Office of the Minister for Integration/Department of Education and Science

Development of a National English Language Policy and Framework for Legally-Resident Adult Immigrants

Survey

Background to the Survey

The Office of the Minister for Integration (OMI), in collaboration with the Department of Education and Science have commissioned consultants, Horwath Consulting Ireland and their partners, to carry out an independent review to assist in the development of a National English Language Policy and Framework for legally–resident Adult Immigrants. This is inclusive of asylum seekers.

This review aims to identify the strengths and weakness of current provision, to suggest ways in which the strengths can be optimised and the weaknesses can be minimised. The review will assist in identifying barriers to participation, taking into account Ireland's rapidly changing demographics, and will suggest ways of overcoming these barriers.

To achieve as broad a view as possible the consultants are engaging in a multi-pronged consultative approach. Key stakeholders have been interviewed, focus group meetings have been arranged and to expand the process it is proposed to carry out this survey. This survey seeks to obtain the views of providers of English Language to adult immigrants and interest groups. The views received will be analysed and will be used to inform the process.

The outcome of the review will be a report containing proposals and recommendations relating to the development of a National English Language Policy and Framework for legally–resident Adult Immigrants.

The areas covered in the survey are listed below:

1. **General Information;**
2. **Demand for English Language Tuition;**
3. **Current English Language Tuition Provision and Capacity;**
4. **Information about English Language Tuition Providers;**
5. **Information about English Language Tuition Participants ;**
6. **Tests and Methods used in English Language Tuition; and**
7. **What will a future English Language system look like?**

Information in relation to this survey may be made available to any person who makes a request under the Freedom of Information Act, 1997 as amended in 2003.

Where the Department proposes to grant a request in relation to information supplied by you that has been obtained in confidence or is commercially sensitive, it must consult with you before releasing such information. In order to aid the Department in identifying where this consultation should take place, you are asked to consider if any of the information supplied by you in response to this request for proposals should not be disclosed on the grounds that it is commercially sensitive or was given in confidence.
If this is the case you should, when providing the information, identify such commercially sensitive information and the reasons for its sensitivity.

Section 27 of the FOI Act deals with Commercially Sensitive Information.

As an important provider in this area we value your opinion. Please be assured that your response will help us to have evidence based data to back up the proposals and recommendations that will be presented in the review report.

It should take approximately 60 minutes to complete this survey. Thank you for your participation in this survey.

1. General Information

In this section, we ask you to provide us with some general background information about your organisation.

1. **Name of your organisation** _____

2. **Email address** _____

3. **Telephone Number** _____

4. **Please indicate the county/counties in which your organisation provides services**

    1. **(drop down with Irish counties to be inserted in electronic version)**

5. **Please select the category which best describes your organisation from List 1 or 2 below:**

    List 1
    1. <u>My organisation provides English Language tuition</u>

    Please select from the following options:
    - i. Private training organisation
    - ii. VEC
    - iii. Integrate Ireland Language Training
    - iv. Non-government organisation
    - v. Other – please specify

    List 2
    2. <u>My organisation does not provide English Language tuition (*)</u>

    Please select from the following options:
    - i. Non-government Organisation
    - ii. Other – please specify

    (*) Organisations which are not providing English Language tuition may not need to respond to all of the questions in this survey.

6. **If your organisation funds/financially supports English Language tuition please indicate how this is done:**

    1. We fund English Language tuition within our statutory budget
    2. We support English Language tuition through voluntary provision (unpaid tuition)
    3. Learners pay for English Language tuition
    4. Employers pay for English Language tuition

5. Combination of publicly funded tuition plus nominal learner fee/subsidised by another source
6. Any combination of the options set out in 3,4,5 above
7. Other – please specify

2. Demand for English Language Tuition

In this section, we want to receive your opinions about the current situation regarding the provision of English Language tuition for legally resident adult immigrants.

7. In your opinion, please rate both the importance of providing English Language tuition to the groups below and your assessment of current English Language tuition

	Please rate the importance of providing English Language tuition to the following groups on a scale from 1 (not important) to 3 (very important)			*Please rate the current provision of English Language tuition for the following groups on a scale of 1 (insufficient) to 3 (sufficient).*		
	Not important 1	Important 2	Very important 3	Insufficient 1	Adequate 2	Sufficient 3
EU nationals	❑	❑	❑	❑	❑	❑
Non-EU nationals	❑	❑	❑	❑	❑	❑
Work Permit Holders from non-EU countries	❑	❑	❑	❑	❑	❑
Refugees and persons with leave to remain in the State	❑	❑	❑	❑	❑	❑
Asylum seekers	❑	❑	❑	❑	❑	❑

8.

Please complete section (a) of this question if your organisation's catchment area is within a county.

Please complete section (b) of this question if your organisation's catchment area is within a town.

(a)

Can you estimate, based on your own opinion, the demand within your <u>county</u> (i.e., within your organisation's service provision catchment area) for English Language tuition for the categories of people listed below.

	Please indicate your estimate for each category: • **High demand for English Language tuition (more than 2,000 people)** • **Medium demand (between 2,000 and 500 people)** • **Low demand (less than 500 people)**
EU nationals	H/M/L
Non-EU nationals	H/M/L
Work Permit Holders from non-EU countries	H/M/L
Refugees and persons with leave to remain in the State	H/M/L
Asylum seekers	H/M/L

(b)

Can you estimate, based on your own opinion, the demand within your <u>town</u> (i.e., within your organisation's service provision catchment area) for English Language tuition for the categories of people listed below.

	Please indicate your estimate for each category: • **High demand for English Language tuition (more than 1,000 people)** • **Medium demand (between 1,000 and 250 people)** • **Low demand (less than 250 people)**
EU nationals	H/M/L
Non-EU nationals	H/M/L
Work Permit Holders	H/M/L

from non-EU countries	
Refugees and persons with leave to remain in the State	H/M/L
Asylum seekers	H/M/L

9. **In your opinion, taking the client group as a whole, why do people not take part in English Language tuition?**

Please indicate on a scale of 1 (not important) to 3 (very important) for each of the possible reasons listed below.

	Not important 1	Somewhat im- portant 2	Very impor- tant 3
1. Lack of free time due to em- ployment	❑	❑	❑
2. Lack of free time due to car- ing responsibilities	❑	❑	❑
3. Cost of English Language tui- tion	❑	❑	❑
4. Lack of interest in English Language tuition	❑	❑	❑
5. Perceived lack of necessity for English Language tuition	❑	❑	❑
6. Lack of availability of English Language tuition relevant to cultural needs	❑	❑	❑
7. Lack of access to English Language tuition in local community e.g. deficiencies in public transport provision	❑	❑	❑
8. Lack of access to affordable child-care facilities while at- tending English Language tui- tion	❑	❑	❑
9. Lack of cultural acceptability of English Language tuition	❑	❑	❑
10. Reasons of gender	❑	❑	❑
11. Lack of flexible delivery models, e.g., morning, eve- ning and weekend English	❑	❑	❑

Language tuition			
12. Lack of available information on English Language tuition and providers in a number of languages	❏	❏	❏
13. Lack of English Language tuition relevant to current needs	❏	❏	❏
14. Lack of prior educational attainment	❏	❏	❏
15. Lack of relevance of English Language tuition to current employment or prospective employment	❏	❏	❏
16. Absence of a requirement for compulsory English Language tuition	❏	❏	❏
17. Lack of awareness that English Language tuition is available	❏	❏	❏
18. Other, please specify	❏	❏	❏

10. In your opinion, taking the client group as a whole, why do people commence English Language tuition but then <u>discontinue</u>?

Please indicate on a scale of 1 (not important) to 3 (very important) for each of the possible reasons listed below.

	Not important 1	Somewhat im- portant 2	Very impor- tant 3
1. Lack of free time due to employment	❑	❑	❑
2. Lack of free time due to caring responsibilities	❑	❑	❑
3. Cost of English Language tuition	❑	❑	❑
4. Lack of interest in English Language tuition	❑	❑	❑
5. Perceived lack of necessity for English Language tuition	❑	❑	❑
6. Lack of availability of English Language tuition relevant to cultural needs	❑	❑	❑
7. Lack of access to English Language tuition in local community, e.g., deficiencies in public transport provision	❑	❑	❑
8. Lack of access to affordable child- care facilities while attending English Language tuition	❑	❑	❑
9. Lack of cultural acceptability of English Language tuition	❑	❑	❑
10. Lack of flexible delivery models, e.g., weekend and evening English Language tuition	❑	❑	❑
11. Lack of English Language tuition relevant to current needs	❑	❑	❑

12. Lack of prior educational attainment	❏	❏	❏
13. Lack of relevance of English Language tuition to current employment or prospective employment	❏	❏	❏
14. Absence of a requirement for compulsory English Language tuition	❏	❏	❏
15. Other, please specify	❏	❏	❏

3. Current English Language Tuition Provision and Capacity

This section of the survey focuses on your organisation's involvement in English Language tuition.

11. Please answer the following questions if you finance students to participate in English Language tuition

1. What are the programme(s) from which you finance English Language tuition? (if you have more than one programme, please list all programmes)
   a. Programme 1:____   Adult Literacy
   b. Programme 2:_____   Back to Education Initiative
   c. Programme 3:_____   Vocational Training Opportunities Scheme
   d. Programme 4:_____   Community Education
   e. Programme 5:_____   Workplace Education
   f. Programme 6:_____   Other – please describe

2. What was the approximate budget of your English Language tuition provision in the period **September 2006 until June 2007** ?
   a. Programme 1:____   Adult Literacy_
   b. Programme 2:_____   Back to Education Initiative
   c. Programme 3:_____   Vocational Training Opportunities Scheme
   d. Programme 4:_____   Community Education
   e. Programme 5:_____   Workplace Education
   f. Programme 6:_____   Other – please describe

3. How many participants did you finance under each of the following programmes. Respondents need to confine their answer to instances where English Language tuition was provided to adults in the period **September 2006 until June 2007**?
   a. Programme 1:____   Adult Literacy_
   b. Programme 2:_____   Back to Education Initiative
   c. Programme 3:_____   Vocational Training Opportunities Scheme
   d. Programme 4:_____   Community Education
   e. Programme 5:_____   Workplace Education
   f. Programme 6:_____   Other – *please describe*

12.

Can you rate, based on your own opinion, the current availability of English Language tuition. Respondents should answer section (a) and/or (b) below depending on the coverage of their institution.

Please complete section (a) of this question if your organisation's catchment area is within a county.

Please complete section (a) and (b) of this question if your organisation's catchment area is <u>national</u> in scope.

(a)

In your opinion, on a <u>county basis</u>, please rate current English Language tuition available, on a scale from 1 (poor) to 3 (good).

	Poor 1	Average 2	Good 3
Clarity of progression routes for learners: *i.e., transparent path through the different levels of English language proficiency*	❑	❑	❑
Accessibility of English Language tuition: *i.e., classes provided in the mornings, evenings, at weekends etc*	❑	❑	❑
Coverage: *i.e., ready availability of venues for English Language tuition*	❑	❑	❑
Quality of service delivery by providers: *i.e., staff are competent, well qualified and experienced, Advisory Council for English Language Schools recognised*	❑	❑	❑

(b)

In your opinion, on a <u>national basis</u>, please rate current English Language provision available, on a scale from 1 (poor) to 3 (good).

	Poor 1	Average 2	Good 3
Clarity of progression routes for learners: *i.e., transparent path through the different levels of English language proficiency*	❑	❑	❑
Accessibility of English Language tuition: *i.e., classes provided in the early morning, evening, weekend etc*	❑	❑	❑
Coverage: *i.e., ready availability of English Language venues*	❑	❑	❑
Quality of service delivery by providers: *i.e., staff are competent, well qualified and experienced, Advisory Council for English Language Schools recognised*	❑	❑	❑

4. Information about English Language Tuition Providers

13. **Please provide below the number of employees in your organisation who are involved in the provision of English Language tuition to adults.**

    1. Full Time English Language Teachers   _____
    2. Part time English Language Teachers   _____
    3. Administrators/co-ordinators   _____
    4. Full-time teachers who as part of their remit teach English Language_____

14. **When did you commence the provision of English Language tuition?**

    Please insert month and year.____

15. **Please provide an average weekly estimate of English Language provision which your organisation provided during the 10 month period from <u>September 2006 to June 2007</u>. The question below asks you for this information based on three categories of English Language provision; Beginner, Intermediate and Advanced. These categories are consistent with the "Common European Framework of Reference for Languages".**

(a) Beginner

Level	Time of course	Number of hours taught per week	Number of courses of this type
Beginner **(less than A2 standard)** for A2 definition please see below	Drop down - Early morning class (0700-0900) - Day class (0900-1700 during normal workday) - Night class (1700 – 2200 after normal work day) - Weekend class (Saturday and Sunday)	Drop down: 1 to 40	Drop down: 1 to 40

[Will be programmed in a way so the full description appears when cursor touches buttons]

A2: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

(b) Intermediate

Please provide an average weekly estimate of English Language provision which your organisation provided during the 10 month period from <u>September 2006 to June 2007</u>.

Level	Time of course	Number of hours taught per week	Number of courses of this type
Intermediate **(less than B2 standard)** <u>for B2 definition please see below</u>	Drop down - Early morning class (0700-0900) - Day class (0900-1700 during normal workday) - Night class (1700 – 2200 after normal work day) - Weekend class (Saturday and Sunday)	Drop down: 1 to 40	Drop down: 1 to 40

[Will be programmed in a way so the full description appears when cursor touches buttons]

B2: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

(c) Advanced

Please provide an average weekly estimate of English Language provision which your organisation provided during the 10 month period from <u>September 2006 to June 2007</u>.

Level	Time of course	Number of hours taught per week	Number of courses of this type
Advanced (less than C2 standard) <u>for C2 defini-</u>	Drop down - Early morning class (0700-0900) - Day class (0900-1700 during normal	Drop down: 1 to 40	Drop down: 1 to 40

tion please see below	workday) - Night class (1700 – 2200 after normal work day) - Weekend class (Saturday and Sunday)		

[Will be programmed in a way so the full description appears when cursor touches buttons]

C2: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

16. Please provide an average weekly estimate of the number of Beginner level hours of English Language tuition which your organisation provided during the summer period months of <u>July 2007 and August 2007</u>. The question below asks you for this information based on three categories of English Language provision; Beginner, Intermediate and Advanced. These categories are consistent with the "Common European Framework of Reference for Languages".

(a) Beginner

Level	Time of course	Number of hours taught per week	Number of courses of this type
Beginner (less than A2 standard)	Drop down - Early morning class (0700-0900) - Day class (0900-1700 during normal workday) - Night class (1700 – 2200 after normal work day) - Weekend class (Saturday and Sunday)	Drop down: 1 to 40	Drop down: 1 to 40

[Will be programmed in a way so the full description appears when cursor touches buttons]

A2: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine mat-

ters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

(b) Intermediate

Please provide an average weekly estimate of the number of hours of Intermediate level English Language tuition which your organisation provided during the summer period months of July 2007 and August 2007.

Level	Time of course	Number of hours taught per week	Number of courses of this type
Intermediate (less than B2 standard)	Drop down - Early morning class (0700-0900) - Day class (0900-1700 during normal workday) - Night class (1700 – 2200 after normal work day) - Weekend class (Saturday and Sunday)	Drop down: 1 to 40	Drop down: 1 to 40

[Will be programmed in a way so the full description appears when cursor touches buttons]
B2: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

(c) Advanced

Please provide an average weekly estimate of the number of hours of Advanced level English Language tuition which your organisation provided during the summer period months of July 2007 and August 2007.

Level	Time of course	Number of hours taught per week	Number of courses of this type
Advanced (less than C2 standard)	Drop down - Early morning class (0700-0900) - Day class (0900-1700 during normal workday) - Night class (1700 – 2200 after normal work day)	Drop down: 1 to 40	Drop down: 1 to 40

	- Weekend class (Saturday and Sunday)		

[Will be programmed in a way so the full description appears when cursor touches buttons]

C2: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

17. **How many students availed of English Language tuition provided by your organisation during the period from September 2006 until June 2007?**

    1. _____

18. **Please complete the table below if your organisation has the capacity to provide additional English Language tuition within existing budgets.**

Time of English Language course	Number of additional English Language hours provided per week	Number of English Language courses of this type
Drop down - Early morning class (0700-0900) - Day class (0900-1700 during normal workday) - Night class (1700 – 2200 after normal work day) - Weekend class (Saturday and Sunday)	Drop down: 1 to 40	Drop down: 1 to 40

19. **Please detail below the additional capacity (in hours per week) which your organisation has available to provide beginner level English Language tuition within existing budgets.**

Insert number of hours per week

20. **If your organisation has no additional capacity for English Language tuition, please rate the most important constraint factor(s) from the reasons listed below.**

1. Lack of teaching resources

2. Lack of trained providers
3. Lack of identified English Language Training client base
4. Lack of funding
5. Lack of support facilities (e.g. classrooms, parking, child-care)
6. Inability to provide flexible delivery methods
7. Other: _____ Please specify_____
8. No demand/lack of demand

21. What are the main challenges you face in successfully running classes?

1. Lack of sufficient numbers of students to run classes
2. Student absenteeism
3. Retention of students
4. Other: _____ Please specify_____

22. Do you provide English Language tuition for particular target groups?

	Tick below if you provide dedicated English Language tuition for target groups	Please rate the necessity of dedicated English Language tuition for this target group on a scale from 1 (not important) to 3 (very important)		
	Target Groups	Not important 1	Somewhat important 2	Very important 3
1. **Women**	❑	❑	❑	❑
2. **Teenagers (over 16 years)**	❑	❑	❑	❑
3. **Learners with academic backgrounds who have at least achieved upper second level education**	❑	❑	❑	❑
4. **Unemployed people with focus on re-entry to employment**	❑	❑	❑	❑
5. **Persons with a dis-**	❑	❑	❑	❑

ability				
6. People with literacy difficulties in mother tongue	❑	❑	❑	❑
7. Other_____ Please specify_____	❑	❑	❑	❑

23. **What is your average English Language class size?**
    1. _____
    2. Don't know/cannot answer

24. **Do you provide English Language tuition that reflects the speed of progression of the learner?**

    1. Yes
    2. No
    3. Don't know/cannot answer

25. **What is the average cost for your organisation to provide one hour of English Language tuition in a classroom setting?**

    1. _____
    2. Not applicable, free tuition provided
    3. Don't know/cannot answer

26. **What is the average amount you charge the fee-paying student for one hour's English Language tuition?**

    1. _____
    2. Not applicable, free tuition provided
    3. Don't know/cannot answer

27. **To what extent do you <u>proactively recruit</u> legally resident adult immigrants to your English Language tuition courses?**

    1. Frequently: _____
    2. Occasionally: _____
    3. Seldom: _____
    4. Never: _____
    5. Don't know/cannot answer

28. How do you <u>proactively recruit</u> legally resident adult immigrants to your English Language courses?

1. Advertisements   _____
2. Links to NGOs   _____
3. Links to national or local government   _____
4. Links to Employers   _____
5. Links to Schools   _____
6. Links to FÁS   _____
7. Links to Community Groups   _____
8. Links to Adult Guidance Service   _____
9. Links to Social Welfare Offices   _____
10. Links to Citizens Advice   _____
11. Other   _____
12. Don't know/cannot answer   _____

29. How do legally resident adult immigrants become aware of your English Language courses (please rank the three most important ways)?

1. Advertisements   _____
2. Information provided by NGOs   _____
3. Information provided by national or local government   _____
4. Information provided by Employers   _____
5. Information provided by Schools   _____
6. Information provided by FÁS   _____
7. Information provided by Community Groups   _____
8. Information provided by Adult Guidance Service   _____
9. Information provided by Social Welfare Offices   _____
10. Information provided by Citizens Advice   _____
11. Information provided by friends and relatives   _____
12. Other   _____
13. Don't know/cannot answer

30. What is the accreditation body which provides certification for your English Language certification awards?

1. Further Education and Training Awards Council (FETAC)
2. Cambridge ESOL
3. International English Language Testing System (IELTS)
4. Advisory Council for Language Schools (ACELS)

5. No accreditation
6. Other: _____
7. Don't know/cannot answer

31. Is it a mandatory requirement for your English Language teachers to have a TEFL qualification?

1. Yes
2. No
3. Don't know/cannot answer

32. What are the qualifications which your organisation seeks from prospective English Language teachers?

1. Teaching qualification specifically targeted to adult learners
2. General teacher education qualification
3. No specific qualification required
4. Registration on Teaching Council
5. Other: _____   Please specify_____
6. Don't know/cannot answer

33. Does your organisation come under the remit of the Advisory Council for English Language Schools?

1. Yes
2. No
3. Don't know/cannot answer

34. Does your English Language Training include aspects of intercultural and anti-racism awareness raising?

1. Yes
2. No
3. Don't know/cannot answer

5. Information about English Language Tuition Participants

35. Please provide a breakdown in the table below of the legal status of your English Language tuition participants from September 2006 until June 2007.

(If you have no data available to answer this question, please give an approximate percentage based on a best estimate)

Legal status	Approximate percentage
1. Refugees and persons with leave to remain in the State	
2. Asylum seekers	
3. EU nationals	
4. Work permit holders from non-EU countries	
5. Irish for whom English or Irish is not their native tongue	
6. Illegal residents	
7. Spouse/ Family Members of non-EU worker (holder of work permit)	
8. Spouse/Family Members of EU Citizen	
9. Spouse Family Members of Irish Citizen	
10. Others	
11. Don't know/cannot answer	

36. What was the geographical origin of your English Language students from September 2006 until June 2007? *(If you have no data available to answer this question, please give an approximate percentage based on a best estimate)*

Country of origin	Approximate percentage
1. EU-countries	
2. Non-EU Europe	
3. Asia and the Middle East	
4. Africa	
5. South and Middle America	
6. Australia and Oceania	
7. Ireland	

37. What are your target groups for English Language tuition in terms of country/region of origin? *(If you have no data available to answer this question, please give an approximate percentage based on a best estimate)*

Country of origin	Approximate percentage
1. EU-countries	
2. Non-EU Europe	
3. Asia and the Middle East	
4. Africa	
5. South and Middle America	
6. Australia and Oceania	
7. Ireland	

6. Tests and Methods used in English Language Tuition

38. Please indicate below the assessment approach which you use for English Language tuition:

Type of assessment	Used before start of tuition		Used after or at end of tuition	
Dropdown: Writing Oral Both Standardised assessment or test Informal methods (please give details)		Yes		Yes
		No		No

39. Do you assess the student's motivation for undertaking English Language tuition <u>before</u> he/she enrols on the course?

    1. Yes
    2. No
    3. Don't know/cannot answer

40. Do you assess the student's current English Language oral proficiency <u>before</u> he/she enrols on the course?

1. Yes, assessment conducted by English Language provider
2. Yes, assessment conducted by referring organisation (NGO etc.)
3. No prior assessment
4. Don't know/cannot answer

41. Do you assess the student's current English Language written proficiency <u>before</u> he/she enrols on the course?

1. Yes, assessment conducted by English Language provider
2. Yes, assessment conducted by referring organisation (NGO etc.)
3. No prior English Language assessment
4. Don't know/cannot answer

42. Do you assess the student's English Language oral proficiency <u>while</u> he/she is enrolled on the course?

1. Yes, assessment conducted by English Language provider
2. Yes, assessment conducted by referring organisation (NGO etc.)
3. No English Language assessment conducted
4. Don't know/cannot answer

43. Do you assess the student's English Language written proficiency <u>while</u> he/she is enrolled on the course?

1. Yes, assessment conducted by English Language tuition organisation
2. Yes, assessment conducted by referring organisation (NGO etc.)
3. No English Language proficiency assessment conducted
4. Don't know/cannot answer

44. Do you assess whether students who completed the course gained a level of proficiency in English Language?

1. Organisation-specific English Language assessment conducted
2. Official/standardised English Language assessment conducted (describe levels of proficiency - drop down)
3. No English Language assessment conducted
4. Other: please specify_____
5. Don't know/cannot answer

45. Which of the following English Language tuition methods do you use in your organisation and, in your opinion, how do you rate the effectiveness of these English Language tuition methods?

	Tuition Methods Provided (yes/no)	Effectiveness on a scale from 1 (least effective) to 3 (most effective). *Please complete only if you offer or have offered the method*		
		Least effective 1	Somewhat effective 2	Most effective 3
1. **Classroom tuition**	❑	❑	❑	❑
2. **Distance learning**	❑	❑	❑	❑
3. **Online learning tools**	❑	❑	❑	❑
4. **Other (please provide details)**	❑	❑	❑	❑

_____					

46. Using the criteria below please indicate if you have a particular way of grouping your English Language classes

	Similar	Somewhat similar	Somewhat dissimilar	Dissimilar	Don't know
Mother tongue of students	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
Educational background of students	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
Initial English skills of students	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
Gender of students	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
Age of students	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

47. In your opinion, to facilitate the best outcome for students how should English Language tuition classes be created (according to the criteria listed below)?

	Similar	Somewhat similar	Somewhat dissimilar	Dissimilar	Don't know
Mother tongue of students	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
Educational background of students	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
Initial English skills of students	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
Gender of students	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

| Age of stu-dents | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

7. What will a future English Language system look like?

In this section, we need your input to help us develop a future system and framework for English Language provision for legally resident adult immigrants. In particular we would like your opinions on:

- *Target levels of English Language proficiency for legally resident adult immigrants*
- *The length of time it takes to reach target levels of English Language proficiency, and*
- *Rights and duties of legally resident adult immigrants in relation to English Language Tuition.*

In this section, we have utilised the 'Common European Framework of Reference for Languages: Learning, Teaching, Assessment' guidelines. This is used to classify learners into three broad divisions:
A. Basic User;
B. Independent User;
C. Proficient User.

48. **In your opinion, using the Common European Framework of Reference for Languages, to what level of functional competency should publicly funded English Language tuition organisations be providing to legally resident immigrants?**

Level of functional competency	Your assessment of functional competency (please tick below)
A1 Basic User -	(1) ❑
A2 Basic User +	(2) ❑
B1 Independent User -	(3) ❑
B2 Independent User +	(4) ❑
C1 Proficient User -	(5) ❑
C2 Proficient User +	(6) ❑

[Will be programmed in a way so the full description appears when cursor touches buttons]

1. *A1: Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.*
2. *A2: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.*
3. *B1: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.*
4. *B2: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.*
5. *C1: Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.*
6. *C2: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.*

49. **In your opinion, how many English Language tuition hours are required to reach the following <u>oral</u> English target levels for a student with:**

   i. **No English proficiency?**
   ii. **Little (A1) English proficiency?**

Target Level	Student with No English proficiency	Student with Little English Proficiency (A1)
1. **A1: number of hours:**		
2. **A2: number of hours:**		
3. **B1: number of hours:**		
4. **B2: number of hours:**		
5. **C1: number of hours:**		
6. **C2: number of hours:**		

(drop down - provide definitions of European Framework)

50. **In your opinion, how many English Language tuition hours are required to reach the following <u>written</u> target levels for a student with:**

    i.   **No English proficiency?**

    ii.   **Little (A1) English proficiency?**

	Student with No English proficiency	Student with Little English Proficiency (A1)
1. A1: number of hours:		
2. A2: number of hours:		
3. B1: number of hours:		
4. B2: number of hours:		
5. C1: number of hours:		
6. C2: number of hours:		

(drop down - provide definitions of European Framework)

51. **In your opinion, please indicate the conditions which should apply to English Language tuition for the groups listed below who have no/limited (level A1/A2) English language proficiency?**

(multiple answers allowed)

Group	Mandatory	Guaranteed access	No right to access	Don't know
1. Refugees and persons with leave to remain in the State				
2. Asylum seekers				
3. EU nationals				
4. Work permit holders from non-EU countries				
5. Irish for whom English or Irish is not their native tongue				
6. Illegal residents				
7. Spouse/ Family Members of non-EU worker (holder of work				

permit)				
8. Spouse/Family Members of EU Citizen				
9. Spouse/Family Members of Irish Citizen				
10. Others				
11. Don't know/cannot answer				

52. In your opinion, please indicate how English Language tuition should be funded for the groups of immigrants listed below who have no/limited (level A1/A2) English language proficiency?

Group	Free course	Nominal fee	Substantial co-financing	Self-financed	Don't know
1. Refugees and persons with leave to remain in the State	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
2. Asylum seek-ers	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
3. EU nationals	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑
4. Work permit holders from non-EU coun-tries					
5. Irish for whom English or Irish is not their na-tive tongue					
6. Illegal resi-dents					
7. Spouse/ Fam-ily Members of non-EU worker (holder of work permit)					
8. Spouse/Family Members of EU Citizen					

9. Spouse/Family Members of Irish Citizen					
10. Others					
11. Don't know/cannot answer					

53. **Currently, State funding of English for speakers of other languages is through the Adult Literacy and Community Education Scheme budget. Please comment on this funding arrangement.**

> *Internal Note – space for completion will be included in electronic version*

54. **In your opinion, should fees for English Language tuition be charged to legally resident immigrants, whose annual earnings are €20,000 or more?**

   1. Yes
   2. No
   3. No opinion
   4. Don't know/cannot answer

55. **In your opinion, what features should be present in a new English Language system? (multiple answers allowed)?**

   1. Incentives for employers to fund English Language tuition
   2. Sanctions for employers who do not fund English Language tuition
   3. Incentives for legally resident adult immigrants to undertake English Language tuition
   4. Sanctions for legally resident adult immigrants who do not undertake English Language tuition
   5. Other _____ Please specify_____
   6. Don't know/cannot answer

56. **In your opinion, should participants who are publicly funded to conduct English Language tuition be compulsorily tested at the end of the English Language tuition?**

   1. Yes, testing based on assessment of the student's competence before, during and at the end of the course

2. Yes, a standardised test of the student's competence should be applied at the end of the course (describe which/drop down)
3. No, testing is not required
4. Other – please specify
5. Don't know/cannot answer

57. In your opinion, should publicly funded access to English Language tuition for legally resident immigrants be means-tested?

1. Yes
2. No
3. No opinion
4. Don't know/cannot answer

58. In your opinion, should legally resident immigrants who are in profes-sional/managerial employment roles fund their own English Language tuition?

1. Yes
2. No
3. No opinion
4. Don't know/cannot answer

59. In your opinion, should attendance at English Language tuition by legally resident immigrants and testing of their proven English Language proficiency be linked to de-termination of citizenship and residency status?

1. Yes
2. No
3. No opinion
4. Don't know/cannot answer

60. In your opinion, should legally resident immigrants' English oral and written lan-guage proficiency be tested before they are permitted to seek employment in Ire-land?

1. Yes
2. No

3. No opinion
4. Don't know/cannot answer

61. In your opinion, should English Language provision be combined with other types of learning (multiple answers allowed)?

1. Yes, in combination with tuition in Irish culture and history
2. Yes, in combination with tuition in legally resident immigrants' rights and duties
3. Yes, in combination with tuition in the Irish political system and democracy
4. Yes, in combination with tuition in basic essential administrative tasks (filling out tax forms, getting appointments at doctors, interacting with State agencies etc.)
5. No
6. Don't know/cannot answer

62. In your opinion, which organisation(s) should be responsible for the following?
Please insert name(s) of organisation(s)

1. Accreditation of English Language course providers: _____
2. Quality assurance of English Language provision: _____
3. Pedagogical content of English Language provision: _____
4. Assessment of English Language students: _____
5. Don't know/cannot answer_____

63. In your opinion, what are the main factors which would help to attract and retain English Language tuition staff?

1. Guaranteed number of tuition hours
2. Job security
3. Career progression
4. Other
5. Don't know/cannot answer

64. In your opinion, what would be the most effective method(s) to ensure that English Language staff are qualified to a consistent, national standard?

1. Standardised English Language teacher training content
2. Standardised continuous professional development content
3. Other
4. Don't know/cannot answer

65. In your opinion, should English Language Training awards be made consistent with the current National Framework of Qualifications (NFQ **)?

** The NFQ aims to establish consistent standards in education and training, the promotion of quality, increasing access, transfer and progression opportunities and being able to understand and compare qualifications at home and abroad i.e., qualifications recognition.

1. Yes
2. No
3. No opinion
4. Don't know/cannot answer

66. In your opinion, what would be the most effective method(s) to ensure that English Language staff are providing cultural awareness training to a consistent, national standard?

1. Standardised modules on cultural awareness
2. Standardised English Language teacher training content
3. Standardised continuous professional development content
4. Other
5. Don't know/cannot answer

67. In your opinion, would you welcome the provision of assistance with the development of English Language Training programme content?

1. Yes
2. No
3. No opinion
4. Don't know/cannot answer

68. In your opinion, should a central organisation have responsibility for the overview of the professional development of English Language teachers and staff?

1. Yes
2. No
3. No opinion
4. Don't know/cannot answer

69. You may wish to provide your opinion below on the requirements in relation to an **Irish Language policy** for legally resident adult immigrants.

70. If you have any other comments please provide them below.

Thank you for taking the time to complete this survey.