

MATIS

Background

Matis is in his 30's. He is from Lithuania. He has lived in the UK for two years and came here for work. He moved here to live with his brother.

Languages

He speaks Lithuanian, Russian, Polish and a little German. He can read and write well in Lithuanian and Russian.

Digital technologies

He uses both a computer and a smart phone. He mainly uses them to relax; social media and messenger apps to talk to family, watching films and listening to music.

Previous education and employment

He finished school in Lithuania and started university. However, he had an accident which caused problems with his memory so he had to leave his studies. He now works as a chef and previously worked in a factory.

Access to ESOL

He attends a pre-Entry ESOL class in college twice a week for eight hours in total. He has been learning there for 3 months. The course is good for him because it fits with his work. He works long shifts so does not have very much free time. His friend encouraged him to learn English and then helped him search on the Internet for a course. His head injury and memory problems may be a barrier to learning English that meant he needed the additional support of a pre-Entry class.

Engagement in ESOL provision

He enjoys learning English, but feels it is taking a long time. He likes to listen to everything, write it down and then translate it into Lithuanian. He is quiet in class because he likes to listen and understand first rather than speak straight away. He likes his teacher because she is very encouraging but also makes everyone speak English. Shortly after this interview he was moved up to an Entry Level 1 class.

Outcomes and benefits

He feels he needs to have better English so he can get a better job. At the moment, no one at his work is British and he only needs to be able to talk about food. He uses English when he goes to the gym. He thinks that English is the language of the future; in the past everyone in his country learnt Russian but now everyone is learning English.