

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

**FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT -
CREATING A READING CULTURE**

Burton and South Derbyshire College

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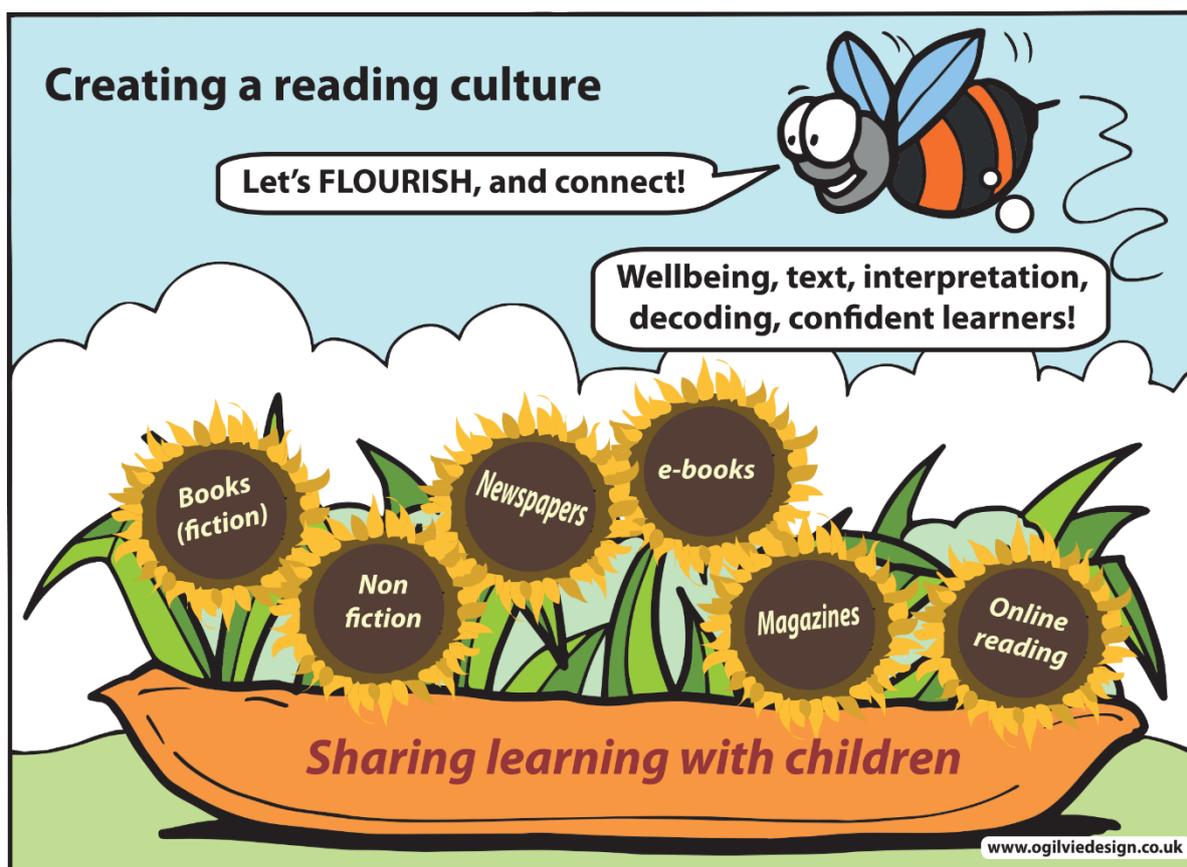


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Final Report - Creating a reading culture

Burton and South Derbyshire College



This project aimed to promote greater reading development and attainment for a group of ESOL learners based at a general FE College.

Summary

The Learning Resource Centre (LRC) staff and the ESOL team decided to collaborate in order to develop a strategy for enhancing and prioritising learners' reading skills, thus promoting effective engagement in independent reading. The strategy used a reading challenge to encourage learners to access a wide variety of textual material and construct reflective comments, as well as reviewing the content of the material to clarify their personal perceptions. As the project progressed learners were able to share their insights with greater confidence; this helped them to consolidate their reading skills and move on to the next stage of their learning with greater appreciation of their capacity for reading.

Rationale

The Reading Challenge, using the Reading Agency's 'Reading Ahead' scheme, has been delivered regularly at the college to learners on a small-scale basis, largely in the curriculum areas of Foundation Learning and ESOL provision. The focus for the research was to make decisions about the validity, relevance and impact of this approach, with a view to improving the reading ability and reading engagement of learners across college.

The project also sought to identify the areas we needed to develop further to enhance the depth and breadth of the programme within wider curriculum areas.

Approach

The project leader and the ESOL team collaboratively selected a group to take part in the research. An ESOL level 1 group was chosen, because the reading element that the group were currently completing offered an ideal opportunity to investigate their current practices. The project leader, together with the rest of the LRC team, conducted weekly sessions with the selected group to deliver the reading challenge.

The sessions focused on introducing a variety of reading materials and recording learners' experiences as they connected directly with their selected texts. This involved exposing them to different styles of text, including fiction, non-fiction, online reading, news items and magazines. Learners participated by deciding the reads themselves; this encouraged ownership of learning and a sense of autonomy. Regular meetings and conversations between the project leader, LRC team and the ESOL course tutor helped them to deliver, develop and monitor the progress of the research project.

Data obtained from semi-structured interviews, questionnaires and diaries was used to record progress and come to provisional conclusions about whether such an approach increased learners' reading stamina and engagement with texts. Focus groups were held with learners to find out whether participants' confidence levels had improved. They also provided an opportunity to investigate whether the content and breadth of the programme had actually engaged learners' interests and encouraged them to read more widely.

Learners' views were captured online through a Padlet space, where they could contribute thoughts and post reviews about their reading. This innovative approach allowed learners to document their critical responses towards texts as well as share and celebrate their reading experiences with other learners.

Further, tutors reflected on learner progress and engagement; this collaborative process helped them to identify associated forms of inquiry and fostered relationships with curriculum staff and learners, all aimed at improving the quality of the learners' experience.

Professional learning: Evidence of changes in teaching, learning and assessment practices

As the Reading Challenge progressed it became evident that learners were keen to engage in more online reading, frequently using their phones to translate difficult words or phrases. The project allowed learners the space to reflect on their online reading habits; many had not considered this to be part of the natural context for reading. As a result, the Padlet was established as a forum for recording learner reviews and testimonies, which made the process of evaluating practice with learners easier and helped them to assess its impact on learning more adequately. This in turn prompted changes to session plans. It became a sustainable tool in

promoting the benefits of technology and supporting learners in using digital literacies.

The research process, especially the use of questionnaires and interviews, enabled a closer and more positive understanding of the diverse nature of learners' cultural backgrounds and their perceived level of confidence in relation to other languages. For some learners it was an opportunity to widen their reading to other languages in which they were fluent, such as French and Spanish, reflecting the physical journey they had taken before settling in the UK. As a result of this project, to highlight the value of reading, learners learned how to set appropriate challenging goals for themselves, while demonstrating greater awareness of reading as a skill which can be mastered, stretched and improved upon.

Using the Padlet, learners were able to identify and post new or tricky words, leading to whole group discussions, an active way to widen vocabulary and build exposure to new expressions. It demonstrated a collective means for overcoming individual barriers to learning and a safe way to identify personal learning needs with the group.

Learners reported improved confidence and self-efficacy through taking part; they felt much better equipped to address their English needs.

Learners recognised that building effective reading habits and mastering good reading skills were crucial for their success.

Evidence of improved collaboration and changes in organisational practices

Supportive collaboration between curriculum and support staff has provided a basis for more effective communication and working practices. The exposure of learners to an additional team and spaces across the college has been shown to reinforce and aid learner autonomy. The recognition that others in the organisation can support the learner journey enriches both learners and teaching staff, and acts as a positive influence on the culture of the college by making learners feel they are part of a wider learning community.

This strengthening of curriculum collaboration has provided groups with opportunities to engage in meaningful research-informed sessions and approaches. The adoption of the Padlet as a tool of engagement has championed new practices, shared with the ESOL teaching team.

Although the strategy may prove challenging, ESOL Entry Levels 2 and 3 are scheduled to become parts of the planned ongoing collaborative process with selected GCSE English, Functional Skills and International groups.

Because the sessions are more interactive and structured, they can easily be adapted for focusing on different aspects of reading skills such as comprehension, inference, improving vocabulary and fluency.

The focus on reading has been celebrated and established through inductions and certificate award ceremonies, and locally and nationally through the college social

media, highlighting the organisational commitment to celebrating learners' achievements in reading.

The certificate award ceremony was sponsored by an international e-textbook publishing company. As a result, new initiatives were discussed for developing provision to support more online reading.

These new and exciting innovations will be embedded into subsequent versions of the reading challenge to recognise the rapidly transforming models of accessing reading materials. These will allow our curriculum to adapt, assimilate and align to new digital literacies.

Further dissemination of the outcomes of the project is planned for sharing with other information professionals working in the Post-16 sector at the Council for Learning Resources in Colleges conference.

Evidence of improvement in learners' achievements, retention and progression

The structure of the reading challenge actively encouraged learners to engage with choosing and selecting items they wanted to explore to promote learner autonomy. The structured sessions introduced different types of text and the freedom to select reading material that explored matters of social and cultural diversity. During a session focused on exploring the connection between reading and wellbeing, learners actively selected issues related to their interests. They read magazine articles about home décor, psychology or children's behaviour. The project therefore allowed the foregrounding of personal interests and reaffirmed their identity.

Learners had the opportunity to discuss their opinions and perceptions with others and use deeper forms of questioning about the texts they had selected. For instance, two learners had chosen different books about Shakespeare; by the social activity of discussion, comparison and critical inquiry they were able to check facts about his life, make sense of information, and develop their levels of literacy.

Learners were positive about the challenge, many reporting that it improved and boosted their levels of confidence in English. The emphasis on learning new vocabulary made them curious to discover and assimilate new words so they could, as acknowledged by one learner, "Enjoy imagining each situation."

The challenge encouraged many of these learners to explore the connection between reading and their own lives and values. Some wanted specific books to share and read with their families, while others wanted to enhance their learning, especially their writing capacity. By using the practices of decoding and engaging with different texts, many of the learners were able to liberate their thinking and explore what mattered deeply for them.

"I really love this challenge, because this challenge make (sic) me happy and it made me gain confidence. Thank you for giving me this chance."

(ESOL Learner).

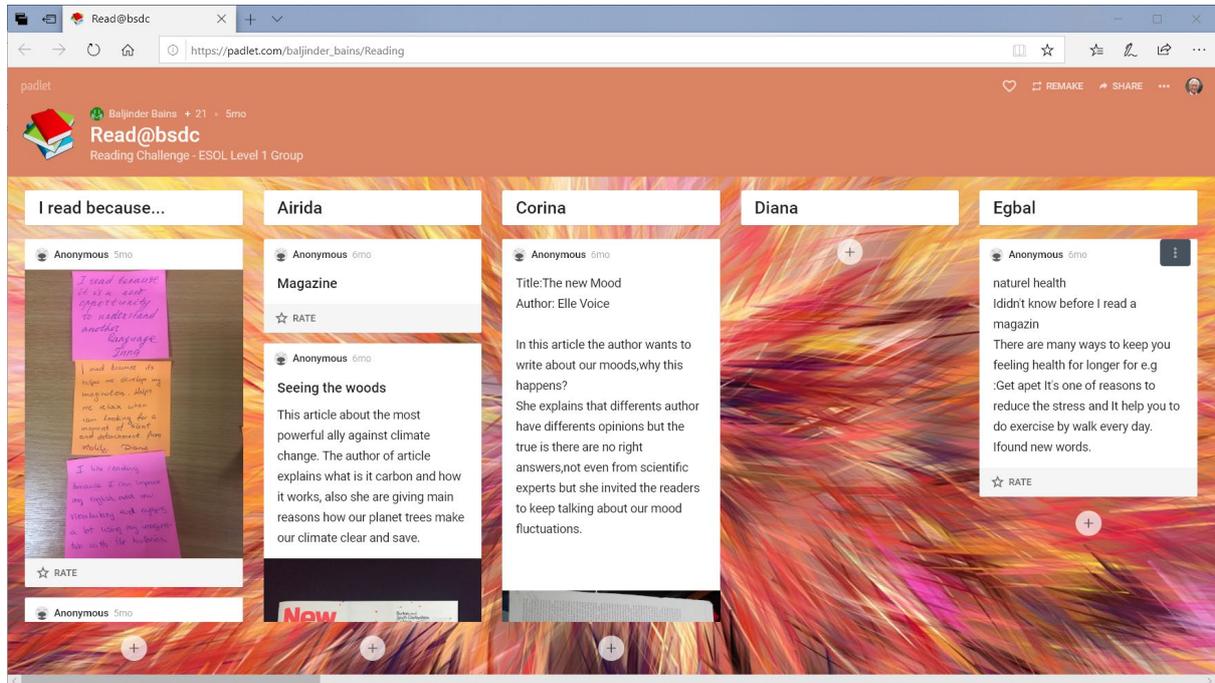
Learning from this project

- Synergies were recognised that allowed learners to gain the most meaningful and productive interactions with the texts they had read. For example, magazines and online reading proved to be an impactful way to introduce non-fiction to learners. As learners selected material, they were consciously choosing connections with prior knowledge and personal identity, resulting in strong engagement with the chosen texts.
- Structured sessions provided a key focus on different types and formats of text, including online, print, fiction and non-fiction, Emphasis on different reading strategies assisted learners in text interpretation and decoding. Extensive reading complemented increased learner knowledge and context acquisition.
- Sessions were structured to address the challenges of independent reading and make learners accountable for their choices. Think, pair, share activities helped learners to verbalise their thoughts and critical assumptions before committing to paper or posting online.
- Emerging practices for digital reading were identified as a new way to develop reading skills and learner engagement. The development of the Padlet facilitated the effective online sharing of reviews.
- The active identification of new words and deployment of strategies to decide their meaning ensured that learners were less daunted at the prospect of skipping over words or phrases that appeared problematic. Many learners placed great importance on developing skills to achieve the reading exam and were prepared to commit to further independent reading and decoding to master their skills.
- It was recognised that some ESOL learners had limited time for additional reading activities outside the timetabled sessions because of familial and work responsibilities. Sourcing relevant accessible online reading may further supplement and improve the frequency of developing effective reading habits.
- There is an opportunity to explore how writing instruction can be built into the project, such as how writing requirements can be framed so that less confident learners can improve their critical analyses and rely less on descriptive writing. These practices would support lower level learners.

Appendix 1 - Reading Challenge Padlet

https://padlet.com/c_collins2/icyp8f1zgefawwn

nb This is a snapshot taken at the end of the project. The original may or may not still be available here https://padlet.com/baljinder_bains/Reading and may have been updated since this snapshot was taken.



Project photographs



Reading and wellbeing session: Origami bookmarks and magazines.



Posting to Padlet.



Reading session.



Selecting reading materials.



'Library' across the world.



Reading news reports.



Reflecting on reading.



Celebrating success.

Appendix 2 – Reading Challenge Questions (1)

Name:

1. How important do you think it is to reach a good standard of English? Circle which statement best represents your viewpoint:

Not very important	Quite important	Very important
--------------------	-----------------	----------------

2. What 3 things about reading are most important to you?
Please explain your choices.

a)

b)

c)

3. Other than English which other language or languages do you understand?

4. On a scale of 1-10 (with one being the lowest), where would you place your reading in your first language?

1	2	3	4	5	6	7	8	9	10
Low									High

5. On a scale of 1-10, where would you place your English reading ability today?

1	2	3	4	5	6	7	8	9	10
Low									High

6. What kind of material do you like to read?

7. Which of these items would you choose to read? Please state how often you would read them? You can also add other items which you read if they are not on the list.

Type	Yes/No	Daily	Weekly	Monthly
Newspapers				
Magazines				
Fiction Books				
Factual Books				
Children's Books				
Instructions				
Labels				
Websites				

8. How do you keep up with news and current affairs?

Circle which ones you use on a regular basis from this list:

Newspaper	Magazines	T.V.
Internet	Social Media	Radio

9. What time of day suits you best for reading? E.g. at breakfast time, lunch time, when you get home from work, in bed.
10. Do you share your reading with anyone else? Such as children, partner, friends etc.
11. If you come across words that you don't understand, what do you do?
12. What do you find hard about reading? Please explain your answer?

13. What do you find easy about reading? Please explain your answer?

14. Where would you like your reading ability to be by the end of your course, on a scale of 1-10?

1	2	3	4	5	6	7	8	9	10
Low									High

15. What 3 things will you do to achieve your goals for reading?

a)

b)

c)

Appendix 3 – Reading Challenge Questions (2) Review

Name:

1. Thinking about your course (ESOL), do you feel that the Reading Challenge has helped you achieve your goals?

2. Has the Reading Challenge changed your attitude to the things you read? Are you having a go at a wider range of reading material?
 - a) Yes, I am reading lots of different things
 - b) I am starting to explore new things
 - c) Nothing much has changed

3. Which new texts are you now reading?

Type	✓
Fiction	
Non-fiction	
Magazines	
Newspapers	
Online websites	
Ebooks	
Audio books	
Children's books	
Other (please state)	

4. On a scale of 1-10, (where 1 is not very much and 10 is lots), how much do you think the Challenge has helped you develop your literacy skills?

1	2	3	4	5	6	7	8	9	10
Low									High

5. On a scale of 1-10,(where 1 is not very much and 10 is lots), how much has joining in the Reading Challenge affected your social confidence?

1	2	3	4	5	6	7	8	9	10
Low									High

6. Has joining in the Reading Challenge affected your skills in the workplace?

- a) Definitely
- b) A little bit
- c) Not really
- d) I don't work

7. Did you enjoy using Padlet and phones as a way of sharing your views with others? Please explain.

8. Who have you been sharing your reading experience with?

- a) Family members (children)
- b) Friends
- c) No-one really

9. Has your experience with the Reading Challenge inspired others to get reading, and who?

10. Did you get a chance to read aloud to someone?

11. Think about the last text you read. After you selected it, what did you do?

What I did	✓ or ✗
Started at the beginning and read to the end	
Started but only got part way through	
Read it all but took ages and kept returning to it	
Read it all in one go	
Left it so late I didn't have time to read any of it	
Got distracted and didn't read it	

12. How long can you really read effectively without getting distracted or just reading the words without the information going in? 5, 10, 15, 20

I can read effectively for..... minutes.

13. Do you feel you can read faster now?
- a) Yes definitely
 - b) A little bit faster
 - c) No difference really
14. Do you spend more time reading now?
15. Can you list some new words you have learnt?
16. Has reading helped your wellbeing? (Does it help you relax, do you know where to find more health related information?) Please explain.
17. What will be your next steps on your literacy journey? Are you inspired to read more? Please explain.
18. Would you recommend the Reading Challenge to other friends and family members? Why? – Please explain.

Learner Case Studies

Context

The aim of the project is to promote ESOL Level 1 learners' intellectual autonomy in selecting their preferred reading content to improve their literacy skills and confidence in wider reading. Learners were encouraged to assess their reading skills and highlight areas that they wanted to improve and set their own personal reading goals. Additionally, exposure to different types of text helped them to develop confidence in writing skills, such as writing to develop their own opinions on reading and widening their vocabulary. The learners' progress showed their development throughout the programme, improved their use and understanding of English, independent reading skills and confidence with online technologies.

Evidence of learners' progress is illustrated by:

- a) A brief description of the learners.
- b) Project lead's observations of the learners' progress throughout the research and recommendations for the future development of the reading challenge.
- c) Personal reading reviews of six items they have read and one additional close reading exercise.
- d) Comments made by the learners when they evaluated their reading challenge experiences in the form of completed questionnaires, notes and video.
- e) Comments recorded on the online Padlet board
https://padlet.com/baljinder_bains/Reading

Case Study - Learner CM

CM is originally from Spain, she arrived in England three years ago and lives with her young daughter. She holds a first degree in Pedagogy from a Spanish University and is currently studying an ESOL Level 1 course. She works as a childminder.

Observations: CM was keen to take part in the challenge and she is highly fluent in her first language – Spanish and was keen to achieve better fluency with her use and understanding of English. Her first read was focussed on an article about the repairs to the roof of Notre-Dame cathedral, and she went on to explore a variety of articles and books that ranged from thrillers, children’s books, to cookery books and online recipes. She selected a challenging Guardian article for the close reading task which focussed on abusive relationships and using the framework to help her locate more detail, she was able to form a more direct response to what she had read. CM identified the time before going to sleep as the main time to devote to reading, and she endeavoured to improve her reading habit by reading for half an hour every day.

Achieving goals: CM stated her three goals for reading were to improve her understanding of what she was reading as well improving her speaking and her writing. She recognised that she needed to continue reading and also identified some novel ways to improve her reading such as watching movies with subtitles and studying song lyrics as a, “Dynamic and fun way to improve my reading”. These suggestions could easily be adapted to future reading challenges, particularly as lyrics can be a good way for learners to explore and remember new words. CM was successful in her reading exam and achieved 32/40.

Improving confidence: CM really enjoyed exploring the LRC and HE Study Centre and will now independently come to search for items to read. She found that it was one of the best ways to improve her understanding of the English language and helped her to increase vocabulary and her wellbeing. She found the Padlet a useful way to read others reviews. The Padlet helped to share what was read by the group, and this is important to note as occasionally there is very limited time to discuss each learners selected read during sessions. The use of the Padlet will be used in future sessions as it provides a visual and direct way of sharing reviews.

Favourite reads: Cookery books, romantic novels and children’s books were CM’s favourite reading material. She enjoyed sharing stories with her daughter.

Sharing reads: As well as the sharing books and reading to her daughter, CM attends a book club at a friend’s house and they have an opportunity to share their thoughts about what they have read, CM found this very useful for improving her speaking. Developing a World Café style discussion would be something we could develop in the future for one of the sessions, as CM and other learners commented that they had gained more confidence when talking and discussing their reads.

Improving writing: CM felt that the reading challenge had contributed to improving her written work and is now enrolled on the ESOL Level 1 writing course. She mainly found the benefit from reading was improved vocabulary which allowed her to make her writing more interesting.

Progression: CM’s future aim is to train to become a Spanish teacher, she is keen to do a Masters level qualification and find a route into teaching. She strongly recommends the reading challenge as a good way to learn to relax and enjoy reading as well as improving your English.

c) Personal reading reviews and close reading task

First review:

What did you read? Book Article Poem 1

Other: _____

Title From an African lake to the roof of Notre-Dame?

Author By Francis Bloggins

What did you think of it?

I think this article just give an idea about how can be rebuilt the spire and roof of Notre-Dame after a blaze in April.

But the Jérôme Patrice-Héris, of France's culture ministry, is not sure about the material that they will use to rebuild the frame.

How do you rate it? (1 = low)



Second review:

What did you read? Book Article Poem 2

Other: _____

Title The new Hood

Author Elle voice

What did you think of it?

In this article the author wants to write about our mood.

She explain that different author have different opinion but the true is there are no right answers, not even from scientific experts.

But she invited the readers to keep talking about our mood fluctuations.

How do you rate it? (1 = low)



Third review:

What did you read? Book Article Poem **3**

Other:

Title Behind closed Doors

Author B. A. Paris

What did you think of it?

Everyone knows a couple like Jack and Grace. He has looks and wealth, she has charm and elegance. They are never apart. Some might call this true love, others ask why Grace never answer the phone or can't go out without Jack. Sometimes the perfect marriage is the perfect lie.

How do you rate it? (1 = low)



Fourth review:

What did you read? Book Article Poem **4**

Other: Childish story

Title It's Peter Rabbit's birthday!

Author Beatrix Potter

What did you think of it?

It's Peter's birthday, but he feels sad because nobody in his family wants to play. It's turning out to be the worst birthday ever for Peter until he gets a special surprise!

I think it's a good child book because show you the early experiences and emotions.

How do you rate it? (1 = low)



Fifth review:

What did you read? Book Article Poem **5**

Other: _____

Title The Guardian: 'Teenagers need to know where love starts and abusive relationships start'

Author Holly Bowene

What did you think of it?

I agree with this article because many young people have been in an abusive relationship without even realising. There's a new website aims to teach them about exercise control.

How do you rate it? (1 = low)



Sixth review:

What did you read? Book Article Poem **6**

Other: _____

Title The British

Author Benjamin Zephaniah

What did you think of it?

This poem use a different nationalities like a recipe book.

The writer tries to show the reader respect and fairness to all different cultures and nationalities.

'All the ingredients are equally important.'

How do you rate it? (1 = low)



News Reports – Close Reading

Name of newspaper: The Guardian

Title of article: 'Catastrophic' Australian fires could take months to control. // Teenagers need to know where

Date of article: 13 November 2019, 30 Oct. 2019.
love stops and abusive relationships start.

What made you read the article? The importance of recognizing an insane relationship based on the control of the other "coercive control".

Identify the 5 Ws used in the report.

Who	Where	When	What	Why
Teenagers	Teenagers in the heady throes of first love.	12-11-2019 3-Oct.	Many young women have been in an abusive relationship without even realising. A new website aims to teach them about coercive control.	The abusive relationship and the trauma they cause, can develop prevalence of mental health problems in young people.

Learner questionnaires:

Name:

Reading Challenge Questions (1)

1. How important do you think it is to reach a good standard of English? Circle which statement best represents your viewpoint:

Not very important	Quite important	Very important
--------------------	-----------------	----------------

2. What 3 things about reading are most important to you? Please explain your choices.

- a) To understand what I'm reading.
- b) To improve my speaking.
- c) To improve my writing.

3. Other than English which other language or languages do you understand?

Spanish.

4. On a scale of 1-10 (with one being the lowest), where would you place your reading in your first language?

1	2	3	4	5	6	7	8	9	10
Low									High

5. On a scale of 1-10, where would you place your English reading ability today?

1	2	3	4	5	6	7	8	9	10
Low									High

6. What kind of material do you like to read?

Books and some english website about recipe.

7. Which of these items would you choose to read? Please state how often you would read them? You can also add other items which you read if they are not on the list.

Type	Yes/No	Daily	Weekly	Monthly
Newspapers	<i>Yes</i>		<input checked="" type="checkbox"/>	
Magazines	<i>Yes</i>			<input checked="" type="checkbox"/>
Fiction Books	<i>No</i>			
Factual Books	<i>Yes</i>	<input checked="" type="checkbox"/>		
Children's Books	<i>Yes</i>	<input checked="" type="checkbox"/>		
Instructions	<i>No</i>			
Labels	<i>No</i>			
Websites	<i>Yes</i>		<input checked="" type="checkbox"/>	
<i>Recipes Books</i>	<i>Yes</i>		<input checked="" type="checkbox"/>	

8. How do you keep up with news and current affairs?

Circle which ones you use on a regular basis from this list:

Newspaper	Magazines	T.V.
<u>Internet</u>	Social Media	Radio

9. What time of day suits you best for reading? E.g. at breakfast time, lunch time, when you get home from work, in bed.

In bed, before falling sleep. ~~I'm try~~ I try to read about half an hour every night.

10. Do you share your reading with anyone else? Such as children, partner, friends etc.

Yes, once a month I'm going to meeting club with different women and we share our reading.
When you have finish your book you can choice another one between your friend or by your own.

11. If you come across words that you don't understand, what do you do?

to use the translate or dictionary.

12. What do you find hard about reading? Please explain your answer?

The meaning of some words because in English you can say ~~something~~ the same thing using different words.

13. What do you find easy about reading? Please explain your answer?

At the moment nothing, because to read for me it's not easy. I hope in the future I'll be able to answer this question.

14. Where would you like your reading ability to be by the end of your course, on a scale of 1-10?

1	2	3	4	5	6	7	8	9	10
Low									High

15. What 3 things will you do to achieve your goals for reading?

- a) Continue reading.
- b) To watch movies in english with english subtitles
- c) I will study some songs, is a dynamic and fun way to improve my reading.

Reading Challenge Questions (2) Review

1. Thinking about your course (ESOL), do you feel that the Reading Challenge has helped you achieve your goals?

Yes of course, I started this course to improve my English, that was my goal and I'm getting it.

2. Has the Reading Challenge changed your attitude to the things you read? Are you having a go at a wider range of reading material?

- a) Yes, I am reading lots of different things
- b) I am starting to explore new things
- c) Nothing much has changed

3. Which new texts are you now reading?

Type	✓
Fiction	
Non-fiction	
Magazines	✓
Newspapers	✓
Online websites	✓
Ebooks	
Audio books	
Children's books	✓
Other (please state)	✓ Recipes

4. On a scale of 1-10, (where 1 is not very much and 10 is lots), how much do you think the Challenge has helped you develop your literacy skills?

1	2	3	4	5	6	7	8	9	10
Low									High

5. On a scale of 1-10,(where 1 is not very much and 10 is lots), how much has joining in the Reading Challenge affected your social confidence?

1	2	3	4	5	6	7	8	9	10
Low									High

6. Has joining in the Reading Challenge affected your skills in the workplace?

- a) Definitely
- b) A little bit
- c) Not really
- d) I don't work

7. Did you enjoy using Padlet and phones as a way of sharing your views with others? Please explain.

Yes, through using Padlet I can share what is interesting for me to read and I can read a different things from others as well.

2

8. Who have you been sharing your reading experience with?

a) Family members (children)

b) Friends

c) No-one really

9. Has your experience with the Reading Challenge inspired others to get reading, and who?

Not really, I think in my case it's in the other way around.

10. Did you get a chance to read aloud to someone?

Yes, I'm reading children's stories to my daughter every night.

11. Think about the last text you read. After you selected it, what did you do?

What I did	✓ or ✗
Started at the beginning and read to the end	✓
Started but only got part way through	
Read it all but took ages and kept returning to it	✓
Read it all in one go	
Left it so late I didn't have time to read any of it	
Got distracted and didn't read it	

12. How long can you really read effectively without getting distracted or just reading the words without the information going in? 5, 10, 15, 20

I can read effectively for.....10..... minutes.

13. Do you feel you can read faster now?

- a) Yes definitely
- b) A little bit faster
- c) No difference really

14. Do you now spend more time reading now?

Yes.

15. Can you list some new words you have learnt?

Freelance
Handover
Spotted

16. Has reading helped your wellbeing? (Does it help you relax, do you know where to find more health related information?) Please explain.

Yes, I feel every time when I read something I get a lot of concentration and I can't think about any problem, that helps me to relax.

17. What will be your next steps on your literacy journey? Are you inspired to read more? Please explain.

Yes, I'm reading a book, hopefully I can finish that soon.

18. Would you recommend the Reading Challenge to other friends and family members? Why? – Please explain.

Yes, because I ~~think~~ think is one of the best way to improve English language, increase vocabulary and help your wellbeing!

Case Study - Learner NN

NN is currently studying on the ESOL Level 1 course and is originally from Afghanistan. She has four children and currently does not work.

Observations: NN is fluent in Farsi and Dari and enjoys reading news and magazines. She read a variety of different types of text particularly selecting books from the Quick Reads and 'ESOL readers' sections. She found these useful, as the 'ESOL readers' have questions and a glossary of words that help her to focus on her reading skills. She also read articles such as recipes which she managed to make for her family. She finds reading online easy as she can read anywhere and anytime and was keen to know more about our ebooks.

Achieving goals: NN stated that she wanted to focus, concentrate and read regularly as her goals for improving her reading. NN was determined to achieve her goals and as a result of coming to the LRC for the reading challenge she was able to receive additional help to supplement her learning from the 'Additional Learning Support' based in the LRC. She also independently spent time in the LRC practising exam papers, which helped her to achieve her goals. Finding the tone of the extract was one of the aspects of her exam that NN found difficult to identify. From this observation we could try to build in an element of exam style questions to be included in the tasks for the challenge in the future. NN was successful in her reading exam and achieved 32/40.

Improving confidence: NN flourished as a result of attending the reading challenge sessions. She had been a learner who had previously come to college, however she would only attend her ESOL class and then go home. As a result of coming to the LRC she found additional resources, spaces and people who could support her journey. She is now confidently, independently coming to the LRC, using ALS support, conversing with library staff and even going to the college gym. She feels that she is more grounded and aware of college facilities and is able to share her experience with her friends.

Favourite reads: NN specifically requested a book to help her to understand her second child who was displaying angry tantrums, she wanted a book that she could read with her child so that both she and her son could understand what was causing the anger and possibly create a change in his behaviour. Her selected read was 'I Just Get So....Angry!' by Timothy Bowden and she has said that it has helped her to understand more about children's behaviour and psychology. NN enjoyed reading other parenting books and abridged versions of Shakespeare's plays.

Sharing reads: As well as sharing books with her children, NN has been using a Functional Skills book to improve her English reading and writing. She found this book very effective and recommended it to other learners on her course. 'Sharing reads' is to become a key focus for future sessions; a session devoted to exploring how learners can share their reading to help those they come into contact with will be developed.

Improving writing: NN found reading helped her writing and continues to make use of the Functional Skills books to practise her writing skills (she is enrolled onto ESOL Writing Level 1). She also noted that reading helped her to improve her vocabulary (she has learnt more than 100 new words) which in turn helped her to understand the meaning of texts.

Progression: NN aims to keep improving her English, she wants to continue with Functional Skills and then plans to achieve GCSE English in the near future. She would also like to explore a career as a Teaching Assistant.

First review:

What did you read? Book Article Poem 1

Other: _____

Title Theseus and the Minotaur

Author Ken Beatty

What did you think of it?

I think that book is very interesting because all about a boy who's clever and very brave man.

He name was Theseus. He lived with his mum. He killed the Minotaur. every body had a strise becaus o f Minotaur. after Minotaur dead every body was comfortable and happy. minotaur is half man and half bull.

How do you rate it? (1 = low)



Second review:

What did you read? Book Article Poem 2

Other: _____

Title Inspector Logan

Author Richard M. & Andrew

What did you think of it?

This book was interesting as I understand how police find the ^{guilty} person which trick police use to find who's ^{guilty} guilty.

How do you rate it? (1 = low)



Third review:

What did you read? Book Article Poem 3

Other: _____

Title Feel good food

Author _____

What did you think of it?

It was very usefull for
me & I could could
cook a delicious ~~so~~ chicken
and vegetable soup

How do you rate it? (1 = low)



Fourth review:

What did you read? Book Article Poem 4

Other: _____

Title Goal scorers

Author Jonny Zucker

What did you think of it?

I was enjoyed and find
some information about
the best player the
most goal scorers
and ~~ing~~ how England
won the word cup in 1966.

How do you rate it? (1 = low)



Fifth review:

What did you read? Book Article Poem 5

Other: _____

Title shopping company create new jobs

Author _____

What did you think of it?

I was useful for me because it tell all about purposes of different texts which I really need to improve. If I read about formalite article descriptive article and persuasiv

How do you rate it? (1 = low)



Sixth review:

What did you read? Book Article Poem 6

Other: _____

Title people less friendly with neighbours

Author I paper

What did you think of it?

I was harmful must of people have problems with neighbours.

But good thing is Nilesh Chohan who organised (It called)

(wellcome to all resident)

The aim of that was bring together families and friends and neighbour.

How do you rate it? (1 = low)



News Reports – Close Reading

Name of newspaper: *i newspaper*

Title of article: *Mothercare UK calls in administrators*

Date of article: *22/11/2019*

What made you read the article?

Because I wanted to know about mothercare ~~s~~ store.

Identify the 5 Ws used in the report.

Who	Where	When	What	Why
<i>Laurie Havelock</i>	<i>UK London</i>	<i>Opened 8 years ago</i>	<i>Operates 79 stores across the UK and has 2,500 employs</i>	

Learner questionnaires:

Reading Challenge Questions (1)

1. How important do you think it is to reach a good standard of English? Circle which statement best represents your viewpoint:

Not very important	Quite important	Very important
--------------------	-----------------	----------------

2. What 3 things about reading are most important to you? Please explain your choices.

- a) focus on it
- b) concentrate
- c) read regularly

3. Other than English which other language or languages do you understand?

Farsi
Dari

4. On a scale of 1-10 (with one being the lowest), where would you place your reading in your first language?

1	2	3	4	5	6	7	8	9	10
Low									High

5. On a scale of 1-10, where would you place your English reading ability today?

1	2	3	4	5 ✓	6	7	8	9	10
Low									High

6. What kind of material do you like to read?

news
fact magazines

7. Which of these items would you choose to read? Please state how often you would read them? You can also add other items which you read if they are not on the list.

Type	Yes/No	Daily	Weekly	Monthly
Newspapers			✓	
Magazines			✓	
Fiction Books		✓		
Factual Books				✓
Children's Books		✓		
Instructions	✓			
Labels		✓		
Websites		✓		

8. How do you keep up with news and current affairs?
Circle which ones you use on a regular basis from this list:

Newspaper	Magazines	T.V.
Internet ✓	Social Media	Radio

9. What time of day suits you best for reading? E.g. at breakfast time, lunch time, when you get home from work, in bed.

in bed

10. Do you share your reading with anyone else? Such as children, partner, friends etc.

children

11. If you come across words that you don't understand, what do you do?

using google translate

12. What do you find hard about reading? Please explain your answer?

I find hard about reading is
I not understand the tone of
the text

13. What do you find easy about reading? Please explain your answer?

in the internet on my phone
because I can any where any
time

14. Where would you like your reading ability to be by the end of your course, on a scale of 1-10?

1	2	3	4	5	6	7	8	9	10
Low							✓		High

15. What 3 things will you do to achieve your goals for reading?

- a) built up vocabulary
- b) read as much as I can
- c) understand ~~the~~ what I read

Reading Challenge Questions (2) Review

1. Thinking about your course (ESOL), do you feel that the Reading Challenge has helped you achieve your goals?

The reading was very helpful in seeing yes

2. Has the Reading Challenge changed your attitude to the things you read? Are you having a go at a wider range of reading material?

- a) Yes, I am reading lots of different things
- b) I am starting to explore new things
- c) Nothing much has changed

3. Which new texts are you now reading?

Type	✓
Fiction	
Non-fiction	
Magazines	
Newspapers	✓
Online websites	✓
Ebooks	
Audio books	
Children's books	✓
Other (please state)	

4. On a scale of 1-10, (where 1 is not very much and 10 is lots), how much do you think the Challenge has helped you develop your literacy skills?

1	2	3	4	5	6	7	8	9	10
Low					✓				High

5. On a scale of 1-10, (where 1 is not very much and 10 is lots), how much has joining in the Reading Challenge affected your social confidence?

1	2	3	4	5	6	7	8	9	10
Low								✓	High

6. Has joining in the Reading Challenge affected your skills in the workplace?

- a) Definitely
- b) A little bit
- c) Not really
- d) I don't work

7. Did you enjoy using Padlet and phones as a way of sharing your views with others? Please explain.

yes when im sharing my views with other
it is a good opportunity to discuss about it

8. Who have you been sharing your reading experience with?

- a) Family members (children)
- b) Friends
- c) No-one really

9. Has your experience with the Reading Challenge inspired others to get reading, and who?

Yes! is very usefull I told about reading to my friend zKia who is not collage student she reading and enjoying

10. Did you get a chance to read aloud to someone?

Yes: my teacher clear markers alway give me chance to read loud to my class mat

11. Think about the last text you read. After you selected it, what did you do?

What I did	✓ or x
Started at the beginning and read to the end	✓
Started but only got part way through	
Read it all but took ages and kept returning to it	
Read it all in one go	
Left it so late I didn't have time to read any of it	
Got distracted and didn't read it	

16. Has reading helped your wellbeing? (Does it help you relax, do you know where to find more health related information?)

Please explain.

Yes reading is changing life I read a
bout children behave now I know how work
with children who is miss behave - now I'm
relax than before

17. What will be your next steps on your literacy journey? Are you inspired to read more? Please explain.

Yes my next steps is writting course
but I will read more than before because
I ~~find~~ found reading is helpfull for writing
as well .

18. Would you recommend the Reading Challenge to other friends and family members? Why? – Please explain.

Yes of course!
Because if we read alot we can find alot
of more information new ~~words~~ vocabulary.
and many more