, I will discuss the Likert rating scale that was used in this study.

3.10.2 Likert Rating Scale

Cohen et al (2007, p. 325) has named four different kinds of scale that can be used in questionnaires namely Likert scale, Semantic differential scale, Thurstone scale and Guttman scale. The Likert scale is defined as a set of questionnaire items or categories

that are distributed equally as positive or negative statements and are given to the subjects to respond. It uses a subject centred approach where the responses are measured not their attitude (McIver & Carmines, 1981). In all the four scales mentioned above the Likert scale is considered the most widely used rating scale for questionnaire items. It consists of a characteristic statement and the respondents are asked to indicate the extent to which they agree or disagree with it by marking one of the responses ranging from strongly agree to strongly disagree (Dörnyei, 2007). Dörnyei and Taguchi (2010) explained that this scale is quick to administer and only requires the respondent to select one of a series of categories organized into a scale. According to Oppenheim (1992:200), the reliability coefficient of this scale is ‘good’ (.85) because of a range of options provided to the respondents. Its reliability is even higher than Thurstone rating scale because 0.85 reliability coefficient can be achieved. However, because of range of options in Likert scale there is a problem in reproducing the same test because the same total score can be obtained by choosing different options. For this reason, Oppenheim (1992) advised that the researcher needs to analyse the pattern of responses rather than the total score, to interpret the results. Another criticism against this scale is the use of a neutral point on the scale. The neutral option chosen by the respondents can be because of a number of reasons such as lack of knowledge or attitude or opinion but that cannot be interpreted by looking at the responses. This is another reason why it is advisable to add an open questionnaire item at the end or to give some space to the respondents to express their opinion.

I have used Likert rating scale items in the present study to measure the attitude of the participants and included one open questionnaire item to allow respondents to express their opinion. The reasons behind using the Likert rating scale are because it gives

participants a written statement to respond to and because of the sample size of the study. My aim was to collect quantitative data from a large number of respondents who can easily respond to a number of statements in a short span of time. In this way, I could collect more evidence in a given time to answer research questions. Likert scale items are also very simple to construct and are easy to complete by the participants who have lower level of literacy. However, as discussed above despite its strengths, there are various weaknesses of this scale. One of them is that participants tend to avoid extreme negative or positive response categories due to social desirability. Participants can also try to guess the reasons behind distributing the questionnaire and are likely to choose options to please the researcher (Oppenheim, 1992). For this reason, it is advisable to also collect data from another data collection method so that triangulation of results can be done.

3.10.3 Questionnaires for this study

As explained above, my aim in this study was to get both quantitative and qualitative data from a similar sample so that findings can be compared. A larger cohort was used for the questionnaire as compared to the semi structured interviews to ensure the findings deduced from both are valid and can be generalized.

One benefit of using questionnaires is that they provide a level of anonymity to the respondents (Dörnyei, 2007). In the present study, there was a chance of respondents being reluctant to respond honestly about government policies because of the lower level of anonymity. For this purpose, to make the data valid and reliable, the questionnaire did not ask for any specific personal detail such as name, address or contact details. The introductory section also included a written statement regarding the anonymity of the questionnaire. This helped the participants to be more relaxed and open in their opinion. Also, as previously mentioned, the participants were only requested to participate in the

study if they were willing to do so. Apart from keeping the personal details of the participants anonymous, to ensure validity and reliability the questionnaires for ESOL for citizenship students and teachers were piloted and reviewed. The piloting stage of questionnaires is discussed in more detail in the next section.

Another reason for using questionnaires is that they are considered ideal for quantitative statistical data analysis and provide comparable data from participants. This form of data can easily be used for statistical analysis. As compared to interviews, in questionnaires the effects of interviewer's bias are minimal and that can help in increasing the reliability of the data. It is also a useful method for a wide range of people such as children or people with lower level of literacy.

According to Dörnyei (2007), if a questionnaire is not constructed or administered properly it can sometimes lead to unreliable or invalid data. He identified a number of limitations of questionnaires that should be taken into consideration while designing questionnaires. If a participant is not interested in filling in a questionnaire, he or she can easily leave the item blank or can misread or misinterpret the item. In the present study, I believe that the participants were motivated and interested in the questionnaire and the study as it was related to their personal experiences and to the UK Home Office language policy that directly affected them. All participants had British nationality and had fulfilled the UK Home Office's language requirement for naturalisation.

Another issue with using questionnaires is the social desirability bias especially when using questionnaire items related to attitude. Apart from social desirability, the halo effect, incorrect information and self-deception are also some of the factors that can affect the reliability and validity of the data (Dörnyei & Taguchi, 2010). These reliability or validity issues can be minimized by taking some measures. One of the ways to minimize

the effects of these issues is to have more than one questionnaire item that focuses on one aspect of an attitude of the participant that is under investigation (Oppenheim, 1992).

Another way is to collect data from a larger cohort. I think by selecting a larger sample size, the effects of individual biases can be reduced in the data.

The ESOL students' questionnaire and ESOL teachers' questionnaires can be seen in the appendix [III](#) and appendix [IV](#) respectively.

3.10.4 ESOL students' questionnaire

In this questionnaire, two kinds of questionnaire items were used: closed questionnaire items and one open questionnaire item. The closed questionnaire items were divided into two sections: social integration and identity. I believed that questionnaire items related to these two notions would help me to identify the ways in which the ESOL for citizenship course has an impact on learners' identity and their integration into British society. The data collected from questionnaires was compared to the data collected through semi structured interviews. Although the participants of questionnaires were different from the semi structured interviews, the data from both kinds of method can help in deeply understanding the phenomenon of social integration and identity. For this reason, mixed methods research has been employed as explained in section [3.5](#). I will now discuss the items that were included in the two sections of the closed questionnaire items as well as the open questionnaire item.

The questionnaire items that were included in the social integration section were similar to the interview questions that were asked in the semi-structured interviews. The reason for this is to compare the responses of those participants who already had British nationality with the responses of the participants who were attending an ESOL for citizenship course and going through the process of applying for British nationality.

In the questionnaire, the participants were asked about their community involvement as well as how tolerant they had become after becoming British citizens. They were asked about the rights and responsibilities of a British citizen and their connections with their own Asian community. The reason for asking these questions was to see how gaining British nationality had helped the participants in becoming more integrated into British society.

In the identity section, participants were again asked similar questions that were asked in the semi-structured interviews. The questionnaire items focused on their use of English language with their family members as well as whether they still follow different customs and traditions of their country of origin. They were also asked about how their personal and professional life had changed after becoming British or gaining ILR. These questions were asked to see the changes that have come in their life as well as how the participants identified themselves after gaining nationality. As discussed in section [2.6.2](#), people claim their identity especially national identity through language use as well as through customs and traditions they follow.

An open questionnaire item was included at the end of the questionnaire. The participants were asked about how the ILR or British nationality had changed their life and identity. This open questionnaire item was added in the end to give space to the participants to add anything they wanted to add about the topic that they could not do while answering the closed items.

3.10.5 ESOL teachers' questionnaire

The format of the ESOL teachers' questionnaire was similar to that of the ESOL students' questionnaire. The ESOL teachers' questionnaire were divided into two sections: classroom pedagogy and ESOL for citizenship. These questionnaires were distributed among ESOL teachers to answer research question three that is related to the impact of

the goal of achieving social integration of migrants on classroom pedagogy. As discussed in section [2.2](#), it is believed that ESOL teachers are in the frontline to implement the UK government's policy of social integration through ESOL and because of this policy, their classroom pedagogy is affected. For this reason, it is important to see how the teachers feel about it.

In the classroom pedagogy section, four questionnaire items were included. The participants were asked about their independence in making teaching decisions; support from management and government in the form of facilities and resources; and giving individual attention to the learners. They were also asked about the level of independence in making teaching decisions in class as well as the support from the management in this regard because it seems that teachers are required by the management to not only implement the government policies but also to work hard for learners' progression because of funding requirements. The teachers were asked about their class size and giving individual attention to the learners. As it was felt that due to larger classes especially in private centres it is difficult to focus on the individual needs, which is contrary to the principle on which ESOL materials are designed where great emphasis is placed on individual attention and the individual needs of the learners. The responses from these items would help in understanding the impact of different aspects of teaching on classroom pedagogy, such as the effects on the materials used, teacher independence and effects on fulfilling individual needs of the learners due to larger class sizes.

In the ESOL for citizenship section, six questionnaire items were included. Teachers were asked about their opinion regarding enabling students to integrate into British society through the ESOL for citizenship course and whether they feel they are responsible for

that. These questions were asked to see whether teachers feel it is their duty to make the learners integrate into British society.

Other items, in the ESOL for citizenship course section, were related to the pressure the teachers face from the management to achieve learners' progression and to ensure they pass the examination. This pressure increases if learners are self-funded and need to achieve a certificate at the end of the course to apply for nationality. The teachers were also asked about their opinion relating to the UK government's language policy to improve social integration and whether they felt they were implementing this policy; and the effects of its implementation on their classroom pedagogy.

The open questionnaire item at the end was a general question about the participants' opinion about the effects of the UK Home Office's language policy on the classroom pedagogy. This questionnaire item helped in providing space to the participants to add anything they wanted to mention that they could not do in the closed questionnaire items.

3.11 Pilot Study

Piloting the research instruments and designs in a study is a crucial step in a research design. By doing so, the reliability and validity of the instrument can not only be checked but it can also be analysed whether the desired outcomes from the project are achievable or not. In case of any issue or problem in the pilot study, changes and amendments can be made in the research design and instrument before starting the main study.

It has been argued that piloting has more significance in quantitative studies rather than qualitative studies because of the psychometric nature of the instrument as well as the fact that variables in the study can be identified beforehand (Dörnyei, 2007). However, the piloting stage in any research study whether qualitative or quantitative is significant as it helps in testing and amending the research instrument as well as seeing whether the

desired results can be achieved or not. The data collected using qualitative research methods during the pilot study can also be used and discussed in the final analysis. This can help in better understanding and answering research questions.

In the next sections, I will discuss the piloting stage of both data collection methods. Then, I will discuss the changes that were made in the main study after the piloting stage because the UK Home Office changed its language requirements for naturalisation after I conducted my pilot study.

3.11.1 Piloting Semi-structured interviews

For piloting semi-structured interviews, I visited two language centres, one in Manchester and one in Lancashire, on four different occasions in 2013. At the time of the study, the selected language centres offered ESOL for citizenship courses at different levels and had been running those courses for more than five years. Both language centres were very busy and had fifteen to twenty students at one time in one class. Students were paying for the course themselves as no funds were available. The language centre in Manchester, at the time of enrolment, had a policy that a student could only leave the course when he/she had passed the examination. So, some of the learners were at the same level for more than a year and were repeating the same eight-weeks course again and again. The language tests the students were sitting for were also conducted in the centres. I interviewed the participants four times.

Two Indians and two Pakistanis, Entry 3 ESOL learners, participated in the study. All participants were aged between 25 and 30 years. Two Indian participants, one male and one female, and similarly two Pakistani participants, one male and female, were selected. Two were studying in a centre in Manchester and two were studying in Lancashire. All four participants came to the UK on a spouse visa after marrying British citizens. At the

time of the interview all participants were planning to apply for British nationality. The reason for choosing such learners was that they had recently moved to Britain and that there was a higher chance that they would learn the language and integrate quickly in the society. As discussed in section [2.8.3](#), length of stay is negatively correlated to learner's progression. The shorter the learner's length of stay in the UK, the more they are likely to progress in the assessment. Out of the four participants, two were graduates, one participant had a technical skills certificate, and one participant had only studied until 6th grade, from their country of origin. The data collected from piloting the semi structured interviews will not be discussed here but certain changes were made in the research instrument after analysing the data. These changes will be discussed in section [3.11.3](#)

3.11.2 Piloting the questionnaires

As discussed above, one of the limitations of using a questionnaire is that it is impossible to go back to the respondents if any mistake is identified after data collection. Once a participant has taken time to sit down and answer a questionnaire it is very difficult to request them to do the same thing again because an error was found in the instrument. For this reason, piloting is considered a crucial part of data collection. If the process is not rigorous then there is a chance that the researcher would not be able to get the data that is needed to answer the research questions. For this reason, at the piloting stage, the questionnaires of ESOL learners and ESOL teachers were tested with a smaller sample to check whether the instrument can collect the data that is required to answer the research questions. The participants in the piloting stage were not included in the larger cohort of the main study. The questionnaires were only distributed among teachers and students of one centre in Manchester. As I distributed the questionnaires myself when I went to collect the completed questionnaires I requested feedback on them. Five questionnaires

were distributed among ESOL teachers in English. The participants were generally happy with the questionnaire and did not face any difficulty.

Ten questionnaires were distributed among ESOL students, originally in their native languages, Urdu/ Hindi as it was thought that it would help the participants understand the questionnaire items better. However, at the piloting stage it was found that students were facing difficulty in completing the questionnaire in Urdu/ Hindi. When asked, most said that they found it hard to read the items in their native language. Firstly, many participants had very low literacy skills in their own language so it was easy for them to speak in their mother tongue rather than to read or write in their own language. Secondly, participants had completed and passed ESOL Entry Level 3. Although the course focuses on speaking and listening skills, they also acquired reading and writing skills in the process. For these reasons, it was decided to keep the questionnaire in English rather than translating it into Urdu or Hindi. The same participants were again given the questionnaires but this time they were in English and the participants were more comfortable in completing it. The language was made as simple as possible but where the participants were unable to understand a word a direct translation was done.

3.11.3 Changes made in the main study

From October 2013, the rules of naturalisation in the UK were changed again as discussed in section [2.5.2](#) and the UK Home Office stopped accepting certificates from the previously recognised colleges related to the knowledge of citizenship material for naturalisation purposes. For this reason, the ESOL for citizenship courses, according to the old UK Home Office requirements, could not be investigated in the main study. Various language centres in the North-West region also changed their ESOL for

citizenship courses due to the change in naturalisation requirements. The centres started offering ESOL for citizenship courses with the LIUK preparatory classes.

In the main study, ESOL learners, who had completed the ESOL for citizenship course and passed the test at the end of eight weeks, were interviewed. The participants had been learning English language in the centre to not only pass ESOL speaking and listening examination but also to be able to pass the LIUK test by improving their reading skills to fulfil the Home Office requirements. The participants were interviewed at two stages: at the start of the course and at the end of the course after they passed ESOL examination. The content of the semi-structured interviews was also changed after the pilot study as the questions from the ESOL for citizenship material were not included. The reason for including questions about ESOL for citizenship material was that according to the old requirements, the learners were not tested for their knowledge of citizenship material at the time of their application for naturalisation but after the change in the rules, applicants are now required to provide both certificates, ESOL Entry 3/ CEFR B1 and the LIUK online test. As a result, the semi-structured interviews for the main study focused on four key areas rather than five: using English language, identity of learners, integration into society and future expectations as discussed in [3.9](#).

3.12 Main study

Data collection for the main study took place in Manchester and Lancashire from Nov 2014 - May 2015. Two different and independent methods were used for data collection.

The data collection from questionnaires was started first. For that purpose, various private language centres were contacted. Three centres, one in Manchester and two in Lancashire allowed me to use their database to access ESOL students' information on the condition that the information would not be taken out of the centre nor copied onto any USB or

computer or printed. I was only allowed to use the computer that was provided by the centre in two centres. The third centre only passed relevant information, once a student agreed to participate in the research when contacted by the centre. Only those students were contacted who were Pakistanis and Indians. In the questionnaire, the nationality of the participant was not asked as the aim of this study is not to compare two nationalities but about how both nationalities' identity and integration can be compared with the UK government's standards.

For interviews, finding participants was a bit harder than it was in the pilot study. There were a limited number of ESOL students who were studying for visa purposes. A manager of one of the language centres explained that it is due to the income threshold that has been raised to £18,000 for anyone who wants to bring their spouse to the UK. For this reason, it is very difficult for many Pakistani and Indian people to bring their spouses to the UK as often these people are earning the minimum wage and it does not amount to £18,000 per annum. The participants I selected for the main study were not all on the spouse visa, some of them had been living in the UK for five – ten years and were applying for ILR or nationality. In the semi structured interviews, I selected four Pakistani (Two males and two females) and four Indian (Two males and two females) participants.

3.12.1 Classroom Observations

Initially it was decided that two data collection methods, questionnaires and classroom observations, would be employed to answer research question three that focused on the effects of the UK government's language policy on ESOL for Citizenship teachers. For this purpose, six semi-structured classroom observations were conducted. Three ESOL Entry Level 3 classes and three LIUK preparatory classes were observed. The number of students in each class was different, some classes only had two students while others had fifteen to

twenty students. All the classes were private and students paid for the courses. Some of the learners, who were attending these short courses were also attending longer free courses in FE colleges or charity organizations. The teachers who taught these classes were considered adequately qualified because the centres were accredited.

A semi structured classroom observation sheet was designed. In it, different statements related to classroom pedagogy were included to help understand and answer research question three. The observation focused on four key areas: purpose of the lesson, delivery, materials used and feedback. The same classroom observation sheet was used for both kinds of classes, ESOL for Citizenship and LIUK. By conducting classroom observations, I was aiming to triangulate the data that I had collected through questionnaires as some of the areas in the observation sheet were similar to those on the questionnaires, such as delivery and the materials used in the lesson. I was also aiming to see the ways in which ESOL and LIUK classes are helping the learners in becoming integrated in British society.

During the observation, I only focused on the statements that were on the observation sheet and wrote yes as they occurred during the lesson, and added any comments that I felt were needed.

As explained above, I observed six classes in three different centres but, I was not allowed to communicate with the teachers by the management of any of the centres. For this reason, I could not conduct interviews with the teachers or have any discussion with them after the lesson. After I had collected the data and analysed it, I felt that I was not be able to fully analyse the teaching decisions that were made in the lesson. I could not analyse the reasons behind classroom proceedings that were observed because I did not have a chance of any pre-observation or post-observation discussion with the teacher. Secondly, because of focusing on the checklist, I was unable to report anything substantial. I felt that because of the lack of

background information on teachers' perspective on their teaching decisions I was not able to present anything that would help me in answering the research question better. For this reason, I decided not to include the classroom observations data in the present study.

3.13 Participants of the main study

3.13.1 Participants of Semi-Structured Interviews

All participants of semi structured interviews were ESOL learners studying eight weeks ESOL Entry Level 3 course and all of them were planning to apply for ILR or naturalisation. The participants were selected keeping in mind various factors, such as nationality, level and type of English course, gender, visa or passport they were applying for. Before requesting the participants to take part in the present study I checked the database of the language centres and selected fifteen prospective participants keeping in mind the factors mentioned above. Then I talked to each one separately, explained the purpose of the study, and requested their participation. When they showed a willingness to participate in the study, I interviewed them at mutually convenient times. The details of all eight participants are presented in a table and will be discussed below.

Table 3.2: Participants of the semi structured Interviews

	Participant	Country of Origin	Gender	Age	Years of stay in the UK
1	Subject A	Pakistan	Female	25 years old	3 years
2	Subject B	Pakistan	Female	45 years old	3 years
3	Subject C	India	Female	26 years old	2.5 years
4	Subject D	Pakistan	Male	42 years old	8 years
5	Subject E	Pakistan	Male	45 years old	10 years
6	Subject F	India	Female	32 years old	6 years
7	Subject G	India	Male	32 years old	5 years
8	Subject H	India	Male	30 years old	5 years

Subject A was a Pakistani female who was on a spouse visa at the time of the interview, and wanted to apply for ILR. She was 25 years old and had finished school in Pakistan. She lived with her husband and ten in-laws. She had no children and had been living in this country for three years. She had never worked in Pakistan or in the UK and had no plan to work after acquiring ILR or British nationality. Until that point, she had not attended any English class in the UK. At the time of the interview, as her visa was about to expire (three months' validity left) her husband decided that she had to attend an ESOL course as she needed to apply for ILR. She was hugely dependent on her husband and in-laws in terms of decision-making and was not allowed to go out of her home on her own. Her family only allowed her to come to ESOL classes as it was a requirement for the ILR

application. When she was requested to participate in the study, her husband came to talk to me and asked me about my study. I had to assure him of anonymity before I was allowed to interview her.

Subject B was a Pakistani female who was also on a spouse visa and wanted to apply for ILR. She was 45 years old and had an intermediate degree from Pakistan that is equivalent to A levels in the UK. She lived with her husband and six children. Her children go to school and college. Her husband came to the UK on a work permit and gained nationality. He was in the UK for eight to ten years but he was not a British born. Subject B and her children came to the UK once her husband had gained British nationality. After coming to the UK, she attended a year-long ESOL course in a government funded charity organization but the ESOL certificate she received from there is not accepted for the ILR so she enrolled again in a private language centre at the same level that was Entry Level 3. The reason for enrolling again on the same course was to get a certificate that is not only on the Ofqual register but is also accepted by the UK Home Office.

Subject C was a 26 years old Indian female who came to this country after getting married to a British national. At the time of the interview, she had been in this country for two and a half years and was planning to apply for ILR. She lived with her husband and had no children. She had only finished school in India and had not attended any English class in the UK up until this point. She was not working at the time of the interview and had never worked in India. She had no plan to work or study after gaining British nationality. Her visa was about to expire at the time of the interview and for this reason her husband decided that she needed to attend classes as well as to pass the test so that she could apply for ILR.

Subject D was a 42 years old Pakistani male who came to this country about eight years ago, and gained ILR five years ago, but had never thought of applying for nationality until now. He lived with his wife and two daughters and worked as a delivery driver. He had no formal education in his country but had picked up English language after coming to the UK. Although his communication skills in English were really good he was still required to attend an English course as he wanted to apply for British nationality. He had already attended a year-long Entry 3 ESOL course in a college near Birmingham three years ago, but did not gain any certificate because he did not complete all the modules of the course. For this reason, he had to enrol again to gain an ESOL certificate.

Subject E was a 45 years old Pakistani male who came to this country ten years ago and stayed here on different visas such as student visas and work permits, At the time of the interview he was a dependent on his wife's visa and was not allowed to work. He was planning to apply for ILR once his ten-year period would complete that would be in May 2015. According to the Home Office rules, any person can apply for ILR once he/she has spent ten years of their life legally in the UK. At the time of the interview, Subject E was living with his wife and five children in his own home. He was staying at home and was responsible for household chores. All his children were adults and were in colleges or universities. He only went to college for two years in Pakistan before he moved to the UK. He was from an urban metropolitan city of Pakistan, Karachi, and used to living with different communities in Pakistan. Although Karachi is a metropolitan city, it is also a very dangerous place to live because of security conditions. For this reason, Subject E was not very fond of talking about his home country. He was a qualified sea merchant and had travelled to various countries. Initially he came to the UK, to do a short course related to his professional field but after two or three months he left his course and started

doing various jobs such as working in a takeaway. He did not return to his country but kept on staying in the UK on different visas and later brought his family from Pakistan as well.

Subject F was a 32 years old Indian female who had been in the UK for six years at the time of the interview. She came to this country on a spouse visa after she got married to a British man and had a son but got divorced after couple of years. Therefore, she was unable to apply for nationality or indefinite leave based on her spouse visa. Two years ago, she remarried another British national and at the time of the interview she was planning to apply for British nationality. She had studied English for a year in a charity centre and then started working as a beautician in a beauty parlour. She got admission on an eight weeks ESOL course because she already knew English but wanted to get a certificate to satisfy the Home Office requirements. Her child goes to school and she speaks English at home.

Subject G was a 32 years old Indian male who had lived in this country for five years. He came to the UK on a spouse visa when he got married to a British woman. He had a three-years old daughter at the time of interview and worked in a takeaway. He told me in the interview that he had already attended an ESOL Entry 3 course in a different private centre and sat for an examination thinking he would receive the certificate. However, the centre gave him an Entry 2 certificate instead that was of no use to him as the minimum requirement for British nationality is Entry 3 or B1 rather than Entry 2. For this reason, he had to enrol on an Entry 3 course and pay course fees again in a different centre. He had done a mechanical course in India but was unable to find a job in his field in the UK.

Subject H was a 30 years old Indian who came to this country after getting married to a British woman five years ago. He came from the eastern part of India where people speak

Bengali and associate themselves not only with India but also with Bangladesh. He only completed his schooling in India and did not go to any college. At the time of the interview, he was working in a takeaway and had four children. He wanted to apply for nationality and for this purpose, he needed to pass both examinations. At the time of interview, he was enrolled for two courses, ESOL and the LIUK test, at the same time so that he could apply for nationality quickly. He did not have any immediate family in the UK apart from his wife and in-laws and he only liked to meet people who have a similar background as his.

3.13.2 Participants of Questionnaires

Seventy four ESOL learners participated in the ESOL learner's questionnaires. All of them had already passed ESOL Entry 3 or B1 examinations after studying a course in private language centres. The sample was selected keeping in mind the same factors, mentioned above, that were taken into consideration at the time of selecting participants of semi structured interviews. One hundred questionnaires were distributed but only seventy-four could be used for data analysis. Six were left blank while twenty were not returned.

Some of the ESOL learner participants had done a one-week course while some had attended an eight-weeks or six-weeks course but their guided learning hours were the same for Entry Level 3 speaking and listening skills. It was difficult to get a record of learners who had already passed Entry Level 3 for visa purposes. However, various centres in Manchester and Lancashire were helpful in sharing details. At the time of the enrolment, learners are asked about the reason for enrolling for an ESOL course and the majority of the time the reason is for applying for a British passport or ILR. Some centres keep a master list of all their students with contact details and addresses and I was able to

call learners who had passed B1 or Entry Level 3 test after October 2013 and ask about their British nationality and visa status. During the telephone conversation, I also explained about the study and asked for their consent to participate in the study. Most of the learners lived locally to the centre and were visited at their home after making an appointment.

Thirty-two questionnaires were distributed among ESOL teachers. All those who participated in this study were working in different private centres in Lancashire or Manchester. A sample of ESOL teachers were selected after taking into consideration the provision they were involved in and their willingness to participate in the research study. All were qualified teachers of ELT working in ESOL departments in different private language centres, teaching different levels of ESOL. Some of them were actively involved in full-time teaching on ESOL courses while others were working part-time, temporary or occasional basis depending upon when required. In case of ESOL teachers, I did not focus only on ESOL Entry Level 3 teachers because any ESOL teacher who is teaching at a lower level is preparing the learners to get to Entry Level 3. I did not collect data from teachers who were teaching ESOL Level 1 and Level 2. Five teacher participants did not return the questionnaires despite various requests.

The participants of the main study are represented in tabular form below.

Table 3.3: Participants of the main study

Part of the study	Participants	Quantity
Semi Structured Interviews	ESOL Learners	8
Questionnaires	ESOL Learners	74
	ESOL Teachers	32

3.14 Data Analysis

In this section, data analysis methods will be discussed to answer the three research questions of this study. As explained, research questions one and two are related to ESOL learners and the data was collected using both quantitative and qualitative methods that are questionnaire and semi structured interviews. Research question three is related to ESOL teachers and the data was collected using quantitative method only - questionnaires. In the next two sections, I will first discuss qualitative data analysis for the qualitative instrument used in the study and then quantitative data analysis for the quantitative instruments that were used in the study. In each section, I will also explain and justify the use of NVivo10 for qualitative data and SPSS for quantitative data.

3.14.1 Qualitative Data Analysis

To answer research questions one and two, qualitative data was collected using semi-structured interviews. To analyse the data from these I decided to conduct a thematic analysis.

Thematic analysis is a strategy of data analysis by which data is categorised, summarised and coded in meaningful themes (Ayres, 2008; Lapadat, 2010). Merton (1975) was the one who categorised it as an approach of data analysis in his article. Many researchers

have discussed different approaches to conducting this kind of analysis (Boyatzis, 1998; Braun & Clarke, 2013). Ritchie and Spencer (2002) called it a framework rather than thematic analysis. Whether it is called thematic analysis or framework, all the researchers who have discussed it, have mentioned different stages of this analysis that are more or less similar. These stages are: familiarization, coding, searching for themes, defining and naming themes, reviewing themes and interpretation. At the familiarization stage, the researcher gets immersed in the data to get familiar with it. This stage is crucial for those researchers who are working on a project as a team, as different researchers would have collected different parts of the data. For this reason, at this stage, in a group project the researcher who is responsible for data analysis needs to go through all the data or if it is an individual study he/she has to read or re-read the data to understand it better.

The second step is coding. Some researchers use computer-assisted programmes for data analysis which would start at this stage. The researcher categorizes and labels different chunks of data into codes that are relevant to the research questions. It helps in reducing, categorizing and managing it into chunks. If using a computer programme a large amount of data is coded and managed quickly. After the coding stage, the next stage is searching for different themes. At this stage, similarities within the data are searched to link different codes together in themes. By doing this, a meaningful pattern is developed that leads to answering the research question. Once different themes are searched by looking at different codes, the next stage is naming them and reviewing the themes. Sometimes different small themes are related to each other and they can all be categorized into a major theme. For this reason, at this stage it is advised that themes are named and defined. The last two steps are, reviewing and interpreting the themes. At these stages, all themes that emerge in the data are reviewed and if it is felt that a certain theme is not answering

the research question then that theme is not included at the interpretation stage as the basic purpose of this framework or analysis is to answer the research questions (Lapadat, 2010).

In the present study, the data was collected in the native language of the participants that was Urdu/Hindi. Therefore, for the analysis of the qualitative data, the first step was transcription. Transcription is considered a time-consuming process but it is also the most crucial stage of data analysis. The interviews were transcribed and written in Urdu language. I followed the transcription conventions provided by Richards (2003) as seen in appendix [V](#). At the familiarization stage, I first transcribed all the interviews in Urdu language and then read and re-read them along with listening to the audio recording of the interviews. After that, I translated the transcriptions in English and typed them into word documents so that they could be uploaded on NVivo10.

In the present study, Computer Assisted Qualitative Data Analysis Software (CAQDAS) was used. There are various packages in the market for example NVivo, MAXqda, ATLAS.ti etc. but all these software are similar in their features. CAQDAS is started to be used recently but the conventional way of qualitative data analysis was to work on paper-based data manually. There are various advantages as well as drawbacks of CAQDAS. One of the benefits is that it has a lot of storage space and the researcher can not only save a large amount of data but can also handle large volumes of data with efficiency. It helps in managing the data better as well as saving a lot of time. Another benefit is that it helps in managing multiple and second level coding better. The selected data that is already coded in different categories can be easily retrieved to work on axial or theoretical coding. CAQDAS can also help the researcher to show how he/she deduced certain findings from the data. The procedure of data analysis through CAQDAS can be reviewed and audited by other researchers as well (Dörnyei, 2007).

Apart from numerous benefits, there are some drawbacks of using CAQDAS. One of them as mentioned by Richards (2009) is that because of advanced facilities of CAQDAS, there is a risk that the researcher can overdo the coding so that he/she fails to see any theory emerging from the data. For this reason, it is advisable to keep the research questions in mind while doing second level coding. Another risk of using CAQDAS is that the data stored electronically can easily be lost because of computer viruses. For this reason, it is advisable to make two or three copies of the data. The data that is coded in CAQDAS can only be copied but not transferred to any other computer. The links between different codes and themes that emerge cannot be copied or saved on any word document so only screen shots of the themes can be created for future use if something happens to the programme. For this reason, it is always advisable to keep a hard copy of the data and try to minimize the chances of computer viruses by installing anti-virus programme beforehand.

In this study, NVivo10 was used for data analysis. This programme helps with quick reviews and analysis of data. MAXqda and NVivo both have similar features but the reason why NVivo10 was chosen is because it is the most recent version of the programme that was available from the university at the time of data analysis. The programme requires some training that was provided by the university. It is very simple to use where word processed documents can be imported directly. In NVivo10, the pictures, audio and video files can be saved and memos can be typed for future reference that helps in better analysis of the written transcribed data (Fortune, Reid, & Miller, 2013; Gibbs, 2007). NVivo10 enables the researcher to save documents and extracts from the data in codes in the programme that are called nodes and then relationships and links can be established between different nodes.

In the case of NVivo10, in the present study the aim was to investigate the changes that took place by analysing the responses of different participants at different times. It enabled me to organise the data in such a way that has helped in analysing a large amount of data at one time.

After analysing both kinds of data in the next two chapters, in chapter 6, the findings will be discussed. In this way, I will not only be able to answer the research questions but also try to identify any change that has occurred in the participants' lives after doing an ESOL for citizenship course.

3.14.2 Quantitative Data Analysis

In this section, I will discuss the way quantitative data was analysed in the present study and tests conducted on the data for that purpose.

As discussed above in section [3.10.3](#), the items used for both students and teachers are of two types: closed questionnaire items using a 5-point Likert scale and an open questionnaire item at the end of the questionnaire. A Likert scale, as discussed in section [3.10.2](#), is a ranked item scale. The data collected from it is ordinal data. According to Dörnyei (2007), 'the coding frame for a Likert scale is simple'. Each pre-determined response is assigned a numerical value. The factual questions of the present questionnaires as well as Likert scale items were coded to give meaning to the responses of the sample. For analysing the data, each point of the Likert scale is given a value from one (strongly agree) to five (strongly disagree). After giving each response a value, they were entered on an excel spreadsheet.

It needs to be understood here that in data analysis process, ordinal data means that, although in the coding frame there appears to be a regular interval between different responses, this is not the case. The interval between 'Strongly Agree' and 'Agree' is not

the same as that between ‘Agree’ and ‘neither Agree nor Disagree’. The response of an ESOL teacher participant who was uncertain about a certain classroom practice cannot be at equal intervals to a response in which another respondent disagrees with the same practice. This distinction is an important one for data analysis. By considering this distinction, we are able to choose one of the two kinds of data analysis procedures: parametric procedure of data analysis or non-parametric procedure of data analysis. The procedure that can be used for ordinal data collected from a Likert scale items is non-parametric. According to Dörnyei (2007), non-parametric procedures are used for ‘less precise, ordinal or categorical data or if the data is not normally distributed’.

For quantitative data analysis, the SPSS (Statistical package for Social Science) programme was used. There are number of reasons for using SPSS. Firstly, SPSS is the most sophisticated and efficient quantitative data analysis system in social sciences (Dörnyei & Taguchi, 2010) so it can help in keeping a record of every step taken in the process of data analysis. Researchers can not only go back and check what they have done but can also show the workings in the analysis to prove how they came to a certain conclusion. SPSS can deal with a broad range of statistics such as descriptive statistics, bivariate statistics and predicting numerical outcomes but many users of SPSS do not use all statistical functions of SPSS (Huizingh, 2007). Thirdly, on a personal level, I was trained to use SPSS and had used it successfully in my master’s dissertation. For these reasons, I considered SPSS a suitable programme to use for quantitative data analysis in the main study.

As discussed above, non-parametric tests were conducted on ordinal data in the present study. Apart from descriptive statistical analysis, various tests were conducted such as the Shapiro-Wilk test of normality, Mann Whitney U test, Kruskal-Wallis H test, and

Spearman's rank order correlation. All these tests can easily be conducted using SPSS. The first test that was conducted on the data was Shapiro-Wilk test of normality. Although, the data collected using a Likert scale is ordinal data, still to check whether it was normally distributed or not the Shapiro-Wilk test of normality was conducted to justify the use of non parametric tests. As any quantitative data should not only be ordinal data but also it should not be distributed normally if non-parametric tests need to be conducted. There are various non-parametric tests that check the normal distribution of the data but the Shapiro-Wilk test is considered the most powerful in comparison to chi-square, Cramer-von Mises, and Kolmogorov-Smirnov tests (Mecklin, 2007).

The Mann Whitney U Test is a non-parametric test to check the difference between two independent groups on a dependent variable. It is the alternative of a T-test that is a parametric test. After checking whether the data collected is normally distributed or not, I conducted the Mann Whitney U test for those independent variables that were in groups of two for example gender (male and female) and visa status (ILR and British nationality). The Mann Whitney U test checks the difference in the responses of participant when there are only two groups in an independent variable while the Kruskal-Wallis H test check the difference in the data when there are more than two groups (Schmidt, 2010). In the present study, as some independent variables in the questionnaires had more than two groups such as education, length of stay in the UK, so Kruskal-Wallis H test was conducted to see how difference in different groups affected the choices the participants made in the questionnaire.

The last test that was conducted on the quantitative data was Spearman's rank order correlation to check the strength of association and its direction between two variables (Coleman, 2010). This strength of relationship can be either positive or negative.

Sometimes there is no association between two variables so they are considered independent of each other. In the present study, the questionnaire items in the sections, social integration and identity were checked for internal correlation to see any association between participants' responses to different questionnaire items in a particular section. In this way, it was checked whether the responses of participants in one questionnaire item affected their responses in other questionnaire items in the same section.

3.15 Conclusion

This chapter has described and explained in detail the research methodology for the main study. The present study employed mixed methods research incorporating semi structured interviews and questionnaires to answer the three research questions. Following are the amendments that were made in the main study after piloting the research as well as after the UK Home Office changed the English language requirement for naturalisation in October 2013. These changes were discussed in more detail in section [3.11.3](#)

- The numbers of semi-structured interviews were reduced from four to two.
- The section 'knowledge of citizenship material' was removed from the semi-structured interviews as the citizenship material was not taught and studied after the change of requirements for naturalisation in October 2013.
- Only those students who studied an ESOL Entry Level 3 or a B1 course were interviewed as ESOL for citizenship courses at different levels were no longer available and in demand after October 2013.
- ESOL students' questionnaire was kept in English rather than translated into Urdu.

In the next chapters, I will discuss the results and findings from semi structured interviews and questionnaires in detail and will answer the three research questions after analysing the data.

4 Qualitative Results

4.1 Introduction

As aforementioned, this research study is a mixed methods research and the data was collected using both qualitative and quantitative methods. For this reason, the analysis and the results are discussed in two chapters. In the present chapter, I will analyse the qualitative data collected through semi structured interviews. In the next chapter, I will analyse quantitative data collected using questionnaires. After analysing both qualitative and quantitative data, I will discuss my results and present my findings to answer the three research questions:

- *How realistic is the goal of achieving the social integration of immigrants through ESOL for citizenship courses?*
- *What impact does this goal have on immigrant lives and their identity with reference to integration into British society?*
- *What impact does this goal have on pedagogy in the ESOL classroom?*

In this chapter, I will analyse the qualitative data to answer research questions one and two. For qualitative data analysis, I have used NVivo10 as discussed in section [3.14.1](#). All transcribed semi-structured interviews in English translation were uploaded on NVivo10 software and audio transcripts were analysed and coded into different themes. In this chapter, I will only focus on those key themes that help in answering research questions one and two of the main study. I will also analyse the change in the responses after the participants had completed an eight weeks course to investigate the impact of the ESOL for citizenship course on their identity and social integration. After each

section, I will answer the research question by taking into consideration the results of the qualitative data.

4.2 Data analysis of Semi Structured Interviews

In the present study, research questions one and two focus on three key areas: social integration of immigrants, effects on learners' lives and effects on learners' identity. The data collected through semi structured interviews were analysed in these three areas. The extracts quoted in each section were chosen because they were considered helpful in answering the first two research questions. Sometimes, two or three participants answered in the same way, so the most appropriate quote that typified the views of those participants was selected.

At the transcription stage, English words used by the participants in the interviews were not changed and were included and underlined in the translation. In every section, questions in the semi-structured interviews that focused on the three key areas are discussed. The comments in response to those questions are quoted and discussed (see appendix [VI](#), for transcripts of semi-structured interviews).

4.3 Social Integration

To answer research question one: *How realistic is the goal of achieving the social integration of immigrants through ESOL for citizenship courses?* all participants were asked various questions about their integration into British society in the first interview at the start of the course as well as in the second interview at the end of the course. They were asked about starting a life in the UK as well as what they understood about rights and responsibilities as a British citizen. After data analysis, various key themes emerged in the area of social integration, such as going to the community centre, getting involved in the British community, and problems the participants faced in integrating into British

society. The data related to these key themes not only helped in understanding the success of the integration of immigrants after completing an ESOL for citizenship course but also the problems they faced in that process. The aim of the ESOL for citizenship course in integrating the immigrants into British society was also analysed by examining the changes that occurred in the social life of the participants after completing the course. In the next sections, I will discuss different aspects of social integration that emerged in the data.

At the start of the course

4.3.1 Going to the community centre

One of the ways of integrating into British society is meeting people from different communities. As identified in Sagger et al (2012) and in the Commission on Integration and Cohesion report (Singh, 2007) access to the community centre is a key factor that can directly improve social integration in local communities. For this reason, the participants were asked about going to the community centre and meeting other people at the start and at the end of their course. In both interviews, all participants, except Subject F, a female participant, responded that they were not aware of any community centre and had never been to one or they (mostly males, as seen from the comments of Subjects D, E and G) considered the mosque as the community centre where they could meet people from other communities. The following are responses to the question:

S: How often do you go to a community centre and why do you go there?

B: I didn't get a chance to go there (Subject B Interview 1)

C: No, I have never been there (Subject C Interview 2)

D: the community centre is very near to our house. I pray there five times a day but when I am at work then I do not go there. (Subject D Interview 1)

D: Ahhh (...) I go to the mosque once a week apart from that we do not have any community centre. There are no parties where everybody can come and I do not go to parties anyway. (Subject D interview 2)

E: No, I have never been to a community centre (Subject E Interview 1)

G: If there is any religious program so we go there or for a meeting (...) otherwise we watch it on TV so it is not a problem. (Subject G interview 2)

A community centre is an important place in the local community where people from different cultures can come and meet each other. It is a symbol of integrated community.

The findings of a study conducted by Marriott (1997) showed that 4.4 million people approximately 10% of the total population uses local community centres in England and Wales. The above comments show that the participants were not actively involved in the local community when it comes to meeting people from different cultural backgrounds. This had not changed even after completing the course. The ESOL for citizenship course did not provide them with any information related to their local community centre as most of the participants were not even aware of any community centre in their local area.

The courses did not help the participants understand the reason behind going to the community centre as all male participants thought that the mosques, where they go to pray, were community centres. The mosque is an important place where Muslims from different communities and countries can meet, converse and pray together. That can be considered as one level of social integration as the person going to the mosque may actually be coming out of his/her comfort zone of only socialising with the people from

his/her native country. However, in Manchester and Lancashire, many mosques are for specific groups, for example a Muslim from India may go to a different mosque from a Muslim from Pakistan. It can be said that going to a mosque may be better than not meeting anyone however it can be inferred that majority of participants preferred to meet only those people who had similar cultural and religious background as them.

Female participants on the other hand reported that they had never been to a community centre. Female participants were dependent on their family decisions and permission to meet other people. This phenomenon will be discussed in more detail in section [4.3.2](#). For this reason, they were unable to decide on their own to go to a community centre. The responses of the female participants at the end of the course also showed that they were not aware of any community centre and the ESOL for citizenship course had not signposted or directed them to any local community centre. Subject F was the only female participant who had been to a community centre, however, she went there even before attending the ESOL for citizenship course:

F: I have been there many times to learn English

S: Apart from that?

F: I went there once to teach a beauty course. (Subject F interview 2)

As explained before in section [3.9.1](#), Subject F is different from the other three female participants. She was more independent than the others because she was working and has lived in the UK for many years as a single mother without any family support. She did not have any extended family in the UK and got divorced after the birth of her son. She managed to live in the UK on her own and were able to pursue her professional career as well as legally fight for her right to stay in the UK. For this reason, she was aware of the community centre even before studying ESOL for citizenship course

Another aspect of integration that was identified in this data is that there are two levels of social integration. One where immigrants need to integrate with people of other communities with a similar religion to theirs and the other where they need to integrate with people of different religious orientation or none. It was found that male participants liked to identify themselves with the people of similar religious sect and liked to socialize with them such as Subjects G and H. So, in a way they were integrated to a certain extent but not with people of other communities.

4.3.2 Problems faced

In the first interview, at the start of the course, the participants were asked about the problems they face while integrating into British society. The reason for asking them this question was to make them aware of any problems so they could work towards addressing them in the course. They were again asked similar question at the end of the course to analyse the effects of the course on integrating ESOL learners into British society.

Most of the participants responded that they faced problems in getting along with British people because of cultural differences and language barrier. Some participants said that they felt meeting people from other cultures could have been easier for them if they had better English. While other participants responded that it was due to the religious cultural differences, such as drinking alcohol, fashion and celebrating different festivals, that made it hard to meet people and this issue cannot be resolved by attending an ESOL for citizenship course.

B: You can say one of the problems is communicating in their language, then their days are different and we do not celebrate them, we celebrate our own days. (Subject B Interview 1)

C: Ahhh (...) if I would meet them (2.0) I would try to say hello, hi and can talk a bit but to keep on talking, it would be difficult. (Subject C Interview 1)

D: We face problems because of their culture like they drink alcohol and they dance and it is very different from our culture. So, I feel it is hard to get along with them but I will still try. (Subject D Interview 1)

E: I face problems because of language and culture. (Subject E Interview 1)

G: Firstly, it is the culture like fashion over here is very different. Then how people talk we have to think about it first. (Subject G Interview 1)

The above comments show that the participants identified two factors that hinder them from meeting people from other cultures and communities, cultural difference and language at the start of the course. Language classes did not appear to have helped the participants in getting to know people from other cultures. After completing the course, the participants realised that it was not easy to integrate with other people just by knowing the language there are also other personal and social factors they need to take into consideration such as length of stay in the UK, neighbourhood in case of Subjects D, E and F and family background and choices in case of Subjects A and C. These factors can influence social integration of a person. These problems will be discussed in detail in the next section, [4.3.3.](#)

At the end of the course

4.3.3 Getting involved in the British community

It was found that out of eight participants of the main study, seven were not aware of any local community centre in their area where they could meet and socialise with people of other communities even at the end of the course. It was also found that the ESOL for citizenship course did not help them to identify and visit the community centre in their local area. For this reason, it can be said that they lost opportunities to get involved in the local community.

Apart from asking the participants about the community centre, they were also asked about the ways in which they involved themselves in the local British community and the problems they faced in the process. These questions were asked in the second interview to see how the ESOL for citizenship course helped the participants in becoming active citizens by informing them about the ways in which they could involve themselves in the local community.

In the second interview, all participants reported that the ESOL for citizenship course had helped them in learning the language that would help them in meeting other people. However, in the second interview, all participants except subject D also reported that they did not do anything for the community. Subject D was the only one who said that he got involved in the local community because of the ESOL for citizenship course. He said that the ESOL for citizenship class had helped him in talking to his neighbours. He had started trying to do something for the community by helping people in need in his neighbourhood and by keeping his street clean.

S: Can you give an example where you did something for the community?

D: At the moment, I only try to keep my street tidy and our council also takes care of the streets. So, I look after my street and area. (Subject D Interview 2)

Other participants said that although by attending the ESOL for citizenship class they had learnt the language, they had not done anything for the community. They still felt that they were unable to get involved in the community even after completing the course because of different reasons that will be discussed below.

Apart from Subjects D and E, all participants said that they still faced problems in getting involved in British community. The participants explained that because of English

language, the Asian neighbourhood and cultural differences such as decisions made by their families, they face problems in getting involved in British community.

Three female participants, Subjects A, B and C and one male participant, G explained that they tend to stay at home and did not like to go out and for this reason they did not know many people in the community. Subjects A, B and C had come to the UK on spouse visas and they were dependent on their husbands' or in-laws' decisions about meeting people from outside their family. Also, they had extended families in the UK so did not feel the need to meet people from other communities. They were also not allowed to go out of their house without being accompanied by anyone or without taking permission from their husband or in-laws. For this reason, they tended to stay at home.

S: How have you got involved in the community?

A: (5.0) I haven't got involved that much (...) I haven't done anything for the community. (Subject A Interview 2)

B: I can meet them but in our neighbourhood, there are mostly Pakistanis so we only meet them and secondly, we are not living here for a long time. (Subject B Interview 1)

S: Do you think English class has helped you in getting to know other people and cultures in the UK?

B: Ahhh (...) I don't think it has helped me that much

S: Why not?

B: Because all students are Pakistani in my class so I did not get a chance to get to know other cultures and people in the UK. (Subject B Interview 2)

B: No, I haven't done anything for the community yet. ((laughs)) (Subject B Interview 2)

S: Ok, why not? Why haven't you done anything for the community?
C: (5.0) Because I don't go out of the house that much ((laughs)). (Subject C Interview 2)

Subjects A, B, G and H also explained that the majority of people living in their neighbourhood are Pakistani or Indian so they did not need to use English with them and they could talk to them in their own language. They said that English class did not make any difference in their involvement in the local community and meeting other people. Subjects G and H were male participants who were on a spouse visa. Both were working in a takeaway and were living in an Asian majority area. They said that they meet people in their neighbourhood but their neighbours were mostly from India or Pakistan so they used their native language with them and did not feel the need to meet people from other cultures.

G: no, it's not like that (...) because we can do everything easily in our language so I haven't felt any difference because of English (...) because in this community, we have our culture and we do not have any problem in using our language.
(Subject G Interview 2)

By looking at the above comment, it can be said that living in an area where the majority of the people can speak the native language of the immigrant does seem to influence the integration of the person as well as the use of English language. They will keep on using the native language and stay in a comfort zone by only interacting with people of similar background. The children will also go to the schools of that local area and will end up making friends from their own ethnic group. If a person is living in a mixed community, they are more likely to meet people from different cultures and become more integrated into British society.

Subject F also lived in an Asian majority area but as a single mother and without any family support in the UK she had to do everything herself. Somebody advised her to enrol for an English course because she was facing difficulty in meeting, talking to and understanding other people. For this reason, she had already attended a course to improve her English.

F: Before, when I did not know any English, I was unable to understand what somebody was saying to me in English. Then someone advised me that if I would go to the centre and learn English, I would be able to understand. (Subject F Interview 2)

Subjects D and E had been living in this country longer than the other participants. They said that they got along well with their neighbours who were either British or multinational. They knew their neighbours and talked to them on daily basis. They also talked about the ways in which they helped their neighbours or their neighbours helped them. Subject E also talked about how he, along with his neighbours, talked to the council about the problems in their area. Subject D was involved in his local community in a way that he contributed in keeping his street clean. Both participants, Subjects D and E had been living in their local area for seven and eight years. Because of living in that area for a long time as well as not having any extended family in the city, they had developed a friendly and a close relationship with their neighbours.

D: Because my next-door neighbour and the one on their side are British so when I go out in the street, we talk and I don't face any problem. We discuss different things and I also try that I talk to them as much as I can so I can learn something from them. In this way, they will know me and I will know them (...) I haven't done anything especially for the community but when somebody needs something I try to help them (...) at the moment, I only try to keep my street tidy and our council also takes care of the streets. So, I look after my street and area. (Subject D Interview 2)

E: No, I like to meet all kinds of people because the people who live near my house are Hindu, English, and Jamaican. So, I meet all of them and they are also very friendly.

E: I find it difficult to talk to European people like Spanish, Portuguese who don't know how to speak in English. (Subject E Interview 1)

E: I haven't done anything for the community because I have a job (...) you can only do such things when you are free from your job. It is volunteering and you need time for that. (Subject E interview 2)

The above data shows that social integration of the participants and getting involved in the British community did not improve after completing the ESOL for citizenship course.

Social integration depends on a number of personal factors, such as length of stay in the UK, as can be seen from the comments of Subjects D and E who had been living in the UK longer than the other participants, and whose circumstances were very different from other participants who came to the UK on spouse visas. Other factors are: the neighbourhood, cultural similarities and differences, family background and choices made by the family as a whole, especially in the case of female participants. Social integration cannot be taught through a course or by learning a language.

4.3.4 Rights and responsibilities as a British citizen

In the main study, all participants were asked about rights and responsibilities as a British citizen in the second interview. The reason for asking this was that all participants who participated in this study were applying for British nationality and planning to stay in the country. In the old ESOL for citizenship material, the learners were explicitly taught about rights and responsibilities of a British citizen. After October 2013, the requirement for naturalisation changed and the learners stopped studying the citizenship material in the class. Still, as prospective citizens of the UK, they need to understand their rights and responsibilities.

It was found that all the participants were more focused on their responsibilities than their rights as British citizens. Some participants said that they would only consider themselves equal to British people once they had gained British nationality. They also explained that it was important for them to follow British citizens who were already living in the UK. For Subject E, having equal rights as British people actually means getting similar state benefits as British people. Subject F said that she would only have her rights when she would become British, as without British nationality she does not have any right.

B: I don't know that much, I know a little (...) we have learnt about traffic rules, like how to go somewhere and how to stand in a queue. (Subject B Interview 2)

S: What are your rights as a member of British society?

C: Ahhh (...) that is to live harmoniously and to follow the law. (Subject C Interview 2)

D: Most important is that as a husband and a wife, you need to contribute equally in taking care of your child in this country. The other thing is you should not say anything to anyone about their religion. So, I have learnt a lot. (Subject D Interview 2)

E: Like you shouldn't hit your children at home, you should not be involved in any criminal activities. You should not bully anyone.

E: Our rights (...) our rights are [the] same as that of white people or local people. Like the facilities we get from [the] council are [the] same for everyone and other rights as well. (Subject E Interview 2)

S: What are the rights and responsibilities?

F: Only that you have to follow English people ...

F: Yes, I will have my rights when I will have British passport.

S: What will be your rights?

F: I will be British and I do not need to stay in India forever and I will be from the UK that's all. (Subject F Interview 2)

H: Now in British society you need to respect your neighbours. On the street, whatever people['s] rights are you have to follow them and whatever the responsibilities you have to follow them. (Subject H Interview 2)

By looking at the extracts from the interview, it can be said that majority of participants irrespective of their background were not aware of their human rights as well as those as a British citizen. It was found that they were inclined to think more about their responsibilities than their rights as British citizen. They thought this to be their responsibility to live harmoniously in society without questioning the system. Subject F considered that she would only be equal to British nationals when she became British herself. As discussed in section [2.4](#), social integration is a two-way process and the responsibility of integrating into British society not only lies on the migrant community but also on the host community and only in this way they could live harmoniously in British society. However, most of the time immigrants are considered responsible for social integration. In this study, it was found that they also consider themselves responsible for following local people and culture. By analysing the attitude of participants, it can be said that if a person does not consider himself/herself equal to the host community then he/she will never be able to develop a relationship with it that is balanced and proportionate (Norton, 2000).

4.3.5 Summary

In semi-structured interviews, questions related to social integration of immigrants were asked to answer research question one of the present study: *How realistic is the goal of achieving the social integration of immigrants through ESOL for citizenship courses?*

After analysing the data, it was found that the ESOL for citizenship course had no effect on the social integration of the participants. The responses of the participants remained the same in both interviews and no change was seen in their social life with regards to getting involved in the community.

The data also showed that language and cultural differences are two major hindrances in social integration. At the start of the course, participants identified that they faced problems in integrating in British society due to language barrier and cultural difference but at the end of the course, the participants still felt they were unable or, in some cases, not inclined to integrate even after gaining language proficiency

Social integration is a complex phenomenon and integration cannot only be achieved through English language requirement or the LIUK online test. From this sample, it was found that the extent to which a person integrates depends on his/her personal circumstances, neighbourhood, length of stay in the UK and family background.

4.4 Using English language

The UK government claims that because of lack of English language proficiency, immigrants are living parallel lives. It is considered desirable for immigrants to speak English not only outside but also at home with their family (Ashmore, 2015; Cantle, 2001; Pascal, 2001; Pearce, 2015) (see [2.4](#) and [2.8.4](#)). For this reason, all participants of the main study were asked at the beginning and at the end of their course, about using English language in their daily lives: the situations in which they use English and the problems they face due to lack of English language proficiency. Wordings of some of the questions were changed at the end of the course to investigate the impact of the ESOL for citizenship course. Participants were asked to discuss the changes that came in their communication

in English after completing an ESOL for citizenship course. Both semi-structured interview questions can be seen in appendix [1](#) and [2](#).

4.4.1 Using English Language - At the start of the course

In response to the questions related to English language at the start of the course, some of the participants said that they were already using English with their family members even before starting the course while others said that they prefer to use their native language rather than English with their family. Two key factors were identified in the data that determined the use of English with family members, one was length of stay in the UK and the other was children's use of English after starting school.

Subject E had been living in the UK for ten years and his children were integrated into society and only used English at home. Subjects F and D had also lived in this country for a long time and did not wish to go back to their country. They encouraged their children to speak English. They said in the interview that they prefer that their children speak English and even thought that English of their children was better than their English language proficiency. This also had a negative impact on their parent child relationship that will not be discussed here as it is not related to the research questions of the present study however, the participants still wanted their children to use English.

D: We use our own language and we also try to speak in English. But because their mum does not know how to speak in English so my children talk to her in our own language. But I have told them to try to learn English as they are not living in their own country. They are living in an English country so they need to learn English.
(Subject D Interview 1)

E: Definitely, because my children use English. They have forgotten Urdu.

E: My children talk to each other only in English they do not use Urdu. If I deliberately try to speak in Urdu with them, then they will only answer in Urdu otherwise they will speak English. (Subject E Interview 1)

On the other hand, Subject B recently moved to this country and her children were more comfortable in using Urdu language than English. For Subject B, it is right to use the native language rather than English and she preferred using Urdu at home. However, she also accepted that when her children would be in the UK for a long time, they will start speaking English at home and then she will also have to use English as well. Even then, she was not inclined to use English at that time and wanted her children to keep on using their native language.

S: Do you speak in English with your children and other family members?

B: No

S: Why not?

B: I only speak Urdu and I think that is right. We are not living here for a long time so my children are also comfortable with Urdu. But they speak English at school.

S: But with time would you start speaking in English?

B: Yes, maybe, if my children will start using English then, but even then, we will try that we use Urdu at home. (Subject B Interview 1)

Looking at her comments it can be said that language is taken as a symbol of identity from her native country and she is not ready to leave that symbol of identity behind. She still identifies herself through language with the imagined community of her native country (Anderson, 2006). In such cases, where the children of immigrants are born in the native country and come to the UK when they are teenagers or old enough to have already learnt the first language, they like to use their native language at home. The parents also prefer to use the native language at home with their children as they did when

they were in their home country so it is difficult to change the language of communication at home once a family starts living in the UK. However, we have seen in the case of Subject E that eventually children started speaking in English and their parents were bound to follow. It may take a longer time for new immigrants as compared to those with children who are born in the UK but it will eventually happen. Some parents would accept the change but others would resist it and would try to keep on using their native language as can be seen in the comments of Subject E. As he tried to speak Urdu with his children but the children only answered him in Urdu when needed otherwise preferred English to communicate at home.

E: With children, with wife. My children talk to each other only in English they do not use Urdu. If I deliberately try to speak in Urdu with them, then they will only answer in Urdu otherwise they will speak English. (Subject E Interview 1)

Subjects G and H's children were born here and were very young at the time of interview. They were not going to school so for this reason both participants reported that they only occasionally use English when they go outside, otherwise, they prefer to use their native language with their children and family members. For example, in the case of Subjects A and C, their spouses were born in the UK but could speak their native language fluently. Therefore, they preferred to use their native language with their husbands at home. Similarly, both Subjects G and H preferred to communicate in their native language with their wives and children at home.

S: When do you speak in English with your children and other family members?

G: In the evening when we are having fun like when we are watching a movie, when we go to a garden or park. (Subject G Interview 1)

Most of the participants had children and it was found that their use of English with their children depended on their length of stay in the UK as discussed above. The reason for

this is that children, teenagers and young adults integrate in the new society quicker than their parents and adults in general. Children in full-time education learn the second language quicker than the adults, using English with children of other communities. For this reason, children start using English at home and the adults have to start speaking in English as can be seen in the above quoted comments of the participants.

The participants who did not have any children such as Subjects A and C liked to use their native language with their husbands and in-laws. They found it more convenient as both husband and wife can communicate proficiently in that language.

S: So do you speak English with your husband?

C: No

S: Why not?

C: Because he speaks Gujarati, so I speak Gujarati as well. (Subject C Interview 1)

4.4.2 Using English Language - At the end of the course

As explained above, the participants were asked similar questions at the end of the course as at the start of the course. The responses at the end of the course were similar to the responses at the start of the course. Subjects B, C, G and H said that they prefer to use their native language at home with their family and the ESOL for citizenship course did not help them in changing their language of communication with their family. They continued using their native language as they had at the start of the course.

B: As if I want to apply for a job in a school or market then I feel I would face problem because of English (.) not in speaking but in understanding other people's accent.

S: Why do you people use Urdu at home?

B: Children are used to speak Urdu at home and I face a little bit of problem in English so that's why we prefer Urdu. (Subject B Interview 2)

S: How has English class helped you in communicating in English with your husband?
Has it helped you in any way?

C: Ahh (...) if we talk then, but we do not try to use English

S: So do you speak your language at home?

C: Yes (...)

S: So when do you use English with your family members?

C: No, I don't speak English at all (Subject C Interview 2)

As explained in section [3.13.1](#), Subject D was a taxi driver while Subjects G and H were working in an Asian takeaway at the time of the interviews. For Subjects D, G and H, the ESOL for citizenship course did not have an impact on their language as they did not work or go to such places where they were required to use English. Mostly people they meet and communicate could use their native language. Subjects F and E felt that the ESOL for citizenship course did not help them in using English language with their family. Subject F still felt she did not have English language proficiency that would help her in finding a job while Subject E believed he was already proficient in English language because of his profession, education and experience.

D: Actually, I do not face that much problem, as I do not go to such places where you have to speak English with other people like pub or nightclub. I have never entered in such places. However, when I have an appointment then I face some problem because of my hearing. (Subject D Interview 2)

E: no, I do not think English class has helped me; I was already using English language. When I was in Pakistan, I used to work abroad. Therefore, I never faced any problem in using English language. But here my children have forgotten Urdu language. (Subject E Interview 2)

F: Because I do not know English I can't do many things like I can't find a job, I can't drive. (Subject F Interview 2)

G: I don't face any problem at job but when I go to doctors I need to do a bit of preparation and I have to think and formulate the sentences. (Subject G Interview 2)

By looking at the responses of all the participants above it can be said that the participants had established lives in the UK before commencing the course. They were able to manage their social interaction with other people in British society. The participants who preferred to use their native language with their family and friends were doing the same at the end of the course. Those working in an Asian majority workplace did not feel the need to use English language as in case of subject G who was working in an Asian takeaway and did not need English in his workplace. On the other hand, Subject F wanted to apply for a different job but felt she was unable to do so because of her perceived low level of English proficiency. The impact of the ESOL for citizenship course on their future job prospects will be discussed in section [4.5.1.](#)

After analysing the above data, it can be concluded that the ESOL for citizenship course did not have an impact on using the language by the participants. Participants' use of English at home was not affected or improved by the course. It was found that using English at home depends on length of stay in the UK and children's use of English at home after starting school.

4.4.3 Problems in using English language

In both interviews the participants were asked about the problems they face in their daily life in the UK due to lack of English language proficiency. They discussed a number of issues such as sentence structure, accent, comprehension and vocabulary but the one that was directly related to immigrant's identity and social integration was their accent as well as the accent of the local people.

The participants explained that they face problems in their daily communication with other people due to the accent of the speaker. They felt that because their accent was different from the British accent they are sometimes unable to comprehend what the other person is saying.

D: The other thing is that when somebody speaks in English quickly, I misunderstand what they are saying. I don't understand their words. Sometimes when I talk to somebody my words and their words get mixed up and I sometimes miss what they were saying. (Subject D Interview 1)

According to Subject B this problem of understanding and using a British accent has even hindered her future job opportunities as she believed she would not be able to understand other person and for this reason will not be able to do a job even in future.

B: Ahhh (...) I don't understand the accent (...) I understand everything most of the time but sometimes I don't understand. When somebody speaks slowly then I understand otherwise I can't (Subject B Interview 1)

B: If I will apply for a job in a school or in a market then I think I will face problems due to English (.) not in speaking but in understanding other people's accent. (Subject B Interview 2)

On the other hand, Subject F was already doing a job as a beautician at the time of the interview. She also talked about the situations where she was unable to understand the customer because of their accent and then her manager had to intervene. Although this problem of accent did not affect her job as she was skilful and was there to do manual work, she felt it would affect her future job prospects.

F: Sometimes, if I don't understand what the customer is asking for then my boss explains to them (Subject F Interview 1)

Many participants even believed that due to the problem they faced in understanding the accent of British people they were even unable to integrate into British society. The participants explained that because of the difference in accent they feel they are different from the local British people. Subject E used ‘we’ and ‘they’ when explaining this problem as shown in the comment below. Thus, indicating that this difference in accent not only affects immigrants’ lives but also their identity.

E: I only face problem because of accent, they speak really fast and we speak slowly like Asians. So, because of accent I face problems (...) like if you go to London or Liverpool, you will take time to understand their accent or dialect. (Subject E Interview 1).

According to Wolfram et al (2004) and Sharma (2005), acquiring a local dialect is a gradual process and is far from being straightforward. One of the factors that can affect the acquisition of a local dialect by second language speakers is the attitude of the second language speaker towards the local dialect. If they have a positive attitude towards acquisition can occur quickly while a negative attitude can hinder it.

The local accent is a symbol of identity and that is what was found in the present study. The participants who had been living in the UK for a long time such as Subjects D and E, were facing difficulty in understanding or acquiring the local accent and still faced problems because of that. It cannot be said that the participants did not have the positive attitude towards the local accent; the reason they felt that they were unable to integrate into British society is that they were conscious that their accent was different from the people of the local community. This feeling of being different can only diminish gradually as they become more involved in the community. The ESOL for citizenship course could be a good starting point for them by providing them opportunities to communicate with other local people in a neutral surrounding. However, by looking at the comments of the

participants in the second interviews it was found that the course had failed to do so as discussed in section [4.3.3](#).

4.4.4 Need to attend ESOL for citizenship course

At the start of the course, the participants were asked about the situations in which they need to use English to identify whether the reasons behind attending the ESOL for citizenship course were to learn English or not. All participants responded that they were already using English in their daily life, such as when talking to the doctor or going shopping, and/or at their work place. The responses showed they were not attending the ESOL for citizenship course to learn English for their communicative needs.

S: Where do you use it?

A: In the hospital, shops and banks. (Subject A Interview 1)

S: Do you use English in your daily communication?

B: Ahhh (...) yes (...) Ahhh (...) Ahhh I don't speak that much, just a little bit

S: In which situations?

B: With children or when I need to go out somewhere like shopping?

S: When do you use English in shopping?

B: Ahhh (...) when I need to speak in English (...) when I need to make a payment or when I need to ask something. (Subject B Interview 1)

S: Ahhh (...) in which situations?

D: Ahhh (...) with friends, especially in the class I am attending here and whenever I go out or when I am at my job. (Subject D Interview 1)

E: All the time, things have totally changed. In ten years, everything has totally changed like the way you talk and live. Our life has become similar to that of white people. We have started using English. (Subject E Interview 1)

F: When I go to job, I speak in English with customers. (Subject F Interview 1).

G: At work, at home, when I make an appointment then and when I talk to customers. (Subject G Interview 1)

The participants had all been living in the UK for two years or more and they already had some linguistic competence to enable them to deal with day-to-day communication in society. To understand the reasons behind attending this course, all participants were asked what they wanted to achieve by doing this course. The reason given was mainly to fulfil the UK Home Office's naturalisation requirements.

S: What do you expect to achieve by doing this course?

A: Ahhh Visa (Subject A Interview 1)

S: What do you expect to achieve by doing this course?

F: Only British Passport. (Subject F Interview 1).

G: I have to apply for British passport so this certificate will be useful for that. When we will learn English and get the passport, it will be a memorable day for us. (Subject G Interview 1)

H: I need to apply for British passport so this college certificate will be of use. (Subject H Interview 1).

Some participants (Subjects B, D and E) were facing many problems because of their current visa status and they thought their life would be easier once they had British nationality or ILR. For this reason, this course was an investment for their future life. Subject B had been refused to stay in the UK along with her family and they were appealing against the UK Home Office's decision. She believed that the ESOL Entry Level 3 certificate would help her in her case. Subject D was a refugee who came from a war-torn area of Pakistan as explained in section [3.13.1](#), he wanted to get his British nationality so that the fear his family was living in of going back to Pakistan could be

diminished forever. Only through British passport would his life become easier and he would feel safe and secure. Subject E was not allowed to work on his current visa although he was a qualified merchant seaman, for this reason, he wanted to get ILR as soon as possible so that he could start working again in the UK.

S: What do you expect to achieve by doing this course?

B: To get a certificate for my visa (...) actually at the moment, we are facing a lot of problems so I am doing this course for my case. Apart from that, my English will improve as well. (Subject B Interview 1)

D: Of course, I have already benefitted from this course as I have already passed an examination after doing a similar course before. But I am doing this course again so I can benefit from it again and my life becomes easier for me. (Subject D Interview 1)

E: I don't want to achieve anything, it is just their requirement (...) because rules have changed now they want you to pass the life in the UK online test as well as the B1 test, so we have to follow the law. (Subject E Interview 1)

Three participants, Subjects B, D and G, said they were doing the same course again because the UK Home Office no longer accepts the ESOL Entry 3 certificate they received from their previous language centre to apply for British nationality and the ILR.

As discussed in section [2.2](#) of the literature review, ESOL learners attend ESOL courses for various personal reasons. For this reason, ESOL courses can be considered similar to ESP (English for Specific Purposes) courses. The ESOL for citizenship course is specially designed for those learners who are aiming to apply for British citizenship. For this reason, it was understandable that the main aim of the learners who were attending this course would be to apply for nationality rather than for English language. As identified in section [3.6.1](#), the eight weeks course is not enough for anyone who wants to learn

English language and it was confirmed after analysing the above data that the participants were not attending this course to learn the language; they did not feel the need to learn English language to use in their daily life. They had established a life in the UK, where they were able to communicate with other people in English when needed. Although most felt unable to integrate into British society because of lack of English language proficiency, they learnt to use survival English in the UK that is required to communicate their meaning to another person when required. The participants were aware that the ESOL for citizenship course would not be able to help them improve their English language skills but they wanted to get an ESOL Entry Level 3 certificate that would be accepted by the Home Office when applying for British nationality or ILR.

4.4.5 Summary

Questions related to the immigrants' use of English were asked to answer research question one and two of the present study:

- *How realistic is the goal of achieving the social integration of immigrants through ESOL for citizenship courses?*
- *What impact does this goal have on immigrant lives and their identity with reference to integration into British society?*

To summarise the findings related to using English Language it can be said that:

In response to research question one, two key factors related to use of English language that may enable the immigrants to integrate into British society were identified in the data, one was length of stay in the UK and the other was children's use of English after starting school.

In response to research question two, it was found that the responses at the start of the course as well as at the end remained the same. There was no change in immigrants' lives in terms of English use because of attending the ESOL for citizenship course.

One of the problems faced by the participants in terms of using English language that was directly related to social integration and identity was difficulty in acquiring a local accent. It was found that the participants consider the local accent a symbol of identity. The difference in accents between people in the local community and the participants made them feel different. Even those who had been living in the UK for a long time, such as Subjects E and D, said they face problems in integrating in British society because of the difference in their accent.

It was also found that the ESOL for citizenship course did not help the participants to meet other local people in a neutral environment so they do not feel alienated because of their accent.

The data from semi-structured interviews also showed that the participants were not attending ESOL for citizenship course because they felt the need to learn English language but because they wanted to gain ESOL certificate so they could apply for British nationality.

4.5 Effects on Immigrants' lives

Change in using English language for communication, is related to the effects of the ESOL for citizenship course on immigrants' lives and for this reason the notion of using the language is discussed separately. In this section, I will discuss the data that was collected in the section, future expectations. At the start of the course participants discussed the changes they thought would come into their personal and professional lives after completing the course, while in the second interview they were asked about the

changes that had occurred after gaining British nationality. The reason for asking these questions was to see the changes the participants anticipated would come in their lives after completing the course or gaining British nationality.

4.5.1 Job Prospects

Another effect of ESOL for citizenship course on learners' lives would be in the form of improving their future job prospects. After improving their English language skills, the participants can apply for better jobs and can improve their financial condition in the future.

At the start of the course

At the start of the course, the participants were not explicitly asked about how the ESOL for citizenship course would affect their future job opportunities but asked about the ways in which their life would change, the majority responded that for a good job or a job in this country they needed to be proficient in English. They were already aware that the eight weeks course was not enough to equip them with linguistic skills that are required for a well-paid job in this country. For this, they needed to do a course where they could focus more on their language skills and improve it gradually.

S: What will you do after finishing this course?

H: I will try to learn English properly (Subject H Interview 1)

At the time of the interviews, the employment status of different participants was different, some were already doing jobs, for example, Subject D was a taxi driver while Subjects G and H were working in takeaways. Subject F was working in a beauty salon. They believed that it would be difficult for them to progress in their career because of English language. Subject E who had been a merchant seaman in Pakistan was unable to

get a similar job in the UK because he did not have the right to work. He believed once he would have his ILR he would be able to do a job. Subjects G and H believed that they would keep on working in the takeaway even after British nationality as it would be difficult for them to get an office job.

S: Do you think your life will change in future after doing this course?

B: You can say that, if I will know English

S: How?

B: Because when I will be proficient in English then I can easily find a job and I will not face problems in speaking in English. (Subject B Interview 1)

S: How do you see yourself in five years' time?

D: Ahhh (...) in five years' time if I will keep on attending college then maybe I will get a job in the community. (Subject D Interview 1)

E: Yes, of course I have made lots of plans. I am just waiting for my ILR so that I will get right to work and I will do some job. (Subject E Interview 1)

F: I will have my own house, my children will be studying I will have a good career. (Subject F Interview 1)

S: Do you think your life will change in the future after doing this course?

G: No, I don't think it will change that much after doing this course. We will still have to struggle a lot.

S: Like?

G: Like we will have to work hard at work and we will have other problems. (Subject G Interview 1)

Subjects A, B and C were housewives who did not have a job at the time of the interview and felt that they were unable to get a job in this country due to their lack of English language proficiency. Unlike other participants, they had not done any job in their country

of origin either. Subject A said she did not want to do a job even after gaining British nationality while Subjects B and C wished to apply for a job in a shop or school but were unable to do so because of lack of English language proficiency

B: I need English for job

S: Do you want to do a job?

B: Yes, but I don't have a high level of English right now (...) that is why finding a job is a problem. (Subject B Interview 1)

C: Hmm (...) like, if I would apply for jobs, I feel that because I don't know English I won't be able to get any. But at the moment, I haven't applied for any job. (Subject C Interview 1)

By looking at the comments above it can be said that the future expectations of the participants regarding their job prospects were dependent on their personal beliefs at the start of the course. Some of them who were already doing a job in the UK knew they would not be able to get a better job just by passing ESOL Entry Level 3. As seen from the comments quoted above, Subject G knew his professional life would not change just by gaining an English language certificate, for this he needed to work hard. While Subject D thought that many years of language training only would enable him to get a good job in the UK. These participants were already working in the UK while the participants who were not working at the time of the interview believed they would be able to get a good job after the course because they would be proficient in English.

At the end of the course

In the second interview that was conducted at the end of the ESOL for citizenship course, the participants were asked about their future job prospects to see how they anticipate

their life would change professionally after completing the course and the ways in which British nationality would help them professionally.

Some of the participants, Subjects B, C, D and E believed that if a change would come in their life professionally it would not be due to the ESOL for citizenship course but because of obtaining a British passport.

B: Like, wherever we will go for a job, they will first of all ask about British passport and then when they will see the passport then we will get the job easily (Subject B Interview 2)

C: If I would look for a job, they will ask for proper English but I don't speak that much English (...) No, I haven't applied for a job (...) I feel that they will first ask about English (Subject C Interview 2)

C: Ahh (5.0) because we will be confident, we can show the passport and we will have confidence that no one will say anything (Subject C Interview 2)

D: Actually, when I used to live in Birmingham I went to various companies to apply for jobs. Some of them invited me to the interviews but nobody gave me a job because of my poor English

S: What do you think now?

D: Ahh (...) at present I haven't applied for any specific job because I am a taxi driver so I don't speak English with many people. (Subject D interview 2)

Because when I will not be illegal or I will not break the law then I will not have any criminal record then people will prefer me in offering me the job. (Subject D Interview 2)

E: Ahhh (...) you can face problems when you are applying for a job because they can ask you to type something and it will be difficult for you because of grammar and spelling. (Subject E Interview 2)

From the above comments, it can be deduced that the participants felt that there was no change in their English language proficiency at the end of the course, as discussed in section [4.4.2](#), but they still felt there would be a change in their professional life because they will gain British nationality. According to Subjects C and D, they will be able to show their British passport to employers and will not do anything illegal. Participants attached value to the British passport that will be discussed in more detail in the next section [4.5.2](#)

Others, such as Subjects A, F and G, thought there would not be any change in their life even after gaining British nationality.

S: Do you want to do a job?

A: No ((laughs))

S: ((Laughs)) you will not do a job even after getting a British passport?

A: No

S: How will a British passport help you in finding a job?

A: (5.0)

S: Do you think it will help you?

A: Ahhh No

S: Do you think becoming British will have a good impact on your life in future?

A: No, it will remain the same

S: Your life will be same

A: Yeah

S: So, there won't be any change?

A: No

S: Why not?

A: (5.0)

S: Why do you think that?

A: Because I am living a normal life now and it will remain the same (Subject A Interview 2)

F: Because I don't know English I can't do many things like I can't find a job, I can't drive. (Subject F Interview 2)

S: What specific career do you have in your mind?

G: I have only immigration and visa issues in my mind, once my travelling becomes easier for me then my life would be easier. I will apply for a loan from the bank and give my ID as a proof. (Subject G Interview 2)

On the other hand, Subject A did not want to do any job after getting ILR. She wanted to keep on living the same life that she was living at the time of the interview while Subjects F and G felt there will not be any change in their life professionally after gaining British nationality. Subject F felt her English language proficiency is lower than what is required for a good job. While Subject G was not concerned about his job but only wanted to travel abroad easily and to be able to apply for a loan from the bank that is only possible with British nationality.

As can be seen in the examples given above at the start of the course, some of the participants hoped they would be able to do a job in the UK after the course because of their English language proficiency but the situation was different at the end of the course. At the end of the course, many participants realized that they did not have good level of English that is required for a job. Some participants also understood that the short course of ESOL for citizenship was not enough to gain the proficiency required for a better job in the UK. They knew their financial condition would not improve because they will keep on doing the same job that they were doing before gaining British nationality. The only thing the participants will achieve after gaining British nationality is stability and security of their job as they will be able to show the employers that they are not illegal and are permanently living in the UK.

The UK Home Office's language requirement for naturalisation did make the immigrants learn English language at Entry Level 3 or CEFR B1 but it is not the level of English that is required to improve or change their life in the UK. It can be concluded that even after the Home Office increased the level of English required for naturalisation in October 2013, the participants of the main study who fulfilled that language requirement felt that they did not have sufficient language skills for them to find a good job that could help them in changing their life.

S: Do you think becoming British will increase your chances of getting a job?

H: No, I don't think so

S: Why not?

H: Because for that you need qualification and I don't have that, then my English is not that good so I think I will keep on doing the same job. (Subject H Interview 2)

Therefore, in a way, it can be said they would keep on living the same life they were living before naturalisation or ILR and there was no change in their life immediately after completing the ESOL for citizenship course.

4.5.2 Added value of a British passport

As discussed above, in the second interview of the main study, all participants were also asked how a British passport or an ILR would help them in their future job prospects. The majority explained that a British passport would only help them in showing that they are legally living in this country and are equal to British people.

Subjects D and E believed that a British passport would open new doors for them and they would not be restricted by any visa requirement or law after acquiring British nationality or ILR. As explained before, the circumstances of Subjects D and E were quite different from other participants as they had been living in the UK longer than other

participants. Subject D was an asylum seeker and Subject E came on a student visa and kept on extending his stay in the UK on different visas. Because of the struggle and hardship, they faced in the UK because of being immigrants, they felt British nationality would give them security and confidence. Subject D felt that it would provide him and his family with security and assurance so that they will not have to return to their home country again. Subject E was not allowed to work at the time of the interview because of his visa restriction so for him a British passport would open doors to employment and he would be able to improve the financial condition of his family.

D: Because when I will not be illegal or I will not break the law then I will not have any criminal record and people will prefer me in offering me the job (...) I think British passport is a very important thing because for example if you do not have the key to the door then you can't go inside. Similarly, when I will have British passport then things will be easy for me in this country. (Subject D Interview 2)

E: I have made a lot of plans. I am just waiting for my ILR so that I will get the right to work and then I will apply for a job. (Subject E Interview 1)

E: Because there are various restrictions like if you don't have the right to work then it is hard to find work or do a job lawfully. But once you have British nationality then you are free to do any job you will not be prohibited from work. So, you will have a lot of opportunities if you are qualified. (Subject E Interview 2)

In the comments above both the participants talked about fear of being illegal or doing something that is unlawful as in the UK work is not allowed on certain visas. If a person on any such visa tries to work, he would actually break the law and could be convicted. Both participants felt that once they will have their nationality or ILR, the fear of doing something illegal will diminish. For this reason, a British passport is the key to the door of financial stability and security for both the participants.

Other participants believed that although a British passport will help them in showing they are legal residents, it will not change the life they were living at the time of the interview. Subjects A, B and C were housewives and were not planning to do any job even after gaining nationality. They thought they would keep on living the same life they were living at the time of the interview. The only thing they will gain from a British passport will be confidence and security. They will be confident that they will not be separated from their family and sent back to their home country. As discussed in section [4.3.3](#), these participants, Subjects A, B and C were quite dependent on their family decisions and were unable to integrate and get involved in the British community even if they wanted to. Subjects A and C were only allowed to attend the course in the language centre because it was a requirement from the Home Office as explained in section [3.13.1](#).

B: Ahh (...) yeah because when we will have British passport we can do any job.
(Subject B Interview 2)

C: Because we will be confident, we can show the passport and we will have confidence that no one will say anything (Subject C Interview 2)

Subjects G and H felt that they did not have good enough qualifications to believe that they will be able to find a good job after getting the passport. According to Subject G, the only thing he will gain from the British passport is that, he will become equal to British. He explained that after nationality, at the airport, he will be able to stand in the queue for British people rather than for foreigners. He will not be interviewed by any immigration officer and will not be stopped without any reason.

G: No, I don't think it will help me that much we will only be able to use our British ID. So, they will see us as equal to them. (Subject G Interview 2).

Subject H, on the other hand, felt a British passport will help him getting the same benefits local people are getting and he will feel himself equal to them.

After analysing the comments of the participants, it can be concluded that all participants added extra value to gaining a British passport. Some participants linked it to their self-esteem and identity and felt they will be more confident and equal to British people. For some, it is not only a form of identity but also a key that would open new doors for them not only personally but also professionally. For this reason, all participants believed that they were investing in acquiring a British passport because they wanted to feel secure and safe as, after British nationality or ILR, nobody will ask them to leave the country and they will be able to live with their family and loved ones.

4.5.3 Changes in future life

Effects on immigrants' lives can not only be analysed by looking at how they changed after doing this course but also by understanding what they expect to achieve in their life in future as well as the possible impact of doing such a course. In both interviews, the participants were asked about the changes, they expect, will come in their life after the course as well as after gaining British nationality.

At the start of the course

At the start of the course, the participants were asked questions related to the changes that they expect would come in their life because of the ESOL for citizenship course. Most of the participants said that they were facing a lot of problems at the time of the interview such as pending visas, visa refused by the Home Office, financial problems in terms of not being able to get benefits from the government or not being able to do a job. They hoped that once they gained British nationality or ILR after completing their course, their problems would be reduced and, for some, the continuous fear of leaving this country and their loved ones would diminish. The responses at the start of the course can be divided into two categories: gaining a visa or nationality by fulfilling the UK Home Office's requirement and better education of children.

Subjects A, B, D, E and G said, in the first interview, that the ESOL for citizenship course would help them in gaining British nationality or ILR. As explained above in section [4.4.4](#), Subject B was appealing against the decision of the Home Office and she wanted to get ESOL Entry Level 3 certificate for that appeal. For her, the immigration problems would be reduced once she gained ILR after showing the ESOL Entry 3 certificate. Subjects B, D, E and F hoped that their children's future will be brighter and they will be able to get British education without any restraint. Subjects D and E also believed that they had already lived a good part of their life so their children would benefit more from this course. As they will be British they will not have to pay international fees and they will not be restricted to study only certain courses. According to Subject G, he had invested his time and money on this certificate so he would gain something from it, such as government support or benefits or less hassle at the airport as he would be a British national.

S: What do you expect to achieve by doing this course?

A: Ahhh Visa

S: and

A: And English ((laughs)) that's it. (Subject A Interview 1)

B: To get a certificate for my visa ... Actually, at the moment, we are facing problems so I am doing this course for my case. Apart from that, my English will improve as well. (...) If I will stay in this country, then I can hope that my children will be educated and our life style will be better. (Subject B Interview 1)

D: After finishing this course, I will first apply for nationality then as I have told you before I will do something for the community children. (Subject D Interview 1)

E: Life has already changed, I am doing the course because of the Home Office requirement. (Subject E Interview 1).

E: I don't think my life will change, but yes life of my children will change because they are young and their life will be similar to that of British people but I don't think we will change that much. (Subject E Interview 1)

F: I will be like English ((laughs)) that's it. (...) I will have my own house, my child will be studying and I will have a good career. (Subject F Interview 1)

G: No, it will not be different that much but whatever hard work and struggle we have done for this British passport we will gain something from it. (Subject G Interview 1)

At the end of the course

At the end of the course, the participants were asked similar questions, but this time they were questioned about the impact of British nationality on their future life. The responses at the end of the course were no different from the responses at the start of the course.

B: We will not have any problem. Like we will not have to think about what we should do in terms of applications. (Subject B Interview 2)

F: With British passport, I will be able to settle here that's it (...) I will not be scared that they will throw me out of this country. (Subject F Interview 2)

G: It will be different in a way that once we will get our passport we will not have any visa issues at the airport. We don't have to stand in the queue and there won't be any interview. Nobody will ask us questions because we will be like British people as they go out of the airport we will follow them. (Subject G Interview 2)

Some participants talked about the future of their children as they did at the start of the course. Subjects D, E and F felt that they had already lived their life and it would not change in the future but they hoped that the life of their children would be better. They will have as many opportunities as a British person and they will be able to pursue their career without any visa restrictions. Subject D, who was an asylum seeker, talked about security, he believed that his children will feel safe and secure and they will have good

careers in the future and confident that their father has a British nationality and nobody will ask them to leave the country.

D: My life will be different in legal terms. I will be safe and secure and my identity will be that of the UK. (Subject D Interview 2)

D: My children will feel that their dad has the nationality and they have the nationality as well so things will not be difficult for them. So, in reality having a passport or nationality is like a medicine as without medicine you cannot be cured. (Subject D Interview 2)

Subjects E and G also talked about the benefits they will gain after gaining British nationality.

E: It will be different because the benefits we can't have now we will have those benefits after British nationality. (Subject E Interview 2)

G: I don't think it would be that good. May be there would be a little bit of difference as we have worked really hard for this immigration and have spent our time and fees for these certificates. So maybe we will gain something. (Subject G Interview 2)

By looking at the examples, it can be said that all participants believed that their life would be different and better after gaining British nationality. They all believed that the positive impact on their lives would not be due to linguistic proficiency the participants acquired through the eight weeks course of ESOL for citizenship but because of naturalisation or ILR in the UK. According to Subject G, they were investing their time and money for this status. For many participants, the biggest benefit of British nationality is that they would feel safe and secure and have no visa issue in future. While others, such as Subject B and E, felt that this investment would not be as beneficial to them as it would be to their children who would be able to go to the UK colleges or universities as British citizens and do any kind of job without any restriction and they would be able to pursue any career.

4.5.4 Summary

Questions asked in the section, future expectations, aimed to answer research question two:

What impact does this goal have on immigrant lives and their identity with reference to integration into British society?

It was found that at the start of the course the participants felt that it would have a positive impact on their future lives in terms of increasing their job prospects by improving their English language proficiency. However, by the end of the course, the responses changed and they realised that English proficiency they gained was not sufficient to apply for a better job. The UK Home Office's language requirement for naturalisation did make the immigrants learn English language at Entry Level 3 or CEFR B1 but it is not the level of English that is required to improve or change their professional life in the UK.

All participants added extra value to a British passport and hoped their lives would change because of the passport. Some linked it to their self-esteem and identity and felt they would be more confident and equal to British people after gaining the passport. Others considered it a key that would open new doors for them not only personally but also professionally as they would feel safe and secure after nationality. All participants hoped that their future life would be better after the ESOL for citizenship course not because of the linguistic proficiency but because of British nationality or ILR that they would gain after the course.

4.6 Effects on Immigrants' Identity

The phenomenon of identity in the case studies was investigated in a number of ways, for example, by looking at the friends or the social circle of the participants, the difference the participants saw in their life and in their identity before and after gaining nationality.

At the start of the course, the participants were asked questions related to their social circle, their friends in the UK and about how they hoped to be identified after gaining British nationality. At the end of the course, the participants were asked to discuss the similarities and differences between their life and an average British person, and again about their identity as Pakistani/ Indian or as British.

At the start of the course

4.6.1 Friends in the UK

All participants were asked about their social circle as well as any close friend they have in the UK or in their home country. Some participants such as Subjects A, B and C who had moved to the UK recently after getting married, responded they do not have any friend because: they do not want to make friends, they have their family and/or they do not go out. The apparently more independent participant, Subject F, was also restricted to following the decisions of her husband. For example, when I requested her to take part in the study, she was afraid I would come and talk to her husband. I assured her that nobody would know she had taken part in the study not even her husband and I would not come to her house unless she told me to do so. So, it can be said for all female participants that they needed approval from their family or husband to make new friends or to meet the ones they have.

S: Do you have any close friends in your community in the UK? ...

A: No

S: why not? (...)

A: Because I don't want to make any close friend (Subject A Interview 1)

C: No best friends but I have my sisters (...) here I have family and I talk to all of them but ahh (...) because I don't do any job, only stay at home for this reason I haven't got any friend or close friend (...)

S: Do you have friends in India?

C: Yes, I have friends in India (Subject C Interview 1)

F: I have one but sometimes even she leaves me alone so I don't have any best friend.
(Subject F Interview 1)

Subjects D, G and H categorised their relatives as their friends. All participants except Subjects D and E came to the UK on spouse visas and had been living in the UK for two or more years. Subject D was the only participant who came to the UK as a refugee. Other members of his tribe in Pakistan had also moved to the UK. He liked to get in contact with them. Subject D said that he had good relationships with his neighbours as discussed in section [4.3.1](#) and [4.3.3](#) but he did not consider them his friends.

D: No, I haven't got any special friend. I have a cousin who lives in a different city and I talk to him on the phone. And here in the city where I live I try to meet people from our community who are not from our country but are from our community.
(Subject D Interview 1)

Subjects G and H had also recently moved to the UK at the time of the interview but both participants were male, while Subjects A, B and C were female participants. Although both male and female participants did not have any close friend in the UK there was still difference in their responses. Female participants did not consider anyone their friend while male participants thought that their relatives were also their close friends. Culturally, in India and Pakistan, women tend to stay at home or only meet people that are closer to their family circle while men can befriend anyone. Therefore, it can be said that these three participants (Subjects A, B and C) were still following the cultural and social norms of their country of origin and preferred to stay at home.

Only subject E said that he had friends in his neighbourhood and they help him whenever he needs.

E: I have friends from all communities like Hindus who live next door, Jamaican, Indians etc. (...) I can't categorise someone as my best friend but all of them are good people. but there is no close friend (Subject E Interview 1)

Subject E was the only participant who did not have any strong family relation in this country. He looked for help and support not from his family but from his neighbours. He was living in a neighbourhood that was culturally diverse and for this reason he had made many friends in his neighbourhood. By looking at the responses of all participants whether male or female, it can be said that developing relationships and making friends in a new society depends on the social circle a person is living in. If someone lives in a close-knit family, it would be hard for him/her to go out of the family circle and make friends with neighbours or in other communities. In a way, it can be said that the choices the people make in making friends or identifying themselves with British people are made keeping in mind their families or their husband.

At the end of the course

4.6.2 Similarities and differences between life in the UK and life in Pakistan/ India

All participants were asked about the ways in which they saw their life was similar or different from British people. They were also asked about the difference they saw in their life as Pakistani/Indian or British. All participants except Subject F said that they found their life in Pakistan or India was easy as they did not have to struggle a lot in their own country. While, Subject F explained that the British government supports single mothers a lot so she felt that life as a British person was easy and less stressful (see section [3.13.1](#)). She believed that if she was in India as a single mother, her life would be very hard and stressful.

F: The only difference is that in India you face financial problem but here it's not a problem, government helps you a lot. If you are a single mother, they help you a lot. (Subject F 1st interview)

As explained above, Subjects A, B and C were dependent on their family and husbands in terms of making decisions related to their social activities. For this reason, they felt life as a Pakistani was easy when they were in their own country. The change that came in their life after coming to the UK cannot be undermined and ignored. Not only did their community and neighbourhood changed but also their family changed as well. In Pakistan as a Pakistani, they were living in their parents' house and people living around their home were similar to them. They could talk to their neighbours in their native language and they would have known them all their life but once they came to the UK they not only had to live with a different family now their in-laws but also, they did not know anyone in the community or neighbourhood. For this reason, they were quite dependent on their family to make decisions and felt their life in Pakistan was better.

S: Is there a difference?

A: You can live independently in Pakistan but you don't have that much independence here.

S: Independence? What kind of independence?

A: Ahh (...) like (...) here you have to ask permission for everything. (Subject A Interview 1)

B: Life as Pakistani is obviously better because you are with your family, relatives and friends. (Subject B Interview 1)

B: We already have our own lifestyle we can't be like British people. (Subject B Interview 2)

The male participants, Subjects D, E, G and H were more independent in making decisions but still they did not identify themselves with British people. For them the difference would always remain between them and British people because of differences in culture. They failed to understand that British does not mean only those people who are non-Muslim and who follow a different religion and culture. The comments quoted below are taken from the second interview after finishing the ESOL for citizenship course. The course failed to explain to them what British actually means as can be seen from the comments. All male participants identified themselves as Pakistani or Indian even after gaining British nationality. Subject E explained that they could not unlearn the cultural norms of their country of origin as it is very difficult for somebody who has lived a good part of their life in their native country.

D: It is similar in terms of residence but in terms of religion it is different. (...) But when it comes to religion they follow their religion and we follow our religion. The only difference that I can see is that they like nightclubs and I don't like them. (Subject D interview 2)

G: No, I don't think so because British culture and our Asian culture is different so because of that we find it somewhat different. (Subject G Interview 2)

E: Look, the truth is the way local people feel we cannot feel that way and the reason for that is this is not our birthplace. We have come from another country so we have some cultural elements of that country that we cannot leave behind. We have tried to mix that up with the cultural elements of this country but it is hard to adjust in a new country. If you are non-Muslim or from another religion, then it doesn't make that much difference but if you are Muslim then it is a bit hard. (Subject E Interview 2)

By looking at the responses above it can be said that most of the participants still felt at the end of the course that the life they were living in the UK was different from the life of a British person at the end of the course. Different reasons were given by the

participants such as cultural or religious differences that made it harder for the participants to identify themselves as an average British person or integrate with British people. Subject A felt it was hard to live a life in the UK because of the lack of independence but this lack of independence is actually due to the close-knit family of the participant because she needed to ask permission for anything. Even when she wanted to participate in the study, I had to talk to her husband and explained everything to him. When he approved of this research study only then she was allowed to participate in it. It can be concluded that participants preferred their life in Pakistan or India because even after they became British still they felt they were closer and more comfortable with Pakistani/ Indian culture and traditions.

4.6.3 Change in Identity

The participants were asked how their identity would change after gaining British nationality at the start of the course as well as at the end. All participants except Subjects D, E and F said that they would remain Pakistani or Indian even after gaining British nationality because it was their identity. As discussed above, the benefit they would get from a British passport is that with British passport they could travel easily or they could stay in their country for a long period of time because they would not have any visa restraint.

A: I will remain Pakistani

S: Why?

A: because I am Pakistani (Subject A Interview 1)

Because we will not become British, we will remain Pakistani. (Subject B Interview 1)

Do you think your identity as Indian will change after gaining British nationality?

C: No, I don't think so

S: Why not?

C: Whatever we have been that will stay in us. (Subject C Interview 1)

G: no, my identity as an Indian will not change ... I will be called Indian (Subject G Interview 1)

On the other hand, Subjects D, E and F said their identity would change. There would be some elements of Pakistani or Indian culture in their life after nationality when they become British. As explained in section [3.13.1](#), Subject D had escaped from a war torn area of Pakistan so he did not want to return there or identify himself to that area, and Subject E had been living in the UK for ten years and he and his family had lost their ties with their home country, for this reason, he did not want to identify himself with Pakistan. Subject F explained that if she was divorced in India she would not have received that much support there. Therefore, the personal circumstances of these three participants made them identify themselves as British as well as Pakistani or Indian.

D: Ahhh. Actually, a person's identity can never change. Because wherever a person is born he will always be associated to that place. But in another country, things like business or finding a job become easier for a person when he gets the passport. It also gets easy by learning English, things become easier for the person like online application or any legal issues. (Subject D Interview 1)

E: no, definitely I will remain Pakistani as that is my birthplace. But because we can have dual nationality that's why I will have two nationalities ... I will see myself as British because I live in this country. I have left Pakistan, I have left that area but when I will go back then I will see. (Subject E Interview 1)

The participants were asked similar questions at the end of the course to see the change in their responses. The responses at the start of the course as well as at the end remained the same apart from the comments of Subject C. At the start of the course, she said she would identify herself as Indian but at the end of the course, she wanted to be identified

as British. She was not asked to give a reason behind the change in responses but it can be deduced that the ESOL for citizenship course and meeting people in the class who had similar backgrounds changed her attitude.

B: We are Pakistani, we would only have their passport otherwise our identity will be Pakistani. (Subject B Interview 2)

S: Ok, would you prefer to call yourself Indian or British after gaining British nationality?

C: British

S: Why?

C: Because I will have British citizenship

S: then you will be British and not Indian?

C: No, I am Indian and will remain Indian

S: But you will not say that you are Indian?

C: No, we will say that we are Indian, but we will get British citizenship and we will have British passport ((laughs)) (Subject C Interview 2)

D: when I will have British nationality, people will not associate me with my own country but will see me as a person from the UK so I will be safe (Subject D Interview 2)

E: Yes, I will be proud to be British, because that's my achievement. If I will ever go back to Pakistan then I will think about that nationality. (Subject E Interview 2)

F: Because I will become British (Subject F Interview 2)

It can be concluded by looking at the data that most of the participants said that they would keep on identifying themselves as Pakistani or Indian as they cannot change their identity. It is their country of origin and culturally and religiously, they are associated with their native country. Gaining British nationality would be an achievement for them as they worked hard for it. On the other hand, they also felt that after acquiring British nationality other people would not associate them with their country of origin but would

see them as British. So, it would become easier for them to find a job or to claim benefits from the government as a British national or to travel abroad.

4.6.4 Summary

The section on identity in the semi-structured interviews aimed to answer research question two:

What impact does this goal have on immigrant lives and their identity with reference to integration into British society?

After analysing the data, it was found that the responses at the start of the course and at the end remained the same. It was also found that the way a person identifies himself/herself with the host country depends on a number of personal factors such as length of stay in the host country, personal circumstances and experiences in the native country.

In terms of learners' lives and identity, it was found that developing relationships and making friends in a new society depends on the social circle a person is living in. If someone lives in a close-knit family, it would be hard for him/her to go out of the family circle and make friends with neighbours or in other communities. It can be concluded that the choices the people make in making friends or identifying themselves with British people are made, keeping in mind their families or their social circle.

4.7 Conclusion

In this chapter, qualitative results were discussed. Major themes related to two research questions that emerged in the data collected through semi-structured interviews were presented and analysed. The two research questions were answered keeping in mind the findings of the qualitative data. Overall findings of this study were not presented as qualitative data is only one part of the main study. The quantitative data that was collected

through questionnaires will be analysed and discussed in the next chapter. Finally, I will present the discussion, findings of the main study and the conclusion in chapter 6 and 7.

5 Quantitative results

5.1 Introduction

In this chapter, the quantitative data collected through questionnaires for ESOL students and ESOL teachers will be discussed, and the results of different kind of tests will be presented and analysed to answer three research questions of the present study. The research questions of the present study are as follows:

- *How realistic is the goal of achieving the social integration of immigrants through ESOL for citizenship courses?*
- *What impact does this goal have on immigrant lives and their identity with reference to integration into British society?*
- *What impact does this goal have on pedagogy in the ESOL classroom?*

As discussed in chapters [3](#), the quantitative data in the present study is collected from two kinds of questionnaires. To answer research questions one and two, the data was collected using questionnaires that were distributed among ESOL students who had gained British nationality after passing an ESOL Entry Level 3/ B1 examination. To answer research question three, quantitative data was collected by distributing questionnaires among ESOL teachers.

In this chapter, first the procedure of analysing quantitative data collected through a Likert rating scale will be discussed. After that, the results of different tests on the questionnaire data of ESOL students and teachers will be analysed and discussed. Finally, an overall summary of the quantitative results will be presented to answer the three research questions of the present study.

As discussed in section [3.14.2](#), the quantitative data was analysed using IBM SPSS 22, and the reasons for using this were also discussed. The data from both questionnaires was

entered on SPSS 22 and different variables and their categories were defined and coded.

In the next section, the coding frame will be discussed.

5.2 Data analysis procedure for Likert rating scale

A Likert rating scale is a summative rating scale that is used to analyse the attitude or the behaviour of participants towards a certain phenomenon. It can be either comparative or non-comparative depending upon the series of statements used (Clow & James, 2014). There are two ways of analysing these two kinds of Likert rating scale items. One of is to combine all the items that focus on a certain attitude or trait and the other is to consider each item as a separate independent entity. As discussed in McIver and Carmines (1981), Likert proposed two ways of checking whether a certain number of individual items are related to each other and measure a particular attribute. One way is to calculate the correlation between each Likert rating scale item and to take out the items that do not relate to other items. The other way is to calculate internal consistency. The results of both kinds of tests cannot always be same but it is advisable to do both to be able to decide whether to retain a Likert scale item or not.

As mentioned above, the other way of analysing Likert scale items is to consider each Likert scale item as a separate individual category or attribute. In the present study, although items were categorised into two sections, social integration and identity, for analysis, each item is considered a separate individual item that focuses on an attitude trait. For example, as discussed in sections [2.4](#) and [2.6](#), social integration and identity are complex processes and there are a number of factors affecting these phenomena such as getting involved in community, knowing neighbours and rights and responsibilities of British citizen. These various factors were targeted in different items. After looking at the responses, it cannot be concluded that if for example, someone knew his/her rights and responsibilities as a British citizen, he/she also gets along well with the neighbours. For

this reason, each item was considered as an individual Likert scale item. In the next section, the results from different statistical analyses of the data will be discussed.

5.3 Results from the Questionnaires for ESOL students:

5.3.1 Coding Frame

Certain kinds of data are ready for analysis immediately after the data collection, and coding is not required, while for others the data needs to be prepared for analysis by transcribing it and giving it different numerical codes (Mackey & Gass, 2005). There are three kinds of data that need to be identified before looking at the coding frame. These are nominal or categorical data, ordinal data and interval data (Dörnyei, 2007). Nominal data have no numerical value at all such as gender or age and the values assigned are completely arbitrary to do statistical analysis. Ordinal data involves ranked items with no regular interval such as Likert rating scale ranked items. Interval data is the most precise type of data in which various values are at regular intervals and they correspond to one another.

A Likert rating scale, as discussed in section [3.10.2](#), is a ranked item scale. The data collected from it is ordinal data. The coding frame for a Likert rating scale is not difficult as each pre-determined option is assigned a numerical value. The factual questions of the ESOL students' questionnaire as well as the Likert rating scale items were coded to give meaning to the responses of the sample. The coding frame of questionnaires for ESOL students is explained in tables 5.1-5.6.

Table 5.1: Coding frame of independent variables, age, gender and visa, in ESOL students' questionnaire

	Age				Gender		Visa	
	25-35	36-45	46-55	56-above	Male	Female	ILR	British nationality
Code	1	2	3	4	1	2	1	2

Table 5.2: Coding frame of independent variable, education, in ESOL students' questionnaire

	Education						
	No Education	Matriculation/ SSC	Certificate	Diploma	Bachelors	Masters	
Code	1	2	3	4	5	6	

Table 5.3: Coding frame of independent variables, years and no. of teachers, in ESOL students' questionnaire

	Years				No. of teachers		
	Less than 1	1-3 years	3-5 years	More than 5 years	Less than 10	10-20	More than 20
Code	1	2	3	4	1	2	3

Table 5.4: Coding frame of independent variable, no. of students, in ESOL students' questionnaire

	No of students		
	Less than 10	10-20	More than 20
Code	1	2	3

For items that were worded positively the coding frame is as follows.

Table 5.5: Coding frame of positive items using five point Likert Scale

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Did not answer
Code	5	4	3	2	1	0

For items that were worded negatively coding frame is as follows.

Table 5.6: Coding frame of negative items using five point Likert scale

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Code	1	2	3	4	5

For all categories where the participants did not give any answer, it was coded as 0 in the programme.

Before starting the data analysis, the first step was to decide what kind of data Likert rating scale data will be considered in the present study, ordinal data or interval data. In the present study, it will be considered as ordinal data. The reason for categorising it as an ordinal data is that although in the coding frame there appears to be a regular interval between different responses this is not the case. The interval between strongly agree and agree is not the same as that of between agree and neither agree nor disagree. The response of a participant who is uncertain about getting along with his neighbours cannot be at equal interval to a response in which another respondent disagrees with the same practice. This distinction is an important one for the data analysis. By making this distinction, I was able to decide to use one of the two kinds of data analysis procedure: parametric or non-parametric procedure of data analysis. In the next section, I will first discuss descriptive statistical analysis of the data and then will discuss different non-parametric tests conducted on the data for inferential statistical analysis.

5.3.2 Descriptive statistical analysis

Initially, for the quantitative data analysis, descriptive statistical analysis was undertaken for each item. Descriptive statistical analysis involves simple tests that give meaning to the collected data in the form of tables. Through descriptive statistics, the researcher is able to see the major patterns that have emerged in the data to infer some initial results from it as suggested by Dörnyei (2007). For Likert rating scale items, in the current data analysis the mean, median, mode and standard deviation of the collected data were calculated to indicate how often a certain behaviour occurred. Apart from that for descriptive statistical analysis, simple frequencies were calculated and presented in bar graphs to show the general trends in the sample. However, as discussed above in section [5.3.1](#), the data collected from Likert rating scale items in the present study will be considered as ordinal data so the mode and frequencies and bar charts will be analysed to understand the general trends in the sample.

As discussed in Dörnyei (2007), due to the availability of modern quantitative software sometimes researchers try to employ complex test and designs to analyse the data where simple classical tests are effective and sufficient to answer the research questions. For this reason, it was decided that in the present study, mode, simple frequency calculations and bar charts would be effective to understand the behaviour of the sample. The inferential statistical analysis of the present sample will be discussed later.

As discussed above, for ordinal data it is better to take into consideration the mode of the total data to see which value occurs most often in a set of data. As can be seen in Table 5.7 in the questionnaire of ESOL students, the most common response for most of the items was agree. The items that were reversely coded were items 3, 6 and 11. For these the most common response was disagree. Although frequency of responses will be

discussed in the next section, the mode of the data indicated that the majority of the participants agreed with the items and believed they were integrated into British society and would like to identify themselves as British rather than Pakistani or Indians. This result will be checked and reinforced when various inferential tests are conducted on the data.

Mean, median and standard deviation were also calculated and presented in table 5.7, to understand why they are not relevant to the present study. In statistical analysis, the mean is the average of the total score and the median is the central point of the data or scores so they are not relevant to the present data analysis as Likert scale responses are not scores but only coded numbers. For this reason, only mode was considered appropriate to see which response or code occurred most often in the data.

Table 5.7: Descriptive statistics of the responses of items in ESOL students' questionnaires

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
N	Valid	74	74	74	74	74	74	74	74	74	74	74
	Missing	0	0	0	0	0	0	0	0	0	0	0
Mean		3.32	3.93	2.95	4.03	3.89	3.15	3.34	3.35	3.00	3.05	3.36
Median		4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	3.00	3.50	4.00
Mode		4	4	4	4	4	4	4	4	2	4	4
Std. Deviation		1.087	1.011	1.292	.573	.769	1.257	1.231	1.359	1.424	1.192	1.200

Another useful descriptive statistic is to look for frequencies and percentages of responses of the sample. As a big sample of 74 ESOL students completed the questionnaire it was useful to measure the frequency of the response to understand the general trend and to

confirm the result discussed above when the mode of the responses was taken into consideration.

5.3.3 Frequency of responses in questionnaires for ESOL students:

In the factual questions part of the questionnaire, the respondents were asked about their age, gender, education, number of teachers in their centre, number of students in their class, years of stay in the UK and their current visa status. These questions were asked to understand the sample better as well as to see the effect of certain factors on their responses in the two sections of the questionnaire, social integration and identity.

As can be seen in table 5.8, majority of the respondents in the sample were aged 25-35 (n: 44, 59.5%) while 27% respondents were 36-45. In the category of gender, 43.2% were male 55.2% were female. The respondents were also asked about their educational background. From the frequency table, it can be seen that the majority of the sample either selected no education (n: 18, 24.3%) or matriculation/SSC (n: 24, 32.4%) in their responses. While 5 respondents (6.8%) had a master's degree. The overall trend of the sample can be seen in the table below.

Table 5.8: Frequency of responses of the sample in factual questions of ESOL students' questionnaire

		Frequency	Percentage
Age	Did not answer	2	2.7%
	25-35	44	59.5%
	36-45	20	27.0%
	46-55	8	10.8%
Gender	Did not answer	1	1.4%
	Male	32	43.2%
	Female	41	55.4%
Education	Did not answer	4	5.4%
	No education	18	24.3%
	Matriculation/ SSC	24	32.4%
	Certificate	10	13.5%
	Diploma Level	6	8.1%
	Bachelors	7	9.5%
	Masters	5	6.8%
No. of teachers	Did not answer	12	16.2%
	Less than 10	36	48.6%
	10-20	23	31.1%
	More than 20	3	4.1%
No. of students	Did not answer	6	8.1%
	Less than 10	26	35.1%
	10-20	19	25.7%
	More than 20	23	31.1%
Years of stay	Did not answer	2	2.7%
	Less than 1 years	4	5.4%
	1-3 years	11	14.9%
	3-5 years	29	39.2%
	More than 5 years	28	37.8%
Visa status	Did not answer	3	4.1%
	ILR	33	44.6%
	British nationality	38	51.4%

The ESOL students 'questionnaire was divided into two sections: social integration and identity. Questionnaire items 1-5 focused on social integration while items 6-11 were about identity of the participant (see appendix [III](#)).

The frequency of responses in items included in section, social integration, is presented in table 5.9, in which Questionnaire item 1 asked the respondents about their community

involvement through volunteering and raising funds. As can be seen from the frequency table below, the majority of the respondents (44.6%) said that they like to volunteer or raise funds for their local community and were actively involved in the community. A similar trend was seen in the responses when they were asked about their tolerance towards other cultures. The majority (n: 43 58.1%) agreed while 18 respondents (24.3%) strongly agreed with the statement that they have become more tolerant towards other cultures after gaining British nationality. Item 3 was a negative statement about the topic. The respondents were asked whether they like to meet only those people who have the same ethnic background as them. In this item, the responses were mixed where half of the participants disagreed (35.1% disagreed and 10.8% strongly disagreed) while the other half agreed as can be seen in the table below. In the fourth item, respondents were asked about their knowledge of their rights and responsibilities as a British citizen and the fifth item focused on their relationship with neighbours. The majority of the sample agreed with both the statements and reported that they knew their rights and responsibilities and have good relationships with their neighbours as can be seen from the table below.

Table 5.9: Frequency of responses of the sample in the section, social integration, of ESOL students' questionnaire

Social Integration		Frequency	Percentage
Q1: Community involvement	Did not answer	1	1.4%
	Strongly disagree	2	2.7%
	Disagree	16	21.6%
	Neither agree nor disagree	15	20.3%
	Agree	33	44.6%
	Strongly agree	7	9.5%
Q2: Tolerance towards other cultures	Did not answer	2	2.7%
	Strongly disagree	1	1.4%
	Disagree	2	2.7%
	Neither agree nor disagree	8	10.8%
	Agree	43	58.1%
	Strongly agree	18	24.3%
Q3: Meeting people with same ethnic background	Did not answer	1	1.4%
	Strongly disagree	8	10.8%
	Disagree	26	35.1%
	Neither agree nor disagree	5	6.8%
	Agree	27	36.5%
	Strongly agree	7	9.5%
Q4: Rights and responsibilities of a British citizen	Disagree	2	2.7%
	Neither agree nor disagree	5	6.8%
	Agree	56	75.7%
	Strongly agree	11	14.9%
Q5: getting along with neighbours	Strongly disagree	1	1.4%
	Disagree	4	5.4%
	Neither agree nor disagree	8	10.8%
	Agree	50	67.6%
	Strongly agree	11	14.9%

By looking at the results and percentages of the responses it can be said that majority of the participants showed, through their responses in the questionnaire, that they are involved in the British society as British citizens. They liked to take part in the community services in the form of raising funds and volunteering. One item where their responses were mixed was related to meeting people of a similar ethnic background. Some of the participants still liked to meet people from a similar ethnic background while others did not. The reason behind this general trend cannot be understood as it is quantitative data and is unable to explain the reasons behind the behavior of the

participants. However in inferential statistics different factors that affected the responses will be discussed.

In the section, identity, six items were included. The frequency of responses in this section can be seen in table 5.10. Instead of discussing the responses for all the items, I will only discuss the notable results. In item 6, the respondents were asked about their preference in identifying themselves as Pakistani or Indian rather than British. The responses were mixed as can be seen in table 5.10. 29 participants (39.2%) agreed that they preferred to be identified as Pakistani or Indian even after gaining British nationality while 20 participants (27%) disagreed with the statement and preferred to be identified as British. In items 7 and 8, when participants were asked about their life being similar to an average British person's life and their life becoming better after nationality. The majority agreed that their life had become better after gaining nationality.

In the questionnaire, when the participants were asked about using English with their family members as the language of communication, the responses were mixed. Twenty-two participants (29.7%) were undecided on using English with their children and other family members while 21 strongly agreed (28.4%) with it. It is interesting to see that a good number of participants in the sample were undecided on whether to use English language with their family members and children or not. In the item concerning the impact of British nationality on the professional life of the participants, the majority of the participants agreed (Agreed 44.6%, Strongly agreed 5.4%) that British nationality has helped them in their professional life. The majority of the participants also agreed (Agreed 43.2%, Strongly Agreed 14.9%) when asked about following Pakistani or Indian culture rather than British culture.

Table 5.10: Frequency of responses of the sample in the section, identity, of ESOL students' questionnaire

Identity		Frequency	Percentage
Q6: identity as Pakistani/ Indian	Strongly disagree	8	10.8%
	Disagree	20	27.0%
	Neither agree nor disagree	8	10.8%
	Agree	29	39.2%
	Strongly agree	9	12.2%
Q7: life similar to British person's life	Strongly disagree	7	9.5%
	Disagree	16	21.6%
	Neither agree nor disagree	6	8.1%
	Agree	35	47.3%
	Strongly agree	10	13.5%
Q8: Impact of British nationality on life	Strongly disagree	9	12.2%
	Disagree	16	21.6%
	Neither agree nor disagree	5	6.8%
	Agree	28	37.8
	Strongly agree	16	21.6
Q9: using English with family members	Strongly disagree	1	1.4
	Disagree	11	14.9
	Neither agree nor disagree	22	29.7
	Agree	6	8.1
	Strongly agree	21	28.4
Q10: Impact of British nationality on professional life	Strongly disagree	9	12.2
	Disagree	19	25.7
	Neither agree nor disagree	9	12.2
	Agree	33	44.6
	Strongly agree	4	5.4
Q11: Following Pakistani/ Indian culture	Strongly disagree	6	8.1
	Disagree	15	20.3
	Neither agree nor disagree	10	13.5
	Agree	32	43.2
	Strongly agree	11	14.9

5.3.4 Summary

We will first examine the first two research questions of the main study, before summarising the results, which are as follows:

- *How realistic is the goal of achieving the social integration of immigrants through ESOL for citizenship courses?*

- *What impact does this goal have on immigrant lives and their identity with reference to integration into British society?*

The summary of the results from the descriptive statistical analysis in order to answer one and two, is as follows:

By looking at the frequency of responses in social integration section, it can be concluded that majority of the participants liked to get involved in British society and in a way, can be considered integrated in the society. They liked to get involved in the local community and had good relationships with their neighbours. They knew their rights and responsibilities and were more tolerant towards other cultures.

However, the frequency of responses also showed that the responses of the participants are divided in the identity section after completing ESOL for citizenship course, where certain participants still claimed that they like to be identified as Pakistani/ Indian and like to meet people from their own ethnic background (36.5% agreed, 9.5% strongly agreed). Thus, indicating the participants are still inclined towards socialising with the people of a similar background as their own. In addition, the data collected in the section, identity showed that the responses were mixed, indicating that a good number of participants still preferred to identify themselves as Pakistani and Indian and liked to follow Pakistani or Indian culture. They were undecided on using English language with their family.

After looking at the results, it can be said that the ESOL for citizenship course did make an impact on immigrant's lives and identity but was not fully successful in changing it.

5.3.5 Inferential statistical analysis: Non-parametric tests

As mentioned above in section [5.3.2](#), descriptive statistics can only help in giving a clear picture of the sample from which the data is collected but generalizing the results for the

whole population from descriptive statistics is not possible. For this purpose, it is advised to conduct inferential statistical analysis so it can be deduced whether the results are strong enough to be generalized. It has already been discussed in sections [3.14.2](#), [5.2](#) and [5.3.1](#), that parametric tests for inferential statistical analysis are not useful for the ordinal data collected from Likert scale so non-parametric tests were conducted. The reasons for using non-parametric tests are because the interval between different options of a Likert rating scale are not equal and the test of normality showed that the data was not normally distributed. This will be discussed in more detail in section [5.3.6](#)

Non-parametric tests are sometimes also called distribution free tests assuming that the data is not normally distributed and the results of mean and standard deviation are not useful to understand the results. A drawback of non-parametric tests is that they are considered less powerful than parametric tests in terms of getting statistically significant results (Dörnyei, 2007). Some alternative non-parametric tests are also available that are easily computed by SPSS. In the next section, I will discuss the non-parametric tests that can help in inferring and generalizing the quantitative results to answer research questions one and two.

5.3.6 Shapiro-Wilk Test: Test of normality

In non-parametric tests, there are a number of tests that check the normal distribution of a variable and whether null hypothesis of normality is justified or not. Null hypothesis claims that the data follows normal distribution. The Shapiro-Wilk test is a test of normality and checks the normal distribution of data. So, if the *p-value* is less than the alpha level that is 0.05 then a null hypothesis is rejected. If in a certain kind of data, a null hypothesis is rejected then non-parametric tests are more useful to analyse the data rather than parametric tests.

In the present study, the items related to social integration and identity were checked with different variables such as gender, age, years of stay, education, no. of teachers and students and visa status using the Shapiro-Wilk test. After that the Q-Q plot was checked for verification. Q-Q plot is a probability graph that show the level of deviation of a certain data set from the expected normal distribution. I will not present all the tables but will only discuss the ones that were significant. When the variables: gender, age and visa status were tested with eleven items, most times, the *p-value* was lower than the alpha level refuting the null hypothesis, as can be seen in table 5.11. For this reason, it can be concluded that for the above-mentioned variables the sample was not distributed normally.

Table 5.11: Shapiro-Wilk test of normality within ‘Gender’ groups per each item

	Gender	Statistic	df	Sig.
Q1	Male	.877	32	.002
	Female	.873	41	.000
Q2	Male	.808	32	.000
	Female	.628	41	.000
Q3	Male	.854	32	.001
	Female	.856	41	.000
Q4	Male	.723	32	.000
	Female	.612	41	.000
Q5	Male	.691	32	.000
	Female	.767	41	.000
Q6	Male	.877	32	.002
	Female	.851	41	.000
Q7	Male	.827	32	.000
	Female	.861	41	.000
Q8	Male	.865	32	.001
	Female	.831	41	.000
Q9	Male	.885	32	.003
	Female	.881	41	.000
Q10	Male	.791	32	.000
	Female	.873	41	.000
Q11	Male	.909	32	.011
	Female	.796	41	.000

When the variables: education, no. of teachers and students and years of stay were calculated, the results were mixed. In certain categories *p-value* was lower than alpha level, in others it was quite high. For example, in the variable, years of stay, for item 1, the *p-value* for less than 1 year, 3-5 years, more than 5 years is lower than the alpha level (0.05) but for 1-3 years it is higher. Therefore, it can be said that for less than 1 year, 3-5 years and more than 5 years the sample is not normally distributed but for 1-3 years it is normally distributed. Q-Q plot for 1-3 years is shown in figure 5.1.

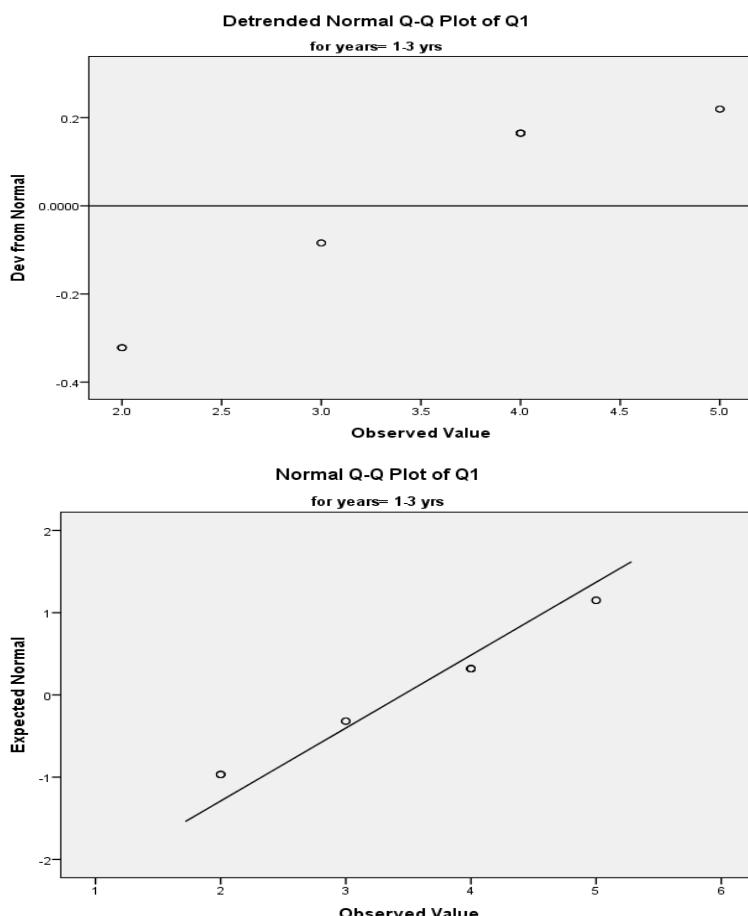
Table 5.12: Shapiro-Wilk test of normality within ‘Years of stay’ groups per each item from Q1-Q9

	Years	Statistic	df	Sig.
Q1	less than 1	.630	4	.001
	1-3 yrs	.876	11	.093
	3-5 yrs	.845	29	.001
	more than 5 yrs	.821	27	.000
Q2	less than 1	.630	4	.001
	1-3 yrs	.734	11	.001
	3-5 yrs	.758	29	.000
	more than 5 yrs	.809	27	.000
Q3	did not answer			
	less than 1	.963	4	.798
	1-3 yrs	.851	11	.044
	3-5 yrs	.787	29	.000
	more than 5 yrs	.858	27	.002
Q4	less than 1	.729	4	.024
	1-3 yrs	.674	11	.000
	3-5 yrs	.705	29	.000
	more than 5 yrs	.545	27	.000
Q5	less than 1	.827	4	.161
	1-3 yrs	.627	11	.000
	3-5 yrs	.802	29	.000
	more than 5 yrs	.688	27	.000
Q6	did not answer			
	less than 1	.630	4	.001
	1-3 yrs	.807	11	.012
	3-5 yrs	.888	29	.005
	more than 5 yrs	.855	27	.001
Q7	less than 1	.630	4	.001
	1-3 yrs	.878	11	.099
	3-5 yrs	.884	29	.004
	more than 5 yrs	.822	27	.000
Q8	did not answer			
	less than 1	.630	4	.001
	1-3 yrs	.877	11	.095
	3-5 yrs	.870	29	.002
	more than 5 yrs	.863	27	.002
Q9	did not answer			
	less than 1	.863	4	.272
	1-3 yrs	.906	11	.221
	3-5 yrs	.864	29	.001
	more than 5 yrs	.873	27	.003

Table 5.13: Shapiro-Wilk test of normality within ‘Years of stay’ groups per each item for Q10, Q11

	Years	Statistic	df	Sig.
Q10	less than 1	.630	4	.001
	1-3 yrs	.881	11	.107
	3-5 yrs	.830	29	.000
	more than 5 yrs	.870	27	.003
Q11	did not answer			
	less than 1	.630	4	.001
	1-3 yrs	.877	11	.095
	3-5 yrs	.869	29	.002
	more than 5 yrs	.891	27	.008

Figure 5.1: Q-Q plot of item 1 for the group item, 1-3 years of stay.



By looking at the results of the Shapiro-Wilk test of normality, it can be concluded that the data collected through questionnaires for ESOL students, is not normally distributed and for this reason non-parametric tests will be conducted on the data.

5.3.7 Mann-Whitney U test:

Mann-Whitney U test is a non-parametric test that is considered an alternative to the independent-samples t test. It is used to test two independent samples in the data. In parametric analysis, comparing two group samples are done by using an independent t-test or paired t- test. However, when the data is not normally distributed then Mann-Whitney U test is conducted (Sawilowsky, 2007). For parametric test of interval data, means of both samples are taken into consideration while in non-parametric tests, the mean is not considered. After looking at the results of the Shapiro-Wilk test of normality it was concluded that the data is not normally distributed and for this reason, the Mann Whitney U test was conducted on the data.

In this study, the responses of eleven items were tested with variables such as gender and visa as they only had two independent groups or categories. For variables, that have more than two groups, a separate test was conducted that will be discussed in the next section. The results of the tests are discussed below. In the main study, when eleven items of ESOL students' questionnaire were checked with the variable gender the Mann-Whitney U test showed that in certain items the difference in responses between genders was statistical significance.

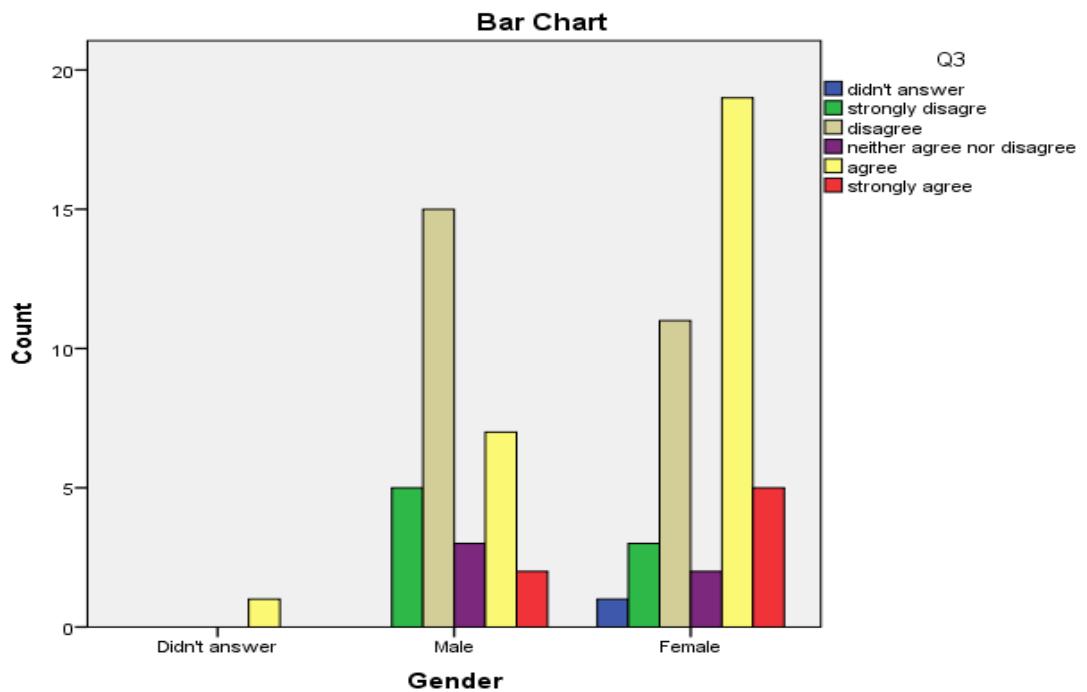
Table 5.14: Mann Whitney U test on items considering grouping variable, gender.

Test Statistics ^a												
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	
Mann-Whitney U	495.00	601.500	465.500	582.500	572.500	443.000	542.000	615.000	523.500	429.500	456.000	
Wilcoxon W	1356.000	1129.500	993.500	1443.500	1433.500	971.000	1403.000	1476.000	1384.500	1290.500	984.000	
Z	-1.891	-.680	2.223	1.084	1.115	2.471	1.348	-.474	1.517	2.663	-2.333	
Asymp. Sig. (2-tailed)	.059	.496	.026	.279	.265	.013	.178	.636	.129	.008	.020	

a. Grouping Variable: Gender

After looking at the results, it can be deduced that the difference in gender affected the participants' responses in items 3, 6, 10, 11. Item 3 asked about meeting people with the same ethnic background and item 6 asked the participants about whether they identified themselves as Indian or Pakistani. The results showed that females responded differently than the males. The bar chart in figure 5.2 shows differences in responses of male and female gender in item 3 related to only meeting people with similar ethnic background.

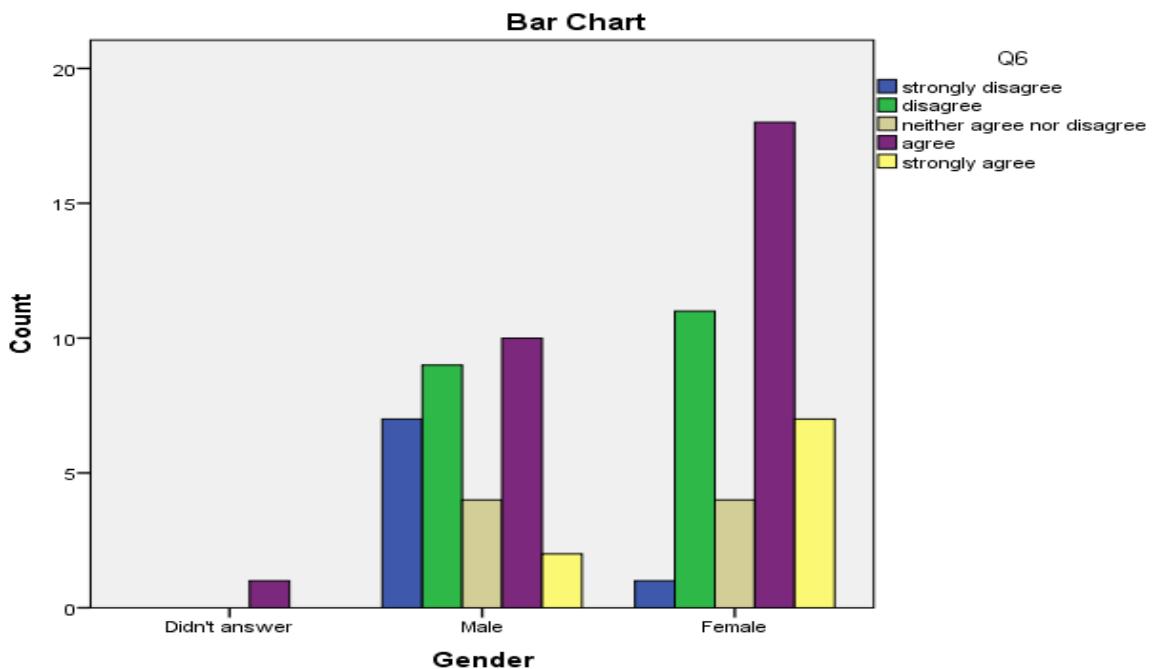
Figure 5.2: Bar chart showing the difference in the responses of male and female participants in item 3



In figure 5.2, it can be seen that more female participants agreed with the statement than the male participants when asked about meeting people with a similar ethnic background. Thus, indicating that female participants tend to meet only those people who have similar ethnic background as their own. Item 6 asked the participants about identifying themselves as Pakistani or Indian or as British. The bar chart of the responses shows that more female participants liked to identify themselves as Pakistani or Indian rather than

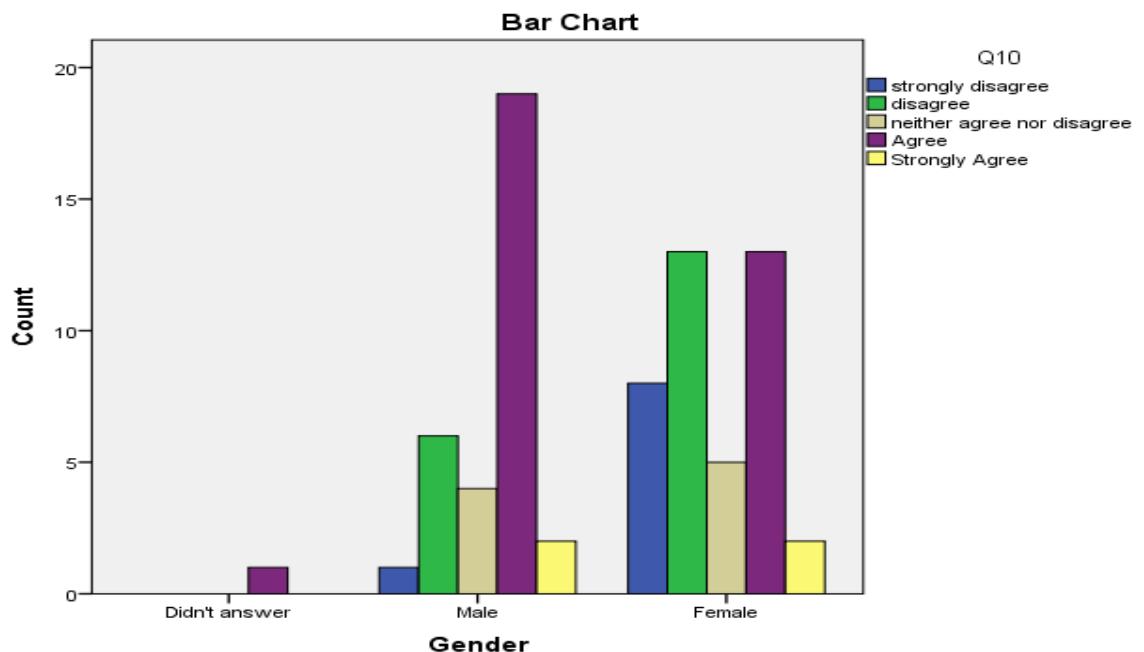
British as seen in figure 5.3. On the other hand, the responses of the male participants were mixed.

Figure 5.3: Bar chart showing the difference in the responses of male and female participants in item 6



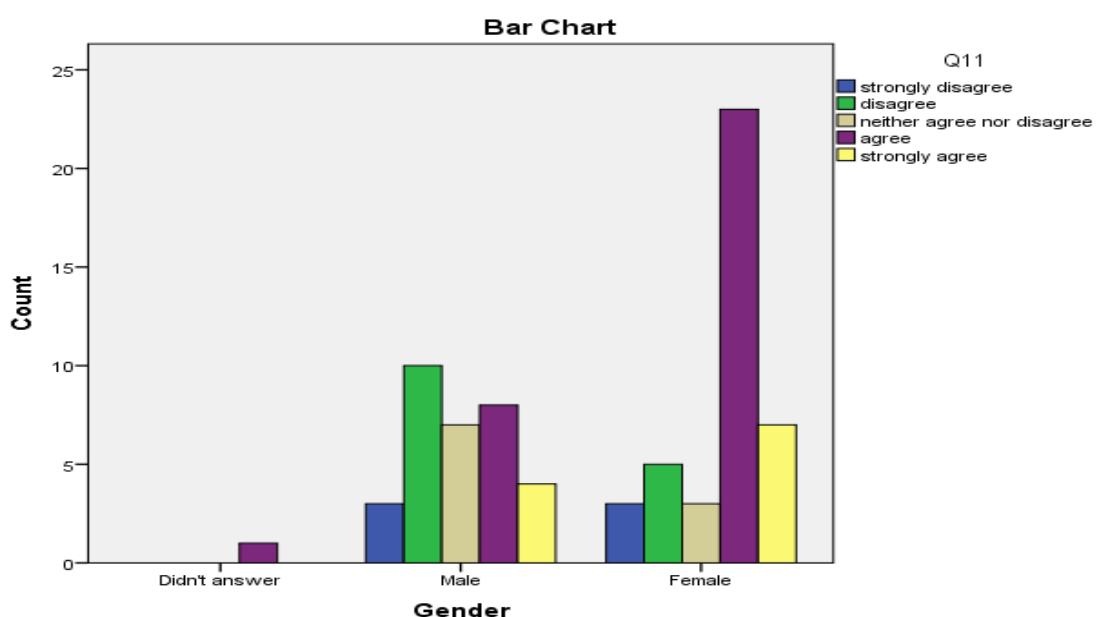
Item 10 focused on the impact of British nationality on professional life while item 11 asked about following Pakistani or Indian rather than British culture. The results of the tests showed that male and female participants responded differently in these items. As shown in figure 5.4, below more male participants agreed that British nationality positively affected their professional life than female participants. The responses of the female participants were mixed.

Figure 5.4: Bar chart showing the difference in the responses of male and female participants in item 10



In terms of item 11 when participants were asked about following Pakistani/ Indian rather than British culture, the majority of female participants reported that they agreed with the statement and preferred to follow Pakistani/ Indian culture as compared to the responses of the male participants.

Figure 5.5: Bar chart showing the difference in the responses of male and female participants in item 11



By looking at the difference in responses of male and female participants in items 10 and 11, it can be concluded that overall male participants believed that British nationality has helped them in their professional life while female participants wanted to keep on following their native country's culture even after gaining British nationality.

When the significance of difference in visa status was tested with all eleven questionnaires, the results showed that it is not that statistically significant and did not affect the responses in the questionnaire. The results can be seen in table 5.15. Apart from item 5, which asked the participants about getting along with their neighbours, where the *p-value* was less than the alpha level, all others had a higher *p-value*. Therefore, it can be concluded that the difference in visa status is not statistically significant.

Table 5.15: Mann Whitney U test on items considering grouping variable, visa status.

	Test Statistics ^a										
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Mann-Whitney U	588.000	591.000	604.500	514.000	484.000	534.000	486.500	551.500	503.500	505.000	566.500
Wilcoxon W	1149.000	1332.000	1165.500	1255.000	1225.000	1095.000	1227.500	1292.500	1244.500	1246.000	1127.500
Z	-.473	-.463	-.273	-	-	-	-	-.906	-	1.471	1.487
Asymp. Sig. (2-tailed)	.636	.643	.785	.081	.044	.261	.083	.365	.141	.137	.466

a. Grouping Variable: visa

To summarise, the results of the Mann-Whitney U test show that the difference in gender affected the responses in four items discussed above. Apart from that, it did not have any significant impact on the responses in other items. The results of the Mann-Whitney U test also showed that difference in visa status (British nationality or ILR) did not influence the responses significantly.

5.3.8 Kruskal-Wallis H test:

One of the shortcomings of the Mann-Whitney U test is that it can only take into consideration two independent groups of samples, but if the sample needs to be separated into more than two groups then the Kruskal-Wallis H test is useful. It is a non-parametric test that is considered an alternative of ANOVA. As some of the variables in the main study were divided into more than two groups, such as years of stay, age, education, no. of teachers and students they were checked with the responses of 11 items in the ESOL students' questionnaire using the Kruskal-Wallis H test. The results showed that the difference in different groups were not statistically significant in most of the variables apart from years of stay and number of students in each class.

The difference in years of stay affected the responses in item 8 in which the participants were asked about whether their life had become better after nationality or ILR. For all other items, the results of the variable, 'year of stay' did not show any statistical significance.

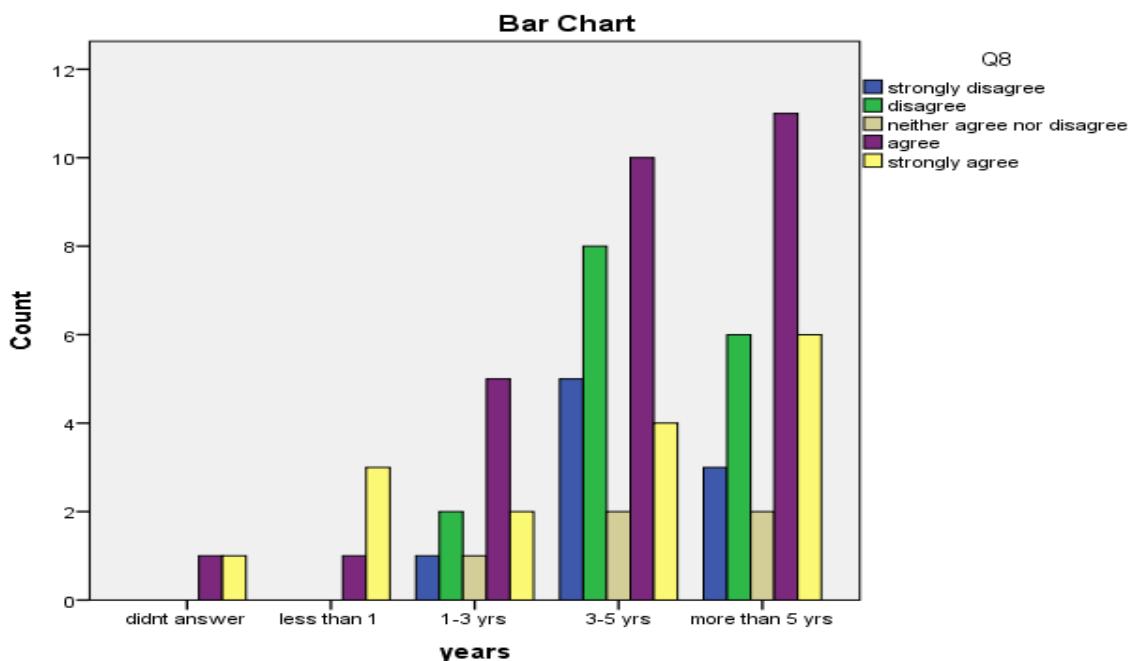
Table 5.16: Kruskal-Wallis H test on items considering grouping variable, years of stay

Test Statistics ^{a,b}											
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Chi-Square	5.258	1.600	3.954	4.079	1.044	4.856	2.137	8.355	4.133	7.828	1.799
df	3	3	3	3	3	3	3	3	3	3	3
Asymp. Sig.	.154	.659	.266	.253	.791	.183	.544	.039	.247	.050	.615
Grouping Variable: years											

The bar chart representing the difference in responses in figure 5.6 shows that as the years of stay increase so did the number of the participants in the sample who agreed with the statement but, on the other hand, it can be noted that with increased years of stay the number of participants who disagreed also increased. Therefore, it can be concluded that the difference in responses is significant but it is not possible to show the significance by

a bar chart. For this reason, the bar charts are not presented for the grouping variable, number of students, that will be discussed later in this section.

Figure 5.6: Bar chart showing the difference in the responses in item 8 when grouping variable ‘years of stay’ is taken into consideration



According to the results from the Kruskal Wallis test, the difference in number of students in a class also affected the responses in items 4 and 5. In questionnaire item 4, the participants were asked about their rights and responsibilities as British citizens while item 5 asked about getting along with their neighbours. Both items were in the section, ‘social integration’. The results of the Kruskal Wallis test for the variable ‘number of students’ can be seen in table 5.17.

Table 5.17: Kruskal-Wallis H test on items considering grouping variable, no. of students

-Test Statistics ^{a,b}											
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Chi-Square	1.90 2	1.81 2	1.43 2	9.19 0	11.4 17	.429 .429	4.21 3	.905 .905	1.86 9	1.04 6	1.25 3
df	3	3	3	3	3	3	3	3	3	3	3
Asymp. Sig.	.593	.612	.698	.027	.010	.934	.239	.824	.600	.790	.740
Grouping Variable: students											

After analysing the results of the test, it can be concluded that the number of students in the class influenced the way the participants understood their rights and responsibilities as a British citizen. Similarly, number of students in a class also affected whether a person reported that he/she had a good relationship with their neighbours.

5.3.9 Spearman's rank order correlation

For ordinal data, a non-parametric alternative of a Pearson product moment correlation coefficient analysis is Spearman's rank order correlation. It is calculated by sequential or rank order of the data rather than the actual data itself (Coleman, 2010). It is used for those kinds of data that cannot be calculated by a Pearson product moment correlation such as data that is not normally distributed. As discussed above in section [5.3.6](#), the data collected in the present study is not distributed normally. For this reason, Spearman's rank order correlation is used for testing.

In the present study, as aforementioned, the items in the ESOL students' questionnaire were divided into two categories: social integration and identity. Five items focused on social integration while six focused on identity. Each item was a statement about an aspect of social integration or identity. Therefore, it was decided that internal correlation among the items of social integration will be checked and a similar procedure will be conducted with the items of identity.

The results of Spearman's rank order correlation among five items of social integration are presented in table 5.18. The results showed that item 1 was negatively correlated to item 3 while positively correlated to items 4 and 5. Item 4 has a very strong correlation with item 5 with a *p-value* < 0.01. The responses in item 2 did not correlate with the responses of any other item in the social integration section.

Item 1 asked the participants about involving themselves in local community. While item 3 is a negatively phrased statement where participants were asked about meeting only those people who have similar ethnic background as themselves. By looking at the correlation it can be said that the participants who said they like to get involved in the community disagreed with the statement in item 3 related to meeting people with similar ethnic background. Thus, indicating that the participants who like to get involved in the community tend to meet people from different backgrounds. Item 4 focused on the rights and responsibilities as a British citizen while item 5 asked about getting along with the neighbours. The results also showed that the participants who felt they knew their rights and responsibilities as a British citizen and believed that they have good relationship with their neighbours. Therefore, it can be deduced that knowing the rights and responsibilities as a British citizen and having good relationships are correlated.

Table 5.18: Spearman's rank order correlation within items in the section, social integration.

Correlations							
			Q1	Q2	Q3	Q4	Q5
Spearman's rho	Q1	Correlation Coefficient	1.000	.108	-.366**	.256*	.315**
		Sig. (2-tailed)	.	.358	.001	.028	.006
		N	74	74	74	74	74
	Q2	Correlation Coefficient	.108	1.000	-.032	.164	.095
		Sig. (2-tailed)	.358	.	.784	.162	.421
		N	74	74	74	74	74
	Q3	Correlation Coefficient	-.366**	-.032	1.000	-.128	-.193
		Sig. (2-tailed)	.001	.784	.	.278	.100
		N	74	74	74	74	74
	Q4	Correlation Coefficient	.256*	.164	-.128	1.000	.531**
		Sig. (2-tailed)	.028	.162	.278	.	.000
		N	74	74	74	74	74
	Q5	Correlation Coefficient	.315**	.095	-.193	.531**	1.000
		Sig. (2-tailed)	.006	.421	.100	.000	.
		N	74	74	74	74	74

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation among the items in the section ‘identity’ was also calculated. The correlation among the items related to the phenomenon ‘identity’ were much stronger and significant than that of social integration. Item 6 was positively correlated to item 11 while negatively correlated to items 7 and 9 with *p-values* < 0.01. Item 6 was also negatively correlated to item 10 with a *p-value* < 0.05.

Item 6 asked about preference to be identified as Pakistani or Indian rather than British and item 11 asked the participants about following Pakistani and Indian culture rather than British culture. Positive correlation between these two items means that the responses in one item has affected their responses in the other item. The results from the

correlation test showed that the participant who identified himself/herself as Pakistani or Indian liked to follow the culture of his/her native country rather than that of the UK.

Item 7 asked about identifying with British life while item 9 was about using English language with family members. A negative correlation between item 6 and items 7 and 9 shows that if a participant identifies himself/herself as Pakistani or Indian then he/she would not consider his/her life similar to the life of a British person and does not use English language with his/her family members. For this reason, it can be concluded that the responses related to the participant's use of English language and identifying himself/herself as British is correlated to the way he/she identifies with the country of origin. As mentioned above, the results of rank order correlations also showed that item 6 was negatively correlated to item 10. Thus, indicating that the participants who identified themselves with Pakistan or India felt that British nationality did not help them professionally.

According to Spearman's correlation results in the section, identity, item 7 was negatively correlated to item 6 and 11 while positively correlated to items 8, 9 and 10 with *p-value* < 0.01. Negative correlation between item 7 and item 6 shows that the participants who identified their life similar to that of British life did not tend to identify themselves as Pakistani or Indian. Positive correlation of item 7 with items 9 and 10 means that the participants who think their life is similar to the life of a British person also believe that having a British passport has helped them professionally. Such participants also showed preference to speak English with their family members in their responses.

Item 8 showed a positive correlation with items 7, 9 and 10 with *p-value* < 0.01 while item 9 showed a negative correlation with items 6 and 11 and a positive correlation with

items 7, 8 and 10. The results of Spearman's rank order correlation can be seen in table 5.19.

Table 5.19: Spearman's rank order correlation within items in the section, identity.

			Correlation					
			Q6	Q7	Q8	Q9	Q10	Q11
Spearman's rho	Q6	Correlation Coefficient	1.000	-.519**	-.174	.361**	-.230*	.696**
		Sig. (2-tailed)	.	.000	.139	.002	.049	.000
		N	74	74	74	74	74	74
	Q7	Correlation Coefficient	-.519**	1.000	.578**	.627**	.488**	-.431**
		Sig. (2-tailed)	.000	.	.000	.000	.000	.000
		N	74	74	74	74	74	74
	Q8	Correlation Coefficient	-.174	.578**	1.000	.582**	.532**	-.186
		Sig. (2-tailed)	.139	.000	.	.000	.000	.113
		N	74	74	74	74	74	74
	Q9	Correlation Coefficient	-.361**	.627**	.582**	1.000	.539**	-.326**
		Sig. (2-tailed)	.002	.000	.000	.	.000	.005
		N	74	74	74	74	74	74
	Q10	Correlation Coefficient	-.230*	.488**	.532**	.539**	1.000	-.298**
		Sig. (2-tailed)	.049	.000	.000	.000	.	.010
		N	74	74	74	74	74	74
	Q11	Correlation Coefficient	.696**	-.431**	-.186	.326**	-.298**	1.000
		Sig. (2-tailed)	.000	.000	.113	.005	.010	.
		N	74	74	74	74	74	74

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

After analysing the results, it can be concluded that overall, the section on identity helped in identifying two kinds of responses of participants in the sample. First, those who liked to identify themselves with Pakistan and India and preferred to follow Pakistani and Indian culture. Second, those who feel their life is similar to the life a British person and prefer to use English language with their children. Such participants believe that their life has become better after gaining British nationality.

5.3.10 Summary

The overall findings of the main study will be discussed in more detail after taking into consideration the results of both quantitative and qualitative data, but in this section, the summary of the quantitative results is presented. The data collected through questionnaires of ESOL students is analysed to answer two research questions of the main study that are as follows:

- *How realistic is the goal of achieving the social integration of immigrants through ESOL for citizenship courses?*
- *What impact does this goal have on immigrant lives and their identity with reference to integration into British society?*

The inferential statistical analysis of the results discussed in the above section showed that the participants of the study did not feel integrated in British society after studying the ESOL for citizenship course as there are host of other factors than can facilitate or hinder the social integration. Thus, indicating that the link advocated by the British government between social integration and English language or ESOL for citizenship is not realistic.

It was found that the difference in gender affected the social integration of the participants. The responses of the participants showed that the male participants felt more integrated into British society than the female participants when the results of the Mann-Whitney U test and Spearman's rank order correlation were taken into consideration. The Mann-Whitney U test showed that female participants liked to meet only those people who had similar ethnic background as their own. The results of the Spearman's rank order correlation showed that there is a strong negative correlation in responses of the

participants regarding meeting only those people who have similar ethnic background as their own and getting involved in the local community.

It was also found that overall, the section of identity in the ESOL students ‘questionnaire helped in identifying two kinds of responses of the participants in the sample. In one kind of responses of participants they preferred to identify themselves with Pakistan and India and liked to follow Pakistani and Indian culture. There was a strong correlation between responses of participants who identified with Pakistan/India and who did not consider their life similar to that of British people. On the other hand, there was a strong correlation between responses of participants who felt their life was similar to the life of a British person and preferred to use English language with their children. The participants who felt that their life is similar to British people also believed that British nationality has helped them professionally.

The results of the Mann-Whitney U test also showed that difference in gender affected the responses of participants regarding identifying themselves as Pakistani/ Indian even after gaining British nationality. The ESOL for citizenship course did not have an impact on the identity of the participant. Gender, on the other hand, is considered a strong variable that had an influence in the way participants identified themselves with the UK or with their country of origin as can be seen from the results discussed above.

5.4 Results from the Questionnaires for ESOL Teachers

5.4.1 Coding frame

The coding frame of factual questions in the ESOL teachers’ questionnaire asked about their age, gender, their contract type, number of teachers in their centre, number of students in their class, their qualification and years of experience. This is presented in tables 5.20-5.23.

Table 5.20: Coding frame of independent variables, age and gender, in ESOL teachers' questionnaire

	Age				Gender	
	25-35	36-45	46-55	56-above	Male	Female
Code	1	2	3	4	1	2

Table 5.21: Coding frame of independent variable, working, in ESOL teachers' questionnaire

	Working			
	Part-time	Full time	Temporary	Permanent
Code	1	2	3	4

Table 5.22: Coding frame of independent variables, no. of teachers and no. of students in each class, in ESOL teachers' questionnaire

	No. of teachers at the work place			No. of students in each class		
	Less than 10	10-20	More than 20	Less than 10	10-20	More than 20
Code	1	2	3	1	2	3

Table 5.23: Coding frame of independent variables, qualification and experience, in ESOL teachers' questionnaire

	Qualification			Experience				
	Certificate	Diploma	Masters	Less than 1 year	1-3 years	3-5 years	More than 5 years	Less than 1 year
Code	1	2	3	1	2	3	4	5

The coding frame for Likert scale ranked items in ESOL teachers' questionnaire is similar to the coding frame of items in ESOL students' questionnaire. For items, the coding frame is shown in table 5.24.

Table 5.24: Coding frame of positive items using five point Likert Scale

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Did not answer
Code	5	4	3	2	1	0

In the ESOL teachers' questionnaire, there is no statement that was coded negatively. The main aim of this questionnaire is to understand the impact on classroom pedagogy.

5.4.2 Descriptive Statistical Analysis

The procedure followed to analyse the data collected from the questionnaire of ESOL teachers was similar to that of the questionnaire of ESOL students. The first step of the data analysis was to conduct descriptive statistical analysis. For descriptive analysis, mean, median, mode and standard deviation was calculated. Frequency and percentage of different responses to factual questions as well as ten items included in the ESOL teachers' questionnaire were also calculated. The ESOL teachers' questionnaire can be seen in appendix [IV](#).

For ordinal data, as mentioned above in section [5.3.2](#), mode was considered appropriate. The mode of the items in the ESOL teachers' questionnaire is mixed. Table 5.25 presents the mode of all items. For some items, such as 1, 4 and 8, the most common option chosen by the participants was 4 (agree). Item 1 asked the participants about independence in teaching decisions. Item 4 focused on the support given to the teachers by the management and the government while item 8 asked the participants about teaching the learners English language rather than helping them in passing the examination. The mode of these three items indicated that most of the participants in the sample indicated through their response that they were satisfied with the level of independence in making teaching decisions as well as the support from the government.

The mode of responses for item 2, 3, and 6 was 2 (disagree) as shown in table 5.25. Item 2 asked about difficulty in giving individual attention to the learners while item 3 inquired about using government provided material. Item 6 asked the participants whether they feel it is their responsibility to make ESOL learners active citizens of society. The mode of the data shows that the participants did not agree that they faced difficulty in giving individual attention to the learners, or used government provided material or believed it was their responsibility to make ESOL learners active citizens of society.

The mode for other items can be seen in the table below.

Table 5.25: Descriptive statistics of the responses of items in ESOL teachers' questionnaires

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
N	Valid	32	32	32	32	32	32	32	32	32	32
	Missing	0	0	0	0	0	0	0	0	0	0
Mean	3.69	2.56	2.94	3.28	3.03	2.44	2.91	3.59	2.56	2.41	
Median	4.00	2.00	2.50	4.00	3.00	2.00	3.00	4.00	2.50	2.50	
Mode	4	2	2	4	3	2	1	4	1 ^a	3	
Std. Deviation	1.176	1.413	1.523	1.250	1.177	1.343	1.573	.946	1.268	1.043	

a. Multiple modes exist. The smallest value is shown

The mode of the responses indicates that the participants were satisfied with the support provided to them and were inclined to focus on teaching the language to the learners rather than passing the examination. However, as explained before, it is not possible to generalize the results of descriptive statistical analysis as we have to take into considerations the overall results of all the tests conducted on the data.

5.4.3 Frequency of responses in ESOL teachers' questionnaire

In this section, the frequency and the percentage of different responses will be analysed to see the general trend of responses in the ESOL teachers' questionnaire. First, the

frequency of responses in factual questions will be analysed. The full list can be seen in table 5.26.

In the factual questions, the respondents were asked about their age, gender, working pattern or their contract type, number of teachers in their centre, number of students in their class and their qualification. Out of thirty two respondents, eighteen were aged 25-35 that is 56.3% while eleven were 36-45 (34.4%). The distribution of male and female participants was not equal. There were only nine males and twenty three females (71.9%). Eleven participants (34.4%) said they work part-time while nine (28.1%) said they were temporary staff. Fourteen respondents (43.8%) reported that there were fewer than 10 teachers in their centre while ten (31.3%) reported that there were 10-20 teachers in their centre. The responses about the number of students was distributed equally in the three categories. Most of the participants (n: 15, 46.9%) said that they have certificate level qualification while nine participants (28.1%) said they have diploma level education and eight (25%) reported they have masters level. Fourteen participants (43.8%) said they have 1-3 years of experience while eleven participants (34.4%) reported they have more than 5 years of teaching experience.

Table 5.26: Frequency of responses of the sample in factual questions of ESOL teachers' questionnaire

		Frequency	Percentage
Age	25yrs - 35yrs	18	56.3%
	36yrs - 45yrs	11	34.4%
	46yrs – 55yrs	3	9.4%
Gender	Male	9	28.1%
	Female	23	71.9%
Working	Part-time	11	34.4%
	Full-time	6	18.8%
	Temporary	9	28.1%
	Permanent	6	18.8%
No. of teachers	Less than 10	14	43.8%
	10-20	10	31.3%
	More than 20	8	25.0%
No. of students	Less than 10	11	34.4%
	10-20	10	31.3%
	More than 20	11	34.4%
Qualification	Certificate	15	46.9%
	Diploma	9	28.1%
	Masters	8	25%
Years of experience	Less than 1	2	6.3%
	1-3 years	14	43.8%
	3-5 years	5	15.6%
	More than 5 years	11	34.4%

Likert scale items in the ESOL teachers' questionnaire were divided into two sections:

four items in the classroom pedagogy section and six in the ESOL for citizenship section.

As mentioned above in section [5.4.2](#), item 1 asked the participants about independence in their teaching decisions. Nine participants (28.1%) strongly and thirteen participants (40.6%) agreed with the statement regarding their independence in making teaching decision. On the other hand, nine participants disagreed with the statement. In item 2, nearly half of the sample (n:15, 46.9%) disagreed while seven participants (21.9%) strongly disagreed with the statement that they face difficulty in giving individual attention to the students. The responses in item 3 were mixed. nine participants (28.1%) disagreed that they prefer to use government provided material while seven participants (21.9%) strongly agreed and seven participants (21.9%) agreed that they prefer to use

government provided material. Item 4 asked about the support provided by the management and the government in the form of facilities. More than half of the sample (n: 17, 53.1%) responded that they are satisfied with the support provided by the management and the government. In table 5.27, the frequencies and percentages for the items included in the section, classroom pedagogy, are presented.

Table 5.27: Frequency of response of the sample in the section, classroom pedagogy, of ESOL teachers' questionnaire

Classroom pedagogy		Frequency	Percentage
Q1: Independence in making teaching decisions	Disagree	9	28.1%
	Neither agree nor disagree	1	3.1%
	Agree	13	40.6%
	Strongly agree	9	28.1%
Q2: Difficulty in giving individual attention to the learner	Strongly disagree	7	21.9%
	Disagree	15	46.9%
	Agree	5	15.6%
	Strongly agree	5	15.6%
Q3: Using government provided materials	Strongly disagree	7	21.9%
	disagree	9	28.1%
	Neither agree nor disagree	2	6.3%
	Agree	7	21.9
	Strongly agree	7	21.9%
Q4: Satisfied with the support provided by the management and the government	Strongly disagree	4	12.5%
	Disagree	6	18.8%
	Neither agree nor disagree	2	6.3%
	Agree	17	53.1%
	Strongly agree	3	9.4%

Overall, after considering the results of frequency of responses in different items it can be said that more than half of the participants showed through their responses that they were independent in making teaching decisions and were satisfied with the support given to them by the management and the government in the form of teaching materials and independence in teaching. Majority of participants also indicated through their responses

that giving individual attention to the learners is not hard for them and they do not face any difficulty in it.

In the section, ESOL for citizenship, six items were included. In item 5, the participants were asked about ESOL learners' integration into British society after completing the ESOL for citizenship course. Ten participants (31.3%) responded that they neither agree nor disagree with the statement while nine (28.1%) agreed with the statement. Item 6 included the statement about teacher's responsibility to ensure ESOL learners become active citizens of British society. Eleven participants (34.4%) disagreed with the statement while nine (28.1%) strongly disagreed.

The responses were mixed for item 7, when participants were asked about being pressurized by the management to achieve good results. Ten participants (31.3%) strongly disagreed with the statement while nine (28.1%) agreed and six (18.8%) strongly agreed with the statement. Item 8 included the statement about focusing on teaching the language to the learners rather than helping them to gain a certificate for naturalisation. Thirteen participants (40.6%) agreed with the statement while eleven participants (34.4%) were undecided and chose neither agree nor disagree for the statement.

The responses were also mixed when asked about implementing the UK Home Office's language policy in item 9, as can be seen in table 5.28. Item 10 asked the participants whether they feel the government is successful in improving social integration through language policy. Eleven participants (34.4%) were undecided in this category, while eight participants (25%) disagreed and strongly disagreed with the statement.

Table 5.28: Frequency of response of the sample in the section, ESOL for citizenship, of ESOL teachers' questionnaire

ESOL for citizenship		Frequency	Percentage
Q5: Social integration of ESOL learners after completing the course	Strongly disagree	4	12.5%
	Disagree	6	18.8%
	Neither agree nor disagree	10	31.3%
	Agree	9	28.1%
	Strongly agree	3	9.4%
Q6: Responsibility of the teacher to ensure ESOL learner become active citizen of society	Strongly disagree	9	28.1%
	Disagree	11	34.4%
	Neither agree nor disagree	5	15.6%
	Agree	3	9.4%
	Strongly agree	4	12.5%
Q7: feeling under pressure by the management to achieve results	Strongly disagree	10	31.3%
	Disagree	4	12.5%
	Neither agree nor disagree	3	9.4%
	Agree	9	28.1%
	Strongly agree	6	18.8%
Q8: Teaching for language learning rather than for language certificate	Strongly disagree	1	3.1%
	Disagree	2	6.3%
	Neither agree nor disagree	11	34.4%
	Agree	13	40.6%
	Strongly agree	5	15.6%
Q9: Implementing the UK Home Office's policy for naturalisation	Strongly disagree	9	28.1%
	Disagree	7	21.9%
	Neither agree nor disagree	6	18.8%
	Agree	9	28.1%
	Strongly agree	1	3.1%
Q10: Feel government is successful in achieving social integration through language policy	Strongly disagree	8	25%
	disagree	8	25%
	Neither agree nor disagree	11	34.4%
	agree	5	15.6%

Overall, after looking at the results of the frequency of responses, it can be said that the responses were mixed in most of the items. It also showed that the participants felt it was not their responsibility to make ESOL learners active citizens of society. It is not possible to generalize the results just by taking into consideration descriptive statistical analysis

as explained before. For generalization of the results, it is important to conduct inferential statistical analysis.

5.4.4 Summary

We will first examine research question three of the main study before summarising the results of the descriptive statistical analysis. Research question three of this study is as follows:

- *What impact does this goal have on pedagogy in the ESOL classroom?*

The results of descriptive statistical analysis showed that the UK government policy of social integration through ESOL for citizenship course did not affect the classroom pedagogy of the participants. More than half of the participants felt they were independent in making their teaching decisions and were satisfied with the support provided by the management. In terms of ESOL for citizenship provision, some of the participants felt they were pressurized by the management to achieve results that can have a negative impact on classroom pedagogy. However, it was also found that even after working under pressure, the participants thought that it was not their responsibility to make ESOL learners active citizens of British society as well as to implement the UK Home Office's language policy as they wanted to focus more on language learning rather than teaching students to pass the English language test for naturalisation.

5.4.5 Inferential statistical analysis

As discussed earlier in section [5.3.5](#), for generalization of the results, descriptive statistical analysis is not enough. For this purpose, inferential statistical analysis was conducted to see which results are statistically significant so they could be generalized. It also helps in better understanding the correlation of different variables as well as the ways certain factors affected the responses in the questionnaire.

For inferential statistical analysis of the data collected from the ESOL teachers' questionnaires, non-parametric tests were conducted in the same way and for the same reasons as they were done on the ESOL students' questionnaire data. The results of the Shapiro-Wilk test of normality will be discussed in the next section.

5.4.6 The Shapiro-Wilk test of normality

The reasons behind conducting the Shapiro-Wilk test are already discussed in detail in section [5.3.6](#). In this section, I will only discuss the results of the test on the ESOL teachers' questionnaire data. The responses of all ten items were tested with the variables such as age, gender, contract type, number of teachers in the centre, number of students in a class, qualifications and years of experience. For all these variables, the results were mixed where in certain items certain categories were normally distributed while in others they were not.

For example, when the variable, gender was checked with all ten items, the results from the tests showed that in questionnaire 4, 5, 8 and 10, the responses of male participants were normally distributed. It also showed that the female participants' responses refuted the null hypothesis, as *p-values* for all the responses were lower than the alpha level. The full result of the Shapiro-Wilk test for the variable gender is shown in table 5.29. The *p-values* that are higher than the alpha level are highlighted in the table.

Table 5.29: Shapiro-Wilk test of normality within gender groups per each item in the ESOL teachers' questionnaire

Shapiro-Wilk Test of Normality				
	Gender	Statistic	df	Sig.
Q1	Male	.766	9	.008
	Female	.802	23	.000
Q2	Male	.685	9	.001
	Female	.819	23	.001
Q3	Male	.776	9	.011
	Female	.868	23	.006
Q4	Male	.907	9	.296
	Female	.772	23	.000
Q5	Male	.920	9	.396
	Female	.910	23	.041
Q6	Male	.831	9	.046
	Female	.862	23	.004
Q7	Male	.713	9	.002
	Female	.845	23	.002
Q8	Male	.853	9	.081
	Female	.864	23	.005
Q9	Male	.766	9	.008
	Female	.890	23	.016
Q10	Male	.873	9	.132
	Female	.838	23	.002

With regards to other variables such as age, contract type, number of teachers, number of students, qualification and years of experience, the results of Shapiro-Wilk test were mixed. According to the results, in certain items the responses of different categories were normally distributed while in others they were not. Because of shortage of space, it is not possible to present the results of all variables using the Shapiro-Wilk test. For this reason, I am only presenting the results of working pattern or contract type as in this, the *p-value* is greater than the alpha level in fifteen instances that are highlighted in table 5.30. In the items, where *p-values* are higher than the alpha level, the responses were normally distributed. The results of the Shapiro-Wilk test of the variable working pattern can be seen in table 5.30.

Table 5.30: Shapiro-Wilk test of normality within working pattern groups per each item in ESOL teachers' questionnaire

Shapiro-Wilk Test of Normality				
	Working	Statistic	df	Sig.
Q1	Part-time	.805	11	.011
	Full time	.640	6	.001
	Temporary	.743	9	.004
	Permanent	.666	6	.003
Q2	Part-time	.689	11	.000
	Full time	.751	6	.020
	Temporary	.873	9	.131
	Permanent	.721	6	.010
Q3	Part-time	.822	11	.019
	Full time	.640	6	.001
	Temporary	.795	9	.018
	Permanent	.751	6	.020
Q4	Part-time	.623	11	.000
	Full time	.702	6	.007
	Temporary	.776	9	.011
	Permanent	.832	6	.111
Q5	Part-time	.863	11	.064
	Full time	.831	6	.110
	Temporary	.941	9	.595
	Permanent	.920	6	.505
Q6	Part-time	.877	11	.095
	Full time	.920	6	.505
	Temporary	.887	9	.184
	Permanent	.683	6	.004
Q7	Part-time	.887	11	.126
	Full time	.831	6	.110
	Temporary	.811	9	.028
	Permanent	.666	6	.003
Q8	Part-time	.825	11	.020
	Full time	.770	6	.031
	Temporary	.780	9	.012
	Permanent	.827	6	.101
Q9	Part-time	.887	11	.127
	Full time	.773	6	.033
	Temporary	.889	9	.194
	Permanent	.496	6	.000
Q10	Part-time	.771	11	.004
	Full time	.701	6	.006
	Temporary	.808	9	.025
	Permanent	.907	6	.415

In item 5, the responses of all the participants who chose different categories in the working pattern were distributed normally. As can be seen in the table, *p-values* for part-time, full time, temporary and permanent are 0.064, 0.110, 0.595 and 0.505 respectively, which are higher than the alpha level (0.05). While in item 1, *p-values* are 0.011, 0.001, 0.004, and 0.003, which are lower than alpha level refuting the null hypothesis. It can be concluded that the data is not normally distributed overall so non-parametric tests will be considered suitable.

5.4.7 Mann Whitney U Test

As discussed above in section [5.3.7](#), the Mann Whitney U test is a non-parametric test that can be used as an alternative to the t-test. For the data collected through the ESOL teachers' questionnaires, the Mann Whitney U test was conducted only once when the grouping variable, gender was taken into consideration. For all other grouping variables, the sample could be divided into more than two groups or categories. For such variables, the Kruskal Wallis H test was conducted. The results of the Mann-Whitney U test can be seen in table 5.31.

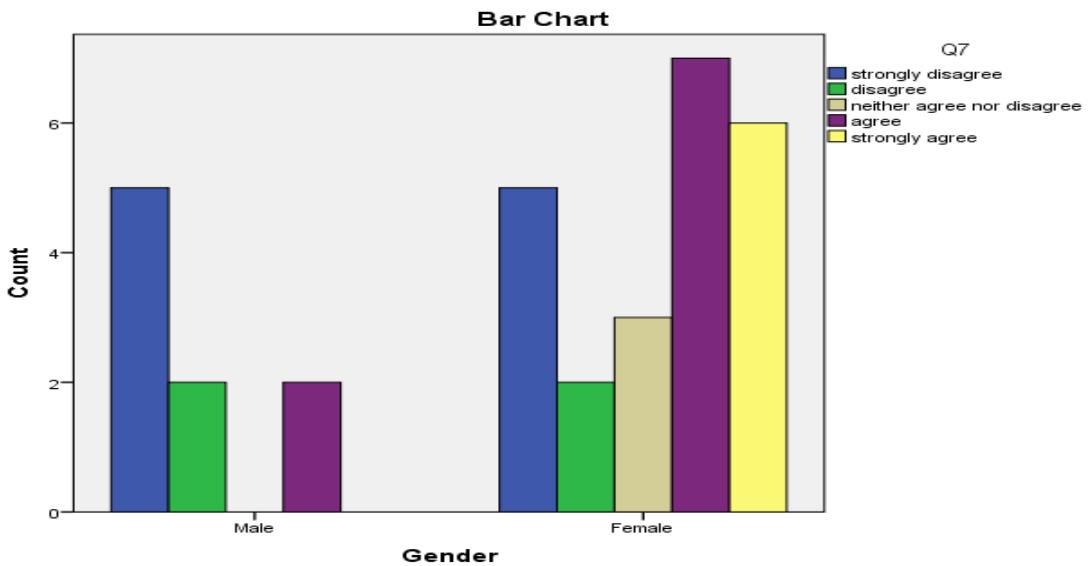
Table 5.31: Mann Whitney U test on items considering grouping variable, gender.

	Test Statistics ^a									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Mann-Whitney U	79.00 0	61.00 0	58.00 0	80.50 0	101.5 00	85.50 0	51.50 0	66.50 0	68.00 0	96.00 0
Wilcoxon W	355.0 00	106.0 00	103.0 00	125.5 00	146.5 00	130.5 00	96.50 0	342.5 00	113.0 00	141.0 00
Z	- 1.089	- 1.899	- 1.960	- 1.051	-.087 -.782		- 2.249	- 1.645	- 1.535	-.327
Asymp. Sig. (2-tailed)	.276	.058	.050	.293	.931	.434	.024	.100	.125	.744

a. Grouping Variable: Gender

According to the Mann-Whitney U test results, the difference between genders is not statistically significant as *p-values* for all items were higher than the alpha level apart from item 7, in which the participants were asked about whether they feel under pressure by the management to achieve results. This item was included in the section ‘ESOL for citizenship’. The difference of gender affected the responses as can be seen in Table 5.31.

Figure 5.7: Bar chart showing the difference in the responses in item 7 when grouping variable gender is taken into consideration



This difference in the responses can be seen in the bar chart presented in figure 5.7, which shows that female participants tend to agree or strongly agree that they feel under pressure by the management to achieve results in the form of learners’ progression. It also needs to be understand before generalizing the results that there were more female participants than male participants but despite this more female than male participants agreed with the statement. The result of the Mann Whitney U test meant that the difference in responses is due to the difference in Gender.

5.4.8 Kruskal Wallis H test

A Kruskal Wallis H test was conducted on all the variables that were identified in the ESOL teachers’ questionnaire. All the results are not shown in this section because of the

shortage of space so only those tests will be discussed that showed significant results in certain items.

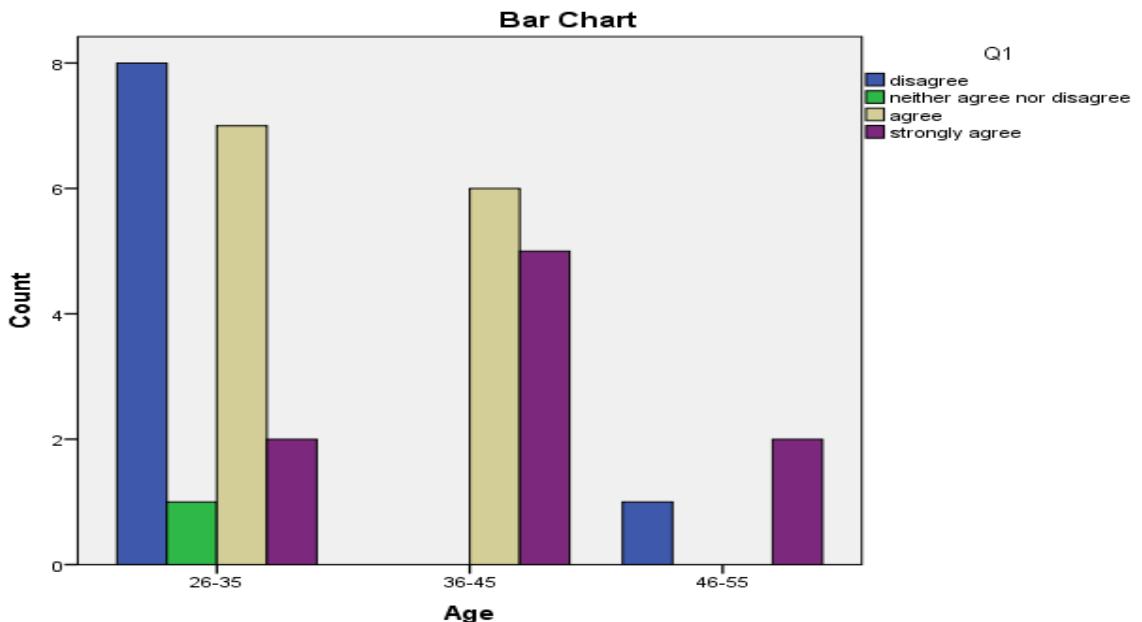
Table 5.32: Kruskal-Wallis H test on items considering grouping variable, age of the participants

Test Statistics ^{a,b}										
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Chi-Square	8.495	3.634	11.586	.656	1.693	5.473	6.147	2.674	14.376	1.712
Df	2	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.014	.162	.003	.720	.429	.065	.046	.263	.001	.425

b. Grouping Variable: Age

The results of the Kruskal Wallis H test when the variable ‘age’ was taken into consideration showed that the difference in age affected the responses in items 1, 3, 7 and 9 as *p-values* were lower than the alpha level as presented in table 5.32. In questionnaire item 1, participants were asked about independence in making teaching decisions while item 3 asked about using government provided material. Both items 1 and 3 were included in the section classroom pedagogy. The results of the Kruskal Wallis H test showed that the difference in age group affected the responses in items 1 and 3. The bar charts in figure 5.8 and 5.9 can help us in understanding the difference in responses.

Figure 5.8: Bar chart showing the difference in the responses in item 1 when grouping variable age was taken into consideration

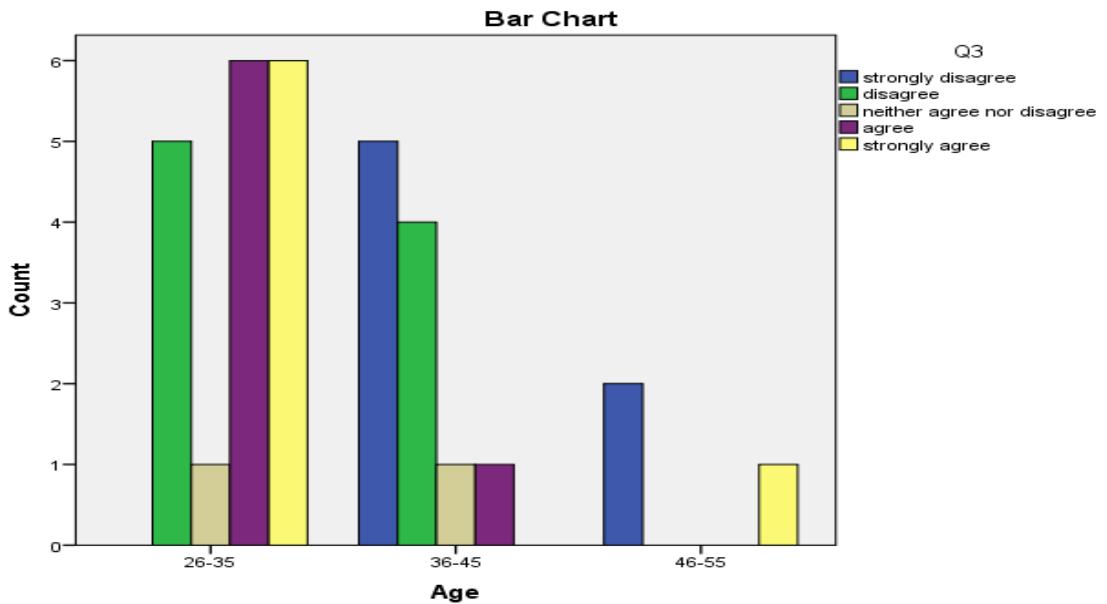


The bar chart in figure 5.8, shows that the younger age group chose the option, disagree more often than the older groups of 36-45 years old or 46-55 years old. The trend shown by the participants in their responses indicates that the younger participants, aged 26-35 years old, believed that they were not independent in making their teaching decision while older participants agreed that they were. This lack of independence in teaching decisions can lead to over reliance on the management and the government provided material. As younger aged group participants might not be able to decide what to teach on their own and rely on the materials provided by the government.

According to the Kruskal Wallis H test, the difference in age also affected the responses in item 3. The bar chart in figure 5.9 shows the difference in the responses. Item 3 asked the participants about using teaching material provided by the government rather than their own material. The results show that the number of participants who agreed or strongly agreed to using government provided material decreased as the age increased.

Thus, the responses of the older participants showed that they tend to use their own materials rather than the government provided materials for the ESOL for citizenship classes.

Figure 5.9: Bar chart showing the difference in the responses in item 3 when grouping variable age was taken into consideration



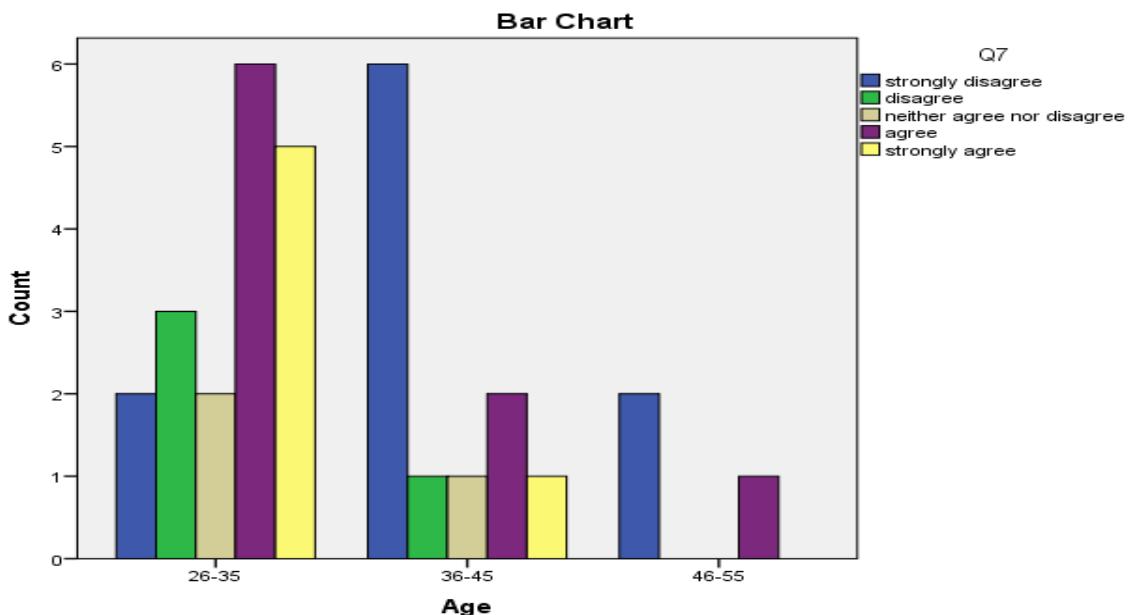
The difference in age also affected the responses in items 7 and 9 that were included in the section, ESOL for citizenship, item 7 asked the participants about feeling under pressure by the management to achieve results while item 9 included the statement about implementing the UK Home Office's language policy. The results of the Kruskal Wallis H test showed that the difference in age affected the responses in these two items. The results of Kruskal Wallis are presented above in table 5.32.

The bar chart in figure 5.10 is presented to show the difference in the responses of different participants to item 7. The results from the bar chart and from the Kruskal Wallis test show that the younger participants aged 26-35 years were more likely to agree with the statement as compared to the other age groups, showing that younger participants felt

more under pressure by the management to achieve results as compared to the older ones.

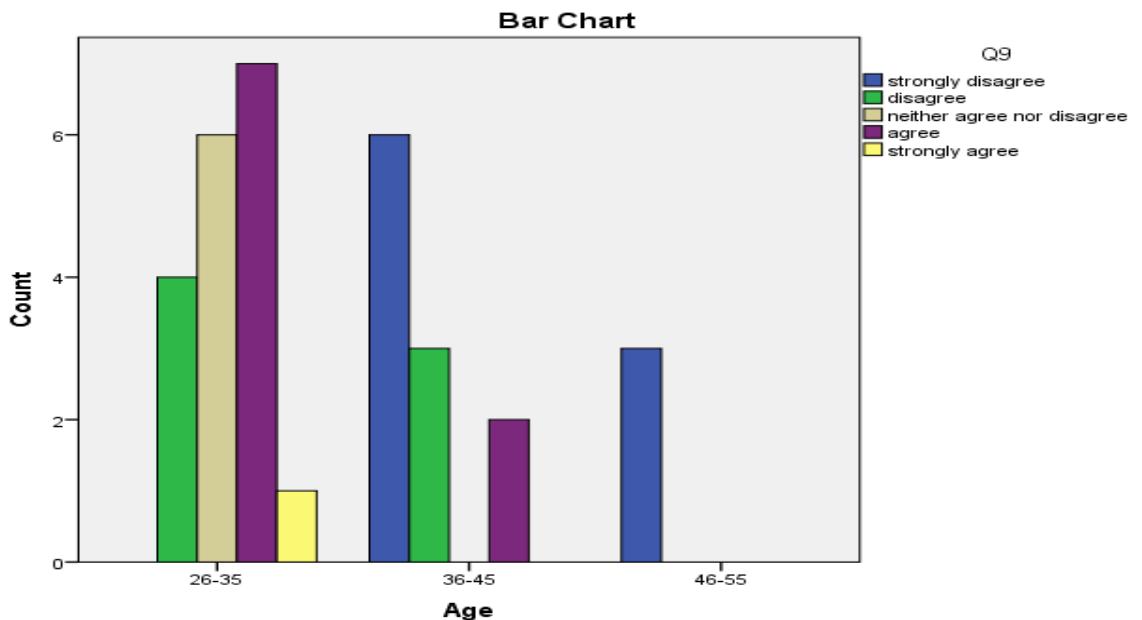
According to Kruskal Wallis H test, this difference in the responses is due to the difference in age groups. The bar chart also showed that the other age groups of participants, 36-45 years and 46-55 years old, did not feel they were pressurized by the management to achieve results.

Figure 5.10: Bar chart showing the difference in the responses in item 7 when grouping variable age was taken into consideration



Before I discuss and analyse the difference in the responses in the item 7, I will also discuss the results of item 9. The reason for doing so is that the results of both items are similar when the grouping variable, age was taken into consideration.

Figure 5.11: Bar chart showing the difference in the responses in item 9 when grouping variable age is taken into consideration



If we consider the bar chart presented in figure 5.11, it can be observed that as the age of the participants increased so did the number of participants who agreed or strongly agreed with the statement decreased. This trend in the responses showed that the older participants did not tend to feel they were implementing the Home Office language policy, while younger group participants, 26-35 years old, agreed with the statement and felt they were implementing the UK Home Office's language policy through ESOL for citizenship courses and classes.

The results of both the bar charts and the Kruskal Wallis H test showed that the younger participants not only felt themselves to be under pressure by the management to achieve the results in the form of learners' progression but also believed that they were implementing the UK Home Office's language policy.

Another grouping variable that showed significant results in some items when the Kruskal Wallis H test was conducted was experience. The items that showed a significant

difference in their responses were the same items that were identified when the grouping variable age was taken into consideration. The difference in experience affected the responses in items 1, 3, 7 and 9 as *p-values* were lower than alpha level. The results can be seen in table 5.33.

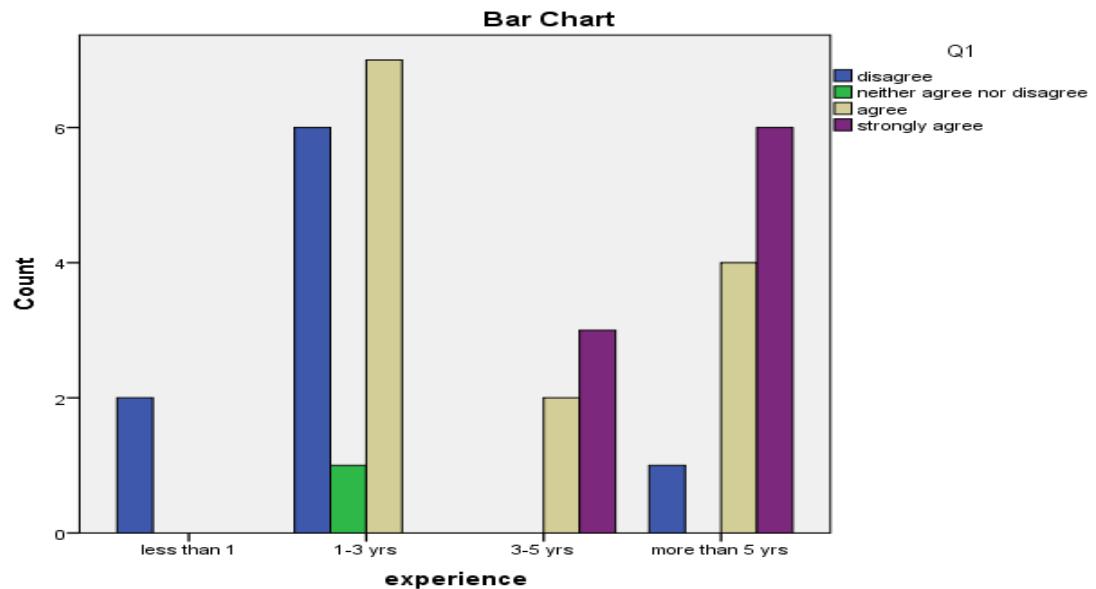
Table 5.33: Kruskal-Wallis H test on items considering grouping variable, experience

Test Statistics ^{a,b}										
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Chi-Square	15.44 5	6.899	11.40 5	1.624	4.268	2.739	12.00 7	2.494	14.27 3	2.967
Df	3	3	3	3	3	3	3	3	3	3
Asymp. Sig.	.001	.075	.010	.654	.234	.434	.007	.476	.003	.397

b. Grouping Variable: experience

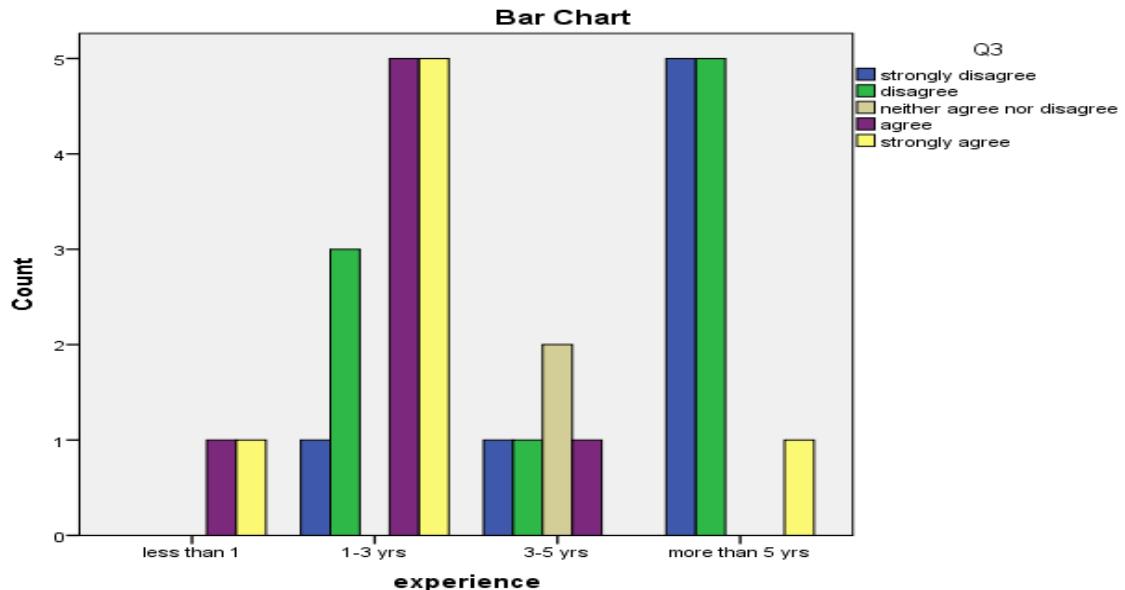
It should be noted here that the responses of the same items were affected when the grouping variable age was taken into consideration as discussed above. The bar chart representing the difference in responses of different groups of participants in item 1 can be seen in figure 5.12. The bar chart shows that the participants who reported they have lesser experience such as less than 1 and 1-3 years tend to disagree with the statement regarding independence in teaching decisions as compared to the participants who were more experienced. According to the Kruskal-Wallis H tests, this difference in responses is because of the difference in the experience of the participants as the *p-value* was less than 0.05.

Figure 5.12: Bar chart showing the difference in the responses in item 1 when grouping variable experience was taken into consideration



The Kruskal Wallis test showed significant change in the responses in item 3, when grouping variable experience was taken into consideration. Therefore, the result of the bar chart was taken into consideration. The bar chart presented in figure 5.13 showed that the participants who had more than five years of experience disagreed or strongly disagreed with the statement included in item 3, which asked the participants about using government provided material rather than their own. The result showed that the participants with fewer years of experience were more likely to use government provided material rather than their own material.

Figure 5.13: Bar chart showing the difference in the responses in item 3 when grouping variable experience was taken into consideration

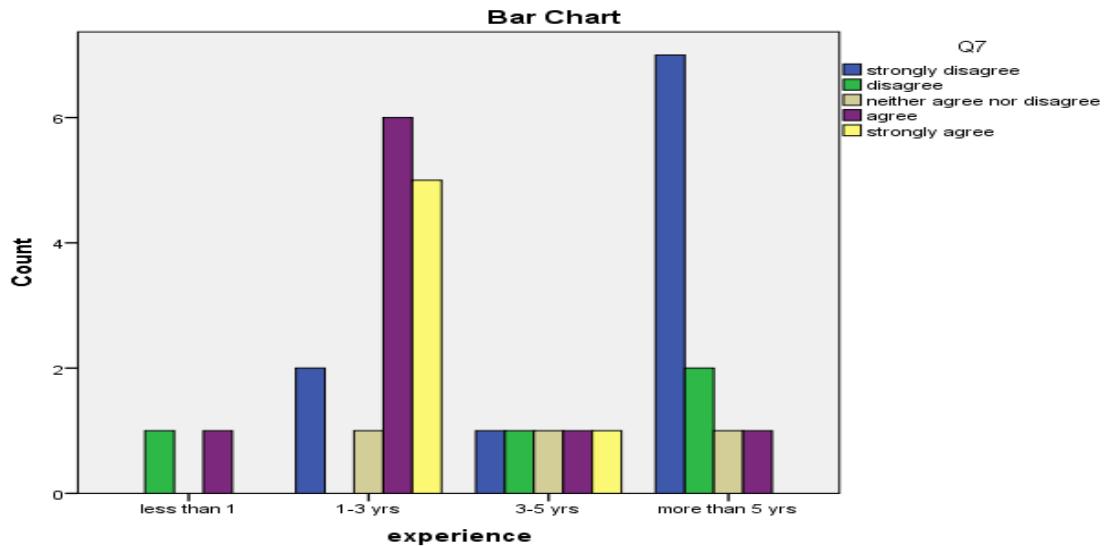


As mentioned above, items 1 and 3 were included in the section, classroom pedagogy.

The results of the Kruskal Wallis test on items 1 and 3 showed that there were significant differences in the responses between those participants who had more experience and those who had less experience. The participants who had more experience felt they were independent in making their teaching decisions and liked to use their own materials while the responses of teachers with less experience were opposite to that.

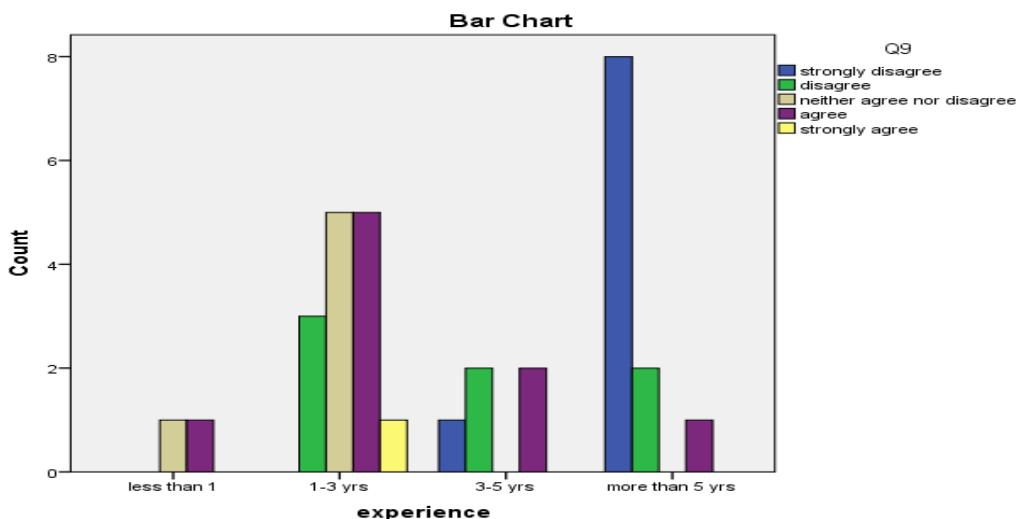
The responses in two items 7 and 9 that were included in the section, ESOL for citizenship, were affected significantly by the difference in the grouping variable, experience. In figure 5.14 the difference in the responses in item 7 is presented. The bar chart shows that the participants with more than 5 years disagreed with the statement and believed that they did not feel under pressure by the management to achieve results.

Figure 5.14: Bar chart showing the difference in the responses in item 7 when grouping variable experience was taken into consideration



In figure 5.15, the difference in the responses in item 9 was taken into consideration. The bar chart shows that the participants with more years of experience strongly disagreed with the statement as compared to other participants. Their responses in the item 9 shows that they did not believe they were implementing the UK Home Office's language policy in the class.

Figure 5.15: Bar chart showing the difference in the responses in item 9 when grouping variable experience' was taken into consideration



To summarise, the results of the Kruskal Wallis H test when the grouping variables, experience and age were taken into consideration, the responses of four items 1,3,7 and 9 were affected because of the differences in the grouping variables. Younger participants did not feel they were independent in making teaching decisions and were more inclined to use government provided materials rather than designing and using their own materials in the class.

On the other hand, in the section ESOL for citizenship, the difference in age also affected the responses in item 7 and 9. Older age group participants showed that they were independent in making their teaching decisions and did not feel they were pressurized by the management as well as the UK government to achieve results. They also did not believe they were implementing the UK Home Office policy for naturalisation. The participants in the older aged group showed more independence in their teaching decisions, which can have a positive impact on their classroom pedagogy.

A similar attitude was seen in the grouping variable, experience. The participants with less experience showed a similar attitude as that of participants in the younger aged group discussed above. They did not feel they were independent in making teaching decisions in class and did not use their own materials. They felt they were pressurized by the management to achieve results and they believed they were implementing the UK Home Office's language policy in their classes. This attitude can negatively affect ESOL for citizenship classroom pedagogy. For a teacher who is pressurized to achieve results it would be hard for him/her to focus on the language needs of the learners. Such a teacher would not be able to give individual attention to the learners but would be more inclined to complete the coursework provided by the management. The overall results will be discussed at the end of this section.

5.4.9 Spearman's rank order correlation

As explained in section [5.3.9](#) for ordinal data a non-parametric test for correlation is conducted. Spearman's rank order correlation checks the correlation between two variables by taking into consideration the sequence or rank order of the data. The ESOL teachers' questionnaire was divided into two sections: classroom pedagogy and ESOL for citizenship. In the section, classroom pedagogy, four items were included. By using Spearman's rank order correlation test, the correlation among items 1-4 was checked.

The results of Spearman's rank order correlation showed that item 1 was negatively correlated to items 2 and 3 with a *p-value* of 0.011 and 0.000. Both *p-values* showed that the correlation is highly significant. Item 2 focused on giving individual attention to the learners while item 3 asked about using government provided materials. Negative correlation between item 1 and items 2 and 3 means that the participants who said they were independent in making teaching decisions responded negatively to using government provided material. The responses of participants related to independence in making teaching decision were negatively correlated to their responses about facing any difficulty in giving individual attention to the learners.

The results from the test showed that item 2 is positively correlated to item 3 with *p-value* of 0.000 that is lower than alpha level. As mentioned above item 3 focused on government provided materials so strong positive correlation between items 2 and 3 means that the participants who faced difficulty in giving individual attention to the learners were more likely to use government provided materials. No correlation was seen between item 4 and the other items 1, 2 and 3. Item 4 focused on the support provided by the management and the government.

Table 5.34: Spearman's rank order correlation within items in the section, classroom pedagogy.

		Correlation				
			Q1	Q2	Q3	Q4
Spearman's rho	Q1	Correlation Coefficient	1.000	-.443*	-.724**	-.093
		Sig. (2-tailed)	.	.011	.000	.614
		N	32	32	32	32
	Q2	Correlation Coefficient	-.443*	1.000	.588**	-.084
		Sig. (2-tailed)	.011	.	.000	.648
		N	32	32	32	32
	Q3	Correlation Coefficient	-.724**	.588**	1.000	.056
		Sig. (2-tailed)	.000	.000	.	.762
		N	32	32	32	32
	Q4	Correlation Coefficient	-.093	-.084	.056	1.000
		Sig. (2-tailed)	.614	.648	.762	.
		N	32	32	32	32

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation of items that were included in the section, ESOL for citizenship, was calculated. The results of Spearman's rank order correlation in table 5.35, showed that the responses in item 5 were negatively correlated to item 7. Item 5 included the statement about the participant's point of view on learners' integration into British society after completing an ESOL for citizenship course while item 7 asked about teacher's feeling under pressure by the management and the government. Negative correlation between these two items means that the participants who agreed with the statement in item 5 were more likely to disagree with the statement included in item 7. While item 9, which asked the participants about whether they felt they were implementing the UK Home Office's language policy in the class, was positively correlated to item 7. Thus, indicating that the participants who agreed that they felt under-pressure by the management and the

government also agreed that they felt they were implementing the UK Home Office's language policy.

Table 5.35: Spearman's rank order correlation within items in the section, ESOL for citizenship.

			Correlations					
			Q5	Q6	Q7	Q8	Q9	Q10
Spearman's rho	Q5	Correlation Coefficient	1.000	.136	-.371*	.110	-.138	.331
		Sig. (2-tailed)	.	.459	.037	.550	.453	.065
		N	32	32	32	32	32	32
	Q6	Correlation Coefficient	.136	1.000	.145	-.086	.203	.287
		Sig. (2-tailed)	.459	.	.430	.641	.264	.111
		N	32	32	32	32	32	32
	Q7	Correlation Coefficient	-.371*	.145	1.000	-.343	.528**	-.130
		Sig. (2-tailed)	.037	.430	.	.055	.002	.480
		N	32	32	32	32	32	32
	Q8	Correlation Coefficient	.110	-.086	-.343	1.000	-.315	.031
		Sig. (2-tailed)	.550	.641	.055	.	.079	.865
		N	32	32	32	32	32	32
	Q9	Correlation Coefficient	-.138	.203	.528**	-.315	1.000	.078
		Sig. (2-tailed)	.453	.264	.002	.079	.	.672
		N	32	32	32	32	32	32
	Q10	Correlation Coefficient	.331	.287	-.130	.031	.078	1.000
		Sig. (2-tailed)	.065	.111	.480	.865	.672	.
		N	32	32	32	32	32	32

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Items 6, 8 and 10 were not correlated to any other item, according to Spearman's rank order correlation.

To conclude, it can be inferred that the participants who felt they were independent in making teaching decisions were more likely to give individual attention to the learners.

The participants who felt they were working under pressure because they had to achieve results were more likely to believe that they were implementing the UK Home Office's language policy and that the ESOL for citizenship classes would not help the learners in integrating into British society. Therefore, it can be said that there are different aspects of classroom pedagogy such as materials, delivery, teaching decisions that can be affected by the UK government's policy of language requirement for naturalization but these effects are dependent on one key factor according to the rank order correlation test, that is the level of independence the participants feel they have in making their own decisions in the class.

5.4.10 Summary

Inferential statistical analysis was conducted on the data collected through ESOL teachers' questionnaire to answer research question three of the present study:

- *What impact does this goal have on pedagogy in the ESOL classroom?*

To summarise the results of the inferential statistical analysis it can be said that the UK's government goal of achieving social integration through language requirement negatively affected the participants and their classroom pedagogy depending on two factors: age and experience. It was found that the difference in experience affected the way participants felt they were influenced by the management and changed their teaching methods, according to their demands. This difference also influenced their responses regarding taking into consideration the needs of the learners rather than only focusing on the tests that are required for naturalisation. Therefore, there is a need to provide professional support to young and less experienced teachers in the form of mentoring so that they would be able to keep on making their own teaching decisions even if they are working

under pressure. In this way, the negative effects of the government goal on ESOL teachers and in a way on the ESOL for citizenship provision can be minimized.

5.5 Conclusion

In this chapter, I have discussed and analysed the quantitative data and conducted different tests on the data to present the quantitative results and findings. As mentioned in the conclusion of chapter 4 that the findings of the quantitative part of the study is one part of the main study. For this reason, overall findings of the main study will be discussed in chapter 6 after taking into consideration the results of both quantitative data and qualitative data. In chapter 6, I will present the final findings of this study that will help in answering the three research questions of the present study. In chapter 7, I will discuss the limitations and implications of the study.

6 Discussion

6.1 Introduction

In this chapter, I will integrate the qualitative findings reported in Chapter 4 with the quantitative findings presented in Chapter 5, and will present a holistic interpretation of the data. Although a small number of findings were based on either quantitative or qualitative data and discussed on their own in their respective chapter, the two are linked and combined into meta-inferences, in line with the principle of parallel mixed methods data analysis (Creswell & Clark, 2011; Greene, 2007; Teddlie & Tashakkori, 2009)

In the next three sections I will discuss and answer the three research questions of the present study with reference to the literature review and theoretical frameworks of the key concepts such as social integration, identity and citizenship. The quantitative and qualitative results will be integrated and linked to answer the three research questions.

6.2 Research question one: How realistic is the goal of achieving the social integration of immigrants through ESOL for citizenship courses?

In the present study, it was found after considering the results of the qualitative and quantitative data that English language or the ESOL for citizenship course does not ensure social integration of migrants. The results of the quantitative data, as discussed in section [5.3](#), showed that nearly half of the participants liked to get involved in the community (44.6%) and were tolerant towards other cultures (58.1%) after completing an ESOL for citizenship course and gaining British nationality or ILR. However, nearly half of them (Agree: 36.5%, Strongly Agree 9.5%) still wanted to or preferred to meet people who had a similar ethnic background. The results of the Mann Whitney U test and Spearman's rank order correlation showed that the gender of the participants had an impact on their responses (*p-value: 0.026*). Spearman's rank order correlation showed a positive

correlation in responses of participants concerning getting involved in the community and meeting people from different backgrounds (*p-value: 0.001*).

In terms of the qualitative results, the lives of the participants of the semi-structured interviews at the start of the course as well at the end remained the same irrespective of their gender. Apart from one participant, Subject F, no participant was aware of the local community centre. The majority did not get involved in the local community or their neighbourhood.

S: How have you got involved in the community?

A: (5.0) I haven't got involved that much (...) I haven't done anything for the community. (Subject A Interview 2)

B: I can meet them but in our neighbourhood, there are mostly Pakistanis so we only meet them and secondly, we are not living here for a long time. (Subject B Interview 1)

B: Because all students are Pakistani in my class so I did not get a chance to get to know other cultures and people in the UK. (Subject B Interview 2)

B: No, I haven't done anything for the community yet. ((laughs)) (Subject B Interview 2)

S: Ok, why not? Why haven't you done anything for the community?

C: (5.0) Because I don't go out of the house that much ((laughs)). (Subject C Interview 2)

These participants were not fully integrated into the host society according to the definition of social integration provided by Singh (2007) as they still showed an inclination to only meet people who have a similar ethnic background. Such behaviour is considered problematic if the discourse of the mainstream politicians of the UK are taken

into consideration (Bower, 2016; Brown, 2007; Hinsliff, 2002; Johnston, 2006; Mason & Sherwood, 2016).

The theoretical frameworks that have been followed by the UK government to deal with migration in post WWII Britain, are multiculturalism and assimilation. However, as discussed in section [2.4](#), integration is not assimilation where it is considered desirable for migrants to merge with the host country in such a way that the link with their own original culture disappears totally. Integration is about accepting the diversity of the migrants and accepting their socialising with the people from similar ethnic background. However, as discussed in section [2.4.3](#), it seems that modern multicultural states often follow the policy of assimilation in the name of integration, if the language ideologies of the host government and mainstream politicians are analysed by considering their political discourse and official policies related to migration (Blackledge, 2005; Blommaert & Verschueren, 1998; Joppke, 2010a).

In the present study, it was found that social integration of a person depends on a number of social factors, the most important of which are language, type of neighbourhood, length of stay in the UK and choices that the family make as a whole, especially in the case of female immigrants.

Language is a key factor that can affect social integration (Hinsliff, 2002; Mason & Sherwood, 2016; The UK Home Office, 2013). In the UK, the Home Office policy clearly states that ‘understanding and being able to use English at a level which facilitates interaction with the wider community is key to successful integration’ of migrants (The UK Home Office, 2013, 3). However, the question then arises whether they were right in

believing that the goal of integration (*assimilation*) can be achieved through ESOL for citizenship provision.

The participants of the semi-structured interviews felt that the level of language proficiency required for social integration was not gained by the end of the course. The participants became aware after completing the ESOL for citizenship course that the language they need to integrate into British society was higher than the level required for fulfilling the UK Home Office's requirement. As discussed above, the link between language and social integration was established by the ideology brokers of the UK: politicians, official policy makers and media and it has been repeated and reinforced so many times that it has gained the status of a common-sense notion that is unquestionable even for the minority against which it is targeted. For this reason, all interviewees felt that the courses they had invested in provided the opportunity to gain British citizenship but did not adequately equip them with the language skills to integrate into British society.

On the other hand, it is argued that the UK government is using different tests, such as ESOL and the LIUK test, as a form of Shibboleth for the inclusion of desired migrants and the exclusion of the ones who are not needed from the host country as well as for managing the immigration (Brubaker, 1992; McNamara & Roever, 2006). Thus, excluding the ones who cannot attain the required level prescribed by the government. Language in this argument plays the role of 'tangible self evidence' for the dominant group as they make knowing the language a common-sense reality through their language ideologies (Blackledge, 2005). In this case, the common-sense reality is that English language is the key to social integration.

For integration, English is not the only solution, there are a host of other factors that can boost integration as pointed out by different reports after the 2001 riots (Cantle, 2002; Denham, 2002; Ritchie, 2001). Blackledge (2005) argued that English language does not ensure social integration, however, social integration helps in learning the language. But this is also not the case, the link between language and social integration is an idealistic notion that claims that any person who does not know the language will not be sufficiently integrated in the society (Blommaert, 2017). This aspect will be discussed in more detail later in this section.

In terms of getting involved in the community, an exception was seen in the responses of a female participant, Subject F, in the semi structured interviews. As discussed in section [4.3.1](#), the responses from Subject F, showed that she was more involved and active in her local community than some male participants who were only active in their local mosque. However, it is important to note here is that, the ESOL for citizenship course did not facilitate or trigger community involvement of Subject F as she was doing that before the course.

The responses from the participants of semi structured interviews suggested that social integration depends on the personal background as well as the amount of family support people have in the UK. If a person is living on his/her own without any extended family or friend circle, then he/she is more likely to meet people from other communities in the British society. On the other hand, if someone is living in a close-knit family or in an Asian majority neighbourhood then it is unlikely that he/she will meet people from another culture or get involved in the local community. However, it is hard to call somebody segregated because he/she is only meeting people from his/her own ethnic background or considering the local mosque as a community centre, such a person is

positioning himself/herself in the “local” host society according to his/her past experiences and beliefs. According to Blommaert (2017, p. 14) a person can be ‘sufficiently integrated’ according to his/her needs and demands in a variety of communities. These communities can not only be the communities from his/her host country but also from the country of origin. Immigrants reconstruct their social position in the society according to their past experiences and future expectations in their imagined community (Anderson 2006). Their imagined community is not only linked to their country of origin but also to the community of people of similar ethnic background in the host country. The behaviour of an immigrant in the host community is not only due to his /her own past experiences but also that of his/her family and other people who are related to him /her. According to Bourdieu (1990), individuals decide which actions are appropriate given the successes and failures of members within their social group (Johnston, 2016). For this reason, different people in a similar social field can behave in a similar fashion. Going to a community centre or meeting people from different ethnic backgrounds are such social behaviours and an individual is more likely to follow them if their family members and friends do it.

Similarly, people from the host community also have their notion of imagined community with a nationalistic orientation in their mind where people from different cultures who speak different languages do not necessarily fit in (Anderson, 2006). For them, all people should speak the same language. This imagined community of the host population is formed by not only considering the personal and family experiences with the immigrants but also the political discourse of the mainstream politicians and media.

For this reason, seeing migrant people who are meeting people of similar ethnic background as segregated is the perspective of the people from the majority group or

government agencies who have a dominant stereotypical belief of the speaker of other language. These beliefs are dominant because they have the control of opinion formation through media and thus their discourse is powerful and influential. These beliefs can be based on past encounters or a series of misrecognitions. However, their continuous repetition of misrecognised beliefs in a power discourse can strengthen the belief so that it becomes a universal notion, which then act as ‘yardsticks’ by which actions of others are measured and judgements are passed (Blommaert & Verschueren, 1998, p. 28). Thus, considering somebody who is only meeting people from their own ethnic background as segregated is one such universal notion created by the ideology brokers. Blommaert (2017, p. 14) challenges such notions and brands them as ‘nostalgic’ and ‘sociological surrealism’ in political debate.

Length of stay is another important factor that can enable the immigrant to develop relationships with their neighbours and facilitate social integration in the host community. It was found that the longer a person has stayed in the UK, the more integrated he/she becomes. In semi structured interviews, Subjects D, E and F were more integrated than all other participants because they had lived in the UK longer than other participants. This finding conforms to Bourdieu’s (1990) notion of habitus and field, where field is a structured social space within which a person acts reasonably according to his/her social position. His/her actions are bound by the beliefs related to the conditions of that field. The beliefs of a person are not pre-defined or determined in essentialist terms but are subconsciously formulated in habitus by considering early socialization experiences. According to this theory, the longer a person stays or has experience of a certain social field, the more his/her beliefs and concepts about that field are formulated and reformulated. Thus, the longer the participants have lived in British society, the more

aware they were of their social position in the society. Some participants, such as Subjects D, E and F formulated and defined their social position in the diverse community by socialising with all kinds of people while others only positioned themselves within their own community thus remaining ‘segregated even after living in the host country for many years.

As discussed above, there are various factors that can affect the social integration, such as gender as shown by the quantitative data in particular, length of stay, family and past experiences. However, the difference in gender that was identified in the quantitative data can be explained by examining the qualitative data. According to the qualitative data, male participants were not clear on the notion of community. They understood the mosque as their community centre where they could meet people from different cultures and countries. This can also be considered as one level of social integration however it is not the desired integration (assimilation) that the UK government is looking for (Singh, 2007). However, all participants of the semi-structured interviews can be considered socially integrated as they were able to live in the UK without any hindrance by not only maintaining the link with their country of origin but also understanding their role as the member of the host society (Blommaert & Verschueren, 1998; Skutnabb-Kangas, 2009; Blommaert, 2017).

The findings of this study showed that an English language certificate or the ESOL for citizenship course does not ensure social integration, and for this reason it is idealistic to believe that by introducing or increasing the language level requirements of language test, the social integration of immigrants can be achieved. However, some mainstream politicians of the UK and the UK’s government’s official policy, on this matter, claim otherwise (The UK Home Office, 2013). The reason for linking language with social

integration (assimilation) is more of a gatekeeping technique than a tool to encourage integration. For this reason, it can be said that the UK government is using the term integration superficially and is inclined to follow the assimilative framework to manage migration. The justification for the continuous tightening of the rules of naturalization is to make the whole process exclusive for a few in liberal terms (Brubaker, 1992; Isin & Wood, 1999).

6.3 Research question two: What impact does this goal have on migrant lives and their identity with reference to integration into British society?

This research question aimed to investigate the effects of the ESOL for citizenship course on two different aspects: migrant lives and their identity. Analysis of the data showed that the ESOL for citizenship course did not help in changing the identity of the learner and no change was seen in migrants' lives in terms of their language use.

The results of the Mann Whitney U test showed that the difference in responses in some questionnaire items was due to the difference in gender as the *p-value* in some items was lower than the alpha level, for example, in item 6 the *p-value* was 0.013 and in item 10 it was 0.008, thus, showing that the male participants felt that ESOL for citizenship course did help in changing their identity to a certain extent but female participants responded otherwise. The results of Spearman's rank order correlation showed that participants who identified themselves with Pakistan and India also liked to follow Pakistani and Indian culture (*p-value*: 0.000). It was also found that there was a strong correlation (*p-value*: 0.000) between responses of the participants who identified themselves as British and the ones who prefer using English language with family members.

In the qualitative data, the use of English language as a symbol of identity was contested by some participants as they preferred their own language, as the examples below show.

B: I only speak Urdu and I think that is right. We are not living here for a long time so my children are also comfortable with Urdu. But they speak English at school.

S: But with time would you start speaking in English?

B: Yes, maybe, if my children will start using English then, but even then, we will try that we use Urdu at home. (Subject B Interview 1)

S: So, do you speak English with your husband?

C: No

S: Why not?

C: Because he speaks Gujarati, so I speak Gujarati as well. (Subject C Interview 1)

The participants' use of their native language with their family is a way of positioning themselves in the society as the use of a certain language in some 'well-demarcated social domains' is a conscious strategy of the language user for the maintenance of distinct language and identity (Heller, 1988; Kroskrity, 2000, p. 338). Thus, preferring to use a certain language over another is a mechanism for creating or breaking a boundary in different social domains as well as assigning people to certain social categories. In this case, participants liked to use their native language at home, thus, creating a boundary between the outside world and the home environment. This barrier is erected for a number of factors such as length of stay, children's age and level of integration.

As mentioned in section [6.1](#), UK politicians have considered using any other language at home apart from English as problematic and considered that such people are living 'parallel lives' that is unacceptable (Hinsliff, 2002; Mason & Sherwood, 2016; Ashmore, 2015). However, as discussed in section [4.4](#), the use of native language is due to various social factors. In a study by Mills (2003) it was found that mothers who were born in the

UK preferred to use their mother tongue with their children rather than English. This indicates that language use is a choice.

To summarise, in the present study, all participants of semi structured interviews had established lives in the UK before commencing the course. They were able to manage their social interaction with other people in British society. The participants who preferred to use their native language with their family and friends continued to do so at the end of the course as they had already established or followed the norms of their family and their social circle. It was an indication that they wanted to maintain their identity and only considered British nationality as a status that will be discussed below.

In the semi structured interviews, five participants, irrespective of their gender, said that they would identify themselves as Pakistani or Indian even after gaining British nationality. The three participants Subjects D, E and F (2 males and 1 female) wanted to associate themselves with the UK and liked to use English, not because of the ESOL for citizenship course but because of their personal experiences as well as the struggles they previously had in their country of origin, such as experience of war. They explained they would follow some cultural elements of their native country after gaining British nationality but would identify themselves as British rather than Pakistani or Indian, as can be seen from their comments below.

E: no, definitely I will remain Pakistani as that is my birthplace. But because we can have dual nationality that's why I will have two nationalities ... I will see myself as British because I live in this country. I have left Pakistan, I have left that area but when I will go back then I will see. (Subject E Interview 1)

D: when I will have British nationality, people will not associate me with my own country but will see me as a person from the UK so I will be safe (Subject D Interview 2)

The data confirmed that all participants took their British citizenship only at its basic level that is as a status (Brubaker, 1992; Isin & Wood, 1999; Joppke, 2010a). A state or a country can aim for developing different kinds of citizenship, however, this only adds depth to the notion of citizenship rather than refuting the fact that citizenship is a status. It was found that when participants talked about British nationality they were referring to the legal status they will gain and the economic and social benefits of that status. As Silverstein (2000) argued national identities are a political construction to fulfil political and economic purposes of the group as well as the people who wants to be part of that group

To understand the reason behind the difference in responses we can also take into consideration Norton's (2000) notion of investment that is inspired by Bourdieu (1991). According to Norton (2000), the reason that language learners invest in a language is that they want to gain a wide range of symbolic and material resources that will help them in increasing their cultural and social capital. This language investment can be in the form of speaking and using the language. Subjects D, E and F felt that they could increase their symbolic power by not only using the language but also by identifying themselves with Britain rather than with Pakistan/ India because of the past traumatic experiences they had in their country of origin.

As presented above, the difference in gender was significant in some questionnaire items in the quantitative data but gender did not affect the responses of the participants of the semi structured interviews. One reason could be that each participant was investigated as a separate and unique case and because of the in-depth analysis, the reasons behind identifying oneself as Pakistani or Indian were more complex and inter related than just the difference of gender.

In terms of impact on migrants' lives, all participants of the semi-structured interviews believed that the problems they were facing in their life at present because of their immigration status would be resolved and they would feel safe and secure in the UK after gaining British nationality. All participants considered their becoming British as a change in status or a new status rather than a change in identity. They also hoped that the ESOL for citizenship course would help them in satisfying the Home Office requirements and they would be able to apply for naturalisation and ILR. Some of them even hoped that by gaining a British passport their children would benefit and have a bright future and career in this country. Their responses indicated that they considered language learning as a kind of investment in their future. The social and cultural capital they would gain in the form of British passport would not only increase their symbolic power in the society but also that of their family and children (Bourdieu, 1990). Their habitus adjusted their future aspirations and expectations based on the social order of the host country as well as on future aspirations that they believe they are more likely to achieve after gaining a new legal status/ identity.

To conclude, the results from both the quantitative and qualitative data showed that the ESOL for citizenship course did not help in changing the identity of the learner and no change was seen in migrants' lives in terms of their language use. As discussed in section [2.6.2](#), the national identity of a person is not related to the language he/she speaks. Associating language with nationality is a platonic and romantic concept, a social construct that is created and used politically for projecting an imagined national community (Anderson, 2006; Gellner, 1964; Heller, 2006). Political processes and political and economic conflicts are the ones that can affect and shape national identity

of a country (Hobsbawm, 1990; Silverstein, 2000). A language course or passing a language test cannot help in changing the identity of the migrants.

It was also found that personal experiences of an individual in their native country could affect the way a person identifies himself/herself in the host country because, according to Bourdieu's (1990), the past experiences of a person act as socialization experiences in a social field that can affect the habitus of that person. Although the results from the quantitative data showed that the difference in gender affected the responses significantly, the results of semi structured interviews showed otherwise. For this reason, we cannot conclude that gender is a key variable. The two defining variables that can change the identity of a migrant are past experiences as well as the future expectations of a person that will help him/her to invest in changing or constructing his/her identity to achieve desired objectives.

6.4 Research question three: What impact does this policy have on pedagogy in the ESOL classroom?

In the present study, only quantitative data was collected to answer this research question. It was found that the language policy of the UK government regarding naturalization and citizenship had a negative effect on the ESOL for citizenship classroom practices especially where teachers were young and less experienced.

In the ESOL teachers' questionnaire, most participants responded that they were independent in making teaching decisions (Agreed 40.6%, Strongly Agreed 28.1%) and did not face any difficulty in giving individual attention to the learners (46.9%). The results of the Mann Whitney U test showed that the difference in gender influenced the way participants responded about feeling under pressure by the management. The results also showed that the female participants tend to agree or strongly agree that they feel

under pressure by the management to achieve results in the form of learners' progression (*p-value*: 0.024). The Kruskal Wallis H tests' results showed that the difference in age of participants influenced their responses in four questionnaire items 1, 3, 7 and 9. The *p-values* for these items are 0.014, 0.003, 0.046, 0.001 respectively. Item 1 and 3 asked the participants about their independence in teaching decisions and use of teaching material provided by the government. It was found that younger teachers did not feel they were independent in making teaching decisions (*p-value*: 0.014) and were reliant on using government provided material (*p-value*: 0.003). Item 7 focused on whether teachers felt under pressure by the management and item 9 was related to implementing the UK Home Office policy. Younger participants also felt that they were implementing the UK Home Office's language policy (*p-value*: 0.001). The overall results of Kruskal Wallis H test can be seen in section [5.4.8](#).

Spearman's rank order correlation showed that the participants who felt they were independent in making teaching decisions were more likely to feel that they did not face any difficulty in providing individual attention to the learners (*p-value* < 0.01). The correlation in the responses of participants in item 7 and 9 were significant (*p-value*: 0.002) as well, thus, showing that those who felt they were under pressure by the management tended to agree that they were implementing the UK Home Office's language policy.

Overall, the quantitative results showed that the impact of ESOL for citizenship on certain aspects of classroom pedagogy of the teachers depends on three important factors when the results of Mann Whitney U test, Kruskal Wallis H test and Spearman's rank order correlation were taken into consideration. These factors were: age of the teacher, experience and the level of independence. The less experienced or younger the teachers

were, the more likely they were to get affected by the outside pressures and demands of the management. In such cases, the UK's government policy to integrate immigrants through the ESOL for citizenship course can have a negative impact on their classroom pedagogy as the young or the less experienced teacher will try to focus more on meeting the targets in the form of learners' progress rather than focusing on their individual needs. Similarly, the lack of independence in making teaching decisions can negatively affect the classroom pedagogy as the needs of the individual learners could be ignored.

It needs to be highlighted here that variables discussed above, such as age, experience and the level of independence can affect any kind of teaching and it is not specific to the ESOL for citizenship provision. However, the findings of this study showed that the effects of these variables on certain aspects of teaching were highly significant. For example, the effects of age on using government provided material (*p-value*: 0.003) and belief that the UK Home Office's language policy is being implemented (*p-value*: 0.001) were highly significant. Similar results were seen for other variables as discussed in section [5.4.8](#).

The reasons behind different kinds of teachers facing problems cannot be explained through any theoretical framework or through the data collected in the present study in the context of ESOL for citizenship. For this reason, this is considered as one of the limitations of the present study. As the quantitative instrument used to answer this research question can only identify what the attitude of the teacher is but to understand the reasons why, a qualitative instrument needs to be used in future research studies.

As discussed in section [2.11](#), ESOL teachers are stakeholders in the debate on language policy for naturalization and are considered 'the final arbiters of policy implementation' (Menken, 2008, p. 401). Different concerns and ideologies of ESOL teachers can affect

the way they implement the language policy in the classroom through their pedagogy. As ‘language teaching is not a neutral practice but a highly political one’ (Norton, 2013, p. 47). To understand what the participants felt regarding the UK Home Office’s language policy for immigrants, the frequency of responses was taken into consideration, as sometimes simple classical tests can be effective and sufficient to answer the research question (Dörnyei, 2007).

The frequency of responses, as presented in section [5.4.3](#), showed that more than half of the participants did not feel it their responsibility to make learners active citizens and to implement the policy (Disagreed 34.4%, Strongly Disagreed 28.1%), and wanted to focus more on language learning rather than fulfilling the language requirement for visa/nationality purposes (Agreed 40.6%). It was found that the participants did not think that the government was able to achieve their goal of social integration through ESOL for citizenship provision (Disagreed 25%, Neither Agree nor Disagree 34.4%). ESOL classrooms exhibit power relation between the teacher and the language learners where teachers have the power to not only engage and negotiate with different identities of the learners but also to allow them to invest in the language. In this way help the learners to be part of their imagined community or to encourage them to be part of the imagined communities that the government wants migrants to be part of (Norton, 2013; Anderson, 2006). The micro level ideologies of the teachers can influence their classroom pedagogy. In the present study, more than half of the participants didn’t want to follow the government’s stance on immigration and social integration of the migrants thus indicating a struggle between what teachers want to teach and what government wants the learners to focus on in the classroom.

The perspectives of ESOL teachers about government policy can affect their classroom practices as they can either reject the policy and only focus on general language learning or accept it and try to implement it in the class by only focusing on the specific language requirement for immigration purposes. Cooke's (2015) doctoral study also focused on two ESOL for citizenship teachers and highlighted the ways they dealt with citizenship material and demands differently thus showing how teachers' ideologies can affect their classroom pedagogy.

To conclude, it can be said that the UK Home Office's language requirement does affect classroom pedagogy negatively. This negative impact is more evident when the ESOL teacher is young and has less experience. Previous studies in the field of ESOL (Baynham et al., 2007; Cara et al., 2010; Cooke, 2006; Hodge et al., 2004) indicated that ESOL teachers in general are working in difficult conditions and observed the ways in which they dealt with the problems faced by ESOL learners. However, these studies did not look at different variables, such as age and experience of the teachers and how it affected their classroom practices. In this study, ESOL for citizenship teachers (Agreed 28.1%, Strongly Agreed 8.8%) reported that they feel that they are working under pressure and are pressured by the management to achieve results in the form of learners' progression.

6.5 Conclusion

In this chapter, the quantitative and the qualitative data were compared and analysed, through the lens of theoretical frameworks and literature in the field, to answer the three research questions of the present study.

It was found that the ESOL for citizenship course or English language does not ensure social integration of migrants. The lives of the participants of semi structured interviews, at the start of the course as well at the end, remained the same irrespective of their gender.

The social integration of a person depends on a number of social factors such as language use, type of neighbourhood, length of stay in the UK and choices that the family make as a whole. The findings also showed that the link between language and social integration is an idealistic notion and the belief that any person who does not know the language will not be sufficiently integrated in the society is incorrect (Blommaert, 2017). For this reason, all participants can be considered socially integrated as they were able to live in the UK without any hindrance by not only maintaining the link with their country of origin but also understanding their role as the member of the host society.

The findings also showed that the participants wanted to maintain their identity and only considered British nationality as a status as all participants of semi structured interviews had established lives in the UK before commencing the course. The participants who preferred to use their native language with their family and friends continued to do so at the end of the course as they had already established their identities in accordance to the family norms and their social circle. The participants' use of native language with their family is a way of positioning themselves in the society as it is a way of creating a boundary between the outside world and the home environment. This barrier is erected due to various factors such as length of stay, children's age and level of integration.

It was found that the UK Home Office's language requirement does affect classroom pedagogy of ESOL teachers negatively. This negative impact is more evident when the ESOL teacher is young and less experienced. Thus, it needs to understand that ESOL for citizenship teachers are working in a difficult provision and there is a need to support ESOL provision but also to stop using it for immigration purposes.

In the next chapter, I will discuss the implications of the present study for ESOL for citizenship provision and for future studies.

7 Conclusion

7.1 Introduction

In this chapter, the implication of the present study and the limitations will be discussed.

The implications of this study can be categorised into two sections: Implications for ESOL for citizenship provision and implications for future studies.

7.2 *Implications for ESOL for citizenship provision*

The findings of this study have a number of implications for ESOL for citizenship provision. The findings will help in better understanding the learners' attitude towards the phenomenon of social integration and its effects on the ESOL for citizenship classroom pedagogy; and the effects of the UK government's language policy for social integration on the ESOL for citizenship provision. As discussed in section [2.2](#), the ESOL for citizenship provision is designed for a specific purpose that is to enable learners to study a course and pass an English test to fulfil the UK Home Office's requirement for naturalisation and ILR. For this reason, this provision is prone to exploitation not only from the centres' management but also by the UK government as the stakes are high.

The findings of the present study showed that the successful completion of the ESOL for citizenship course for fulfilling language requirements did not ensure that learners are integrated into British society thus refuting the government's claim that competence in English language ensures social integration of the migrants (The UK Home Office, 2013).

Previous studies such as Hodge et al. (2004) and Bryers et al. (2013) did discuss the issue of integration but did not link English language and social integration. According to Hodge et al. (2004) migrants generally want to integrate into British society while Bryers et al (2013) believed that barrier to integration is culture or racism but not English language. However, the political discourse of the UK politicians continuously emphasized the need to integrate into British society by learning English language

(Bower, 2016; Brown, 2007; Hinsliff, 2002; Johnston, 2006; Mason & Sherwood, 2016).

For this reason, the implication of this study is that it explicitly states through its findings that gaining a language certificate is not a guarantee that a person will become integrated. The findings of this study showed that the immigrants integrate into British society not because they attend the ESOL for citizenship course or have gained English language certificate but because of their experiences, the choices the family make as a whole or their length of stay in the UK as discussed in section [6.2](#). English language learning is a long process and there is no guarantee that an immigrant will learn and progress in language in accordance to their length of visa granted by the UK Home Office. For this reason, the need of the hour is that the UK government and policy makers understand the ways in which social integration takes place and devise other methods to naturalize immigrants rather than affecting ESOL provision negatively.

One of the ways in which the UK government can ensure integration is to encourage local councils to take community cohesion measures such as organizing meetings between immigrants and host communities. Another way of ensuring community cohesion or social integration is to fund free classes for social integration and encourage new immigrants to attend those classes, where they would be required to practically get themselves involved in the local community. A certain amount of community work can be made mandatory for example project work in ESOL classes, for immigrants who wants to naturalize and become British nationals. In this way, they would practice the ways in which they can integrate into society in a neutral space, the classroom and ESOL teachers can facilitate them

The findings of the present study also highlighted the fact that immigrants, irrespective of their gender, do not integrate in British society because of English language

proficiency. The comments of one female participant of the semi-structured interviews showed that she was more integrated into her local community than all male participants who preferred to only involve themselves in their local mosque and its committee. However, as the present study is not investigating the impact of gender differences on social integration, this area can be investigated in future research.

The findings of the present study highlighted the fact that ESOL for citizenship teachers are working in a difficult and tough environment because of being constantly pressurized by the management to achieve results. According to the results of Kruskal Wallis H test, young and less experienced teachers feel that they are pressurized by the management to achieve results in the form of learners' progression. Due to continuous change in language requirement by the UK Home Office, ESOL teachers are required to ensure higher success rates of the centre by ensuring maximum numbers of learners pass the examination. This situation indicates the need to separate ESOL provision from immigration purposes. If this provision is used for immigration purposes, then ESOL teachers need continuous mentoring and support not only from the centre management but also from the UK government. Government funding should be available to provide teacher training specifically for those teachers who are involved in ESOL for citizenship provision. Although the majority of the participants were satisfied with the support provided to them by management and government it needs to understand that ESOL for citizenship teachers are working in a difficult provision and need extra support and mentoring.

To conclude, it can be said that the implication of this study is to understand that language provision is not designed for the purpose of immigration and for this reason it is unrealistic to believe that the government can achieve social integration through this

provision. However, in the process of using this provision as a gate keeping technique to control immigration, the government has negatively affected ESOL teachers and learners. If the government needs to use this provision for immigration purposes, then they need to invest in it by providing funds and support.

7.3 Implication for future studies

As discussed in section [2.8](#) and [2.9.1](#) of the literature review, a number of research studies have already investigated ESOL learners and problems they face (for example, (Baynham, 2006; Baynham et al., 2007; Cooke & Wallace, 2004; Hodge et al., 2004) but no study has examined ESOL learners who were self-funded and studying the ESOL for citizenship course for immigration purposes. The present study has tried to fill the gap to a certain extent but there is still a need to conduct further studies in this field as it is an under researched area. Firstly, as this study focused on ESOL learners of Pakistani or Indian origin, similarly, ESOL learners of other nationalities can be taken into consideration such as Somalian or Bangladeshi. During the study, the participants of the semi structured interviews acknowledged that they really liked talking to somebody who knew their language. If we need to know what learners are going through we need to make sure that there are fewer barriers between interviewer and interviewee in the research study. For this reason, in future studies, such participants can be interviewed in their native language by the researcher to understand how or whether ESOL for citizenship classes have helped them in integrating into British society. In this study, the phenomenon of ESOL for citizenship learners' identity and social integration were investigated; in future, employment opportunities and barriers to employment can be investigated as, in some cases, ESOL for citizenship learners are not allowed to work because of visa restrictions and this makes it hard for them to pursue their career or to be financially independent. However, in the case of asylum seekers, who have not been

allowed to work (Cooke, 2006), if their application is pending for a year then they are given the right to work. In addition, asylum seekers can get government support, although its minimal. However, some ESOL for citizenship students are unable to get support, for example people on limited leave to remain with restriction on work or dependents of the spouses who are on student visas.

The data of the present study indicated that the parent-child relationship is affected when children become more integrated after starting school. This phenomenon was not investigated in the present study as it was not in line with the research objectives but in future research the effects on parent-child relationship and the ways in which different members of the same family integrate differently could be studied. Most of the participants of the semi structured interviews had children and children, teenagers and young adults integrate in the new society quicker than their parents and adults in general due to their access to compulsory education that leads to higher social mobility in children and teenagers. Children use English outside home and can also start using it at home and the parents can either start speaking in English or they keep on using their native language. The choice of language can influence the parent-child relationship. Therefore, a longitudinal and ethnographic study can be conducted to investigate the ways in which decisions regarding language at home change over time.

7.4 *Limitations*

In the qualitative part of the study, the change that came in learners' lives was investigated by conducting interviews at the start and at the end of the course. Yet this method did not allow to observe the ways in which participants were getting involved in the community practically. The interviews helped to understand and conduct an in-depth analysis of the choices the participants made in their life regarding social integration and identity after

the ESOL for citizenship course. However, as social integration and identity are phenomenon that have practical implications, there is a need to not only record the interviews but also observe the participants when they are practically getting involved in the community, through observation and field notes. In this study, only the point of view of the participants was taken into consideration and data triangulated to come to a general conclusion but still the issue of reliability and validity remains. To get a deeper understanding of these processes it is important that in future an ethnographic research study should be conducted.

Another limitation of this study relates to nationality of the participants of the ESOL students' questionnaire. The numbers of participants according to their nationalities, Indian and Pakistani, were not considered. The reason the nationality of the participants was not considered was in line with the research objectives of the present study as its aim was not to compare and analyse the similarities and differences of both nationalities. However, it is also one of the limitations as the research study did not acknowledge the individual characteristics of each nationality. The immigrants who come from India are different from Pakistani immigrants. For example, Indian Muslims who come to the UK were living as a minority in a Hindu majority country before migrating to the UK and for this reason they already have the experience to integrate in a diverse culture that is different from their own culture. On the other hand, Pakistani migrants come from a Muslim majority country, for them living as a minority group and adapting to a different culture would have been difficult. But this aspect was not investigated in the present study as it only focused on the cultural elements that unite both nationalities such as language and culture. In the same way, religious differences of different participants in the semi structured interviews were not compared or analysed. The religious orientation of the

participants of the questionnaire and semi structured interviews were not taken into consideration. However, for future research these issues can be taken into consideration as these factors can affect the social integration or identity of a person as in the present study it was observed that the male participants of semi structured interviews liked to get involved in their local mosque rather than going to the local community centre.

Another limitation of this study is that to answer research question three, the data was not triangulated and only questionnaires were distributed. For this reason, it was felt that the findings to answer research question three are limited. However, in any future research study, interviews can be conducted with the teachers as well as classroom practices of the teachers can be observed to understand how they position themselves and negotiate identity of their learners in the classroom. In this study, the researcher did not have enough resources to conduct interviews with ESOL teachers to discuss the teaching choices they make in their lessons but it can be done in the future to triangulate the data collected from the questionnaire.

A further limitation of this study was that the participants did not use the space provided to them in the form of the open-ended questionnaire item at the end of the questionnaires. This space was provided to them so they could express their concern and opinions but only three responses in the sample of ESOL learners and five in the sample of ESOL teachers answered the last item. The participants preferred to answer the items using the Likert rating scale. Although including open-ended item in the end can help in understanding the overall point of view of the participant, with so few responses it was difficult to analyse it or generalize any result. However, in the case of research question one and two related to ESOL learners, this problem was resolved by using the data from the semi structured interviews as well but in the case of ESOL teachers it was felt that

there was a need to have qualitative data to understand the reasons for the choices made in the questionnaire. In any future research study, triangulation of the data can be done by using a qualitative method as discussed above.

7.5 Conclusion

This chapter has presented the limitations and the implications of this study. The findings of this study indicate that the ESOL for citizenship course or fulfilling language requirement for immigration purposes does not ensure that a person is integrated into British society thus refuting the claims made in the UK government policy related to immigrants. All learner participants in this study either had an English language certificate in the case of participants of questionnaires or were waiting for one after passing an English examination but still their responses showed that they liked to identify themselves with their country of origin and follow its culture and tradition. In terms of classroom pedagogy, it was found that the political purpose this provision is serving has negatively affected ESOL teachers and their classroom pedagogy. For this reason, the need is to separate this provision from immigration purposes by understanding the way immigrants integrate into British society and to provide funding for this provision to support ESOL teachers and ESOL learners.

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Appendix I: Semi-structured interview (At the start of the course)

At the time of enrolment:

Topics Covered: Using English language, Integration in Society, Identity of Learner, Future Expectation

Using English language:

Q: Do you use English in your daily communication?

(If yes) In which situations, (If no) why not?

- What problems do you face while using English language?
- In which situations, do you feel that you are unable to do something because of lack of English Language proficiency?

Q: Do you speak in English with your children and other family members?

(If yes) who with? (If no) why not?

- When do you speak in English with your children and other family members?
- What problems do you face while speaking in English with your family members?

Integration in Society

Q: Do you like to meet people from your own Asian community in the UK?

(If yes) who with? (If no) why not?

- Can you name the places where you are more likely to meet people from your own community
- How often do you go to a community centre? Why do you go there?

Q: Do you think English class has helped you in getting to know other people/ cultures in the UK?

(If yes) How? (If no) why not?

- Can you tell what have you learnt new about British society after starting English course?
- What problems do you face while meeting people of other communities?

Identity of the Learner

Q: Do you have any close friends in your community in the UK?

(If yes) How many? (If no) why not?

- What kind of issues do you like to discuss with your friends?
- How easy is it to socialise with British people?

Q: Do you think your identity as Pakistani / Indian will change after becoming British?

(If yes) How? (If no) why not?

- How would your life be different after gaining British nationality?
- What is the difference between life as British and life as Pakistani / Indian?

Future Expectation

Q: Do you think you will benefit from this course?

(If yes) How? If no, why not?

- What do you expect to achieve by doing this course?
- What do you specifically want to learn in this course?

Q: Do you think your life will change in future after doing this course?

(If yes) How? If no, Why not?

- How do you see yourself in five years' time?
- What will you do after finishing this course?

Appendix II: Second Interview (At the end of the course)

Topics Covered: Using English language, Integration in Society, Identity of Learner, and Future Expectations

Using English language:

Q: Do you see a change in your daily use of English language after doing the course?

(If yes) In which situations, (If no) why not?

- What problems do you still face while using English language?
- In which situations do you still feel that you are unable to do something because of lack of English Language proficiency?

Q: Have you started speaking in English with your children and other family members?

(If yes) who with? (If no) why not?

- How has English class helped you in your communication in English with your children and other family members?
- What problems do you still face while speaking in English with your family members?

Integration in Society

Q: Do you think English language helps you in getting involved in community?

(If yes) In what way? (If no) why not?

- Can you give an example where you did something for the community?
- How often do you go to a community centre? Why do you go there?

Q: Do you know your rights and responsibilities as a member of British society?

(If yes) What are those? (If no) why not?

- Can you tell me what it means to you as a British?
- What role do you think women play in society?

Identity of the Learner

Q: Do you think your life is similar to the life of British people?

(If yes) How? (If no) why?

- How do you identify yourself in British Life?
- How easy it is to start a life in the UK from your own country?

Q: After gaining British Nationality would you prefer to be called Pakistani /Indian rather than British?

Why?

- How would your life be different after gaining British nationality?

- What elements of Pakistani / Indian culture you will follow even after becoming British?

Future Expectations

Q: Do you think becoming British will increase your chances of getting a job?

(If yes) How? (If no) why not?

- What specific career do you have in your mind?
- How British passport will help you in finding a job?

Q: Do you think becoming British will have a good impact on your life in Future?

(If yes) How? (If no) why not?

- What benefits will you be able to get as British in future?
- How will your family life be affected in future by your being British Citizen?

Appendix III: ESOL students' questionnaire

We would like to ask you to help us by answering the following questions related to ESOL teaching for British nationality. This survey is conducted by a PhD student of University of Central Lancashire, Preston to better understand the impact of Home Office English language policy on learners' identity and integration in society. This survey is anonymous so you are not required to write your name or the name of your language centre. Please respond to all the items and answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

Sundus Ameer

sameer@uclan.ac.uk

Please circle as appropriate

Age 25-35 / 36-45 / 46-55 / 56- above	Gender Male/ Female
Education No Education / Matriculation (SSC) / Certificate / Diploma level / Bachelors / Masters	No. of teachers in your centre Less than 10 / 10-20 / more than 20
No. of students in your class Less than 10 / 10-20 / more than 20	Years of Stay in the UK Less than 1 / 1-3 yrs / 3-5 yrs/ more than 5 yrs
Visa Status ILR / British nationality	

Following are some of the statements with which some people agree and other disagree. We would like you to indicate your opinion about each statement by ticking in the box to specify the extent to which you agree or disagree with a statement. Thank you very much for your help. For example

ESOL teachers should always follow the course material

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

If you think that there is something true about the statement but it is a bit exaggerated you can put in the third or the fourth box.

Social Integration

- I like to get actively involved in the community

Strongly Agree Agree neither Agree nor Disagree Disagree
Strongly Disagree

- I think I have become more tolerant towards other cultures after becoming British
- Strongly Agree Agree neither Agree nor Disagree Disagree
Strongly Disagree

- I only like to meet people who have similar background as mine.
- Strongly Agree Agree neither Agree nor Disagree Disagree
Strongly Disagree

- I think I know my rights and responsibilities as British citizen.
- Strongly Agree Agree neither agree nor disagree Disagree
Strongly Disagree

- I visit my neighbours often.
- Strongly Agree Agree neither Agree nor Disagree Disagree
Strongly Disagree

- Identity**
- I prefer to be called Pakistani or Indian rather than British.
- Strongly Agree Agree neither Agree nor Disagree Disagree
Strongly Disagree

- I think my life is similar to the life of a British person.
- Strongly Agree Agree neither Agree nor Disagree Disagree
Strongly Disagree

- I think my life has become better after gaining British nationality or indefinite stay.
- Strongly Agree Agree neither Agree nor Disagree Disagree
Strongly Disagree

- I prefer to speak in English with my children and other family members.
- Strongly Agree Agree neither Agree nor Disagree Disagree
Strongly Disagree

- British nationality has helped me professionally
- Strongly Agree Agree neither Agree nor Disagree Disagree
Strongly Disagree

- I like to follow Pakistani or Indian customs and traditions rather than British
- Strongly Agree Agree neither Agree nor Disagree Disagree
Strongly Disagree

How has British citizenship affected your life and identity in the UK?

Thank You

Appendix IV: ESOL teachers' questionnaire

I would like to ask you to help us by answering the following questions related to ESOL teaching for British nationality. This survey is conducted by a PhD student of University of Central Lancashire, Preston to better understand the impact of Home Office English language policy on classroom pedagogy and ESOL teachers. This survey is anonymous so you are not required to write your name or the name of your language centre. Please respond to all the items and answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

Sundus Ameer

sameer@uclan.ac.uk 07535890820

Please circle as appropriate

Age 25-35 / 36-45 / 46-55 / 56- above	Gender Male/ Female
Working Part-time / Full time Temporary/Permanent	No. of teachers at your work place Less than 10 / 10-20 / more than 20
No. of students in each class Less than 10 / 10-20 / more than 20	Qualification Certificate level / Diploma level / Master level
Years of Experience Less than 1 / 1-3 yrs / 3-5 yrs/ more than 5 yrs	

Following are some of the statements with which some people agree and others disagree. We would like you to indicate your opinion about each statement by ticking ✓ in the box - to specify the extent to which you agree or disagree with a statement. Thank you very much for your help. For example

ESOL teachers should always follow the course material

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

If you think that there is something true about the statement but it is a bit exaggerated you can put ✓ in the third or the fourth box.

Classroom Pedagogy

- I feel I am independent in making teaching decisions.

Strongly Agree Agree neither Agree nor Disagree Disagree
Strongly Disagree

- I find difficulty in giving individual attention to my learners because of class size.
 Strongly Agree Agree neither Agree nor Disagree Disagree
 Strongly Disagree
- I prefer using government provided materials rather than my own materials.
 Strongly Agree Agree neither Agree nor Disagree Disagree
 Strongly Disagree
- I am satisfied with the support given by the management and government in the form of resources and facilities.
 Strongly Agree Agree neither agree nor disagree Disagree
 Strongly Disagree

ESOL for citizenship

- I think learners become more integrated into British society after completing an ESOL course.
 Strongly Agree Agree neither Agree nor Disagree Disagree
 Strongly Disagree
- I feel it is my responsibility to ensure ESOL learners become active citizens of British society.
 Strongly Agree Agree neither Agree nor Disagree Disagree
 Strongly Disagree
- I sometimes feel under pressure by the management to achieve results in the form of learners' progress and certification.
 Strongly Agree Agree neither Agree nor Disagree Disagree
 Strongly Disagree
- I am more interested in teaching my learners English language rather than helping them in gaining an English Language certificate for naturalisation and citizenship.
 Strongly Agree Agree neither Agree nor Disagree Disagree
 Strongly Disagree
- I feel I am implementing the Home Office language policy for naturalisation and British nationality.
 Strongly Agree Agree neither Agree nor Disagree Disagree
 Strongly Disagree
- I feel government is successful in improving social integration and community cohesion through the Home Office's language policy
 Strongly Agree Agree neither Agree nor Disagree Disagree
 Strongly Disagree

Do you think that the UK Home Office language policy for citizenship has affected ESOL classroom pedagogy in general? How?

Thank You

Appendix V: Transcription Conventions

Transcription conventions based on Richards(2003)

Transcription Convention	Symbol	Example
Falling intonation	.	That was foolish.
Continuing Contour	,	With family, like my husband
Questioning intonation	?	Who with?
Exclamatory utterance	!	How can I explain that!
Pause of 3 seconds	(3.0)	Hmm (3.0) like with everyone
Pause of about 1 second	(...)	Ahhh (...) hmm (10.0)
Overlap	[]	Do you feel shy [while talking to your husband or family? A: yeah (...) while talking to my <u>husband</u> (laugh)]
Codeswitch from Urdu/Hindi to English	—	I face <u>problem</u> because of <u>English</u> .
Other detail	(())	while talking to my <u>husband</u> ((laughs))

Appendix VI: Interview Transcripts

Subject A Interview 1

Use of English Language

S: Do you use English in your daily communication?

A: Yes

S: in which situations?

A: Ahhh (7.0)

S: when do you use English?

A: Ahhh (6.0)

S: Do you use it or not?

A: yes I do but Ahhh (...) but what do you mean in what situations?

S: like when do you use it, who do you talk to in English and where do you use it?

A: Ahhh (...) hmm (10.0)

S: you don't use it?

A: no I do

S: where do you use it?

A: in hospital, shops and banks ((phone vibrator noise))

S: I can stop if you want to pick up the phone

A: no, no its OK

S: Ok, what problems do you face while using in English?

A: Ahhhh (5.0)

S: do you feel that because of this problem I can't use English language?

A: sentence

S: Ok

A: yes, I face problem in making sentences

S: Apart from that?

A: nothing else.

S: In which situations do you feel that you are unable to do something because of lack of English Language proficiency?

A: Ahhh (5.0) Hmm (10.0)

S: Do you feel that because you cannot use English that is why you can't do certain things?

A: Ahhh (3.0) sometimes (5.0) sometimes when I go to doctors, so I cant explain to him

S: Apart from that

A: Apart from that (3.0) hmm ... that's it

S: Do you speak in English with your children and other family members?

A: sometimes

S: who with?

A: With family, like my husband and sister in law

S: when do you speak in English with your family members?

A: it's the same question

S: when do you speak to them?

A: Ahh

S: when do you speak in English with them rather than Urdu or Punjabi?

A: Ahhh (5.0) what do you mean?

S: I mean when do you use English rather than Urdu or Punjabi when you speak to your family?

A: Ahhh (...) I sometimes use English

S: sometimes like when?

Subject A interview 2

Use of English Language

S: Do you see a change in your daily use of English language, after doing the course?

A: Ahh (...) Yes

S: How?

A: I think my speaking has improved (3.0) I can understand English better.

S: In which situations do you feel a change in your English language usage?

A: Ahhh (5.0) when I speak to someone, when I go to a shop or to see doctor

S: What problems do you still face while using English language?

A: Hmm sometimes I face problem in making sentences.

S: In which situations do you still face problem in using English language?

A: When I go to see a doctor ((laughs))

S: Ok, In which situations do you still feel that you are unable to do something because of lack of English Language proficiency?

A: Ahhh, No

S: Do you feel that you can do anything and you do not face problems due to English language?

A: Ahhh

S: So it means you can fluently speak in English?

A: Ahhh (...) I face problems but (5.0).

S: Where do you face problems?

A: Like I have told you when I go to see the doctor

S: What problem do you face there?

A: Like accent, talking to the doctor in detail as well as giving reasons to the doctor is hard.

S: What do you do in such situations?

A: ((laughs)) (5.0) I try to speak whatever I can

S: Have you started speaking in English with your children and other family members?

A: Yes

S: With whom?

A: With my husband

S: Is it a change because of English course or were you doing that from before?

A: I think I speak more English now after doing the course

S: Ok, how has English class helped you in your communication in English with your children and other family members?

A: Ahhh (10.0)

S: Has English class helped you in any way?

A: It has helped me but (15.0) Ahhh (5.0) I don't know

S: Ok, what problems do you still face while speaking in English with your family members?

A: No I don't face any problem

S: Do you feel that you don't face any problem after doing English course?

A: Yes, I don't face any problem

Integration in Society

S: Ok, do you think English language helps you in getting involved in community?

A: Hmm (...) Yeah

S: How?

A: Ahhh ((laughs)) (10.0)

S: Do you think it has helped?

Subject B Interview 1

Use of English Language

S: Do you use English in your daily communication?

B: Ahhh (...) yes (...) Ahhh (...) Ahhh I don't speak that much, just a little bit

S: In which situations?

B: With children or when I need to go out somewhere like shopping?

S: When do you use English in shopping?

B: Ahhh ... when I need to speak in English ... when I need to make a payment or when I need to ask something about it.

S: What problems do you face while using English language?

B: Ahhh ... I don't understand the accent.

S: OK

B And (...) I understand everything most of the time but sometimes I don't understand.

When somebody speaks slowly then I understand

S: Ok slowly

B: Yeah

S: In which situations do you feel that you are unable to do something because of lack of English Language proficiency?

B: I need English for job

S: Do you want to do a job?

B: Yes I don't have high level of English right now (...) then finding a job is a problem.

S: Were you doing any job in Pakistan?

B: No

S: Do you speak in English with your children and other family members?

B: No

S: Why not?

B: I only speak in Urdu and I think that is right. We are not living here for a long time so my children are also comfortable with Urdu. But they speak in English at school.

S: But with time would you start speaking in English?

B: Yes I think if children will start using English then, but even then we will try that we speak in Urdu at home.

S: So do you prefer Urdu?

B: Yes

S: Ok, Why?

B: Because it is easy for us.

S: Ok

B: Hmm

S: When do you speak in English with your children and other family members?

B: in English (...) we just speak a word or two

S: Words?

B: Yeah

S: But what about communicating

B: No we don't speak

S: Ok, But if you would speak to them so what problems do you think you will face?

B: No I don't think I will face that much problem

Integration in Society

S: Do you like to meet people from your own Asian community in the UK?

B: (...) yes of course

S: Who with?

Subject B interview 2

Use of English Language

S: Do you see a change in your daily use of English language, after doing the course?

B: Ahhh Hmm little bit

S: Yes or no?

B: Ahhh (...) yes

S: In which situations.

B: Ahh (...) whenever I go out, like school (..) children's school or in the market then I feel it.

S: What change do you see?

B: That it has become better

S: Ok (...) What problems do you still face while using English language?

B: I feel shy sometimes (..) and (..) not that much but a little bit shy.

S: In which situations do you still feel that you are unable to do something because of lack of English Language proficiency?

B: Like if I want to do a job in a school or market then I feel that I face problem in English (.) not in speaking but in understanding other people's accent.

S: Do you want to do a job?

B: Yeah obviously I want to do some thing

S: But you can't do it because of English?

B: Yeah because of English.

S: Have you started speaking in English with your children and other family members?

B: Ahhh (...) no

S: Why not?

B: We most of the time speak in Urdu at home, my children they speak in English at school but at home we talk in our language.

S: Why do you people use Urdu at home?

B: Children are used to speak in Urdu at home and I also face little bit of problem in English so that's why we prefer Urdu.

S: How has English class helped you in your communication in English with your children and other family members?

B: Like when I talk to them I don't face that much problem.

S: Ok, what problems do you still face while speaking in English with your family members?

B: No I don't face any problem in speaking

S: But if you would speak to them in English will you face any problems?

B: No I don't think it would be that much

Integration in Society

S: Do you think English language helps you in getting involved in community?

B: Yes, I think English helps

S: In what ways?

B: Like by speaking in English

S: Ok

B: So you understand them

S: So do you think English has helped you in getting involved in community?

B: Hmm (...) yes little but

S: How?

B: Like when we attend a function in YMC.

S: What is YMC?

Subject C 1st interview:

Use of English Language

S: Do you use English in your daily communication?

C: Little bit, not much

S: OK, Yes or No?

C: No

S: Why not?

C: Like that, (...) because all the people I speak to they speak Gujarati.

S: So you speak Gujarati?

C: Yes

S: If you would speak in English, so what problems would you face while communicating?

C: Hmm (...) it's like that the words that are very difficult I can't speak those, and the words that are easy I can only use those.

S: So you can speak those!

C: Yes

S: In which situations or places do you still feel that you are unable to do something because of lack of English language proficiency?

C: Hmm... like If I try for jobs but I feel that because I don't know English I won't be able to get it. But at the moment I haven't tried for jobs

S: Apart from that any other thing that you can't do?

C: No, I go shopping, go to the doctors, I can do that much. Like I can do what is needed.

S: But do you ever feel that you are unable to do something because of lack of English language proficiency?

C: Yes, I feel that about job, that I don't know English and for that reason I can't do a job.

S: Ok, do you have children?

C: No, I don't have

S: So do you speak English with your husband?

C: No

S: Why not?

C: Because he speaks in Gujarati so I speak in Gujarati as well.

S: Ahh(...) so if you ever speak in English with your husband so when would it be?

C: It is like that now I have started using English a bit and then he speaks a little and tries to help me in practicing English language

S: Practicing!

C: It's like two days that I have started speaking in English with him.

S: What problems do you face while speaking to him in English?

C: It's like when I feel that I don't know then I can't speak.

S: So what do you do when you can't speak?

C: Then I start speaking my Gujarati ((laughs))

S: Ok again Gujarati ((laughs)).

C: Yeah

Integration in Society

S: Do you like to meet people from your own Asian community?

C: Ahh(...) yeah (.) I like it

S: Who with?

C: All, friends, family

Subject C Interview 2:

Use of English Language

S: Do you see a change in your daily use of English language, after doing the course?

C: Yes

S: How? In which situations do you feel that you can speak in English?

C: Like that, now I feel more confident in speaking in English. Before it was like I was scared whether what I am speaking it is right or not, now I can speak.

S: What problems do you still face while using English language?

C: Now (...) like I can't speak long sentences but I can speak short ones.

S: Where do you struggle in speaking in English when you go out?

C: No I don't struggle, I can't do that much.

S: Ok, is it after doing the course or was it like that from before?

C: No its after doing the course

S: In which situations do you still feel that you are unable to do something because of lack in English language proficiency?

C: Its like (...) I ask for job but they ask for proper English but I don't speak that much English.

S: Where did you apply for job?

C: No, I haven't applied for job

S: But you feel like that?

C: ~~Yes~~, I feel that they will first ask for English

S: Ok, have you started speaking in English with your children and other family members? You don't have children?

C: No

S: So have you started speaking in English with your husband?

C: No

S: Why not?

C: It's like that at home (...) we only speak our language, we do not speak this language

S: Ok, what is your language that you speak?

C: Gujarati

S: So you prefer that?

C: Yes

S: How has English class helped you in communicating in English with your husband? has it helped you in any way?

C: Ahh (...) if we talk then but we do not try to speak

S: So you speak your language at home?

C: Yes

S: If you speak with your family members in English so what problems do you still face in communicating (...) if you speak so what do you think what problems would you face?

C: Ahh (...) what I find difficult is that I can't speak hard words but small things I can say.

S: So when do you speak with your family members?

C: No I don't speak at all in English

Integration in Society

S: OK, do you think English language has helped you in getting involved in the community?

C: Ahh (...) what do you mean by community?

Subject D Interview 1:

Use of English Language

S: Do you use English in your daily communication?

D: Yes, of course

S: Ok

D: We do

S: Ahhh (...) in which situations?

D: Ahhh (...) with friends and also in the class, especially the class I am attending here and whenever I go out or I am at my job

S: What problems do you face while using English language?

D: Sorry

S: What problems do you face while using English language?

D: Actually the main problem is my own hearing problem.

S: Ok

D: The other thing is that whenever somebody speaks in English quickly, I misunderstand what they say. Sometimes I don't understand their words. Sometimes when I talk to somebody my words and their words get mixed up and I sometimes miss what they are saying.

S: In which situations do you feel that you are unable to do something because of lack of English Language proficiency?

D: Lack of English language proficiency!

S: Hmm

D: Ahhh (...) as I told you before I face a lot of problem and tension while talking to somebody on the phone as sometimes I am unable to explain my problem on the phone. Then I have to get help from a friend or interpreter to sort my problem

S: Do you speak in English with your children and other family members?

D: Ahhh (...) We try but my daughters who go to school their English is better than mine. Because they go to school and I don't (laugh) so they are better in English.

S: so what language do you use at home?

D: Ahhh (...) we use our own language and we also try to speak in English. But because their mum doesn't know how to speak in English so my children speak in our own language with her. But I have told them to try to learn English as they are not living in their own country. They are living in an English country so they need to learn English.

S: When do you speak in English with your children and other family members?

D: Ahhh (...) when my children come back from school

S: Ok, what problems do you face while speaking in English with your family members?

D: Ahh (...) yeah I face problem as I have told you before I have hearing problem and then their English is better than mine. They use a lot of words when they speak in English and I can't form proper sentences using all the words.

S: Ok

D: That's why

Integration in Society

S: Do you like to meet people from your own Asian community in the UK?

D: Yes

S: Who with?

D: Most of the time in a conference or mosque when an aalim (religious scholar) come and he delivers lecture in English so I like to meet people who attend that lecture.

S: No apart from English, do you like to meet people from your own Asian community?

Subject D interview 2:

Use of English Language

S: Do you see a change in your daily use of English language, after doing the course?

D: Ahh (...) of course, a lot.

S: In which situations?

D: Actually when I go to work, there when I go to pick up different people and I have to speak with them then I see improvement in my spoken English. I don't face that much problem and I think it is important that a person learn something.

S: What problems do you still face while using English language?

D: When I use English?

S: What problems do you face?

D: Ahh (...) I face a lot of problem while talking on the phone

S: Ok

D: On the phone I face problems because of my hearing and sometimes I can't talk to somebody on the phone. When I talk to somebody on the phone I have to put the phone on loudspeaker and I tell the other person that he speaks clearly to make sure that I understand each word.

S: Ok

D: Because when I don't understand anything then I face a lot of trouble.

S: Apart from that when do you face problems while using English on the phone or in face to face conversation?

D: Ahhh... Actually I don't face that much problem as I don't go to such places where you have to speak in English with a lot of people like pub or nightclub. I have never entered such places. But where I have an appointment there I face some problem because of my hearing.

S: In which situations do you still feel that you are unable to do something because of lack of English Language proficiency?

D: Actually when I used to live in Birmingham then I went to various companies to apply for jobs but when they invited me to the interview but they did not give me job because of poor English.

S: What do you think now?

D: Ahh (...) at present I haven't applied for any specific job because I am a taxi driver so I don't speak in English with many people.

S: Ok

D: So I have not noticed my English usage.

S: Have you started speaking in English with your children and other family members?

D: Yeah

S: Who with?

D: Ahhh (...) Actually my children speak in English very fast because they go to school and they also go to madrassa. So their English is better than mine. So I speak in English with my children

S: How has English class helped you in your communication in English with your children and other family members?

D: Ahhh (...) it has helped me a lot. Before I was not good in speaking but after I started taking English classes I don't face that much problem in speaking in English.

S: What problems do you still face while speaking in English with your family members?

D: Ahh yes I do

S: What kind of problem?

Subject E Interview 1:
Use of English Language

S: Do you use English in your daily communication?

E: Definitely, because my children speak in English. They have forgotten Urdu, they have also left Pakistani food now they eat food like lasagne, jacket potato and Pasta. They like some Pakistani dishes like chicken curry, biryani and nihari but they do not like vegetable dishes.

S: When do you use English?

E: All the time, things have totally changed. In ten years everything has totally changed like the way you talk and live. Our life has become similar to that of white people. We have started using English.

S: What problems do you face while using English language?

E: I only face problem because of accent, they speak really fast and we speak a bit slowly like Asians. So because of accent you face problems.

S: So do you tell them that you are facing problem in understanding them?

E: No I ask them questions and understand what they are saying.

S: In which situations do you feel that you are unable to do something because of lack of English Language proficiency?

E: It's not like that but like when you go to London or Liverpool so because of the accent or dialect you will need some time to understand.

S: Ok, do you speak in English with your children and other family members?

E: Definitely

S: Who with?

E: With children, with wife. My children talk to each other only in English they do not speak in Urdu. If I try that they speak in Urdu, they will try to answer in Urdu otherwise they will speak in English.

S: So do you ask them to speak in Urdu and not in English?

E: No whatever they feel like using whether English or Urdu.

S: When do you speak in English with your children and other family members?

E: Whenever I feel the need

S: What problems do you face while speaking in English with your family members?

E: Ahhh (...) I don't face any problem but it's like that if they are upstairs and I call them saying 'breakfast is ready' they take time to come downstairs (hehehe). They don't listen and take time to come downstairs. I think they are lazy that's why (hehehe).

Integration in Society

S: All children are lazy (hehehe) do you like to meet people from your own Asian community in the UK?

E: Yeah definitely, I like to meet people like my neighbours.

S: But do you like meet people who are Pakistani or Indians or any one?

E: Ahhh (...) I like to meet all kind of people Pakistani, Indian doesn't make any difference to me.

S: Can you name the places where you are more likely to meet people from your own community?

E: What do you mean by people from your own community? Pakistani or Asian

S: What do you think?

E: Yeah our own people

S: Yeah

Subject E interview 2

Use of English Language

S: Do you see a change in your daily use of English language, after doing the course?

E: Yeah I think it definitely makes a difference because the grammar you don't know they teach you that.

S: Ok

E: Yes

S: In which situations?

E: Ahhh (...) I have felt the difference in accent, English that we speak in Pakistan is different from English our children use. So I think I need to pick up the accent of this country.

S: Ok

E: When local people over here speak, they speak really fast and we have to understand what they are saying.

S: So do you think you have improved?

E: Yes definitely it has improved in understanding the accent of my children. Because children over here use slang language so until and unless you are immersed in their culture you won't understand their language.

S: How class has helped you?

E: Yes I think it has helped because we study grammar in the class.

S: What problems do you still face while using English language?

E: Ahhh (...) you can face problem when you are applying for a job because they can ask you to type something and it will be difficult for you because of grammar and spelling.

S: In which situations do you still feel that you are unable to do something because of lack of English Language proficiency?

E: Ahhh you can say it is hard but I think I am able to do most of the things. But it is difficult for me to read or understand legal or official documents or court language because that language is very different.

S: So what do you do then?

E: We can consult a lawyer

S: Ok

E: Because you can't understand the language by using dictionary

S: Apart from that, any other thing that you can't do?

E: No I don't think there is any other thing that I can't do.

S: Have you started speaking in English with your children and other family members?

E: My children already speak in English, they have also left Pakistani food they only eat Pasta or Lasagne.

S: So after English course have you started using more English?

E: No, I don't think English class has helped me, I was already using English language. When I was in Pakistan, I used to work abroad. So I never faced any problem in using English language. But here my children have forgotten Urdu language.

S: How has English class helped you in your communication in English with your children and other family members?

E: I think it has helped me because I did not know about grammar before but now I have understood that as well. Apart from that you don't understand their slang language until and unless you are in England so I have learnt that as well.

S: What problems do you still face while speaking in English with your family members?

Subject F Interview 1

Use of English Language

S: Do you use English in your daily communication?

F: Yes

S: Who with?

F: When I go to job, I speak in English with customers

S: What problems do you face while speaking in English?

F: I speak in English.

S: When you speak in English then.

F: Sometimes, if I don't understand what customers is saying then my boss explains to them

S: How long have you been working in the parlour?

F: One year

S: In which situations do you feel that you are unable to do something because of lack of English Language proficiency?

F: Because English is very important, so I need to learn English.

S: anything you are unable to do?

F: I can't drive

S: You can't do that?

F: I can't pass life in the UK test

S: Ok

F: That's the problem.

S: When do you speak in English with your family?

F: Yes I speak in English with my child, my son

S: When so you speak in English?

F: When I call my sister in law, I talk to her in English and when I help my child in home work then I talk to him.

S: What problems do you face while talking to your son?

F: It's not that hard, when I help the child in reading books, I explain to him in English. But when he doesn't understand then I explain in Punjabi.

S: Does he say why do you speak in Punjabi and not in English?

F: No, no when I speak in Punjabi he says mummy why don't you speak in English?

Then I speak in English but then he corrects me if I say anything wrong (laughs)

S: So he corrects you! (laughs)

F: Yes he teaches me

Integration in Society

S: Do you like to meet people from your own Asian community?

F: Yes

S: Who with?

F: Asian who can speak in Punjabi and Hindi. I can talk to them properly but I face problem in speaking in English, so I feel shy talking to English people.

S: So you do not meet them that often?

F: No

S: Can you name the places where you are more likely to meet people from your own community?

F: My friend is Hindu I talk to her.

S: Do you have only one friend?

F: No I have many, I have Pakistani friends too

S: Ok

Subject F interview 2:

Use of English Language

S: Do you see a change in your daily use of English language, after doing the course?

F: Yeah

S: How?

F: Like I can understand English little but

S: You couldn't do that before

F: Yeah

S: What problems do you still face while communicating in English?

F: Sometimes, I face problem in Reading.

S: In which situations do you still feel that you are unable to do something because of lack of English Language proficiency?

F: Because I don't know English I can't do many things like I can't find a job, I can't drive.

S: Have you started speaking in English with your children and other family members?

F: I speak with my child

S: Ok, how has English class helped you in your communication in English with your children and other family members?

F: Who has helped me?

S: English class

F: By learning English in the class

S: Ok

F: Class has helped me in reading so I can read my child's book.

S: Ok, what problems do you still face while communicating with your children and other family members in English?

F: Sometimes it is hard so I start talking in Punjabi.

S: What language do you prefer to use?

F: Prefer, My friend sometimes speak in English so it's hard to explain to her. Like if my child is naughty in school so sometimes I feel hard to explain to the teacher.

S: So when you feel hard what do you do?

F: Then I find an Asian over there, if there is an Asian teacher there so I talk to them.

S: and she explains

F: Yeah

Integration in Society

S: Do you think English language has helped you in getting involved in the community?

F: Yeah

S: How?

F: Before when I did not know any English and I used to meet many people and they used to explain to me in English but I was unable to understand them. Then somebody told me that if you go there to learn English then you will understand.

S: So how did you get involved in the community, did you do anything for the community?

F: No

S: Ok can you give an example where you did something for the community?

F: (3.0) No

S: How often do you go to community centre and why do you go there?

F: I have been there many times to learn English

S: Apart from that

F: I went there once to teach a beauty course.

Subject G Interview 1

Use of English Language

S: Do you use English in your daily communication?

G: Yes, I use English in my daily communication. Yes, I use it daily.

S: Who with?

G: At work, at home, when I make an appointment then and when I talk to customers.

S: What problems do you face while using English?

G: I face various problems while speaking in English, because we are not properly educated so we feel that the whole culture is different. So first I need to think and then say the sentences in English.

S: In which situations do you feel that you are unable to do something because of lack of English Language proficiency?

G: Like now, for a good job like some office work English is needed and we don't have that.

S: Hmm (...) do you speak in English with your children and other family members?

G: Yes, sometimes I speak in English with them.

S: Who with?

G: With wife, with my relatives, with my friends.

S: When do you speak in English with your children and other family members?

G: In the evening when we are having fun like when we are watching a movie, when we go to a garden or park

S: What problems do you face while speaking in English with your family members?

G: The problem is English because the people who are born here they use proper English and they speak fast but we first have to think and then decide what to say.

Integration in Society

S: Hmm (...) Do you like to meet people from your own Asian community?

G: Yes I like to meet Asian people.

S: Who with?

G: The people who are family friends or who have the same religion as mine.

S: Do you have any family friends?

G: Yes we have family friends in Blackburn, Preston, Lancaster and Bolton.

S: Can you name the places where you are more likely to meet people from your own community?

G: Yes as I have said, Preston, Bolton, Blackburn

S: How often do you go to community centre and why do you go there?

G: I haven't been there many times actually I have never been to a community centre ((laughs))

S: Why not?

G: Just because I am busy at work and with family so I don't go out that often.

S: Do you think English class has helped you in getting to know other people/ cultures in the UK?

G: Yes it has helped me a lot, we can talk about our interest with people from other communities and we can also talk about it with our community like Asian who know another language and who don't know English.

S: Can you tell what have you learnt new about British society after starting English course?

G: I have learnt a lot because we have got to know about life in the UK and through life in the UK we have got to know about British people and their history. I have learnt all that.

Subject G interview 2

Use of English Language

S: Do you see a change in your daily use of English language, after doing the course?

G: Yeah I think there is a lot of change and it has improved a lot. Now it's a bit easy to speak in English.

S: In which situations do you feel it is easy?

G: Like at home while talking to my wife in English, when I talk at work, with my friends, when I have an appointment or interview.

S: What problems do you still face while using English language?

G: Still its same, first we have to decide what we have to say then we think and then we speak.

S: So it's the same problem?

G: Yeah.

S: In which situations do you still feel that you are unable to do something because of lack of English Language proficiency?

G: Like I can't pronounce the words properly but after doing the course it has improved a bit. But I think I still need to work to improve.

S: In which situations do you still feel that because you can't speak in English you can't go somewhere and talk to people?

G: If I face problem in English words I try to use dictionary and learn the words.

S: But still in which situation do you face problem because of lack of English.

G: I don't face any problem at job but when I go to doctors I need to do a bit of preparation and I have to think and formulate the sentences.

S: Have you started speaking in English with your children and other family members?

G: Yes little bit, because after doing this course and practicing, I also try to speak and in this way I can progress as well in English.

S: Who do you talk to?

G: I talk to friends, customers at work and anywhere in the town.

S: So do you speak in English with your children?

G: Ahh (...) occasionally with my family members and with my in-laws.

S: How has English class helped you in your communication in English with your children and other family members?

G: It has helped me a little bit. Like in class when we used to face problem and did not understand any sentence in English so we ask them and they help us. So in this way we have benefitted and I have felt the change in my English.

S: What problems do you still face while speaking in English with your family members?

G: Still now sometimes I don't understand certain sentences and how to pronounce them properly like that. Because of that I sometimes face problems.

S: So you face problem because of pronunciation

G: Yeah

Integration in Society

S: Do you think English language has helped you in getting involved in community?

G: No it's not like that (...) because we can do everything easily in our language so I haven't felt any difference due to English.

S: So you did not find any difference in community involvement?

G: No I did not find

S: Hmm (...) why not?

Subject H Interview 1:

Use of English Language

S: Do you use English in your daily communication?

H: Yes, yes

S: When do you use English?

H: With my children, my friends or when I am in the shop

S: Do you use English with your wife?

H: Sometimes

S: What problems do you face while using English?

H: When using English?

S: Do you face any problem?

H: Sometimes, I face some problem, I do not understand their language.

S: Then what do you do?

H: So when somebody speaks fast, I request him or her to slow down, then I understand

S: So you tell them to slow down

H: Yes

S: If in conversation you do not understand any word do you guess or ask them to explain the word.

H: No I try to guess the meaning

S: In which situations do you feel that you are unable to do something because of lack of English language proficiency?

H: Ahhh, (...) at some places I feel this work could have been done if I would have known English.

S: Do you use English with your children and family members?

H: Yes

S: Who with?

H With my child, who goes to school and speak English all the time.

S: When do you use English with your children?

H: When watching TV, at dinner time, when its play time and when we go out

S: What problems do you face while speaking in English with your family members?

H: They do not speak in English, they use our language

S: So do you only use English when you go out or watch TV?

H: In normal routine, we use Bangla

Integration in Society

S: Do you like to meet people from your own Asian community?

H: Yes, yes

S: Who with?

H: Whoever is from our community.

S: Can you name such places where you can meet people from your own Asian community?

H: That would be mosque, I don't know any other place.

S: How often do you go to community centre and why do you go there?

H: No, I have never been to a community centre or any other such place but yes, I go to mosque

S: Do you think English class has helped you in getting to know other people/ cultures in the UK?

H: No I did not understand this question

S: Now you have started this class?

H: Yes

Subject H Interview 2:
Use of English Language

S: Do you see a change in your daily use of English language, after doing the course?

H: Yes, little bit

S: In which situations?

H: Like when I go shopping or at work now I can use some English but it is not that much

S: Ok, What problems do you still face while using English language?

H: It's same, if some one is speaking really fast then it's difficult for me to understand.

S: Then what do you do?

H: I try to guess or sometimes request them to explain

S: In which situations do you still feel that you are unable to do something because of lack of English Language proficiency?

H: No, I think I can do everything ... there is nothing I cant do

S: Have you started speaking in English with your children and other family members?

H: Yes, I speak with them in English specially with my child who goes to school.

S: Ok, what about your wife?

H: No I told you we speak our language at home, my child who goes to school he only speak English at home so we talk to him in English.

S: How has English class helped you in your communication in English with your children and other family members?

H: No, I don't think it has, I was already speaking English with my family.

S: What problems do you still face while speaking in English with your family members?

H: Not that much because as I said we don't speak English that much we prefer Bangla our language

Integration in Society

S: Do you think English language helps you in getting involved in community?

H: Community?

S: British community

H: Yes, yes

S: In what way?

H: I go with people in the mosque to different places.

S: People in the mosque?

H: There is a mosque committee, I go with the committee.

S: Can you give an example where you did something for the community?

H: As I said I go to different places with the committee members

S: How often do you go to a community centre? Why do you go there?

H: I have never been to community centre

S: Do you know your rights and responsibilities as a member of British society?

H: Yes, I have learnt in the class

S: What are those?

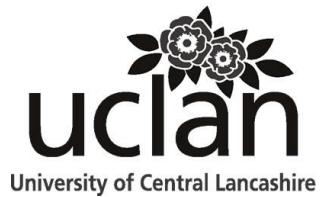
H: Hmm (...) like, now in British society you need to respect your neighbours. On the street, whatever people rights are you have to follow them and whatever the responsibilities you have to follow them.

S: Can you tell me what it means to you as a British?

H: For me British is to follow what white people are doing (...) follow the law (...) not to fight with any one and yes pay taxes.

S: What role do you think women play in society?

Appendix VII: Documents of Ethical Committee



UNIVERSITY OF CENTRAL LANCASHIRE Ethics Committee Application Form

PLEASE NOTE THAT ONLY ELECTRONIC SUBMISSION IS ACCEPTED

This application form is to be used to seek approval from one of the four University Research Ethics Committees (BAHSS; BuSH; PSYSOC & STEM). Where this document refers to 'Ethics Committee' this denotes BAHSS (ADP; ESS; IsLands; JOMEC; Languages; Law; LBS; Archaeology[Forensic]); BuSH (Built[BNE]; STTO & Health) PSYSOC (Psychology & Social Work) & STEM (CEPS; Dentistry & Medicine; Environment[BNE]; Forensic[except Archaeology]; Pharmacy).

If you are unsure whether your activity requires ethical approval please complete an [UCLan Ethics Checklist](#). If the proposed activity involves animals, you should not use this form. Please contact the Graduate Research Office – roffice@uclan.ac.uk – for further details.

Please read the [Guidance Notes](#) before completing the form. Please provide all information requested and justify where appropriate. Use as much space as you need – the sections expand as you type. Click on box or circle to select relevant option (e.g. type or Yes/No) and click on 'grey oblong shape' to start typing for the free text entry questions. Each question on this form has instructions on how to answer that particular question. In addition links to relevant documents (e.g. templates, examples, etc.) and further guidelines are available in the Guidance Notes which can also be accessed from the question by clicking on appropriate question number.

Your application needs to be filled in electronically and emailed to roffice@uclan.ac.uk. Please insert in the subject line of your email the acronym of the committee that needs to deal with your application. Committee acronyms are BAHSS, BuSH, PSYSOC or STEM – see [Appendix 1](#), at the back of this form, for list of Schools associated with each ethics committee.

If this application relates to an activity which has previously been approved by one of the UCLan Ethics Committees, please supply the corresponding reference number(s) from your decision letter(s).

Section 1
DETAILS OF PROJECT

All applicants **must** complete Section 1

1.1 Project Type:		
<input type="checkbox"/> Staff Research <input type="checkbox"/> Commercial Project	<input type="checkbox"/> Master by Research <input type="checkbox"/> MPhil Research <input checked="" type="checkbox"/> PhD Research <input type="checkbox"/> Professional Doctorate	<input type="checkbox"/> Taught MSc/MA Research <input type="checkbox"/> Undergrad Research
1.2 Principal Investigator:		
Name SUNDUS AMEER	School LANGUAGE, LITERATURE AND INTERNATIONAL STUDIES	Email sameer@uclan.ac.uk
1.3 Other Researchers / Student:		
Name	School	Email
	Choose an item.	
	Choose an item.	
	Choose an item.	
1.4 Project Title:		
<i>Please provide your project title. If your project title has both a short and long title, please enter your short title here.</i>		
BECOMING BRITISH: ESOL CITIZENSHIP MATERIAL AND CLASSROOM PEDAGOGY		
1.5 Anticipated Start Date:		
1 OCTOBER 2012		
1.6 Anticipated End Date:		
1 ST OCTOBER 2015		
1.7 Is this project in receipt of any external funding (including donations of samples, equipment etc.)?		

Yes No

If Yes, please provide details of sources of the funding and what part it plays in the current proposal.

1.8 Brief Project Description (in lay's terms) including the aim(s) and justification of the project (max 300 words)

Give a brief summary of the background, purpose and the possible benefits of the investigation. This should include a statement on the academic rationale and justification for conducting the project.

My study looks into the effects of ESOL (English for Speakers of Other Languages) policy in the UK on the Pakistani migrant community and how the proficiency in English is a gateway for many to claim nationality, which brings benefits and privileges. This study discusses the following three research questions:

1. How successful is the goal of achieving the social integration of immigrants through ESOL with citizenship material?
2. What impact does this goal have on migrant lives and their identity with reference to integration in British society?
3. What impact does this policy have on pedagogy in the ESOL classroom?

Within the last decade the importance of ESOL has grown immensely and with it the pressure on immigrants to learn English as a language to become citizens in UK. English language proficiency and nationality are closely tied. In previous research, the researchers have only considered ESOL or ESOL skills for life but the latest development in the field is that of ESOL with Citizenship material. It is a requirement to become British citizen for immigrants by passing ESOL examination and studying citizenship material in class. Recently no research to the best of my knowledge has been done on the implications of teaching ESOL with citizenship

material on learners and classroom pedagogy. My research will take into account the implications and effects of latest naturalization policy on recently naturalized British citizens.

1.9 Methodology Please be specific

Provide an outline of the proposed method, include details of sample numbers, source of samples, type of data collected, equipment required and any modifications thereof, etc

My research will be mixed method research and will be both longitudinal as well as cross sectional. The methods I will use in collecting data are questionnaires to a larger learner sample who have already got citizenship through new policy and teachers involved in ESOL with citizenship material teaching, semi-structured interviews of a group of selected sample of approximately 10 learner subjects aged 25-55 male and female gender of Pakistani and Indian Origin as both have Urdu and Hindi as their first language. Both the languages are similar in spoken discourse. I will follow them from the start of their learning process till the attainment of citizenship and after that. The questionnaire will be the quantitative research with a larger sample of approximately 70 Pakistani and Indian migrants. There will be close ended questions using Likert scale. Another questionnaire I will distribute to a set of approximately 25 teachers of ESOL with Citizenship material. It will also have close ended questions using Likert scale. I will conduct semi-structured interviews in multiple sessions with the sample of 10 learners and transcribe them.

1.10 Has the quality of the activity been assessed? (select all that apply)

- Independent external review
- Internal review (e.g. involving colleagues, academic supervisor, School Board)
- Through Research Degrees Sub-Committee (BAHSS, STEM or SWESH)
- None
- Other

If other please give details

1.11 Please provide details as to the storage and protection for your data for the next 5 years – as per [UCLan requirements](#)

I will collect personal data from sample and to ensure the protection of data I will use password protected files. I will not store data in a public computer but would save it on a password protected computer. Before starting research I will get consent from the sample learners in the form of signed consent form.

1.12 How is it intended the results of the study will be reported and disseminated?
(select all that apply)

- | |
|--|
| <input checked="" type="checkbox"/> Peer reviewed journal |
| <input type="checkbox"/> Internal report |
| <input type="checkbox"/> Conference presentation |
| <input type="checkbox"/> Other publication |
| <input type="checkbox"/> Written feedback to research participants |
| <input type="checkbox"/> Presentation to participants or relevant community groups |
| <input checked="" type="checkbox"/> Dissertation/Thesis |
| <input type="checkbox"/> Other |

If other, please give details

1.13 Will the activity involve any external organisation for which separate and specific ethics clearance is required (e.g. NHS; school; any criminal justice agencies including the Police, Crown Prosecution Service, Prison Service, Probation Service or successor organisation)?

Yes No

If Yes, please provide details of the external organisation / ethics committee and attached letter of approval

NB – external ethical approval **must** be obtained before submitting to UCLan ethics.

1.14 The nature of this project is most appropriately described as research involving:- (more than one may apply)

- | |
|---|
| <input checked="" type="checkbox"/> Behavioural observation |
| <input type="checkbox"/> Self-report questionnaire(s) |
| <input checked="" type="checkbox"/> Interview(s) |
| <input checked="" type="checkbox"/> Qualitative methodologies (e.g. focus groups) |
| <input type="checkbox"/> Psychological experiments |
| <input type="checkbox"/> Epidemiological studies |
| <input type="checkbox"/> Data linkage studies |
| <input type="checkbox"/> Psychiatric or clinical psychology studies |
| <input type="checkbox"/> Human physiological investigation(s) |
| <input type="checkbox"/> Biomechanical devices(s) |
| <input type="checkbox"/> Human tissue |
| <input type="checkbox"/> Human genetic analysis |
| <input type="checkbox"/> A clinical trial of drug(s) or device(s) |

- | |
|--|
| <input type="checkbox"/> Lab-based experiment |
| <input type="checkbox"/> Archaeological excavation/fieldwork |
| <input type="checkbox"/> Re-analysis of archaeological finds/ancient artefacts |
| <input type="checkbox"/> Human remains analysis |
| <input type="checkbox"/> Other (please specific in the box below) |

If 'Other' please provide details

Please read all the following questions carefully and if you respond 'Yes' then you should provide all relevant details and documentation (including risk assessments), and justify where appropriate.

Section 2

HUMAN PARTICIPANTS, DATA OR MATERIAL

2.1 Are you using human participants (including use of their data), tissues or remains?

(please select the appropriate box)

Participants [proceed to question 2.2]

[Click here for Q2.20](#)

Data [proceed to question 2.20]

[Click here for Q2.24](#)

Tissues / Fluids / DNA Samples [proceed to question 2.20]

[Click here for Section 3](#)

Remains [proceed to question 2.24]

No [proceed to Section 3]

2.2 Will the participants be from any of the following groups:

(tick as many as applicable)

Students or staff of this University

Children/legal minors (anyone under the age of 18 years)

Patients or clients of professionals

Those with learning disability

Those who are unconscious, severely ill, or have a terminal illness

Those in emergency situations

Those with mental illness (particularly if detained under Mental Health Legislation)

People with dementia

Prisoners

Young Offenders

- | |
|--|
| <input type="checkbox"/> Adults who are unable to consent for themselves |
| <input type="checkbox"/> Any other person whose capacity to consent may be compromised |
| <input type="checkbox"/> A member of an organisation where another individual may also need to give consent |
| <input type="checkbox"/> Those who could be considered to have a particularly dependent relationship with the investigator, e.g. those in care homes, medical students |
| <input type="checkbox"/> Other vulnerable groups (please list) |

Justify their inclusion

*Ethical approval covers **all participants** but particular attention must be given to vulnerable participants. Therefore you need to fully justify their inclusion and give details of extra steps taken to assure their protection. Where the 'Other vulnerable groups' box has been selected, please also describe/list.*

2.3 Please indicate exactly how participants in the study will be (i) identified, (ii) approached and (iii) recruited?

I will get participants from number of ESOL colleges in Manchester, Bolton and Blackburn

area where I had taught as ESOL lecturer previously. I am not working with those colleges now and the students that I taught have left after completing the course a year or two years ago. I finished working in February 2012. For case study I am collecting data from ESOL learners in a centre in Manchester but I am not their teacher as I am working as Employability tutor and is not teaching or assessing ESOL learners.

2.4 How exactly will consent be given?

N.B. if a written consent form is being used, please attach .

A written consent form will be signed by the sample

2.5 What information will be provided at recruitment and briefing to ensure that consent is informed?

N.B. if an information sheet is being used, please attach.

The information that will be given to the participants is provided in the consent form

2.6 How long will the participants have to decide whether to take part in the research?

I will give the potential participants two days to think about participating in the research.

They can withdraw before the researchers submitted the data and findings

2.7 What arrangements have been made for participants who might not adequately understand verbal explanations or written information given in English, or who have special communication needs?

Consent form will be translated in their own first language, Urdu. Secondly as I have the same first

language as the participants so I will be able to interpret and translate the information to the

Participants
<u>2.8 Payment or incentives: Do you propose to pay or reward participants?</u>
<input type="radio"/> Yes <input checked="" type="radio"/> No
If Yes, please provide details
<u>2.9 Does the activity involve conducting a survey, interviews, questionnaire, observational study, experiment, focus group or other research protocol?</u>
<input checked="" type="radio"/> Yes <input type="radio"/> No
<u>2.10 Will deception of the participant be necessary during the activity?</u>
<input type="radio"/> Yes <input checked="" type="radio"/> No
If Yes, please provide justification
<i>Gives details of the deception and explain why the deception is necessary.</i>
<u>2.11 Does the activity (e.g. Art) aim to shock or offend?</u>
<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, please explain
<i>Give details, justify and what measures are in place to mitigate.</i>
<u>2.12 Does your activity involve the potential imbalance of power/authority/status, particularly those which might compromise a participant giving informed consent?</u>
<input type="radio"/> Yes <input checked="" type="radio"/> No
If Yes, please detail including how this will be mitigated
<i>Describe the relationship and the steps to be taken by the investigator to ensure that the participant's participation is purely voluntary and not influenced by the relationship in any way.</i>
<u>2.13 Does the procedure involve any possible distress, discomfort or harm (or offense) to participants or researchers (including physical, social, emotional, psychological)?</u>
<input type="radio"/> Yes <input checked="" type="radio"/> No
If Yes, please explain

Describe the potential for distress, discomfort, harm or offense for research participants as a result of their participation in your study and what measures are in place to protect the participants or researcher(s). Please consider all possible causes of distress carefully, including likely reaction to the subject matter, debriefing or participants.

2.14 Does the activity involve any information pertaining to illegal activities or materials or the disclosure thereof?

Yes No

If Yes, please detail

Describe involvement and explain what risk management procedures will be put in place.

2.15 What mechanism is there for participants to withdraw from the investigation and how is this communicated to the participants?

Participants can withdraw from the investigation +Yes, on letter of consent

2.16 What is the potential for benefit for participants?

My research look at their learning process and how useful the learning is in their social life

So my research will help the participant to think about their learning experience analytical as well as

Give them a chance to reflect on citizenship knowledge analytical analyse what they have gained

2.17 What arrangements are in place to ensure participants receive any information that becomes available during the course of the activity that may be relevant to their continued participation?

I will make sure that I give the participants prior notice through email or phone if there are any changes.

2.18 Debriefing, Support and/or Feedback to participants

I will give participants a copy of the results as well as after transcribing the interview I will show

Them what extract of the interview I will use in my research paper as well as how anonymity and

Confidentiality is followed and whether they are happy with the way views are presented

2.19 Adverse / Unexpected Outcomes

Please describe what measures you have in place in the event of any unexpected outcomes or adverse effects to participants arising from their involvement in the project

I don't think there would be any adverse outcome is involved in my research as I am asking

Questions from the participants in a semi-structured interview. I will give participants an idea of the interview questions beforehand so they can comment on that.

2.20 Will the activity involve access to confidential information about people without their permission?

Yes No

If yes, please explain and justify

State what information will be sought, from which organisations and the requirement for this information.

2.21 Does the activity involve medical research, human tissue samples or body fluids?

Yes No

If yes, please detail

Clearly state the source of the material and anonymisation protocols

2.22 Confidentiality/Anonymity - Will the activity involve:

	Yes	No
a. ccomplete anonymity of participants is <u>not</u> possible (i.e. researchers may or will know the identity of participants and be able to return responses)?	<input type="radio"/>	<input checked="" type="radio"/>
b. aanonymised samples or data (i.e. an irreversible process whereby identifiers are removed from samples/data and replaced by a code, with no record retained of how the code relates to the identifiers. It is then impossible to identify the individual to whom the sample or information relates)?	<input type="radio"/>	<input checked="" type="radio"/>
c. de-identified samples or data (i.e. a reversible process in which the identifiers are removed and replaced by a code. Those handling the data subsequently do so using the code. If necessary, it is possible to link the code to the original identifiers and identify the individual to whom the sample or information relates)?	<input checked="" type="radio"/>	<input type="radio"/>
d. pParticipants having the option of being identified in any publication arising from the research?	<input type="radio"/>	<input checked="" type="radio"/>
e. pParticipants being referred to by pseudonym in any publication arising from the research?	<input type="radio"/>	<input checked="" type="radio"/>
f. tthe use of personal data?	<input type="radio"/>	<input checked="" type="radio"/>

If yes to any proceed to question below

If no to all, please skip to question 2.24

2.23 Which of the following methods of assuring confidentiality of data will be implemented? (Please select all relevant options)

N.B. Attach [DP Compliance checklist](#) and [DP security questionnaire](#)

data and codes and all identifying information to be kept in separate locked filing cabinets
 access to computer files to be available by password only

other

If other, please describe method.

2.24 Does the activity involve excavation and study of human remains?

Yes No

If yes, please give details

Discuss the provisions for examination of the remains and the management of any community/public concerns, legal requirement etc.

Section 3

BIOLOGICAL ORGANISMS/ENVIRONMENT

3.1 Does the activity involve micro-organisms, genetic modification or collection of rare plants?

Yes No

If yes please provide further details below State the type and source of the samples to be used in the project and include compliance with relevant legislation.

If no please continue [section 4](#)

Section 4

HAZARDOUS SUBSTANCES

4.1 Does the activity involve any hazardous substances?

Yes No

If yes please continue

If no please continue to [section 5](#)

4.2 Does the activity involve igniting, exploding, heating or freezing substances?

Yes No

4.3 Does the activity involve substances injurious to human or animal health or to the environment?

Yes No

4.4 Are you using hazardous chemicals?

Yes No

If Yes to any please attach all relevant COSHH and/or risk assessment forms

N.B. Please address issues of quantity involved, disposal and potential interactions as well as a thorough evaluation of minimisation of risk

Section 5 OTHER HAZARDS

5.1 Does the activity relate to military equipment, weapons or the defence industry?

Yes No

*If yes please provide details and attach relevant permissions and risk assessments. Describe the hazard, clearly explaining the risks associated and specify how you will minimise these
If no please continue*

5.2 Does the activity relate to the excavation of modern battlefields, military installations etc?

Yes No

*If yes please provide details and attach relevant permissions and risk assessments. Discuss the provisions for examination and the management of any community/public concerns, legal requirement, associated risks, etc.
If no please continue*

Section 6 FIELDWORK/TRAVEL

6.1 Does the activity involve field work, lone working or travel to unfamiliar places?

Yes No

*If yes, answer the following questions
If no, go to [Section 7](#)*

6.2 Where will the activity be undertaken?

N.B. If your work involves field work or travel to unfamiliar places (e.g. outside the UK) please attach a risk assessment specific to that place

Give location(s) details (e.g. UCLan campus only)

6.3 Does the activity involve lone working?

Yes No

If yes please provide further details below and attach a completed risk assessment form

Describe the lone working element, clearly explaining the risks associated and specify how you will minimise these

6.4 Does the activity involve children visiting from schools?

Yes No

If yes please provide further details below and attach a completed risk assessment form

Describe the nature of the visit, clearly explaining the risks associated and specify how you will minimise these

Section 7

ETHICAL AND POLITICAL CONCERN

7.1 Are you aware of any potential ethical and/or Political concerns that may arise from either the conduct or dissemination of this activity (e.g. results of research being used for political gain by others; potential for liability to the University from your research)?

Yes No

If yes please provide details below

If no please continue

7.2 Are you aware of any ethical concerns about collaborator company / organisation (e.g. its product has a harmful effect on humans, animals or the environment; it has a record of supporting repressive regimes; does it have ethical practices for its workers and for the safe disposal of products)?

Yes No

If yes please provide details below

If no please continue

7.3 Are there any other ethical issues which may arise with the proposed study and what steps will be taken to address these?
<input type="radio"/> Yes <input checked="" type="radio"/> No
<i>If yes please provide details below</i>
<i>If no please continue</i>

Section 8

DECLARATION

This section needs to be signed by the Principal Investigator (PI), and the student where the study relates to a student project (for research student projects PI is Director of Studies and for Taught or Undergrad project the PI is the Supervisor). Electronic submission of the form is required to roffice@uclan.ac.uk. Where available insert electronic signature, if not a signed version of the submitted application form should be retained by the Principal Investigator.

Declaration of the:
<input type="radio"/> Principal Investigator
OR
<input type="radio"/> Director of Studies/Supervisor and Student Investigators
(please check as appropriate)
<ul style="list-style-type: none"> • The information in this form is accurate to the best of my knowledge and belief, and I take full responsibility for it.
<ul style="list-style-type: none"> • I have read and understand the University Ethical Principles for Teaching, Research, Knowledge Transfer, Consultancy and Related Activities.
<ul style="list-style-type: none"> • I undertake to abide by the ethical principles underlying the Declaration of Helsinki and the University Code of Conduct for Research, together with the codes of practice laid down by any relevant professional or learned society.
<ul style="list-style-type: none"> • If the activity is approved, I undertake to adhere to the study plan, the terms of the full application of which the Ethics Committee* has given a favourable opinion and any conditions of the Ethics Committee in giving its favourable opinion.
<ul style="list-style-type: none"> • I undertake to seek an ethical opinion from the Ethics Committee before implementing substantial amendments to the study plan or to the terms of the full application of which the Ethics Committee has given a favourable opinion.

* Ethics Committee refers to either BAHSS, PSYSOC, STEM or SWESH

<ul style="list-style-type: none"> I understand that I am responsible for monitoring the research at all times. 	
<ul style="list-style-type: none"> If there are any serious adverse events, I understand that I am responsible for immediately stopping the research and alerting the Ethics Committee within 24 hours of the occurrence, via roffice@uclan.ac.uk. 	
<ul style="list-style-type: none"> I am aware of my responsibility to be up to date and comply with the requirements of the law and relevant guidelines relating to security and confidentiality of personal data. 	
<ul style="list-style-type: none"> I understand that research records/data may be subject to inspection for audit purposes if required in future. 	
<ul style="list-style-type: none"> I understand that personal data about me as a researcher in this application will be held by the University and that this will be managed according to the principles established in the Data Protection Act. 	
<ul style="list-style-type: none"> I understand that the information contained in this application, any supporting documentation and all correspondence with the Research Ethics Committee relating to the application, will be subject to the provisions of the Freedom of Information Acts. The information may be disclosed in response to requests made under the Acts except where statutory exemptions apply. 	
<ul style="list-style-type: none"> I understand that all conditions apply to any co-applicants and researchers involved in the study, and that it is my responsibility to ensure that they abide by them. 	
<ul style="list-style-type: none"> For Supervisors/Director of Studies: I understand my responsibilities as Supervisor/Director of Studies, and will ensure, to the best of my abilities, that the student investigator abides by the University's Policy on Research Ethics at all times. 	
<ul style="list-style-type: none"> For the Student Investigator: I understand my responsibilities to work within a set of safety, ethical and other guidelines as agreed in advance with my Supervisor/Director of Studies and understand that I must comply with the University's regulations and any other applicable code of ethics at all times. 	
<input type="radio"/> Signature of Principal Investigator: or <input type="radio"/> Supervisor or Director of Studies:	
Print Name:	
Date:	Click here to enter a date.
Signature of Student Investigator:	
<i>Sundus Ameer</i>	
Print Name:	Sundus Ameer
Date:	02/11/2012

Appendix VIII: Consent Letter for Participants of Semi Structured Interviews

To Whom It May Concern

The purpose of this study is to looks into the effects of ESOL (English for Speakers of Other Languages) policy in the UK on the Pakistani and Indian migrant community. It will look at how this policy has helped the government in achieving the goal of social integration. What impact this policy has on migrant lives and identity and how classroom pedagogy is affected by it? My study involves questionnaire where the sample will only circle the relevant response. The sample for case study will answer in set of interviews on different days after the class and that will be agreed with him before the start of the research. All the questions will be asked in learner's own language, Urdu.

I consent to Sundus Ameer using any data I give for purposes of her research study. I am aware that I have the right to withdraw from the study at any point of the research process before she submits her work and I understand that if I do so, all data related to me will be destroyed. I also understand that any data I do provide will be used only for the intended purposes and will be anonymised so I cannot be identified from the data.

Signed _____

Appendix IX: ESOL for Citizenship Scheme of Work and Teaching material

SUBJECT: ESOL WITH CITIZENSHIP (B1): 1 Week

Day:	Topic	Learning Outcomes – By the end of the lesson, learners will be able to:	Leaning Activities:	Teacher Activity:	Assessment
1	Induction: Centre Policies/ Procedures explained Intro to course: aims and objectives Initial Assessment Start ILP Ice Breaker/team games	Complete an initial assessment with tutor. Prepare parts of individual learning plan with tutor. Understand Centre policies and what to do in case of fire/if in need of first aid Speak in full simple and compound sentences to get to know peers in an ice breaker exercise to at least E1/2 standard.	Complete enrolment form. Contribute to intro. Students engage in discussion with tutor to prepare ILP/IA Contribute verbally and in writing to ice breaker	Teacher led group induction to inform policies and H&S procedures Facilitate discussions and individual tutorials including support in ice breaker.	Initial Assessment Tutor will monitor and assess spoken and written language during group and class tasks.
2	Individual Skills – Skills Scan/Audit Skills Needed Skills Development Intro to B1 exam requirements – briefly consider different exam boards' requirements v/s generic skills, for example Ascentis, Trinity, EMD.	Complete simple exercises to assess speaking, listening, reading, writing skills Discuss results with peers/tutor Discuss SWAT analysis. Explore compound and complex sentence constructions with reference to audit. Explore skills needed for B1 exam – generic: such as modal verbs, relative accuracy in simple past, future, present perfect, time phrases, quantifying, preferences, giving explanations using “because”, asking questions. Practice skills required for: Discussion in an informal setting.	Contribute to recap on previous session Complete teacher led individual class activity: template(s) for self-assessment Discussion using B1 grammar where possible. Verbally contribute to exam task: Discussion (informal)	Facilitate group discussion and individuals Support task completion with language focus on compound / complex sentences and past/present perfect/future tenses.	Formative assessment Target questioning Completion of paper based task(s). Check for accuracy in lexis, phonology and grammar

3	<p>Personal Statement – session 1</p> <p>Exam Practice – Task: Discussion)</p>	<p>Write and present personal statement - with tutor support as appropriate. This should include past, present, future, using modal verbs, superlatives, language of preferences, explanations using “because” and include references to specific past , current, and predicted future events.</p> <p>Listen to their peers and recall some information given, including true/false</p> <p>Contribute to an exam practice task (this can be linked to personal statement writing if appropriate).</p>	<p>Recap on previous session</p> <p>Learners will write and speak about themselves which will form the basis for personal statement and exam-themed task.</p> <p>Give formal presentations in pairs if appropriate.</p> <p>Listen and respond using Q and A</p>	<p>Facilitate learners' task completion :</p> <p>Speak and/or write about their lives and experiences, present, Q and A, give feedback.</p>	<p>Formative assessment</p> <p>Assess ESOL and literacy skills using trinity exam board mark scheme as learners write and speak about themselves (SFL, GESE and ISE coverage)</p>
4	<p>Talking about future plans (including family, education and jobs) using formal spoken language to B1 standard.</p> <p>Mock exam conversation role play (1) (also, exam practice)</p>	<p>Analyze role play conversation skills after observing examples from audio-visual means, if possible, or via tutor. Discuss these in small groups. Feedback ideas on how to improve interview skills. Focus on B1 language.</p> <p>Contribute to a mock exam type conversation role play session involving peers and tutor, using appropriate communicative skills, lexis, phonology, language functions and grammar</p>	<p>Listen to/read/watch: Didactic ,PowerPoint presentation and audio-visual media texts on role play conversation skills</p> <p>Verbally prepare/perform mock exam conversation role play -links to exams where appropriate</p>	<p>Facilitate media viewing - conversation techniques and taking turns in a role play</p> <p>Direct and take part in role plays.</p>	<p>Assess role play language according to E3/B1 Trinity exam mark schemes</p>
5	<p>Mock-Assessment Day: Mock exam conversation (2): Trinity EXAM style. (These can be recorded as formal assessment task evidence if required.)</p>	<p>Prepare, and take part in one-to-one mock exam role play and discussion session involving tutor ONLY, using appropriate lexis, phonology, communicative skills, language functions and grammar relevant to B1/E3. This will be conducted in a formal manner and will involve test conditions.</p> <p>Learners will be assessed on appropriate lexis, phonology, grammar, initiating some turns in the conversation, and responding to questions, statements, and salutations in appropriately.</p>	<p>Verbally prepare/perform mock exam conversation role play and one to one discussion with tutor/examiner - exam task along lines of Trinity.</p>	<p>Direct and take part in role plays and discussions according to exam spec; act as examiner.</p>	<p>Assess role play language according to E3/B1 exam mark scheme: recordings (if relevant)</p>

IMPORTANT! These are only example prompts. The real exam will contain other questions. (Cut & these prompts into 18 individual cards)

5 Have you ever?	5 How many times have you?	5 How long did you for?	5 How long have you for?	5 How long will you for?	5 Do you think you'll ever?
5 How long do you think you'll?	5 When do you think you'll?	5 Where do you think you'll?	5 Why have you?	5 Tell me about why you	5 Tell me about which you prefer: X or Y?
5 Why?	5 How has changed in the last 2/5/10 years?	5 Have you ever? Tell me about it.	5 Have you ever been to? Tell me about it.	5 Why did you?	5 Why do you prefer?

Task 2 – Role-Play (Guide time: 10 minutes)

For this task, you will take part in a role-play in which you want to return a faulty mobile phone. You bought it last week but it has stopped working. You ask to speak to the manager. Your assessor will play the role of the mobile phone shop manager. You will start the role play.

Write down the instructions you are given. You can ask the assessor to repeat or spell words.

Problems and solutions

Activity A • Listening: solving a problem on the phone

Marta has a problem with her new TV/video. She wants to contact customer services about this.

- 1 Look at these words and describe what you see on the three television screens.

lines or dots

vertical or horizontal

light or dark

thin or thick

large or small

- 2 Listen to Marta's conversation with the customer services representative and answer the questions.

- a What is the problem?
- b What is the representative's first explanation of the problem?
- c Why is this not correct?
- d What is his second explanation?
- e What is his advice?
- f How do we know that Marta understands the representative's advice?



Activity B • Language: using modal verbs to discuss a problem

Complete the representative's sentences from the conversation. Use these verbs.

must be can't be may be should

- a There a problem with the aerial socket on the television.
- b The problem in the television because it works with the indoor aerial.
- c There a problem with your outdoor aerial.
- d You need to fix your aerial. That solve the problem.

Remember

- Use modal verbs *must + be* and *can't + be* when you are almost certain about a situation because of the information you have. Use *may + be* and *should + be* when you are less certain.

Activity C • Speaking: phoning about a problem

Work in pairs. Use the information your teacher gives you.

Appendix X: Completed Questionnaires

(44)

Questionnaire for ESOL Students:

I would like to ask you to help us by answering the following questions related to ESOL teaching for British nationality. This survey is conducted by a PhD student of University of Central Lancashire, Preston to better understand the impact of Home Office English language policy on learners' identity and integration in society. This survey is anonymous so you are not required to write your name or the name of your language centre. Please respond to all the questionnaire items and answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

Sundus Ameer
sameer@uclan.ac.uk

Please circle as appropriate

Age 25-35 / <u>36-45</u> / 46-55 / 56-above	Gender Male/ <u>Female</u>
Education No Education / Matriculation (SSC) / Certificate / Diploma level / Bachelors / Masters	No. of teachers in your centre Less than <u>10</u> / 10-20 / more than 20
No. of students in your class Less than 10 / <u>10-20</u> / more than 20	Years of Stay in the UK Less than 1 / 1-3 yrs / 3-5 yrs / <u>more than 5 yrs</u>
Visa Status Indefinite leave to remain / <u>British nationality</u>	

Following are some of the statements with which some people agree and others disagree. We would like you to indicate your opinion about each statement by ticking ✓ in the box to specify the extent to which you agree or disagree with a statement. Thank you very much for your help. For example

ESOL teachers should always follow the course material
Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

If you think that there is something true about the statement but it is a bit exaggerated you can put ✓ in the third or the fourth box.

Social Integration

- I like to get actively involved in my local community like volunteering or raising funds for local causes?

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

- I think I have become more tolerant towards other cultures after becoming British

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

- I only like to meet people who have the same ethnic background as mine.

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

- I think I know my rights and responsibilities as a British citizen.

Strongly Agree Agree neither agree nor disagree
Disagree Strongly Disagree

- I know my neighbours and get along well with them.

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

Identity

- I prefer to be called Pakistani or Indian rather than British.

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

- I think my life is similar to the life of an average British person.

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

- I think my life has become better after gaining British nationality or indefinite leave to remain.

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

- I prefer to speak in English with my children and other family members.

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

- British nationality has helped me professionally

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

- I like to follow Pakistani or Indian customs and traditions rather than British for example marriage, education and way of living

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

- Do you think your life and identity has changed after gaining indefinite leave to remain or British nationality? How?

Questionnaire for ESOL teachers:

I would like to ask you to help us by answering the following questions related to ESOL teaching for British nationality. This survey is conducted by a PhD student of University of Central Lancashire, Preston to better understand the impact of Home Office English language policy on classroom pedagogy and ESOL teachers. This survey is anonymous so you are not required to write your name or the name of your language centre. Please respond to all the questionnaire items and answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

Sundus Ameer
sameer@uclan.ac.uk 07535890820

Please circle as appropriate

Age <input checked="" type="radio"/> 25-35 / <input type="radio"/> 36-45 / <input type="radio"/> 46-55 / <input type="radio"/> 56-above	Gender <input checked="" type="radio"/> Male / <input type="radio"/> Female <input type="checkbox"/> Not Disagreed
Working <input checked="" type="radio"/> Part-time / <input type="radio"/> Full time <input type="checkbox"/> Agreeing Individually <input type="checkbox"/> Agreeing with my learners <input type="radio"/> Temporary/Permanent	No. of teachers at your work place <input checked="" type="radio"/> Less than 10 / <input type="radio"/> 10-20 / <input type="radio"/> more than 20 <input type="checkbox"/> Not Disagreed
No. of students in each class <input type="radio"/> Less than 10 / <input checked="" type="radio"/> 10-20 / <input type="radio"/> more than 20	Qualification <input checked="" type="radio"/> Certificate level / <input type="radio"/> Diploma level / <input type="radio"/> Master level <input type="checkbox"/> Not Disagreed
Years of Experience <input checked="" type="radio"/> Less than 1 / <input type="radio"/> 1-3 yrs / <input type="radio"/> 3-5 yrs / <input type="radio"/> more than 5 yrs	<input type="checkbox"/> Disagreed <input type="checkbox"/> Strongly Disagreed <input type="checkbox"/> Agreeing <input type="checkbox"/> Agreeing Disagreed

Following are some of the statements with which some people agree and others disagree. We would like you to indicate your opinion about each statement by ticking ✓ in the box to specify the extent to which you agree or disagree with a statement. Thank you very much for your help. For example

ESOL teachers should always follow the course material
Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

If you think that there is something true about the statement but it is a bit exaggerated you can put ✓ in the third or the fourth box.

Classroom Pedagogy

- I feel I am independent in making teaching decisions.

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

- I find difficulty in giving individual attention to my learners because of class size.

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

- I prefer using government provided materials rather than my own materials.

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

- I am satisfied with the support given by the management and government in the form of resources and facilities.

Strongly Agree Agree neither agree nor disagree
Disagree Strongly Disagree

ESOL for Citizenship

- I think learners become more integrated in British society after completing an ESOL course.

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

- I feel it is my responsibility to ensure ESOL learners become active citizens of British society.

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

- I sometimes feel under pressure by the management to achieve results in the form of learners' progress and certification.

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

- I am more interested in teaching my learners English language rather than helping them in gaining an English Language certificate for naturalization and citizenship.

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

Questionnaire for ESOL teachers

- I feel I am implementing the Home Office language policy for naturalization and British nationality.
- Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree
- I feel government is successful in improving social integration and community cohesion through the Home Office's language policy

Strongly Agree Agree neither Agree nor Disagree
Disagree Strongly Disagree

Do you think that the UK Home Office language policy for citizenship has affected ESOL classroom pedagogy in general? How?

Thank You



Appendix XI: Coded Data

Becoming British (NVivo 11).nvp - NVivo Pro

The screenshot shows the NVivo 11 software interface with the following sections:

- Nodes:**
 - Interview 1
 - Interview 2
 - themes
 - themes in observ
 - Cases
 - Relationships
 - Node Matrices
- Classification:**
 - social integration
 - community centre
 - getting involved in british community
 - meeting people in asian community
 - muslim community
 - problem faced
 - rights and responsibilities
 - to start life in the uk

Toolbar:

- FILE
- HOME
- CREATE
- DATA
- ANALYZE
- QUERY
- EXPLORE
- LAYOUT
- VIEW
- COPY
- PASTE
- CUT
- FORMAT
- PROPERTIES
- ITEM
- CLIPBOARD

View Options:

- ABC Spelling Proofing
- Find Replace Delete
- Editing
- PDF Selection
- Select Region
- Reset Settings
- Paragraph Styles

Table Headers:

- Name
- Source
- Reference
- Created On
- Modified On
- Modified By

Table Data:

Name	Source	Reference	Created On	Modified On	Modified By
identity	/ Sources	14	90 04-Jul-15 11:51 AM	04-Jul-15 11:51 AM	SA
close friends in asian community		7	13 04-Jul-15 11:52 AM	11-Jul-15 10:09 AM	SA
diff between lifes (Pak, Indian or British)		14	22 04-Jul-15 12:10 PM	12-Jul-15 12:20 PM	SA
following pakistan or indian culture		7	8 11-Jul-15 5:25 PM	12-Jul-15 12:29 PM	SA
identity as Pakistani or Indian		14	19 04-Jul-15 11:58 AM	12-Jul-15 12:24 PM	SA
life after nationality		13	17 04-Jul-15 11:59 AM	12-Jul-15 12:27 PM	SA
socialising with British people		7	11 04-Jul-15 11:57 AM	11-Jul-15 10:10 AM	SA
reasons for becoming british		8	13 04-Jul-15 11:15 AM	04-Jul-15 11:22 AM	SA
can travel anywhere		3	4 12-Jul-15 10:51 AM	12-Jul-15 12:32 PM	SA
important to live in this country		2	2 11-Jul-15 5:33 PM	12-Jul-15 12:06 PM	SA
job opportunity		4	4 04-Jul-15 11:16 AM	12-Jul-15 12:06 PM	SA
staying in home country for long		1	1 04-Jul-15 12:01 PM	04-Jul-15 12:02 PM	SA
to stay in the UK		1	2 12-Jul-15 12:00 PM	12-Jul-15 12:05 PM	SA
social integration		14	76 04-Jul-15 11:45 AM	04-Jul-15 11:45 AM	SA
community centre		13	16 04-Jul-15 11:48 AM	12-Jul-15 12:19 PM	SA
getting involved in british community		12	24 04-Jul-15 11:49 AM	12-Jul-15 12:18 PM	SA
meeting people in asian community		5	8 04-Jul-15 11:47 AM	11-Jul-15 10:05 AM	SA
muslim community		1	3 05-Jul-15 9:46 AM	05-Jul-15 9:50 AM	SA
problem faced		6	7 04-Jul-15 12:42 PM	11-Jul-15 5:23 PM	SA
rights and responsibilities		7	10 11-Jul-15 10:59 AM	12-Jul-15 12:19 PM	SA
to start life in the uk		7	8 11-Jul-15 5:22 PM	12-Jul-15 12:22 PM	SA

Bottom Bar:

- 61 items
- Search right here
- Windows icon
- File icon
- Print icon
- Copy icon
- Paste icon
- Find icon
- Replace icon
- Delete icon
- Proofing icon
- ABC Spelling icon
- Find icon
- Replace icon
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- Editing icon
- PDF Selection icon
- Select Region icon
- Reset Settings icon
- Paragraph Styles icon
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