EDUCATION & TRAINING FOUNDATION

Outstanding Teaching, Learning and Assessment (OTLA) Action Research Project

Task-based learning

Centre for Universal Skills - City Lit – June 2022

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Task-based learning

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SUMMARY

This project asked how task-based learning (TBL) might effect an immersive, productive and motivating experience for learners and promote the most in-demand common work skills such as problem-solving, collaborating and analysing. What is task-based learning and how does it differ across hearing and Deaf learning, ESOL and English, higher and lower levels? Would task-based targets prove meaningful for learners and tutors alike and improve their involvement in recording and recognising progress and achievement in non-accredited courses (RARPA)?

RATIONALE

The Centre for Universal Skills (US) aims to enable adults to develop the capabilities needed to participate, make progress and express themselves in a 21st century democracy. Our challenge is to develop a pedagogy aligned to this intent. We contended that a situated orientation meets this challenge, so that the task at hand draws learners in, demands they adopt a stance and frames the learning. Our focus on task-based learning was informed by a range of thinking and research, particularly Willis (1996) and Willis and Willis (2007). What does such an approach involve and how does it contrast with the presentation-practice-production (PPP) model? How would learning-targets, configured in a task-focused way, create a motivating experience for learners in contrast to more instrumentalised target-setting? Would such targets encourage learners to invest in and complete the tasks and enable them to relate their learning to wider purposes than solely linguistic ones?

Other Contextual Information
We investigated task-based learning (TBL) in two English classes for Deaf learners, Entry Level 3 and Level 2, and in Hearing classes for Pre-entry English and maths, Level 1 English, Entry Level 3, Level 1 and Level 2 ESOL and Cambridge Advanced. The classes were a mixture of online and face-to-face. Over 50 learners and eight tutors were involved.

APPROACH

Our approach mirrored a task-based learning experience: pre-task, task, evaluation and focus.

A) Pre-task. We discussed the principles of TBL, in particular performance before competence and meaning before form: what do these mean and how could they be materialised? However, in accordance with a TBL approach, discovering these answers was an aim of the project, to be achieved through the doing.

Tutors then decided whether they would focus on a task-based approach within the classroom or on task-based learning targets.

Some tutors also met with a more experienced tutor to discuss their ideas. This mentor was on-hand throughout the research to aid with reflections.

A Google Classroom was created for tutors to add their thoughts, film their reflections and add learners' work.

B) The following tasks were worked on:

a) Entry Level 3 and Level 2 Deaf English classes:

- writing and sending a letter to an actual person, including visiting the post-office and engaging with a hearing non-BSL using employee

- creating live social media posts and commenting on each other's posts

- fundraising for Children in Need including creating a YouTube video, setting up a crowdfunding page, redesigning the Pudsey Bear logo

- creating a chat show to evaluate task-based learning.

b) Pre-entry English and maths (hearing)

- taking photos of prices in shops and of receipts to use as a basis for maths work

- sending different messages to former teaching assistants, family members, friends and each other such as Christmas card messages, good luck messages, condolences

- independently writing and sending an email to a friend.

c) English for Life Level 1 (hearing)

- researching and writing a music review.

d) English Dialogue course (ESOL Level1 - Level 2 hearing)

- writing and performing a play.

e) ESOL Entry Level 3, Level 1 and Level 2 (hearing)

- giving a presentation as part of their individual targets.

f) Cambridge English (hearing)

- individual tasks.

C) Final evaluation and focus on what has been learned

There was ongoing reflection by the tutors and, to a lesser extent, the learners. These were recorded in writing or video on the Google Classroom. Final surveys were also sent out to all participants and focus meetings held. The Deaf Level 2 learners created a chat show in which they reflected on their projects.

OUTCOMES AND IMPACT

Teaching, Learning and Assessment

The most striking effect of the approach was the engagement and involvement of the learners. They became caught up and directed *by* the tasks: it was the tasks themselves that motivated and made demands of the learners calling them into being *as* learners and creators of the class. The most immediate jolting aspect of this approach took place in the Deaf English classes through the seemingly simple task of writing and posting a letter to someone. As the tutor said:

> "They all struggled to grasp that I was asking them to do something real and actually wanted them to write and post the letter".

Figure 1. a new Pudsey Bear logo to reflect deaf people.

The learners would normally have had someone else do this for them. They were also struck by their need to role play communicating with a non-BSL using post-office worker. However, once thrown into the task, the learners found a way to communicate, particularly those who had struggled with the more abstract tasks of non-TBL classes. They began to develop strategies for communicating with hearing people. (See Appendix 2)

This strategy-building was also manifest in the Children in Need project. Within the fundraising, some learners *set themselves* the challenge of communicating with hearing strangers asking for directions without the aid of phones or writing, and of creating and editing a video of the process. The demands of the task overall effected a generative creativity – setting up a Just Giving webpage, creating a new Pudsey Bear logo to reflect deaf people, printing the logo on t-shirts to wear during the challenge, baking a Pudsey Bear cake, writing to the BBC and raising £395. Learners even extended the task to outside class time. One group spent a whole Sunday working with a

Figure 2. Our learner-led bake sale.

videographer friend on their video, while another learner, usually reticent about homework, made a video of himself at work doing story-time with some hearing children whilst he used signs and no voice. He was amazed how well they could understand each other.

Similarly striking, if less dramatic, were the effects of task-oriented learning on the hearing Level 1 English learners, in particular how they engaged with each other's work on music reviews on an extremely intimate level, open to each other's comments and exchanging views.

The task-based targets were in many ways more challenging. Learners found it particularly difficult to move away from a solely linguistic focus such as "I need to improve my phrasal verbs." However, when learners did contextualise, their tasks became enriched and purposeful such as researching and presenting 'how to improve my English in four months', 'what I need to do in order to apply for an NHS apprenticeship', and 'how to become a stand-up comedian'. One learner translated her own poems into English, another sang a song in English, another joined a cycling club and another researched how to become a teaching assistant and found such a job. Learners needed to determine the steps they had to take to complete their tasks. (See Appendices 3.2, 3.3, 3.4)

Professional Development

Professional Standard	How our project outcomes demonstrate this standard
1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners.	The project reminded us to dig deeper to find out more about learners' lives and what they want to achieve outside of the classroom. Rather than focusing on isolated language points, this project emphasised the need to think about the bigger picture and the purpose of the class. We discovered the value of frequent reference to the tasks and constant encouragement. Providing space for learners to discuss their aims openly raised their aspirations as they took encouragement from each other. Fostering peer support and developing common work-skills through TBL enabled different learners to respond in their own ways and participate accordingly.
10. Evaluate your practice with others and assess its impact on learning.	One of the key aspects of the project was how tutors shared their understandings, discoveries, surprises, plus points and negative points – such as how learners responded to being asked to do something outside the classroom, how learners could be motivated to complete their task-targets, how the original ILP did or did not lend itself to the task-based targets, etc. Just as learners took on responsibilities related to the tasks, so did tutors who went beyond what they might normally have done regarding evaluation of learning and recording learners' progress.
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge.	The project responded to this standard in two ways. Firstly, through learners' setting of task-oriented goals and the steps needed to achieve them, they invested in their own learning to achieve meaningful goals. With certain learners there was far more investment in their targets than previously. However, the project also showed that responsibility for learning emerges best when the responsibility is shouldered and directed by the task itself so learners are not placed in a position of being (solely) responsible for their learning but are responding to the needs of the task. The key challenge is to establish a task which suitably involves the learner.

Organisational Development

This project enabled us to explore in concrete detail what task-based learning entails. We have been working on this approach for three years. The pedagogical intent has become clear. However, this research was very much tutor-led, thrived on exchange and has effected a practical comprehension of how TBL is not the 'production' part of presentation-practice-production (PPP). The discourse of TBL is now much better instituted, allowing debate and discussion cross-centre.

Tutors have led a dissemination session and are well-placed to work with other tutors on how to develop this approach across the provision. A key aspect of the project has been how tutors in the hearing and Deaf area have collaborated and how enthusiastically most Deaf learners responded to tasks. Although TBL has been practised in the hearing classes for a while, this practice was far less prevalent in Deaf English and maths. Now, this provision can be seen to be leading the way.

Finally, an outcome of the project is likely to be a different way in which we carry out Individual Learning Plans (ILPs) at least on some courses, to enable a more organic approach. Tutors developed plans to reflect more readily a TBL pedagogy and we will move forward with these in 2022-23.

LEARNING FROM THIS PROJECT

The most important learning from the project is that task-based learning and target-setting are effective in enabling learners to develop the key life and work skills they need to participate and make progress in a democratic society. We learned that, when the task is right, learners will create and run with the activity, will learn, and will support each other through the task accomplishment. In so doing, learners will achieve well beyond the constraints of more traditional classroom ambitions and that it is not necessary to separate off linguistic elements from the context which demands their use.

In addition, we learned that a move away from the fixation on the 'SMARTness' of targets and a focus on the purposes of learners' learning – the types of activities they need to do not as vehicles for language improvement but as ends in themselves – produced work that was interesting and engaging for learners and gave them a sense of achievement.

Most significantly, we discovered what the idea of TBL is and how it can work.

However, we also learned that we have a lot more to discover, investigate and discuss. Questions which have emerged from the research include:

- How exactly are TBL classes set up so that the task is not solely a practice of, or a vehicle for, a language form but something that occasions discovery and learning? What is the balance between meaning and form? What is the role of staging?

- Why might the same task produce a lot of work and creativity with one group but not with another?

- How to set up classes so that learners can decide more readily on their task-based targets. What pre-task activities facilitate this and obviate the teacher's telling or explaining what these types of tasks are?

- How can learners more readily articulate their aims in terms of social practices rather than linguistic forms and how can they better join means to ends? (See Appendix 3.5)

- How well does TBL work for pre-entry groups? What form if any should it take? (See Appendix 3.6).

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APPENDICES

Appendix 1: The Project Team

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Appendix 2: Learner Case Studies

Case History 1 – A task-based target. Learner S from Cambridge C1 course.

Note: please also see also Appendix 3.3.

S is a highly competent English speaker who, while born in the UK, moved to the Kurdistan area of Iraq (Erbil) at an early age. She studied geology to Master's level before returning to the UK to be a carer for a relative.

She has a really keen idea of her strengths in English and her focus and initial targets centred around how to improve her register when writing. However, the tutor was aware that S was quite isolated and, in some areas, lacking in confidence. The class also discovered that S wanted to learn to ride a bike. She had had a fear of them from an early age.

And so, S's task-based target became to join a cycling club. She planned what she needed to do in order to apply. She drafted an email and then shared it with the rest of the class who gave her feedback, working on tone and register.

S was accepted into the cycle club and took huge confidence from this and that she was able to learn to ride a bike in one day. When asked what she had gained from this approach, she said it had given her the confidence to express herself and not be ashamed to ask for things. She had always been fearful of people saying no. As a child, she was used to studying rather than socialising. This simple task had helped her come out of herself. The kindness and support from her classmates had not only helped her make a friend with one of them but also encouraged and motivated her.

She now feels ready to apply to do the Cambridge C1 exam and cycle to the test centre!

Case Study Two – Task-based learning - Level 2 English for Deaf Learners (J, R, N, F, JA, T, K and M)

The following are the reflections from two groups of Level 2 English learners within the same class on their task-based learnings. They conducted two 'chat shows' hosted by learners from the opposite group. The questions such as 'What was the biggest challenge?' 'What was the biggest learning curve for you?' 'Would you do it again? If so, why?' showed a sophisticated understanding of the purpose of their tasks.

The groups discussed their three tasks: writing and sending a letter, creating a social media post and organising the Children in Need fundraising.

Group One

Access video: https://youtu.be/-_nhL1YGm6U

The involvement and commitment of this group was striking. There can be no doubt each learner took a multitude of positivity from their tasks. And throughout the discussion, the participants were emphasising the development of universal skills.

They were especially enthused by the Children in Need project. R. described it as 'beautiful'. The emphasis throughout the discussion was how they had bonded as a team *even through the*

conflicts. They had got to know each other really well – like a family staying in a house or a hotel. Everyone felt included and they supported each other as a team. The collaboration was so intense they had even worked weekends.

To emphasise the point, they showed the scrolls and scrolls of WhatsApp messages which led them to emphasise how they had developed their English. They even teased themselves in English. As they said, 'a lot of learning'. It was

Figure 3. Group 1

clear the extent to which the task itself had driven them to new areas of learning and had provided an urgency to it. A demand. A meaning. A purpose. As one of the learners said – they were a group, they had to plan, they had to think for example about the t-shirts, and how they were going to communicate with hearing people. They became active collaborative problem-solvers. This latter aspect was particularly manifest in their communications with hearing people without using writing. For some of the learners, this was the biggest challenge – they had to use lip-patterns and gestures. But in so doing, they became more confident and aware of their own possibilities.

As they discussed, they all had different skills and strengths, which were allowed their place within the tasks. Every participant, each with their different style, was able to contribute so they could work together as a team. And by doing, they became more confident. As K. said, of the letter-writing task, he had been nervous at first, of his grammar, but in the doing of this task and others, he discovered aspects of English communication he had not thought of. And so, he learned more.

Group Two

Access video: https://youtu.be/D18Hhz8w0oo

This group felt they had done less well in their tasks than the first group. However, what is particularly striking was their level of awareness and ability to critique their efforts without becoming negative or despondent. They were learning from their mistakes.

Figure 4. Group 2.

The learners felt they had not achieved or completed their tasks. However, as the tutor commented, they had in fact achieved an enormous amount including the baking of cakes and taking extremely professional-looking photos. They had aimed to sell the cakes in college for Children in Need but the new outbreak of Covid prohibited this. So, they seemed very demanding of themselves. However, they really reflected well on what they had learned. They found the Children in Need task the most challenging mainly because of what they felt was limited time, and they critiqued their organisational skills. They noted how they needed to plan better but they said they had never done anything like

this before. They adjudged that they needed to make sure they were all 'on the same wavelength' and needed to understand what they needed to do more clearly. All though were adamant they would repeat a similar task and would know better next time what to do and how.

As with the first group, the benefits to their English of such task-based learning were clear. Again, it was the task itself which fed the learning. The group made posters to advertise their fundraising. T. emphasised how he had to think about the language – if it was simple enough, what to include, how easy it would be for people to absorb and remember, how to make it accessible. Striking how readily thinking about the audience, the reader, had been taken into account.

Appendix 3: Project Resources and Reflections

Please find below the following appendices:

- Appendix 3.1: Task-based learning – early reflections from tutor for Deaf English.

- Appendix 3.2: TBL ILP ESOL Entry 3 Learner.

- Appendix 3.3: TBL ILP Learner S Cambridge C1.

- Appendix 3.4: Easter - Level 2 ESOL Learner task-based target with tutor suggestions.

- Appendix 3.5: ESOL L2 Learners' reflections on meaningful goals.

- Appendix 3.6: Further reflection.

Appendix 3.1: Task-based learning – early reflections from tutor for Deaf English

I planned TBL lessons with two of my classes. One an Entry Level 3 class and the other Level 2 – both classes of deaf learners using sign language to communicate, although my Level 2 class likes me to use SSE with voice so they can choose to see automated subtitles. The Entry Level 3 class were asked to send a letter to someone they know who lives abroad and the Level 2 class were asked to post something on social media and to respond to posts made by other class members. Each task involved a wide range of skills with the letter task possibly presenting the greatest challenge for deaf learners as they would have to go to a post office and communicate with hearing staff there.

Both classes seemed quite shocked that I was asking them to actually do this in real life and it took them quite a while to fully grasp that. They are so used to tasks that remain within the classroom that it took them time to adjust their expectations. This alone shows the need for this to be a regular way of teaching and learning. Overall, I'd say that both groups enjoyed the tasks and learned a lot from it. It was nice to see that it wasn't always the usual learners who do well that shone but that others actually had better real-world understanding and skills – especially in roleplaying communication at a post office. That task also helped me to realise what my learners really need from me as I've never before been the hearing person who can't sign and doesn't know about deaf people and asked them to try to communicate with me. Some learners had never actually been to a post office before. I later gave the same letter sending task to my Level 2 group and was surprised that although they were quicker to understand what was needed, they struggled at the same points.

My classes are still completely online and I think that that added a layer of complication and that the letter writing task in particular would have been far simpler for them to grasp if we'd been doing it face to face.

A lot of positives came from the activity. The social media post task in particular helped learners to know more about each other and those what are usually quiet in class started to shine. Also, knowing that their writing was going to be seen outside of class seemed to motivate them to really check what they were writing was grammatical and interesting. It was something that they would like to do again. Another benefit was that it took conversation from BSL into written English, helping to build their confidence in English.

Appendix 3.2: TBL ILP ESOL Entry 3 Learner

Personal Learning Target

> **Target 1.**

I want to speak well at a job interview and present myself well for at least for 3 minutes

> **Target 2.**

Write a letter for a school requesting to observe one or more PE classes (added 17/11/21).

How?

What we agree is needed to achieve this target (with the tutor):

- Focus on presentation skills (practice giving mini-presentations with staging/pron features).
- Focus on presentation language.
- Focus on language for describing job skills/personal skills.

Support

What we will do in class to help you achieve these goals:

- Prepare a presentation (possibly as a presentation of self for a job interview context (We will do this as a whole class so everyone can benefit) late Nov/Dec 2021.

Tracking Progress/Achievement

How I will assess my progress/ success in achieving this target:

- Prepare/deliver mini presentation.
- Assessment criteria/tool to be made by learner to check readiness of presentation.
- Assessment criteria/tool to be made to assess success of outcome.

First stage reflection

How I feel I did on first attempt:

- Felt went well. Thought confidence was good. Need to make presentation more interesting.

Tutor's reflection:

- The mini-presentation was successful – you staged it well, showing good pron and linking between sections.

- The challenge is now to expand main points with supporting points (detail) to make a more meaningful presentation.

Second/final stage

How I feel I did on second attempt/final stage

- Enjoyed the process. Felt confident giving the presentation. Was a little frustrated it took so long to prepare (many students not doing work outside of class).

Tutor's reflection:

Advice for Physical Health (9 mins). Very clear effective slides

Lots of positives in this presentation:

- Great body language- confident- moving around well- using hands/gestures face well to express meaning.

- Excellent voice projection throughout

- Excellent stressing of 'important' words to express meaning:

> ...and <u>because</u> of my <u>job</u>…

> … I'm trying to introduce <u>more</u> vegetables. It's very <u>helpful</u> to digest fewer calories later in the day.

Occasionally you didn't use pronoun (you/we):

- How can _____ avoid sweets?

Occasional you used wrong word:

- Facilities (should be 'equipment').

You need help forming conditionals (we will review this in January).

Revise word order for adverbs:

- If you have sleep enough,...(if you have enough sleep, (you will feel better).

- Take seriously snacks (take snacks seriously).

Useful vocab for the future:

- Start with (small steps) (baby steps) / Try to cut down on (sweets) = reduce.

'Can do' statements:

Use the assessment criteria you used to assess yourself/others to make 'Can do' statements for yourself. Decide if you <u>can/can't</u> do the things after the final stage.	I can do this (tick if you can)
I can speak in front of a group of people so that people can hear me well. (Good projection of voice/clear voice)	✓

Feedback on progress and achievements term 1

This term you demonstrated that you can use your language effectively to communicate on a range of everyday and complex topics. Your confidence in speaking has grown in particular, and preparing and delivering your presentation on health has helped you in this.

It's absolutely fantastic that you managed to get a job as a basketball and sports coach for children. Your initiative and determination to achieve your goals is a model for everyone.

Keep working hard to develop your vocabulary/grammar range and accuracy. You still make some mistakes with articles (when to use 'a'/ 'the') or not, but this is improving. Use the grammar references on Google Classroom to help you with this.
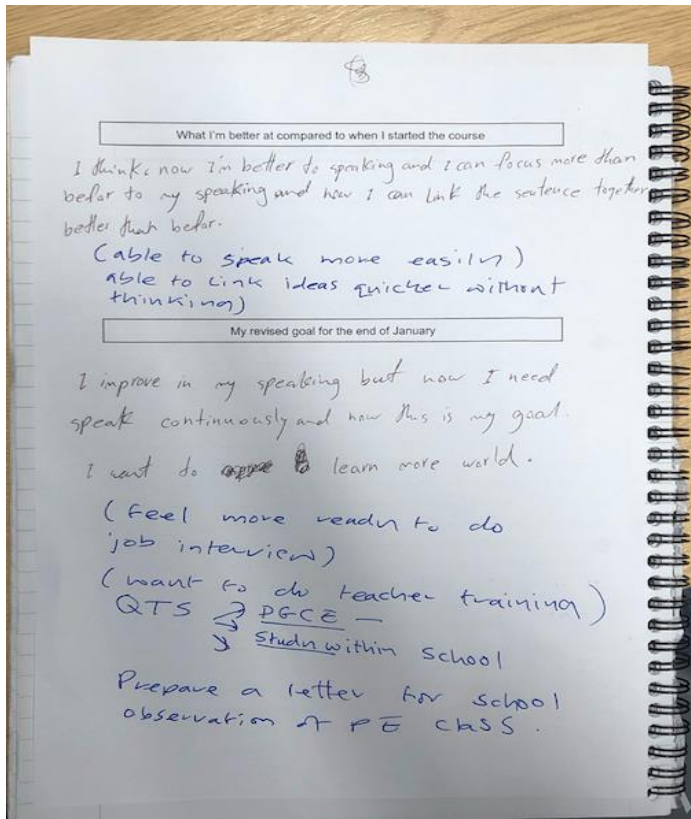
Figure 5. Learner reflections on their progress.

Appendix 3.3: TBL ILP Learner S Cambridge C1

C1 My Learning Targets – S

Target 1

Initial learning target

> Understand how and when to use formal, informal or neutral writing (see below).

Initial target provided more focus after class-based discussion on the 23rd November about wanting to get information about how to learn to ride a bike.

Updated learning target

> Write an email to a local cycling club in order to request help with learning to ride a bike/ a cycling proficiency course.

How?

What needs to be done to achieve this target?

- follow-up the brief internet search which found a cycling club in Harrow. What is the club's email? Is there someone specific to write to? Where exactly in Harrow is the cycling club based?

- review lesson input on formal/ neutral emails requesting information.

- decide what information you need to ask in order to begin a cycling proficiency course, cost, dates, equipment, Covid restrictions etc.

- focus on appropriate email openings and closings.

- focus on indirect questions - 'Would it be possible to….?'

Support

What can be done in class to help achieve these goals?

- short review activities for language of polite requests - end of November.

- opportunity for peers to read the draft email and get feedback- early December.

- short class-based discussions (Hein and Alba have been really helpful with advice).

Tracking Progress

How will I understand if my progress in achieving this target has been successful?

- get a response from the cycling club with answers to my questions.

- get an opportunity to organise cycling lessons.

Learner's Reflection

Have written formal emails before, in class, however, this was the first one to an English speaker in order to get some real-life information. Felt nervous. Other learners in the class gave some useful feedback on the draft email. Took a long time to do, would like to do it quicker in general.

S's initial learning goals

These are some points I would like to improve on and get the best out of this course:

- Organize the thoughts more logically regarding the content of the given writing task (essay, letter, email, etc.) either by giving (opinions, arguing the point, describe or others) as well as arranging it in a way to make the reader get the best out of the written piece.
- Know the strategies, scheme, structure and method for each type of writing.
- Be familiar with advanced grammar as of using different emphasis to rewriting the sentences, active to passive or vise-versa, word choices which are similar but are used differently, and also be confident enough to use the correct word, phrase, sentence clauses and paragraphs.
- Understand and know how and when to use (formal, informal or neutral) writing style.
- How to manage time in order to use less time, focus on important bullet points and be efficiently straight to the target.
- Be confident in using and understanding advanced language words, phrases in the correct way in everyday speaking and writing.
- Identify the important key tips to succeed in the four parts of the CAE exam.

Figure 6. Initial learning goals.
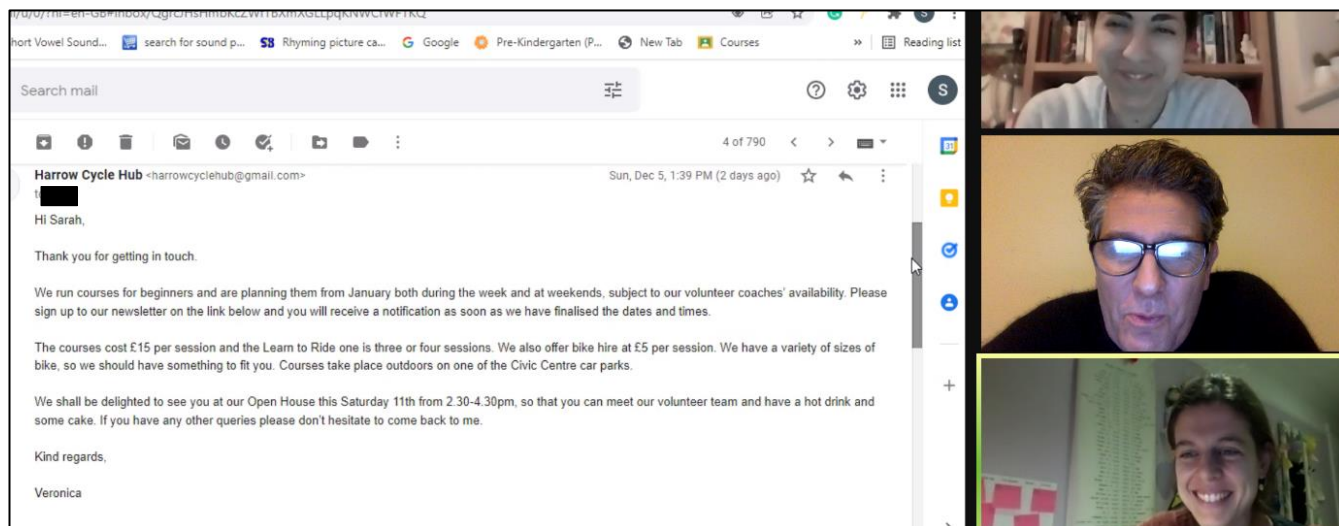
Student's response from cycling club
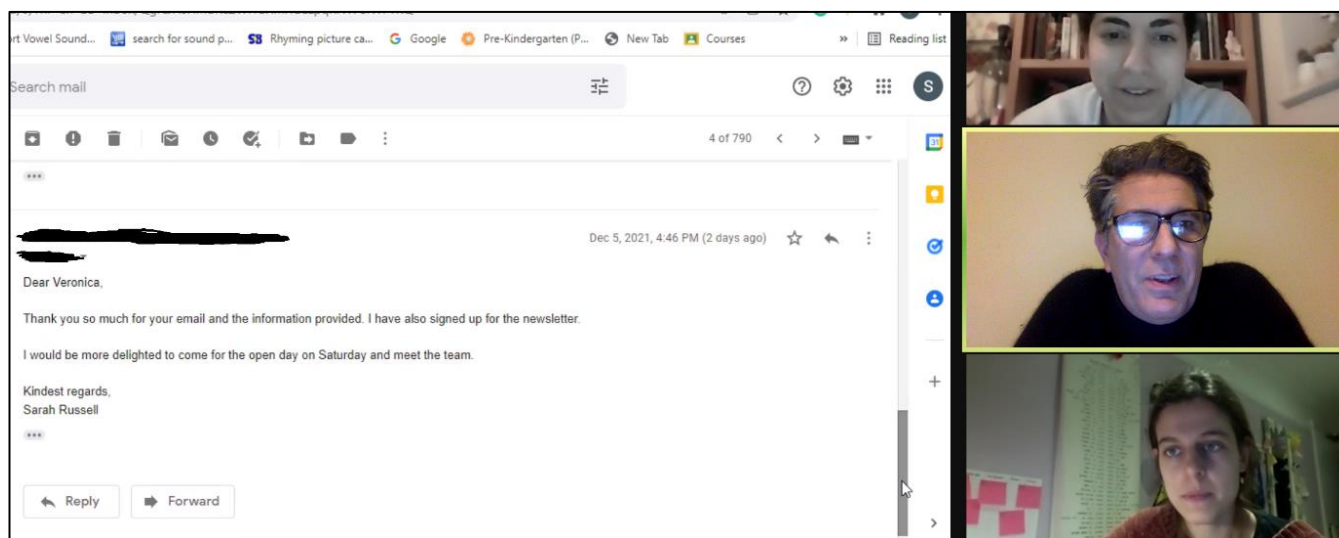

Figure 7. A response from the cycling club.

Figure 8. Gaining confidence to send emails through task based learning.

Appendix 3.4: Easter - Level 2 ESOL Learner task-based target with tutor suggestions

Easter

The soporific effect of Zinedine Zidane is unsurpassed. His warm body abandoned on mine conveys a sense of relaxation that is closer to peace than calm. When, rolling over in my sleep, I touch it, I feel a comfort that I haven't experienced since the times of my mother's breast. How long have we slept? Two, three hours? Judging by the twilight it would now seem evening, but in this weather and in these days it's hard to say. The rain beats hard on the metal sheets and the lack of electric light makes everything colourless. The noise of the falling rubble, the calls and cries of people that go along with the roar of the water, have become the characteristic note of these days - the echo, the reverb of the great roar.

Will it be the sense of hearing - the noise, the bustle and confusion –that'll mark my memory of this event? Or will it be the sense of touch, the perception of the two warm and soft cats who, unknowingly, saved my life?

Zizu stretches happily playing with the blanket, forgetful of the facts. For him it is always a new awakening, happy to find me next to him. Picci is also happy, close to my legs he enjoys the warmth and offers his belly for cuddles. And what about me?

I feel regenerated, it may seem trivial but this was just what can be called a "restful sleep". I hadn't slept like this for several months, insomnia tormented me silently, and I had to bear it without getting angry, swallowing the bitter screams that filled my mouth. Vito didn't have to know. I couldn't say what we both knew from the first outcome. For two years we clung to each other in this silence to the point of hurting each other, and only in the last few weeks had we found the way to make peace. It's said the gazelle, when her throat is squeezed between the jaws of the lion, lets herself go to her fate as if hypnotized - anesthetized - and no longer feels pain. Maybe that's what happened to us. When death was the only certainty, we let go of all resistance and accepted that life would run its course. And so, we both stopped suffering.

chloe turner
Do you mean you touch 'the calm'... if this is the case I think 'I sense it' might be more appropriate. Or are you referring to a person or a pet... even though we use 'it' for animals, we usually use 'him or her' for pets or animals we have an affection for. So you if you mean touch the cat or cats you would say 'I touch him/ them'

chloe turner
This is correct, but is often used with the word 'suckling': 'since the times of suckling at my mother's breast'

chloe turner
Replace with 'alongside'

One question remains, a question I no longer dare ask – "Why?"

"We are celebrating Easter", repeated the priest several times during the funeral homily, "We are celebrating the resurrection. The rebirth of Christ", he said. "Whose rebirth?", I thought?

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"Vito's, who is now ashes scattered among the dust and mud of the rubble of our house, or mine, as I watch the collapse from afar without wishing to approach it?

Rebirth. This blissful sleep is my rebirth.

Something stiff and angular pops out of the blankets. It's a book, brought along by the rescuers with other relief items. It's an initiative launched by a radio program, Fahreneit, "Fare" with an h in the center," says the host, I listen to it in the afternoon, on my way to work. I haven't been able to follow it these days, we still don't have the electrical connection and I can't take the risk to completely discharge the batteries of my campervan. I took several books sent by the listeners and chosen especially for us. Few people here are interested in reading, so I was able to take advantage of it. I took this too, which was already in my bookshelves at home. It's the only item of all the lost ones I have replaced, but when I saw it there - in the box - it seemed to me it had arrived in the right place at the right time.

chloe turner
This is correct if the radio program has guests... otherwise you could use 'presenter'

chloe turner
Is this something you did once 'I listened' or do you mean it was a past habit? 'I used to listen'

chloe turner
replace with 'the risk of running down the batteries'

"Huge, grey and imposing, Ashdown stood on a headland, some twenty yards from the sheer face of the cliff, where it had stood for more than a hundred years. All day and all night, the waves threw themselves dementedly against their rocky barricade, sending an endless roar like heavy traffic."

[The house of sleep, Johathan Coe]

There is a man here, in the tent city, who returns to his house every day. Or rather, to the rubble of what used to be his home. Every day he tries to recover something, anything to bring to his daughter, a thirteen-year-old girl. The firemen let him search, they understand he wants to keep her a bond with life. For him, and for most of the ghosts that populate this camp, any object belonging to their houses, represents life, the one they fear they will have to leave.

Am I the only one just happy to get rid of it all?

I do the maths. What do I have left? After all, even in bad luck, I'm always a privileged one. First of all, I haven't lost anyone. The only one I had, departed three weeks ago. "It's fine.", he said, "I can't take it anymore." "It's fine.", I thought, "I can't take it anymore to watch you die."

The house is lost, but luckily enough I don't have to share a damp tent with strangers, I still have a comfortable refuge in my dear old camper. And my beloved warm cats are still here on the bed with me.

The rain has stopped and an uncertain sun has come out, dim but big enough to warm and light the evening. Now I know why I haven't talked to anyone since that night, now it's clear why I didn't want to hear the stories. I rested and refreshed. I was reborn.

So, I sit behind the steering wheel, start the engine and "lean forward to the next crazy venture beneath the skies ..." [On the Road, Jack Kerouak]

chloe turner
This does need to be rephrased but I will need to talk with you in person to establish how best to rephrase this.

chloe turner
We cant use 'to inf' after 'can't take'. Instead, 'can't take is followed by noun or ing: 'I can't take watching you die anymore'?

Figure 9. Learner work with teacher comments.

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Appendix 3.5: ESOL L2 Learners' reflections on meaningful goals

Access video: https://youtu.be/AKA3ZnT3SME

Figure 10. Learners reflect the development of meaningful goals.

This discussion took place towards the end of their first semester. What is significant here is how the learners spoke in relatively abstract and/or linguistic terms rather than their actual goals. For example, they spoke in terms of presentation skills rather than their specific presentations.

Appendix 3.6: TBL project - Pre-entry English and maths tutor reflections

The class have very limited reading and writing skills. Most are only able to decode simple phonics but are not yet at the stage where they can assemble them again in the form of free writing.

Originally, I was planning to ask them to work together to send me a simple email, keeping the message very simple. This is something I want them to be able to achieve by the end of the year. They all have email addresses but none of them have used them independently before; this would require a lot of collaboration and considerable effort as free writing is extremely challenging for most of them. For the last few weeks, we have been preparing by looking at short email messages using targeted sounds and letter combinations to practise phonics and reading; we have covered the structure of an email address and how to read it aloud.

My feeling was that, with the knowledge of how a simple email looks, pre-learning of particular words and some prompts for content, there should be enough knowledge between the members of the class to put something together, even if the form was not perfectly accurate. I tested out the concept with them in today's lesson by asking them as a group to put together an email message for a friend.

However, there were certain issues that arose/points learnt:

- This cohort can get easily frustrated/distressed if they can't understand or if people disagree and talk over each other.

- They struggle to collaborate and make decisions.

- They struggle with memory and confidence.

- Over Zoom, without the ability to share a screen, the learners are reliant on transcribing spelled words to each other, which some get quicker than others, causing frustration and impatience. Despite my attempts, none are able to use Jamboard or other collaborative tools.

- The students turn to me/others to make decisions. My instinct is to prompt and guide forward but I need to hold back, which the students don't understand.

- Explaining TBL to them in any depth is not helpful.

- It is a very slow process.

- The main task needs breaking down into smaller chunks with frequent repetition.

- It would be better for students to work in pairs rather than groups but breakout rooms in pairs is uncomfortable for some without constant supervision.

Positives:

- When asked what they would need to send an email, two strong students came up with: internet, email account, email address of person you're writing to.

- With prompts and intervention from me to keep them on track, they managed to put together a message, which they were pleased with. However, this was driven mainly by two students.

Plan for future lessons:

- Attempt to test out breakout rooms with carefully matched pairs.

- Break tasks down into v small chunks and only do a couple of the following per class so students don't get overloaded/frustrated:

- Find out and accurately spell my email address.

- Find out where to go on devices to send an email.

- Agree where to put email address.

- Send an email which just says 'hello'.

- Add subject.

- Add greeting and sign off.

- Develop ideas for a message.

Appendix 3.6: Further reflection

Access video: https://youtu.be/Bxzu_gHqmwM

Appendix 4: Participants and Stakeholders

No of learners?	**55**	No of staff?	**10**
No of organisations?	**1**	No of employers/ stakeholders?	**1**

Appendix 5: Research/ Evaluation Approach

Participant/observer (e.g. practitioner reflective accounts, logs)	**x**	**Interview/survey** (e.g. polls, questionnaires, learner interviews)	**x**
Observation of practice (in person, video, observation notes)	**x**	**Document analysis** (e.g. learner work, session plans, annotated resources, policies)	**x**
Custom test/assessment (of knowledge, skill, attitude, participation) for your 'intervention'		**High-stakes learner assessment** (e.g. A Level results, End Point Assessment, BTECs	
Before/after assessment (e.g. measures of progress or change in attainment, participation)		**Comparative trial** (e.g. comparing participants' outcomes against a 'control' group	
Other (specify):	Action Research.		

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