

# **OUTSTANDING TEACHING, LEARNING AND ASSESSMENT**

**FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT -  
DEVELOPING WRITING WITH ENTRY LEVEL ESOL LEARNERS**

**Newcastle College**

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(English) Project - Developing writing with entry level ESOL learners.*  
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The programme was delivered by -



CLAIRE COLLINS  
consultancy

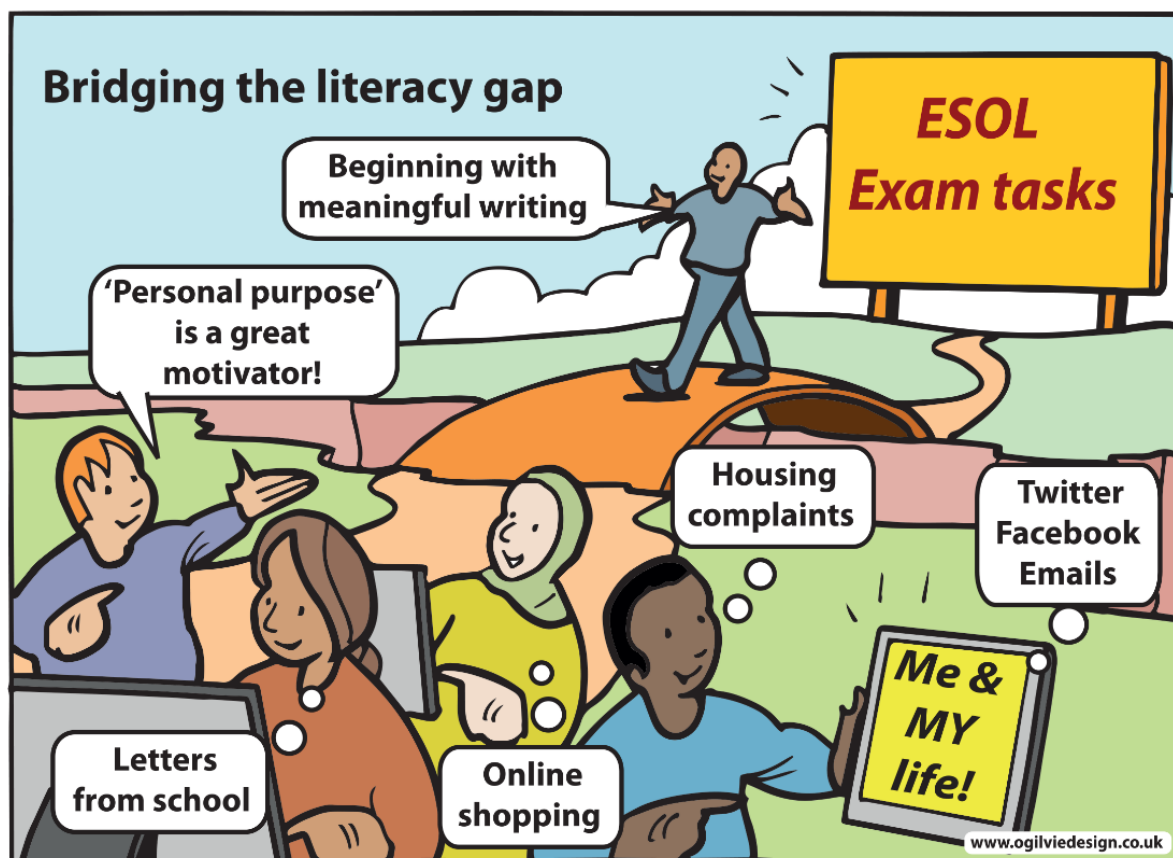


## Contents

Final Report - Developing writing with entry level ESOL learners.....	4
Appendix 1 - Focus group with tutors - questions we asked.....	10
Appendix 2 - Summary of responses .....	12
Appendix 3 - Focus group with ESOL learners and supporting materials .....	16
Appendix 4 - Materials adapted by instructor .....	17
Appendix 5 - Padlet.....	20
Appendix 6 - Case study: instructors .....	24
Appendix 7 - Learners' case studies and sample emails .....	26

# Final Report - Developing writing with entry level ESOL learners

Newcastle College



In this project we worked collaboratively with ESOL learners and staff to trial and evaluate strategies to improve writing. We wanted to engage learners in purposeful writing tasks that drew on their wealth of existing literacy practices outside the classroom, including digital practices.

## Summary

We trialled a series of email exchanges between learners and the use of **Padlet** with Entry Level 1 students. With large ESOL provision and experienced staff, we were also keen to involve more staff and develop “a community of practice”. Staff roles in the ESOL Department include tutors who deliver taught classes, and instructors who deliver and prepare workshops and computer lab sessions.

These less formal lessons enabled instructors to gain a more detailed understanding of learners’ written skills and of the barriers students faced in accessing material. The instructors acted as “go-betweens” bridging the gap between the more formal setting of taught classes and the everyday experiences of each learner. The instructors increasingly played a key role in evaluating and in some cases re-working materials in this project.

## Rationale

Our ESOL learners have varying levels of literacy, spoken English, and a wide diversity in previous level and experience of education. A significant number have 'spiky profiles' regarding reading, writing and speaking. This gap between skills, often between spoken and written language, can widen as learners move through levels, culminating in lower achievement in writing exams at higher levels. In a climate where funding is increasingly dependent on exam success, with restricted opportunities to resit, it is essential to build written skills at an early stage. Beyond exam success, difficulties with writing impact learners as they progress onto Functional Skills, GCSE, vocational courses and higher education.

ESOL staff at the College often develop their own approaches, for example: personalised spellings, use of writing booklets, weekly dictations, or the whole text approach of Language Experience. Practitioners are creative and responsive in the ESOL classroom but there is little sharing and dissemination of strategies on a wider scale between colleagues. We wanted to use this project to share the practices we were developing

A final issue to explore was the gap between learners' existing literacy practices and assigned classroom tasks often dictated by exam content. We wanted to experiment by starting with learners' everyday literacy practices.

A significant number of our learners use social media to contact friends and family abroad, navigate job websites and use language apps. We wanted to explore how tutors could balance exam requirements with learners' existing literacy practices and needs.

## Approach

### Focus groups (see Appendix 3)

We held a tutor focus group in the initial stages of the project to capture existing practice. Tutors' comments ranged from the specific, such as work on 'upgrading' sentences from *'I went to Leeds'* to *'I went to Leeds last Saturday to...'*, to broader approaches such as a topic-based local approach:

*"learners ask for language when they can see the purpose...I couldn't stop them when I asked them to complain about the No. 10 bus!"*

There were varied views on the use of technology to improve writing and to motivate learners:

*"...students need to improve their handwriting...IT skills become a separate issue for some of our students...it's difficult to predict their level of IT."*

Tutors also acknowledged that the use of technology 'mirrors a lot of real-life use'.

We then held three focus groups with ESOL learners: one with entry level 1, two with entry level 2 and one with level 1 learners. Entry level learners echoed tutors' views on the need to improve handwriting and the value of having time to copy in class. The depth of learners' analysis of the sub-skills of writing was evident with learners identifying specific phoneme/grapheme relationships they found difficult. The common themes were 'more time', 'more practice' and 'more use of models to support their writing'.

*"to write a text in a short time doesn't help because it makes us stressed, so lots of mistakes! ... we want two hours on writing" (Level 1 learner), echoed by a tutor, "I wished I had started on writing earlier".*

Learners at all levels identified emails and forms as text types they need, whilst existing literacy practices ranged from social media use, text message and emails to helping children with homework. Several entry level learners valued *"computer writing ... I want this more over paper writing"*. We therefore decided to focus on email but to support this with paper-based work to include a focus on punctuation, use of clear models and opportunities to copy words and improve handwriting.

### **Classroom activities: September - January**

- Three email exchanges between two entry level 1 groups
- Follow-up workshops on how to structure an email and how to read and respond to an email
- Review and tweaking of email support materials by instructors
- Evaluation of email activities by learners
- Trial **Padlet** with an entry level 1 group to encourage learners to post opinions of their house/flat and respond to others' comments (Appendix 5)
- Use of a writing booklet task pre-computer lab to provide a structured approach to writing an absence email to a tutor. This was marked by instructors.
- A final email session in the computer lab with students emailing the tutor to say why they cannot attend class.

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

Meaningful changes from this small-scale action research project include a greater recognition of staff's expertise and having space and time to discuss and develop professional practice. This did not always happen in the more formal, focused space of a meeting, but in snatched conversations before and after class. These increased as new strategies were trialled and evaluated, leading to a richer working environment.

A second change related to this was risk-taking, going beyond what we normally do in entry level 1 classes. Written communication between two entry level groups using email was something we had not trialled before. The logistics of setting this up, the use of the college email system and the need to emphasise to learners the

importance of not sharing any personal information with another student presented challenges.

Learners' difficulties in reading and responding to content were also brought to the fore in this activity. However, learners with varying levels of IT skills and written English gained in confidence and wrote communicative texts; they used the activity to express what they wanted to say; see student N for example in the Padlet post, 'my flat is dangerous' (Appendix 5). This led to a classroom discussion on high rises and cladding.

Finally, the value of learner feedback and evaluation of classroom activities were key to this project. We experienced the challenge of having to grade language in focus groups to ensure learners could answer questions whilst not leading them to a certain answer. Learners began to really reflect on how they learn and develop the language they need to express this.

## Evidence of improved collaboration and changes in organisational practices

Increased collaboration between tutors and instructors was the most significant change. Email exchanges happened in computer lab sessions run by instructors; we discussed activities with instructors who had input into tweaking and improving resources and approaches. Instructors also run and plan workshop sessions with learners; these involve consolidating work done in class. Instructor J fed back on some of the project materials, adapted them and used them in workshops. An honest dialogue developed between staff. In the final lab sessions, a tutor covered an instructor's role and fed back on and responded to challenges that arose in the session.

Communication between ESOL groups was also something new; classes tend to be self-contained with little sharing of information. For learner D, it was a chance to *"talk to somebody [from] a different culture I don't know"* and practise questions she had learnt in class; *"email helps me with speaking."* This enthusiasm also came across in an email she wrote to a tutor, *"I send an email to M. It was nice. I was happy."*

Learners' writing had a clear communicative purpose and audience and language practised in class was put to immediate use. This is not something we are always able to manage in an ESOL classroom with some learners seeing a disconnect between the classroom and real-life language needs.

## Evidence of improvement in learners' achievements, retention and progression

A final change was the involvement of learners in evaluating classroom practices and in reflecting on how they learn. Students had a voice and became active participants in the research process. In focus groups, entry level 1 students explained which spellings they found difficult and told tutors and instructors that more time was needed to copy and write in classes. This was echoed in their evaluation of the email exchange in early December when they ask for more time to prepare for emailing.

## Written language and personalisation

Learners increasingly began to use the email exchange to say what they wanted to say and to push themselves beyond simple sentences required at entry level 1. The task did not limit their language and seemed to motivate learners to challenge themselves. This can be seen from learner S's exchange (Appendix 7) where he manages to use the natural and persuasive, *"you have to try dolma"* to encourage and convince his email partner of the merits of Turkish food. In his first email he writes about the *"ottoman and rome empire"*; learners are not restricted to writing about 'simple' topics.

## Accuracy and length of emails

As can be seen from learner M's three emails (Appendix 7), learners began both to write more and improve in accuracy. Language accuracy here is linked to IT skills, for example knowing how to capitalise letters on the keyboard. In the first email, there is sporadic capitalisation of / but the final email to a tutor, after work on punctuation and paper-based tasks, is accurate. Focusing on typing seemed to focus students more on punctuation; in the final computer lab sessions, learners were asking specific questions about punctuation before connectives, for example.

## IT skills and format of emails

Learners with emerging IT skills became confident in logging on and familiar with the structure and format of an email. Learner M was unable to remember her log-in and struggled initially with the concept of receiving an email from someone else. By the third session, she had logged on independently and written an accurate email to a tutor.

## Learning from this project

### What went well

- Learners engaged in purposeful written communication and wrote texts above the constraints of their level (exam tasks and the curriculum can limit learners) to a real audience.
- Increased collaboration between tutors and instructors and closer links between content of lab/workshop sessions and class work. Instructors played a key role in developing materials and making the activities accessible to learners and developed a greater voice.
- Learners developed keyboard skills to support them with accurate punctuation. Learners 'noticed' punctuation more and ask more questions about this during computer work.
- Learners were able to structure an email accurately and use appropriate language after structured input in class and workshop sessions.
- Learners developed the ability to read and respond to messages. This was a key challenge but was evidenced in the posts on Padlet.
- There was greater engagement with writing, particularly during the Padlet task.



## **Even better if...**

- Begin with written messages or paper-based email exchange in class to introduce the concept of reading and responding to an email.
- Spend longer on the set up / concept of an email exchange. Some students new to email struggled both to understand the immediacy of an email and the fact they had to read and respond. Live emailing between a tutor and an instructor in the first session would help with this. Introducing an email exchange with another class was too much too soon.
- Students should have emailed the tutor to start with; student email addresses are complicated to type, unlike staff addresses. This would also have ensured that everyone received an answer immediately.
- Students should have set up their own Gmail accounts for College; the student email interface is not user friendly and addresses are difficult to type.
- More practice and teaching during the initial stages on the format of an email, for example the function of the subject line and the importance of an opening and closing greeting. Several learners were still writing the whole content of the email in the subject line.

## **Future areas of research and recommendations**

- Greater alignment between exam/class content and communicative writing tasks that reflect learners' current needs and existing literacy practices. With certain exam boards, a focus on an audience and a clear purposeful task is often the content of higher level ESOL exams and not lower levels.
- Digital literacy built into an ESOL curriculum. Learners need to be able to write online. ESOL learners, particularly those with literacy needs, need to practise handwriting and letter formation and to develop the sub-skills of spelling and punctuation on paper, but they also need to be able to use a keyboard and a mouse, or increasingly, a touch screen.
- Greater liaison between IT, employability tutors and ESOL staff. Tutors and instructors could develop a bank of resources to support learners to develop both their literacy and their digital literacy
- Exploiting communicative opportunities in the ESOL classroom with a focus on writing and online writing. The ESOL classroom is a very rich space for sharing opinions and experiences, and staff and students are used to exploiting this to develop language learning and build relationships. We think that widening this to share experiences between classes and perhaps between institutes in an online space would increase language learning opportunities as well as helping to create an online ESOL community.

# Appendix 1 - Focus group with tutors - questions we asked

## Developing ESOL students' writing skills

1. Are there any strategies or approaches in place to develop students' writing?

a. From your institution

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b. That you have created/developed

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2. What are the most common challenges your students face with writing? These could range from letter formation to spelling, grammatical accuracy, organisation of ideas...You might want to indicate the level, if you feel challenges are level specific.

3. What levels do you work with? *For example, Entry 1: two people*

Pre-entry \_\_\_\_\_

Level 1: \_\_\_\_\_

Entry 1 \_\_\_\_\_

Level 2: \_\_\_\_\_

Entry 2 \_\_\_\_\_

Entry 3 \_\_\_\_\_

4. What writing do your students do outside the class? Circle the ones that you think apply to your learners. Add further comments, if necessary.

- a. emails \_\_\_\_\_
- b. letters \_\_\_\_\_
- c. job applications \_\_\_\_\_
- d. university applications \_\_\_\_\_
- e. forms \_\_\_\_\_
- f. Moodle \_\_\_\_\_
- g. text messages / Whatsapp / Facebook posts  
\_\_\_\_\_
- h. other \_\_\_\_\_

5. Many people argue for a greater focus on technology to develop writing skills. What do you think about this?

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Can you give an example of any technology you have used with learners, seen being used or read about?

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6. Is there anything you would like to trial with learners next academic year to develop their writing skills? This does not have to be related to technology.

## **Appendix 2 - Summary of responses**

### **Developing students' writing skills**

#### **Writing students do outside class/around class**

*They all have class WhatsApp groups*

Social media

Emails

Forms

Letters

Job applications

#### **Strategies you use/strategies in place**

Handwriting books – lined paper

Marking codes

PACT planning (Purpose, Audience, Content and Tone)

Extra literacy sessions

1:1 time with learners

Texts with no punctuation; learners put the punctuation in

## Issues learners face and strategies discussed

Issues students face	Strategies we use / we'd like to develop
<p>Constructing sentences</p> <p>Constructing paragraphs</p> <p>Building / linking ideas</p> <p>Elaborating/making writing engaging and descriptive</p> <p><i>Students don't realise what the writing sounds likes when they don't link ideas or add detail</i></p> <p>Students have more issues with coherence than format of texts. <i>Need to do more work on coherence at lower levels</i></p>	<ul style="list-style-type: none"> <li>• Work on 'upgrading' sentences. <i>I went to Leeds. Last weekend, I went to Leeds with my family...</i></li> <li>• Provide texts with no punctuation; ask learners to put the punctuation in</li> <li>• Cut sentences up and ask learners to re-order words</li> <li>• dictations</li> </ul> <ul style="list-style-type: none"> <li>• Show a basic model to illustrate need to elaborate</li> <li>• Translate a basic model into learners' expert language so learners can notice how basic the writing is</li> <li>• <i>Avoid using perfect models as they seem unachievable</i></li> <li>• Provide more models. Create reading comprehension texts that reflect writing tasks students have to do</li> <li>• Provide sample of students' writing and how it has been marked. <i>There are samples for L1.</i></li> <li>• Asking questions to help with planning. Questions can help learners to write complex sentences</li> <li>• Collaborative writing / team writing and or whole class guided writing</li> <li>• Grouping ideas for paragraphs</li> <li>• Writing frames / models</li> </ul>

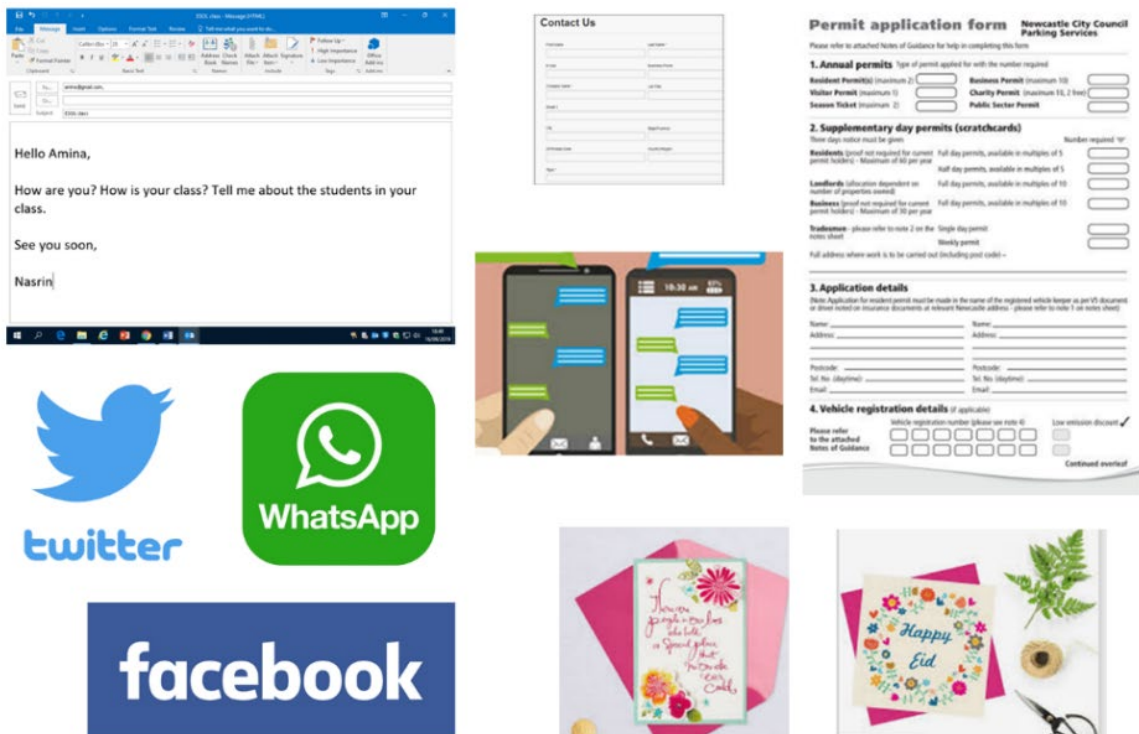
<p>Planning writing: developing ideas / having ideas. Providing evidence of planning</p> <p>Exam tasks lack communicative focus and students cannot relate to them.</p> <p>Study skills</p> <p>Developing independence</p> <p><i>Students need quiet time to write</i></p> <p><i>Students never write</i></p> <p><i>Text speak creeping in</i></p>	<ul style="list-style-type: none"> <li>• Making plans / teaching planning</li>   <li>• Relate tasks to immediate needs/environment: tutor gave an example of eliciting complaints about the Number 1 bus for a complaint letter. <i>Students ask for the language when they can see the purpose. Use a topic-based approach</i></li> <li>• Use Moodle to exchange information / ask and answer questions.</li>   <li>• More writing in lab. and in workshop. Discussion area on Moodle. Provide students with headphones</li> <li>• <i>Use Julia's vocabulary lists</i></li> <li>• Refugees' writing website</li> <li>• Links with workshop; students work on writing and on re-working/correcting writing from class</li>   <li>• Put music on as students write. Encourage students to focus on fluency not accuracy</li> <li>• Use of visuals? <i>We could use visuals of different scenes from a window / window printouts to elicit writing</i></li>   <li>• Approach writing throughout the year: <i>I wish I had brought it in earlier</i></li> </ul>
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## Technology

- Students need to improve handwriting. A lot of jobs still require this.
- Technology sometimes becomes a separate issue/barrier to writing for some of our students. Difficult to predict learners' level of IT. Some students prefer to write. *Students can't double click*
- Students are going to use technology in jobs
- Use of technology mirrors a lot of real-life use (emails)
- Use of Google Translate: mixed reactions: *it's OK / sneaky blighters look things up!*
- Diglin – phonics website
- *Has anyone used Plickers?*
- Difficult for students to access Wi-fi. Some students don't have phones.
- Social media
- Dictation apps/websites
- LASSN website

# Appendix 3 - Focus group with ESOL learners and supporting materials

1. How do you feel about writing in English? What **bit** of writing do you want to work on? For example, spelling, handwriting, grammar, ....
2. Think about what teachers do in class with writing. What helps? What doesn't help?
3. What can you do to help you improve your writing? Can a friend help?
4. What do you want to write in English?
5. Which of these are most important to you? Is there anything else you want to write? (A4 copies of each image were given to learners)



6. What do you write outside class? This can be in English or another language.



# Appendix 4 - Materials adapted by instructor

## Tutor's original materials

Read these two emails

Yusef and Emebet email each other

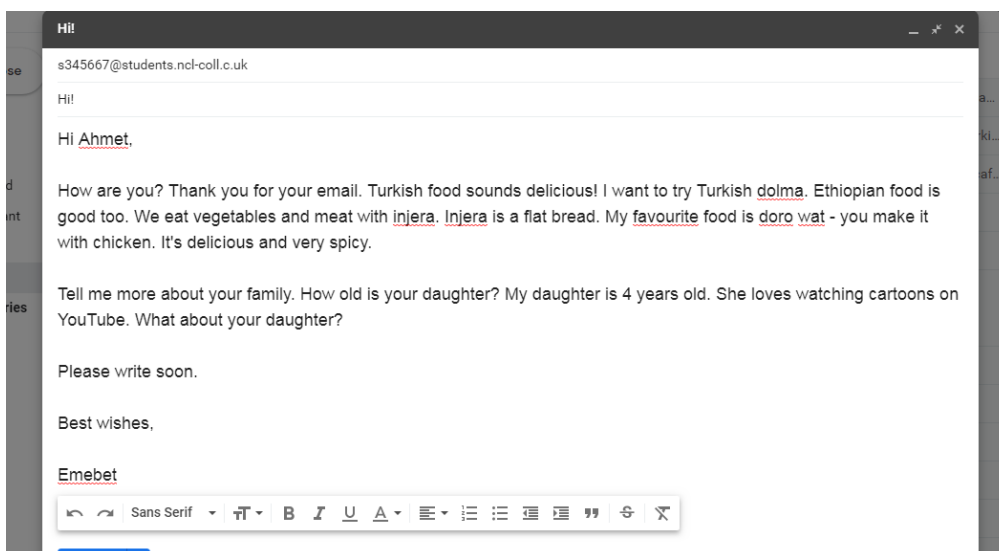
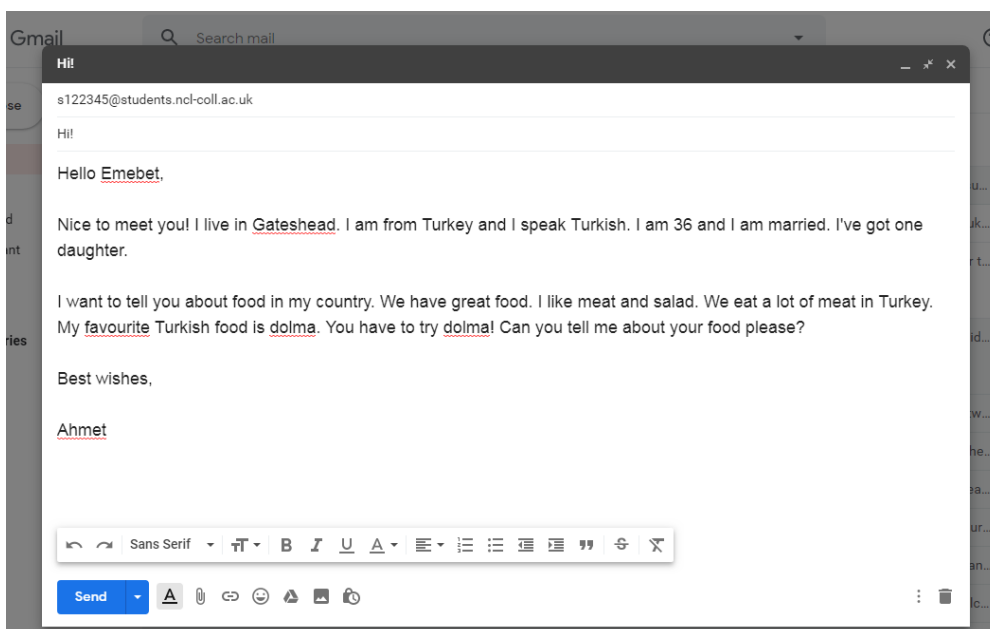


**1. Which email is first? How do you know?**

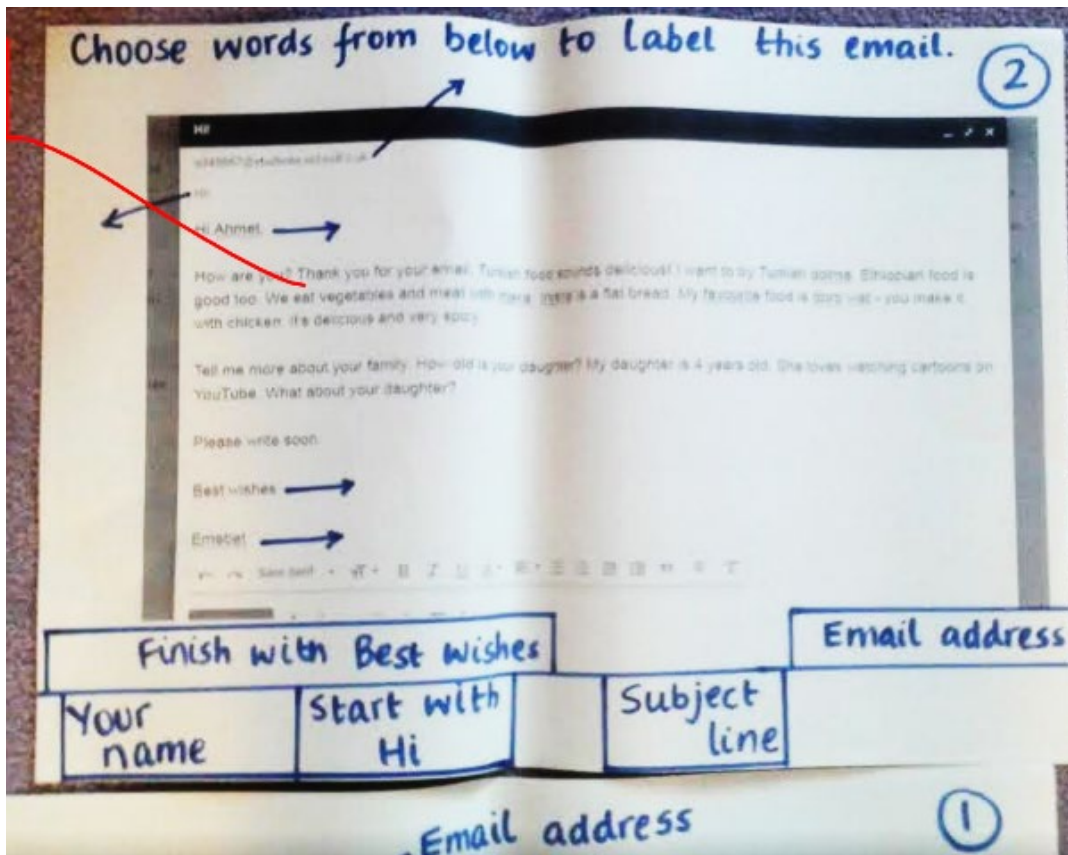
*Emebet says thank you for the email. She answers Yusef's question. She asks another question.*

**2. Answer these questions**

- Where is Yusef from?
- Where is Emebet from?
- Where does Yusef live?
- What is Yusef's favourite food?



## Instructor's improved version



Task 2: Read email 2 and answer these questions

1. Who is this email from?

email is this from Emebet ✓

2. Who is this email to?

email is this to Ahmet ✓

3. What is Ahmet's email address?

is Ahmet's email address <sup>345667@</sup>~~327345@~~student.csl-col  
gc.u ✓

4. What food does Emebet like?

he like meat <sup>(my) favourite</sup> ~~great food and a vegetables and chicken~~ <sup>doro wai</sup>

5. Does Emebet ask any questions in her email?

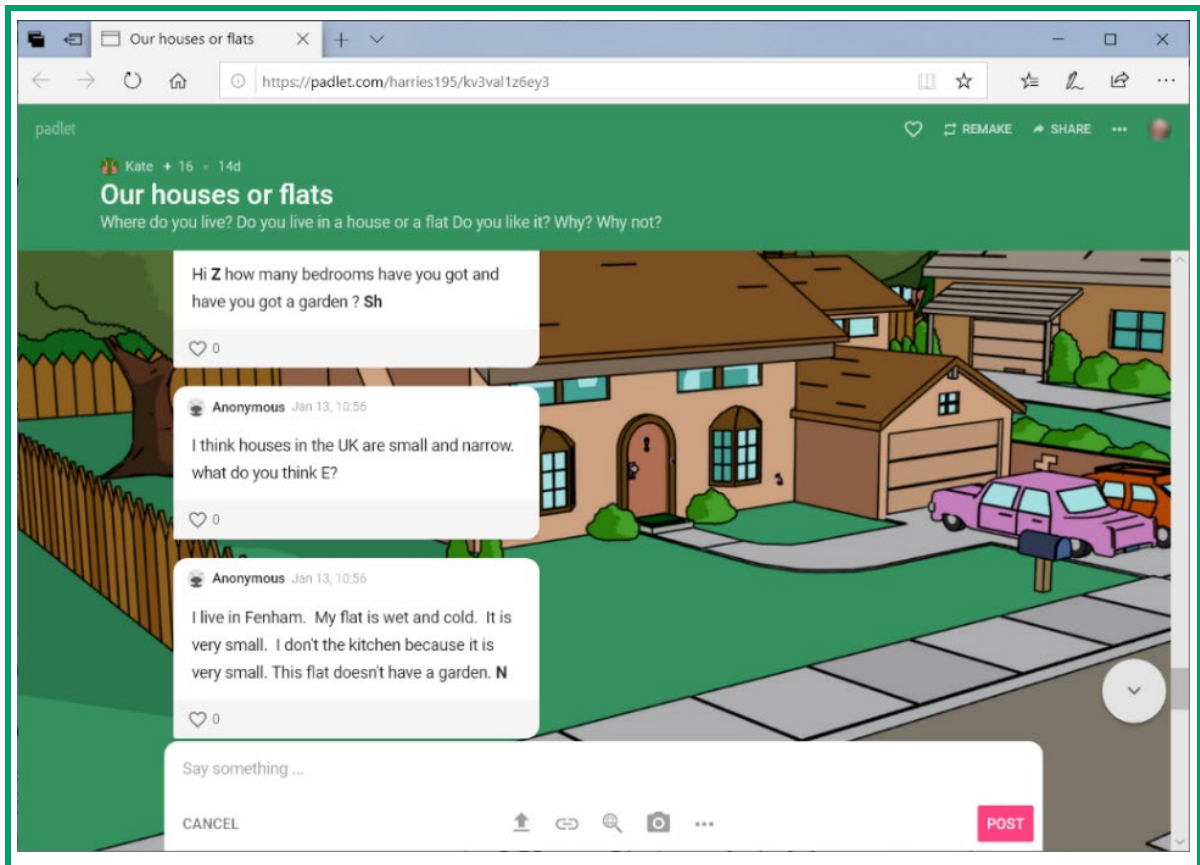
ask any Food Yes

6. How old is Emebet's daughter?

is 11 year old ✓


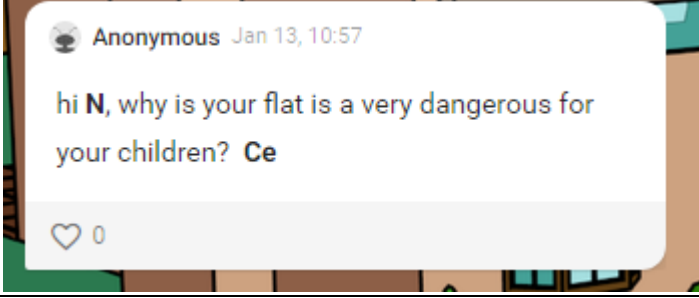
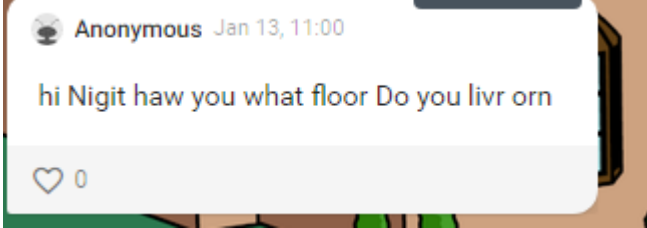
# Appendix 5 - Padlet

<https://padlet.com/harries195/kv3val1z6ey3>

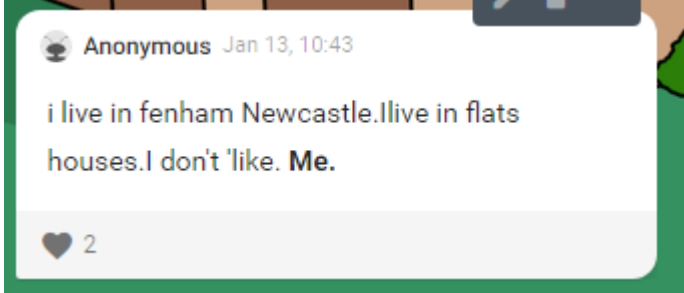
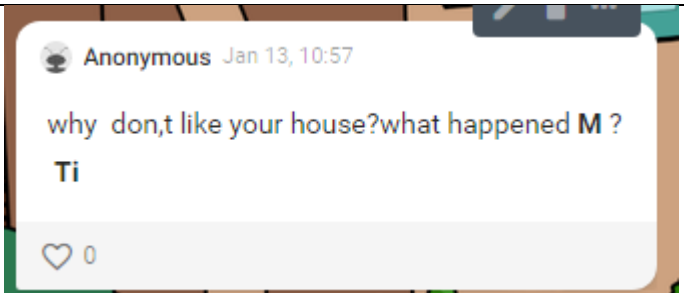


Padlet for Entry Level 1 group

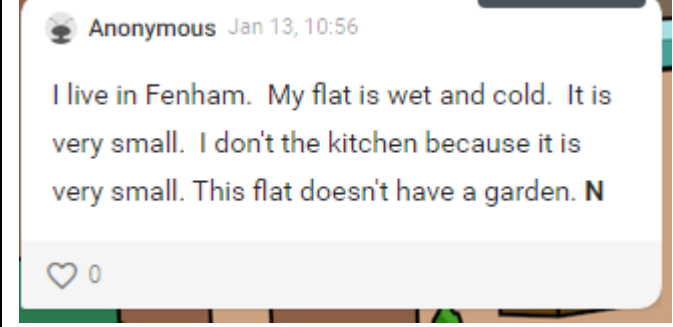
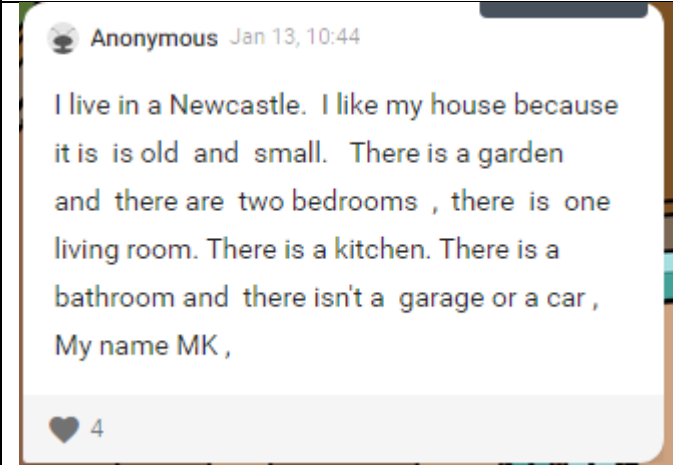
# 1. Exchange between two learners

	<p>Learner expressing what she wants to say. She said this aloud before she typed it.</p> <p><b>Strengths</b> Two accurate sentences, one of which is compound. Good range: uses adjective dangerous. Text is cohesive: use of pronoun 'it's' to refer back to her flat. Accurate spelling.</p> <p><b>Areas for development</b> Capital letter use (IT skills?) and correct position for apostrophe</p>
	<p>Genuine exchange between students.</p>
<p>Communication breaks down a bit after this, but another learner tries to elicit the reason is this less accurate but comprehensible post</p>	
	

## 2. Exchange between two learners

	<p>Good attempt at punctuation; slip with comma/apostrophe use due to emerging knowledge of key board</p> <p><b>Strengths</b> Accurate use of two question types. What happened is a subject question and challenging for learners at all levels.</p> <p><b>Areas for development</b> Capital letters at the start of sentences</p>
	

### 3. Examples of longer posts

 <p>Anonymous Jan 13, 10:56</p> <p>I live in Fenham. My flat is wet and cold. It is very small. I don't the kitchen because it is very small. This flat doesn't have a garden. N</p> <p>0</p>	<p>This learner is an emerging writer but draws on written work she had completed in class to write this post</p>
 <p>Anonymous Jan 13, 10:44</p> <p>I live in a Newcastle. I like my house because it is is old and small. There is a garden and there are two bedrooms , there is one living room. There is a kitchen. There is a bathroom and there isn't a garage or a car , My name MK ,</p> <p>4</p>	

## Appendix 6 - Case study: instructors

Two instructors played a key role in supporting and developing this project. Initially, J and A supported learners in the computer lab while tutors provided the activities and resources. However, they increasingly took on an advisory and developmental role, adapting materials and making suggestions for implementing a more staged approach to emailing.

Before one lab session, I had developed materials to help learners recognise the need to read and respond to the content of an email; however, J thought that using paper-based resources in the computer lab would confuse students and offered to adapt the materials to use in a follow-up workshop session. The revised materials and approach were successful and led to students responding more to the content of emails in the computer lab session.

As the project developed, J and A continued to provide advice and to adapt materials. In a final meeting to evaluate the project, they made the following comments:

- the focus on emailing and developing IT skills was useful, 'it was very deep end...we didn't prepare them but it was useful to see what they could do...their existing knowledge...'. J felt that if students did not have the skills to type and send emails this was 'worrying...they should be able to do this'
- writing emails provided 'a freer task...entry 1 tasks can dumb things down a bit...This project showed us what learners can do and didn't limit them.'
- 'the task was beyond some learners.' One of the entry one groups was a lower level and several learners struggled to send an email.

### Instructors' recommendations

- more exposure to a range of digital tools by embedding a brief introduction to Kahoot, Padlet, Google forms, What's App or Moodle into the entry 1 scheme of work.
- more time; a 45-minute slot in the computer lab is not enough, 'some learners were just getting started.'
- more follow-up work, for example, sending an email from home and working on paper-based emails to support sub-skills of spelling, punctuation and structuring an email.



- buddy learners up, so that those with higher level IT skills and or language skills can support emerging learners
- make use of the computers in the college foyer; many learners do not have computers or internet access at home.
- collaborate with IT tutors and with the employability team to create engaging and appropriate tasks to develop digital literacy and language.
- ask learners to create college gmail accounts. The college email system is confusing.
- start with a paper-based email exchange in class to convey the concept of reading and replying. Follow this up with a live email exchange between tutors or a learner and a tutor.
- do more work from the outset on the format and structure of an email.

## Appendix 7 - Learners' case studies and sample emails

### Learner D

Learner D is from Iraq and speaks Kurdish. She has only been in Newcastle for a year. A really confident and sociable student, she enjoys interacting with others. She takes her classes very seriously, attending every class and completing all homework tasks. The reason she was able to engage so well in the emailing project was probably both due to her desire to interact with others, but also due to the fact she was working at the high end of entry one. She has since moved up to entry 2 and is progressing well.

In this exchange below, she quickly builds a rapport with her email partner, 'really nice your answer...nice to meet you.' In feedback on the emailing task, D said, 'actually I like email because it help me for speaking'. She continued to repeat the questions she had learnt in class and these can be evidenced in the email below where she manipulates a range of *Wh* questions accurately and attempts a more natural '*How about...*' question. It was interesting to see the link here between developing speaking and writing; the less formal language of an email has more characteristics of spoken than written language. For learner D, the emailing exchange also helped her to 'talk to somebody a different country...class...I get information about different country.' She is still not able to close and sign off emails accurately, but this might be more due to her enthusiasm to communicate and send the email.

Student D → Student M.

Harries, Kate

(A)

From: [redacted] (s2035562) <s2035562@students.ncl.ac.uk>  
Sent: 14 October 2019 10:52  
To: [redacted]  
Cc: [redacted] (s2035562)  
Subject: Re: Hello

Hello [redacted]  
Really nice your answer.thanks . nice to meet you  
I am married. I live with my husband. I don not have children  
I am happy in newcastle  
I like traditional food.  
My contry is big but very hot just we have 4 month winter that is way erally i like cold weather.  
How about your contry is big ?  
about weather is hot or cold ?  
what about you  
what is your favourit food ?

(3)

From: [redacted] (s2035562) <s2035562@students.ncl.ac.uk>  
Sent: 07 October 2019 12:10  
To: [redacted] (s2035562) <s2035562@students.ncl.ac.uk>  
Cc: [redacted] (s2035562) <s2035562@students.ncl.ac.uk>; [redacted] (s2035562) <s2035562@students.ncl.ac.uk>; [redacted] (s2035562) <s2035562@students.ncl.ac.uk>; [redacted] (s2035562) <s2035562@students.ncl.ac.uk>  
Subject: Re: Hello

Hi [redacted]  
My name is [redacted]  
I speak .Spanish.  
I live in Necastle in Fenahm  
I come from Ecuador in Soud America.  
I come to the class tree days for week, the days ,Mondey Tuesday and Thursday.  
I like this area because is quiet.

(2)

From: [redacted] (s2035562) <s2035562@students.ncl.ac.uk>  
Sent: 07 October 2019 10:59  
To: [redacted] (s2035562) <s2035562@students.ncl.ac.uk>  
Cc: [redacted] (s2035562) <s2035562@students.ncl.ac.uk>  
Subject: Hello

(1)

Hello [redacted]  
My name is [redacted]. I am from Iraq. I speak kurdish. I live Newcastle only one yers. I come to the class three times a week  
Where are you from ?  
Which languages do you speak?  
when do you come to the class?

## Learner S

Learner S is from Turkey. He works part-time and lives with his family. His wife speaks very good English and learner S jokes about competing with her. He is quiet in class and often sits at the back. He enjoys asking questions about how language works and the meaning of certain words.

As seen from the exchanges below, he is keen to talk about culture and history and food; it is good to be reminded that these are adult learners with considerable experience and knowledge who may not just want to talk about free time activities or their house. His email partner may not have understood the initial email though! In his second email, he develops a coherent email focusing on his family and then moving on to Turkish food. This section on food is particularly well-structured moving from a general comment about Turkey having a 'rich kitchen' to a focus on dolma and a persuasive 'you have to try dolma', revealing his awareness of audience here too, perhaps. The emerging language, for example, 'rich kitchen' is also interesting to see. He is taking risks with language to express what he wants to say.

Student S → Student B

(B)

Harries, Kate

From: [redacted] (s2000005) [redacted]@students.ncl.ac.uk  
Sent: 07 October 2019 11:04  
To: [redacted] (s1298325)  
Cc: Binar Murjan (s1298325) Harries, Kate

hi my name is [redacted] am from turkey i speak turkish i was live in istanbul, istanbul is a beautiful ctiy and has a very old history istanbul was capital ctiy ottoman and rome empire.

①

Where are you from?

[redacted]

From: [redacted] (s1298325) [redacted]@students.ncl.ac.uk  
Sent: 07 October 2019 12:12  
To: [redacted] (s1298325) [redacted]@students.ncl.ac.uk  
Cc: Harries, Kate (s1298325) [redacted]@ncl.ac.uk; Mike <mike.Abraham@ncl-coll.ac.uk>  
Subject: Hi

Hi [redacted]

My name is [redacted] . I come from Syria . I speak Arabic and English. I'm 30 . I am single . I live in Newcastle. Where are from?

②

Harries, Kate

From: [redacted] (s2000005) [redacted]@students.ncl.ac.uk  
Sent: 14 October 2019 11:00  
To: [redacted] (s1298325)  
Cc: [redacted] (s1298325)  
Subject: Re: Hi

③

Hi [redacted] thanks nice to meet you. I live in White Bay, I am from turkey, I speak Turkish, I am 34 and I am married I've got 1 daughter, we have very rich kitchen in turkey, I like meat foods and salads, my favori Turkish food is dolma, you have to try dolma, we use more meat in turkish kitchen, Can you tell me about your food please?

## Learner M

Learner M is from Syria and arrived in the UK on the Syrian Vulnerable Person Resettlement Scheme. She has two teenage sons and lives with her family in Newcastle. She has an excellent visual memory, producing accurate spellings and sentences from previous sessions, but struggles to interact with other students and finds it difficult to focus during whole class work. She also struggles to articulate and perhaps hear certain sounds in English. She has beginner IT skills and initially struggled both with typing and using the key board, but also with the concept of emailing someone else and receiving an email from someone. When she received her first response from a student, also from Syria, she began to correct the information, thinking that the email was about her.

Following focused work with instructors in workshops including looking at model emails and focusing on punctuation, she was able to produce a final email to a tutor. She produced this quickly after having been able to log on to the computers without help for the first time.

Learner (A)



Harries, Kate

①

From: [redacted] <[redacted]>  
 Sent: 07 October 2019 11:06  
 To: [redacted]  
 Cc: [redacted]  
 Subject: Hello

initial email

Hi [redacted]  
 my name is [redacted] i am from syria i live Nwcastle [redacted] iam two son i am speak  
 arabiC and English I come to Newcastle College. I go to class on Monday, Tuesday and on Thursday.

② Input / follow-up

B. Look at the sentences from the email. Correct the sentences  
 Use capital letters, full stops and question marks.  
 There are two mistakes in each sentence.

Task 3 - writing an email to a teacher

Now write an email to your teacher. Fill in the gaps. Use the email on p  
 13 to help you.

Example:

hello kate,                      Hello Kate,

- a) i can't come to class today \_\_\_\_\_
- b) Can you tell jaya and Annabel \_\_\_\_\_
- c) see you next week \_\_\_\_\_
- d) can you give my homework to Ahmed, please \_\_\_\_\_

teacher@ncl.ac.uk  
 ESOL class

Hello \_\_\_\_\_,  
 I can't \_\_\_\_\_ class today. Sorry about \_\_\_\_\_  
 \_\_\_\_\_ . The \_\_\_\_\_ is coming at  
 \_\_\_\_\_ tomorrow morning. Can you tell \_\_\_\_\_  
 Can you also give my homework to \_\_\_\_\_  
 please? See you next week.  
 Thanks,  
 \_\_\_\_\_

③

final email to tutor

Harries, Kate

From: [redacted] <[redacted]>  
 Sent: 27 January 2020 10:51  
 To: [redacted]  
 Subject: Esol class

Hello [redacted]  
 I can't come to college today. Sorry about this. My boiler isn't working and we have no hot water or  
 heating, it is freezing. A gas engineer coming out tomorrow morning at 10 ; 00 am and I can't change  
 the appointment time. Can you tell Jaya and Julie ? I have workshop with them after class and can  
 you also give my homework to Wahhoub please? See you next week. Thanks Kate.  
 Thank you,  
 [redacted]

Hi [redacted] Kate  
 married I've  
 Turkish for  
 Can you