

The Barriers That ESOL Learners Face Accessing Further Education

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Abstract : This study aims to contribute uniquely to help colleges and community learning and development institutes to help aid progression within ESOL learning. The study investigates the barriers that migrant and displaced learners face accessing further education in Scotland. The study also includes a set of recommendations both for colleges and CLD institutes to help ESOL learners in their journey to further education. The research found that integration into Scottish society is one of the biggest motivators for ESOL students to learn English. It also found that the place of gender and “gender roles” contribute to the barriers that learners face in terms of progression and learning. The study also reviews all literature related to ESOL learning in Scotland and found that there are only two main policies that support ESOL learning, and both are slightly outdated in terms of supporting progression. This study aims to help bridge the gap in knowledge around the progression from informal learning to formal education. The recommendations that are made in this study are aimed to help institutes and learners on their journey to a positive destination. The main beneficiaries of this research are current and future ESOL learners in Scotland, ESOL institutes, and TESOL professionals.

Keywords : community learning and development, English for speakers of other languages, further education, higher education TESOL, teaching English as a second language

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