



Case Study - Shabana

Shabana is from Pakistan. She joined a ‘roll on, roll off’ ESOL Entry Level 2 course in January. She is pleasant and polite but very quiet. Some of the other students in the class are very outgoing. At times, discussion becomes quite animated and there are some personal exchanges. The tutor, with 8 years’ experience, tried to contain discussion whilst retaining learning points.

In March, the tutor met each student individually to discuss progress. Shabana was quiet but expressed no concerns and said she was happy in class. Her work was satisfactory.

Two days later, Shabana’s husband rang the office and was very angry. He said that Shabana was making no progress, was overshadowed by other class members and felt very uncomfortable in class. After meetings between Shabana, her husband and ESOL staff, it transpired that Shabana is very confident and outspoken at home but that she does not feel it is polite or correct to speak up in class or to criticise her teacher or classmates.

The issues was resolved, but how could it have been avoided in the first place?