

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

**FINAL REPORT ON THE OTLA PHASE 7 (ENGLISH) PROJECT –
INTERPRETATION OF PERFORMED TEXT**
Grantham College

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For further information regarding the OTLA Phase 7 (English) programme and this project go to <https://ccpathways.co.uk/practitioner-research/otla-7/>.

The programme was delivered on behalf of the Education and Training Foundation by -



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Final report - Interpretation of Performed Text

Grantham College

The aim of this project was to explore the benefits of providing GCSE English resit learners with video recordings of dramatised readings of extracts taken from 19th century literature and to provide insights into how such recorded performances could improve learners' understanding and enjoyment of written texts.

Summary

Grantham is a small college in a rural/market town. The learners are from the local area, surrounding villages and other local towns. The college analysed the impact that lockdown had had on learner engagement, overall, to ascertain what mitigations could be implemented across the English and maths departments with a view to improving learner satisfaction. One key finding was in relation to the barriers and attitudes that prevent learners from engaging in reading. Learners seemed to have become increasingly demotivated when asked to read extracts, especially 19th century literature. We wondered whether we had underestimated the value of the support that teachers provided when they dramatised and interpreted texts in face-to-face class teaching and which had been missing during lockdown .

We decided therefore to explore the possible benefits of providing dramatized versions of texts in terms of improving learner engagement, focus and reading comprehension. We involved teachers and learners in creating video recordings of extracts and then monitored their impact on learners' understanding of the texts and their levels of motivation and enjoyment.

Rationale

We considered that one of the reasons why learners seemed to struggle to find joy in reading was the extent to which the practices of reading and being read to at home seem to have dramatically diminished and that this was probably in direct correlation with the increase of technology-based play and the rise of the social media community. When our survey was completed only 27.2% said that they were often read to as a child and very few enjoyed reading a book. The survey suggested that only 16.3 % enjoyed reading for pleasure but double that number really disliked reading and tried to avoid it where possible.

Understanding of the extracts was also an issue with 60% of learners stating that they had to read a text more than once to gain any understanding of the extracts. They were also asked if they would prefer stories and extracts to be read to them. 13.6% said 'no' and wanted to be completely independent with this area of their studies. However, 7% stated that they hated reading so much that they wanted it read to them, 42.7% said they would sometimes like extracts read to them and 36.3% stated that they wanted this all the time as it helped them to understand the extracts better. Please see appendix two for responses.

Approach

The findings above suggested another approach was necessary to engage GCSE English learners and we decided that we would involve staff and students in the activity of performing specific 19th century extracts. The extracts were chosen because they were previous exam extracts, texts that we knew had been popular in sessions and were part of the Pearson Edexcel Anthology. It was felt that these extracts were the most appropriate as it would help to prepare the learners for the exam. The extracts were then performed by a member of staff first and if this was deemed to be successful the Performing Arts learners were also given the opportunity to take part.

We would then see if this helped the comprehension of texts by asking the learners to watch the video and then complete a recall activity of 25 questions. Finally, the learner would be given exam style questions to answer in class to see if they had greater understanding and to ascertain if the activity had helped with the analysis and the evaluation of extracts.

The learners were asked questions along the way informally about their enjoyment and engagement and eventually they were asked formally as part of interview / open questions to get a deeper understanding of the effect of the project.

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

The findings of the study and the insights into the reasons why learners find it so difficult to comprehend texts have prompted the GCSE English Language team at the college to re-evaluate their methods in teaching. They plan to continue to use dramatised texts, show film clips where possible and encourage reading in sessions where appropriate and possible. Learners are often very reluctant to read aloud and suggest that this is down to anxiety regarding looking foolish in front of peers. Only around 8% suggested that they would read in class when given a survey but in practice this may be fewer. There are also very few adult learners who are confident enough to read in class and perhaps only 1 in 10 will offer. This is encouraged by tutors but it is often the tutors who read aloud and explain the text for meaning.

The learners were very complimentary about the recording of the videos and saw them as a really useful resource. 73% of the learners interviewed enjoyed having the extract performed for them. If the learner does not want to access the video resource or finds listening to the recorded performance difficult (especially when delivered remotely) due to specific needs like hearing impairments, then they still have the option to read the extract to themselves quietly or with a learning support assistant (if available). When they were asked if it helped them understand better 72.7% felt that it helped them remember the extract. One learner suggested that they did not enjoy the video but suggested 'it helped me remember.' Interestingly, of those asked if they would like this to continue going forward, 84.8% suggested that they would like to have these videos continued, which is a huge proportion. It is important to note, however, that the videos should not be overused as it is important to offer a

range of resources and independent reading without audio support is still encouraged.

Evidence of improved collaboration and changes in organisational practices

There was very much a sense of cross college collaboration which we hope to continue as the project develops. The English and Maths department worked with the Media and the Performing Arts departments and it is hoped that more cross college projects can be undertaken as the departments all face common challenges. The reader of the first two extracts was from the Media department and was very keen to be involved. We were also able to use their technology for filming and editing to produce a more professional look. The media learners would have been much more involved if the Covid-19 pandemic had not caused so many issues.

The Performing Arts department were extremely keen to be involved and every learner produced something towards the project. Some read aloud and had their voices recorded if they were concerned about being on camera, but others created background effects and performed the extracts on stage. The Media Technician is still working on all the recordings of the extracts, so we are hopeful that we will receive finished products before the end of the year.

Evidence of improvement in learners' achievements, retention and progression

The case studies in the appendices indicate the following benefits for learners –

- AB was in his second year of a two year Performing Arts course and had struggled to hand in any GCSE English work in his first year but being involved in video recording process has motivated him and his behaviour has become much more positive
- CD has a difficult home life. She found the videos extremely helpful as they brought the 'text to life' and 'helped her to understand how it should sound in her head when she is reading it.' when she is reading it.' Her exam analysis and evaluation answers have improved greatly and she feels much less anxious about completing work in sessions. She is set to pass GCSE English with a TAG grade as her work is so much improved.
- EF is studying Animal Care and has dyslexia. Originally from Italy she also has some language comprehension difficulties and the recordings helped her to understand 'the correct tones' and that this helped 'entertain and give emotion'
- GH is currently in her first year at college studying Childcare Level 3. She says she really enjoyed watching the recordings of the extracts as they really helped her to 'understand' all the 'words that are different to the ones we use now', putting them into context for her and helping her analyse them better.

Learning from this project

The project has really brought life into the GCSE English department and will be the basis for improvements going forward. The pandemic has challenged the college to use technology in ways we never had explored before. The development and the use of extracts were an essential part of these changes and we realised high quality video recording needed to be prioritised to engage learners who would otherwise see through something that did not look professional. This focus on quality needs to be continued and carefully planned to ensure the resource is fit for purpose. We also learned early on that it is not a mode of delivery that suits all learners. The learners need to be fully prepared for the session with a paper copy to hand so that they can follow along with their own extract. This was especially important for those learners who have a hearing impairment. We had not anticipated this in our planning and it was an oversight as some learners reported being stressed and anxious when they could not hear the video. This was soon resolved. The learners in question were asked if they would prefer not to have the video at all, but they enjoyed the drama of it and as long as they had their extract to follow through as it was being read, they wanted to keep the videos.

To encourage and motivate GCSE resit learners to read, creative and active approaches are needed in the classroom and this only doubles in importance when they are learning remotely. The texts do, we found, need to be read by a variety of voices and some learners complained about the man's voice in the first 2 videos. They suggested that he had a monotone delivery and they wanted more intonation. They wanted a range of readers to keep them engaged and inspired to read.

We found that when a text is dramatised the recall of the events is far greater as the extracts are brought to life for the learner. In the recall activities with the text alone learners would on average give the correct answers for about a third of the questions but this increased to 100% for most learners when the text was dramatised. This subsequently made answering exam style questions easier as they became more familiar with the text. As the extract was read, they were also able to hear when the tension or action was building which made analysis and evaluation better.

As a result of what we've learned on the project, we will -

- continue to work collaboratively with our Media and Performing Arts colleagues to produce high quality dramatised recordings
- engage as many learners as possible in making recordings so that they are actively processing the language in use
- use the recordings to engage and motivate students in preparation for the ongoing challenge of analysing 19th ct texts
- continue to explore recall activities as the start of a phased and graded approach to tackling exam questions
- look for more opportunities for cross college collaboration as they reveal the common challenges that we all encounter

Appendix 1 – The project team

| Project Role | Name | Job Role |
|---------------------|---------------------------------|---|
| Project Lead | Lara Steptoe | SLT - Business |
| Deputy Lead | Tina Pringle | Curriculum Lead – English, maths and ESOL |
| Project team | Deborah Sentance | English Lecturer |
| Project team | Jennette Andrews | English Lecturer |
| Project team | Joanne Pettinger | English Lecturer |
| Project team | Paul Sands | Media - LSA |
| Project team | Stevie Cairns | Performing Arts Lecturer |
| Project team | Neil Riley | Media Technician |
| Project Mentor | Dianne Robinson (ccConsultancy) | |
| Research Group Lead | Bob Read (ccConsultancy) | |

Appendix 2 – Resources – Video Links

Tell Tale Heart

<https://www.youtube.com/watch?v=FaUZBbLkrTY&t=124s>

The Hound link

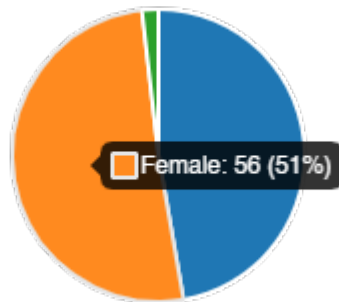
<https://www.youtube.com/watch?v=8bXB3cNJS0M>

Time Machine

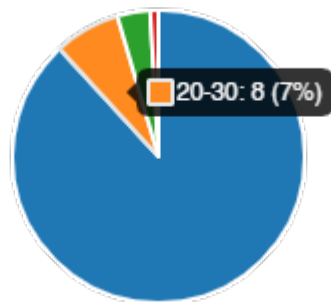
https://studentgranthamac-my.sharepoint.com/:v:/g/personal/128500_student_grantham_ac_uk/ERfjt01tMGxOnTpT171_K9ABc-BR0-tJPV7svmrynG26_Q?e=GCJhw2

Appendix 3 – Reading Quiz

Are you male or female?

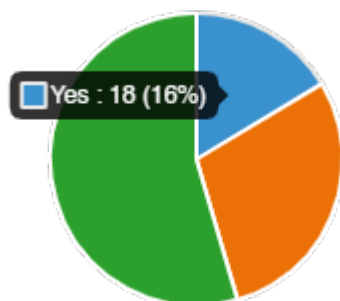


What age group are you?



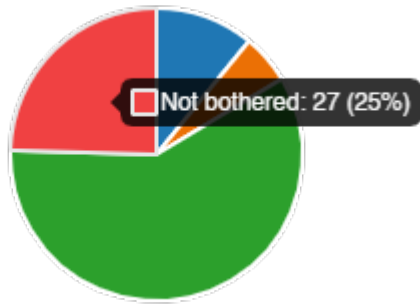
- 15-19
- 20-30
- 31-50
- 50+

Do you enjoy reading?



- Yes
- No
- Sometimes

If you are asked to read aloud in class, how do you feel?

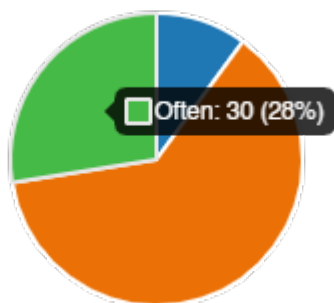


- Confident
- I enjoy it
- Anxious
- Not bothered

Do you like to have stories/extracts read to you?

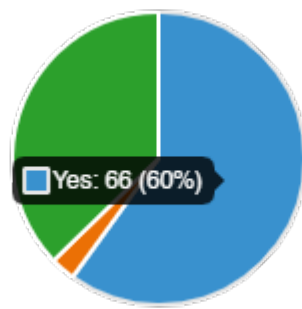


Were you read to as a child?



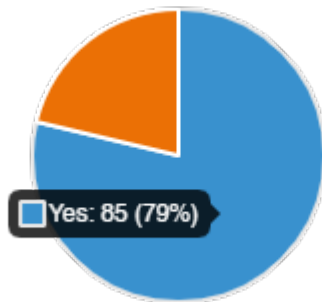
- Never
- Sometimes
- Often

Do you need to read an extract more than once to understand it?



- Yes
- No
- Sometimes

Do you prefer to watch a Novel performed than read a book?



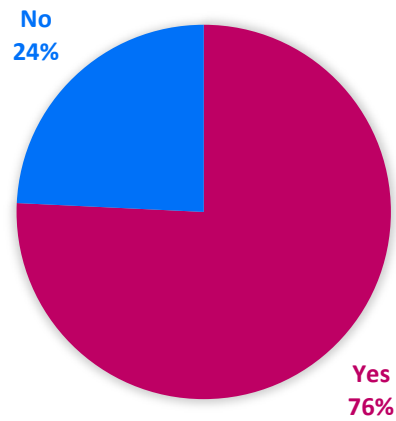
- Yes
- No

Appendix 4 – Questionnaire Questions

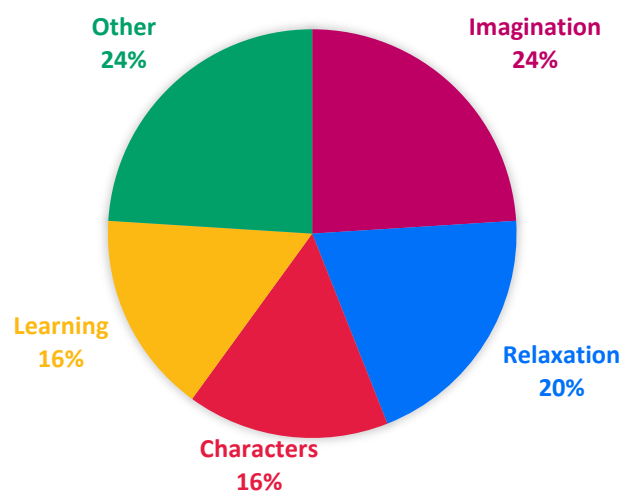
1. What do you like about reading a book?
2. What don't you like about reading a book?
3. What do you find difficult about reading a book?
4. Do you always read the whole extract in an exam?
5. Did you enjoy watching the video of the performed extract?
6. Did it help you to understand the text more?
7. Would you like to see more classroom texts performed?
8. Do you think this additional method would help you to understand 19th century text in the future? If yes, Why?

Appendix 5 – Survey Findings

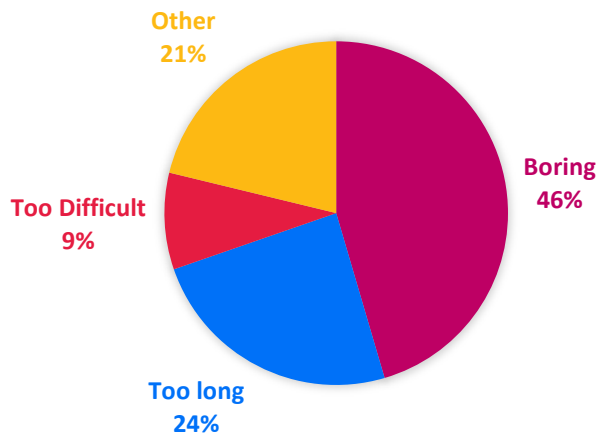
STUDENTS WHO LIKE READING



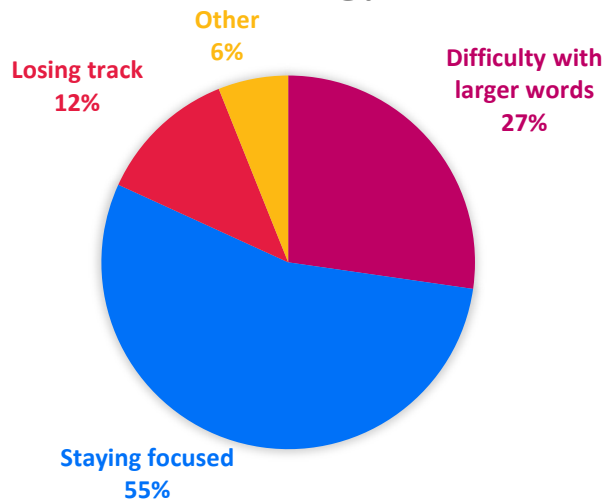
"WHAT DO YOU LIKE ABOUT READING?"



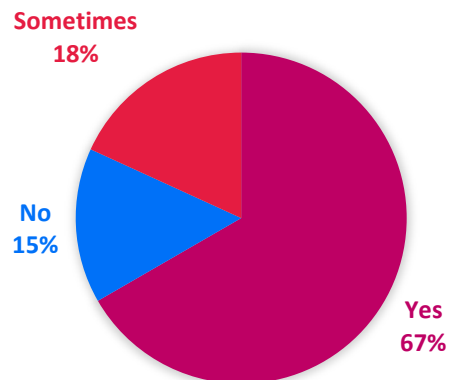
"WHAT DON'T YOU LIKE ABOUT READING?"



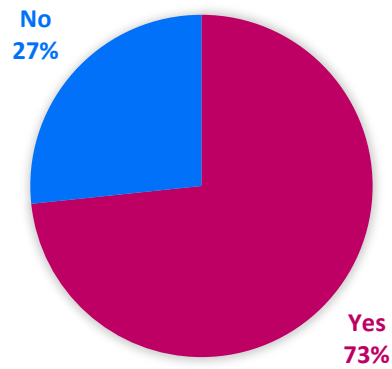
"WHAT DO YOU FIND DIFFICULT ABOUT READING?"



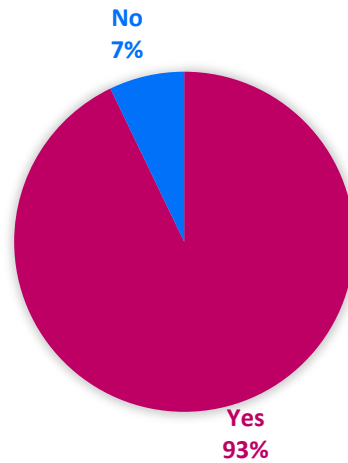
STUDENTS WHO READ THE WHOLE EXTRACT IN EXAMS



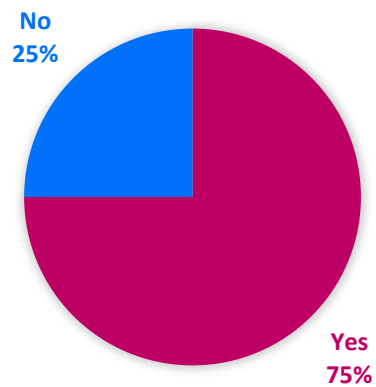
HOW MANY STUDENTS ENJOYED WATCHING THE VIDEO



HOW MANY WOULD LIKE TO SEE TEXTS PERFORMED



HOW MANY THINK IT WILL HELP IN THE FUTURE



Appendix 6 – Lesson PowerPoint

Can you find any techniques?

Before You Go
Lewis Capaldi

I fell by the wayside, like everyone else
I hate you, I hate you, I hate you
But I was just kidding myself
Our every moment, I start to replace
'Cause now that they're gone
All I hear are the words that I needed to say

When you hurt under the surface
Like troubled water running cold
Well, time can heal but this won't

So, before you go
Was there something I could've said
To make your heart beat better?
If only I'd have known you had a storm to weather
So, before you go
Was there something I could've said
To make it all stop hurting?
It kills me how your mind can make you feel so worthless
So, before you go

Was never the right time, whenever you called
Went little, by little, by little until there was nothing at all
Our every moment, I start to replay
But all I can think about is seeing that look on your face

Repetition

Rule of Three

Question

Pathetic Fallacy

Hyperbole

GCSE English Language
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Monday, 24 May 2021

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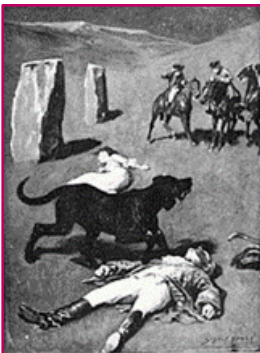
Happiness is Like Jam
You Can't Spread Even a Little
Without Getting Some on Yourself
Anonymous

Language and Structure

Question 3:
Paper 1 = 6 marks
Paper 2 = 15 marks

Learning objectives:

- To identify language and structure techniques within text
- To recognise why authors use different techniques
- To recognise the difference between question 3 structured responses



I have said that over the great Grimpen Mire there hung a dense, white fog. It was drifting slowly in our direction and banked itself up like a wall on that side of us, low, but thick and well defined. The moon shone on it, and it looked like a great shimmering icefield, with the heads of the distant tors as rocks borne upon its surface. Holmes's face was turned towards it, and he muttered impatiently as he watched its sluggish drift.

Every minute that white woolly plain which covered one-half of the moor was drifting closer and closer to the house.

Already the first thin wisps of it were curling across the golden square of the lighted window. The farther wall of the orchard was already invisible, and the trees were standing out of a swirl of white vapour. As we watched it the fog-wreaths came crawling round both corners of the house and rolled slowly into one dense bank on which the upper floor and the roof floated like a strange ship upon a shadowy sea. Holmes struck his hand passionately upon the rock in front of us and stamped his feet in his impatience.

"If he isn't out in a quarter of an hour the path will be covered. In half an hour we won't be able to see our hands in front of us."

"Shall we move farther back upon higher ground?"

"Yes, I think it would be as well."

So as the fog-bank flowed onward we fell back before it until we were half a mile from the house, and still that dense white sea, with the moon silvering its upper edge, swept slowly and inexorably on.

"Hist!" cried Holmes, and I heard the sharp click of a cocking pistol.

"Look out! It's coming!"



There was a thin, crisp, continuous patter from somewhere in the heart of that crawling bank. The cloud was within fifty yards of where we lay, and we glared at it, all three, uncertain what horror was about to break from the heart of it. I was at Holmes's elbow.

I glanced for an instant at his face. It was pale and exultant, his eyes shining brightly in the moonlight. But suddenly they started forward in a rigid, fixed stare, and his lips parted in amazement. At the same instant Inspector Lestrade gave a yell of terror and threw himself face downward upon the ground. I sprang to my feet, my inert hand grasping my pistol, my mind paralysed by the dreadful shape which had sprung out upon us from the shadows of the fog. A hound it was, an enormous coal-black hound, but not such a hound as mortal eyes have ever seen. Fire burst from its open mouth, its eyes glowed with a smouldering glare, its muzzle and hackles and dewlap were outlined in flickering flame. Never in the delirious dream of a disordered brain could anything more savage, more appalling, more hellish be conceived than that dark form and savage face which broke upon us out of the wall of fog.

With long bounds the huge black creature was leaping down the track, following hard upon the footsteps of our friend. So paralysed were we by the apparition that we allowed him to pass before we had recovered our nerve. Then Holmes and I both fired together, and the creature gave a hideous howl, which showed that one at least had hit him. He did not pause, however, but bounded onward. Far away on the path we saw Sir Henry looking back, his face white in the moonlight, his hands raised in horror,

glaring helplessly at the frightful thing which was hunting him down.



But that cry of pain from the hound had blown all our fears to the winds. If he was vulnerable he was mortal, and if we could wound him we could kill him. Never have I seen a man run as Holmes ran that night. I am reckoned fleet of foot, but he outpaced me as much as I outpaced the little professional. In front of us as we flew up the track we heard scream after scream from Sir Henry and the deep roar of the hound. I was in time to see the beast spring upon its victim, hurl him to the ground, and worry at his throat. But the next instant Holmes had emptied five barrels of his revolver into the creature's flank. With a last howl of agony and a vicious snap in the air, it rolled upon its back, four feet pawing furiously, and then fell limp upon its side. I stooped, panting, and pressed my pistol to the dreadful, shimmering head, but it was useless to press the trigger. The giant hound was dead.

Sir Henry lay insensible where he had fallen. We tore away his collar, and Holmes breathed a prayer of gratitude when we saw that there was no sign of a wound and that the rescue had been in time. Already our friend's eyelids shivered and he made a feeble effort to move. Lestrade thrust his brandy-flask between the baronet's teeth, and two frightened eyes were looking up at us.

- 'My God!' he whispered. 'What was it? What, in heaven's name, was it?'

'It's dead, whatever it is,' said Holmes. 'We've laid the family ghost once and forever.'



Memory Quiz

Question 1: At what speed was the fog moving?

Option A: quickly

Option B: swiftly

Option C: slowly

Option D: steadily

Memory Quiz

Question 2: When the 'moon shone on' the fog, how is the author compare it to?

Option A: like a giant shimmering icefield.

Option B: like a giant sparkling icefield.

Option C: like a sparkling river.

Option D: like a giant shimmering river.

Memory Quiz

Question 3: What colour was the fog, vapour, woolly plain?

Option A: black

Option B: white

Option C: grey

Option D: pastel

Memory Quiz

Question 4: How does Holmes show his impatience?

Option A: Stamped his feet impatiently and shuffled about

Option B: struck his hand passionately upon a rock in front of us and stamped his feet

Option C: hit the rock in front of us and shouted

Option D: struck his hand upon the rock and started complaining

Memory Quiz

Question 5: FINISH THE SENTENCE: 'we glared at it, all three, uncertain what...'

Option A: horrific being we would find within the cave.

Option B: adventure we were about to face.

Option C: horror lay before us in this cold cave.

Option D: horror was about to break from the heart of it.

Memory Quiz

Question 6: How do the narrator describe the hound's eyes?

Option A: glowed with fire within


Option B: reflected the pits of hell

 Option C: glowed with a smouldering glare

Option D: like a flickering flame

Memory Quiz

Question 7: How do the characters react as the hound bounds down, following their friend?

 Option A: paralysed

Option B: ran

Option C: jumped away


Option D: Dropped to the ground


Memory Quiz

Question 8: How do we know the creature was hit?

Option A: snarled viciously

Option B: fell to the ground

 Option C: cry of pain

 Option D: gave a hideous howl

Memory Quiz

Question 9: How many barrels does Holmes empty into the creature's flank?

Option A: seven

Option B: five

Option C: four

Option D: six

Memory Quiz

Question 10: What are Holme's final words?

Option A: "We have stop the creature, it's dead."

Option B: "We've killed, whatever it is."

Option C: "We've laid the family ghost once and for ever."

Option D: "It's dead, the family can rest once and forever."

Question 3:

Paper 1 = 6 marks

Language and Structure

Q: In lines 1-14, how does the writer use language and structure to show the power of the fog?

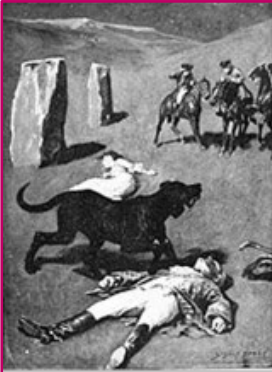
Think about –

- Words and phrases
- Language techniques – comparisons etc.
- Interesting vocabulary
- Structure – sentences etc.



I have said that over the great Grimpen Mire there hung a dense, white fog. It was drifting slowly in our direction and banked itself up like a wall on that side of us, low, but thick and well defined. The moon shone on it, and it looked like a great shimmering icefield, with the heads of the distant tors as rocks borne upon its surface. Holmes's face was turned towards it, and he muttered impatiently as he watched its sluggish drift.

Q3: In lines 1-14, how does the writer use language and structure to show the power of the fog?



Q3: In lines 1-14, how does the writer use language and structure to show the power of the fog?

Every minute that white woolly plain which covered one-half of the moor was drifting closer and closer to the house.

Already the first thin wisps of it were curling across the golden square of the lighted window. The farther wall of the orchard was already invisible, and the trees were standing out of a swirl of white vapour. As we watched it the fog-wreaths came crawling round both corners of the house and rolled slowly into one dense bank on which the upper floor and the roof floated like a strange ship upon a shadowy sea. Holmes struck his hand passionately upon the rock in front of us and stamped his feet in his impatience.

Language Techniques

- **Pathetic Fallacy** - The term for the attribution of human emotions and conduct to things found in nature.
- **Descriptive Adjectives** – Words used to express the size, colour or shape of a person, thing, animal or place. Used to add deeper meaning of the noun.
- **Simile** – A comparative device used to describe one thing as being like another.
- **Metaphor** – A comparative device used to describe one thing as being another.
- **Alliteration** – The occurrence of the same letter or sound at the beginning of two or more words

Structure

- Both paragraphs have a **range of sentences**, some long describing the fog.
- **Small paragraph** pulling the reader focus to the fog heading towards the house.
- **Repetition** of themes.
- **Can you see anything else?**

TEAMS ASSIGNMENT:

Week 24 – Paper 1 - Q3 'Hound of the Baskervilles'.

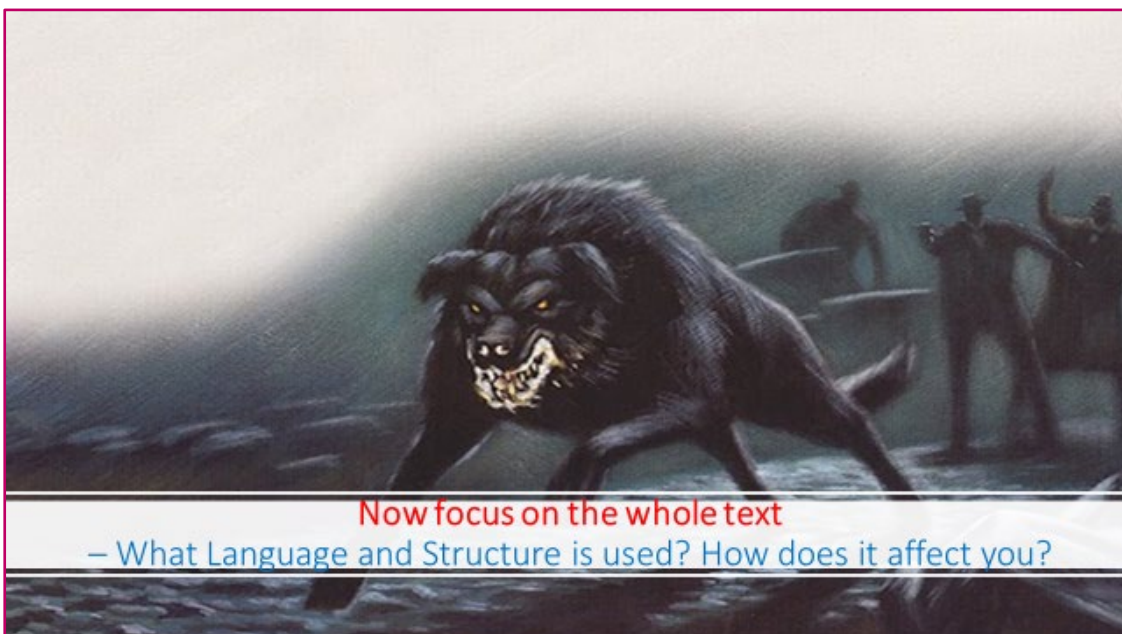
Question 3: Paper 1 = 6 marks

Language and Structure

Q: In lines 1-14, how does the writer use language and structure to show the power of the fog?

MIN 3 x P.E.T.E. Paragraphs (at least 1 language and 1 structure)

- **Point** The writer uses language to show the power of the fog...
- **Evidence** We see this in the quote '_____'
- **Technique** By using this _____ the writer creates...
- **Explain** This shows the power of the fog by...



TEAMS ASSIGNMENT:

Week 24 – Paper 2 - Q3 'Hound of the Baskervilles'.

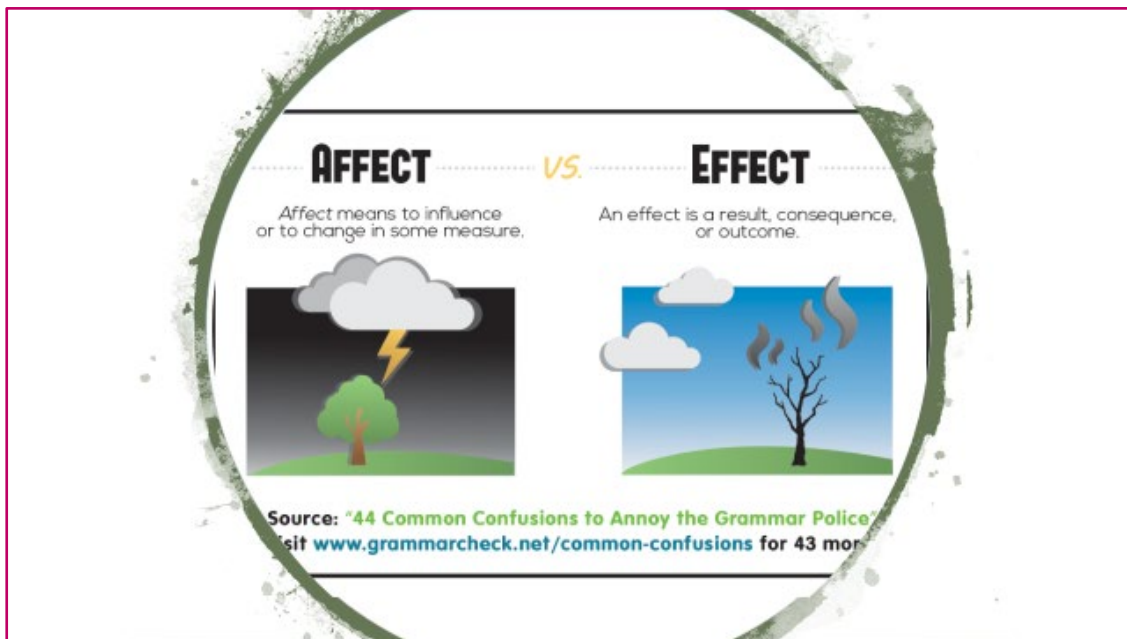
Question 3: Paper 2 = 15 marks

Language and Structure

Q: Analyse how the writer uses language and structure to interest and engage the reader.

MIN 3 x P.E.T.E.R.(Z). Paragraphs (at least 1 language and 1 structure)

- **Point** The writer uses language to show the power of the fog...
- **Evidence** We see this in the quote '_____'
- **Technique** By using this _____ the writer creates...
- **Explain** This shows the power of the fog by...
- **Reader** This makes the reader...
- **ZOOM** By using the key work '_____' this creates connotations...



Appendix 7 – Case Studies

AR is a Performing Arts learner on his second year of study for English Language. AR is a colourful character who is a natural performer who enjoys Performing Arts immensely and has no problem reading out in class in GCSE English. However, AR did not enjoy GCSE English and failed to see the link between GCSE English and Performing Arts. He did very little written work in 2019/20 and the lockdown affected his studies greatly. He was impossible to motivate online and although he knew the importance of reading for his lines, he would not read for GCSE. He is one of ten siblings, so it was very difficult for him to do any work at home. His written work suffered greatly, and he was unable to provide the evidence for a CAG grade for GCSE English. This saw AR back studying GCSE English in September. His year group in PA were approached to help with the filming of the extracts and AR was very excited about this prospect. He started to understand the links between the subjects and enjoy his time in GCSE English more and settle down with behaviour also.

CD is a childcare learner with a difficult home life. She had previously had a period of home schooling due to various issues with anxiety and mental health conditions. She attended college in 2019-20 on a low-level course due to these problems but was moved up to a level three course for this year. When lockdown hit, she found working hard very difficult due to the children at her household. She was not brought up with reading and found this a very difficult concept in English. CD, however, was obviously extremely capable but had not been given the time to shine. She found the videos extremely helpful as they brought the 'text to life' and 'helped her to understand how it should sound in her head when she is reading it.' Her exam analysis and evaluation answers have improved greatly and she feels much less anxious about completing work in sessions. She is set to pass GCSE English with a CAG grade as her work is so much improved.

DR studying Animal Care on her first year at college DR has been diagnosed with Dyslexia and is originally from Italy, so language can sometimes still be a barrier to overcome. DR has attended every lesson of GCSE English, even when these came remote due to the Covid restrictions and lockdowns. DR's lessons have become far more digitalised with all students working using computers to access and complete work, as well as her groups lessons being delivered simultaneously online and in the classroom. DR always reads the entire extract to help her understand but did say that the recording helped her to understand 'the correct tones' and that this helped 'entertain and give emotion'. DR's work has improved over the year, this has been greatly to her understanding the extracts improving, resulting in her being more confident in analysing the content.

GH is in his third year at college, currently in his second year studying Level 3 Media, making this his third time retaking GCSE English. GH has been diagnosed with having mild dyspraxia. GH has made tremendous improvements this year in his level of work and we feel this is due to his improved understanding of the extracts. GH openly states that he 'likes taking a break from other things' when reading but 'sometimes' books can 'drag on a lot' and he can find it difficult 'keeping focused'. However, this year he is determined to read the extract 'always the first time' to help him analysis the text. He says that he found the recordings 'more entertaining than reading it' himself, taking in more information regarding the text and therefore understanding it better. GH's work this year has improved to such an extent, showing greater understanding in analysing and evaluating, that he is set to pass GCSE English with a high CAG grade.

RT is currently in her first year at college studying Childcare Level 3. RT has no learning difficulties but does have access to exam support. RT has struggled maintaining attendance this year with her GCSE English lessons becoming remote delivery due to the Covid-19 pandemic. When asked what she enjoys about reading, she responded that she likes 'that I can feel like I'm in the book and have time to myself' but she did does find that 'all the words' and 'keeping' her 'place' is difficult and sometimes overwhelming. So for RT, who says she really enjoyed watching the recording of the extract, this really helped her to 'understand' all the 'words that are different to the ones we use now', putting them into context for her and helping her analyse them better. This has helped to improve her confidence in being able to understand English and with the opportunity to return to the classroom next year, the recordings will continue to help RT improve and achieve.

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