



SHAPING SUCCESS ACTION RESEARCH PROJECTS

**FINAL REPORT ON THE SHAPING SUCCESS AR PROJECT –
READY TO SEND AND RECEIVE? IMPROVING ADULT ESOL
LEARNERS' ENGLISH THROUGH EMAIL**

Hull College

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For further information regarding the Shaping Success Action Research programme and this project go to <https://ccpathways.co.uk/practitioner-research/otla-7/>.

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Contents

Final report - Ready to send and receive? Improving Adult ESOL Learners' English Through Email	2
Appendix 1 – The project team	9
Appendix 2 – Examples of problems from learner emails	10
Appendix 3 – Initial student questionnaire and results	11
Appendix 4 – Diagnostic assessment tasks	15
Appendix 5 – Information from initial teacher questionnaire	20
Appendix 6 – Scheme of Work for Entry Level 2.....	22
Appendix 7 – Ascentis ESOL Skills for Life Writing Entry 2 task 2 criteria	25
Appendix 8 – Example class materials	26
Appendix 9 – Mid-year questionnaire to learners – questions and results	32
Appendix 10 – Written learner feedback at the end of the project.....	34
Appendix 11 – Collaborative work with ESOL team in Employability.....	37
Appendix 12 – Action Plan for ESOL.....	39
Appendix 13 – Screenshot of screen cast.....	41
Appendix 14 – Meeting minutes from October	42
Appendix 15 – Information from college newsletter	43
Appendix 16 – Evidence of College Consent forms received	44
Appendix 17 – Learner journey video.....	46

Final report - Ready to send and receive? Improving Adult ESOL Learners' English Through Email

Hull College

This project aimed to explore strategies designed to improve ESOL learners' skills in reading and writing emails in order to pass their ESOL writing exams and enable them to take part more fully in both their ESOL courses and as learners of the college. We learnt that from optimising learning opportunities in multi-task activities and opening up channels of communication in pre and post class activities, learners were encouraged to use their English more and were more likely to achieve.

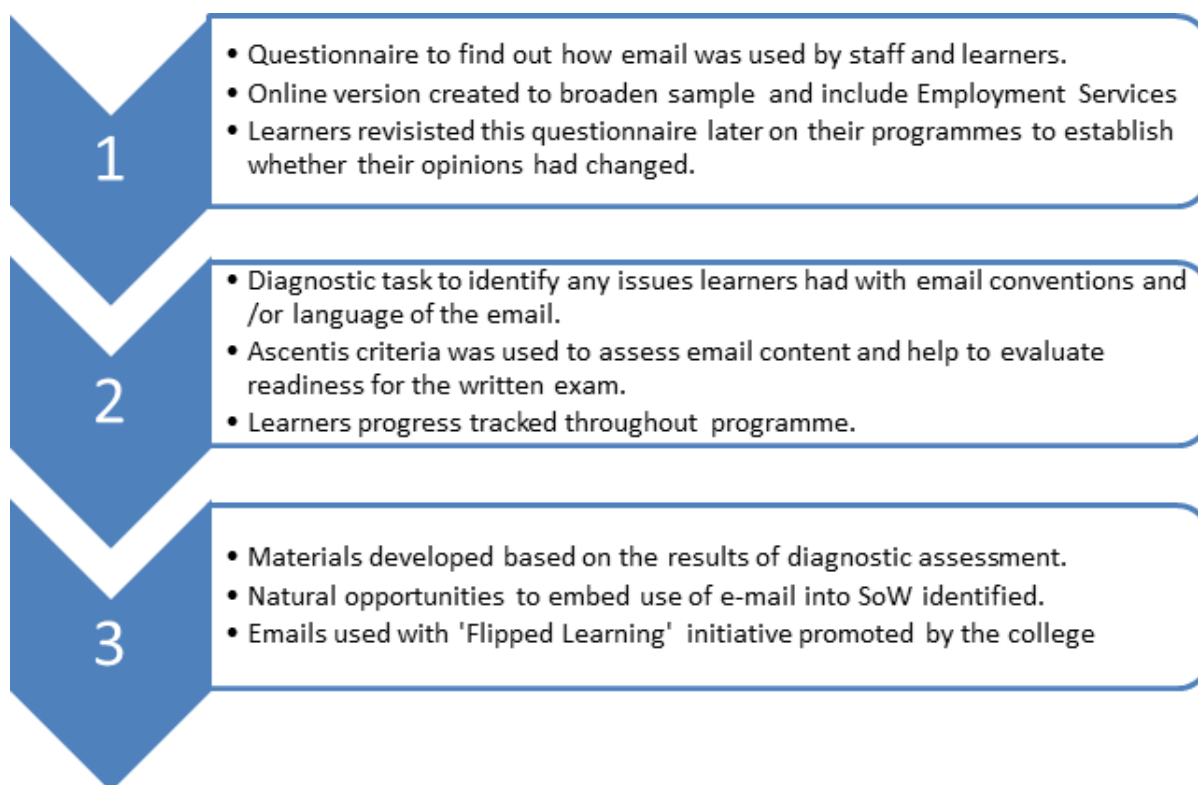
Summary

Hull College is a large further education provider which offers ESOL courses from Pre-Entry to Level 2. It currently has over 600 ESOL learners. Many ESOL learners go on to access mainstream provision. The project named 'Ready to Send and Receive' attempted to improve ESOL learners' skills in writing and reading emails. Initially, the skills would be used to enable learners to pass ESOL exams as one of the writing tasks includes an email. However, we also introduced a wide range of practical, interactive opportunities, to encourage the use of email in and around class time. These practise sessions were important, to improve learners' overall engagement in their ESOL courses as learning moved from face-to-face to blended (face-to-face and online) learning where use of electronic formats was important. The project brought together adult and teenage ESOL learners of all nationalities and levels. Learners and teachers from the ESOL departments and Employment Services at Hull College worked collaboratively in sharing experiences of how they were communicating via electronic mail during lockdown. The materials were primarily delivered to Entry Level 2 learners but could easily be adapted to suit higher or lower levels. The project has helped drive a new induction programme for the future of our ESOL learners and now recognises that digital skills are essential for our ESOL learners.

Rationale

From our experience of the first lockdown, it became apparent that learners were not completely happy with communicating via email or learning online and that they were much more comfortable with face-to-face delivery. A teacher would receive emails with only a message in the subject line, a minimal message from a learner whose name was unknown to the teacher (see Appendix 2), or an unsigned message from an unknown email address which gave no clue as to the sender. However, it became apparent that learners wanted to get on board and use email despite the challenges of trying to do this as a second language learner. Our project was designed to tackle some of the challenges that our ESOL learners face by teaching them the conventions of email writing, e.g. what to put in the subject line, how to start and finish appropriately, whilst still practising reading comprehension and improving their writing skills.

Approach



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

Working on this project has encouraged us to reflect more systematically on what works best for our learners and their language needs. It has also required us to be innovative in order to meet new demands of electronic communication and develop creative and inspiring language materials that would support learners to continue to learn whilst also gaining confidence in digital skills.

A lot of this professional learning has focused on acquiring new digital skills both for teachers and learners. Attendance at training events, positive collaboration, and sharing of new digital forms between colleagues allowed this advancement in learning. This in turn supported the development of the questionnaires from paper to digital format, ensuring a greater yield of responses and providing a truer reflection of our learners. In the paper version we had 30 responses whilst in the electronic format we had over 130.

This new digital learning benefitted the project in two ways. Firstly, it inspired and motivated colleagues to share the questionnaire with their learners and learn more about the project. Staff did not have to set aside an activity in their class to complete the paper-based version. Secondly, far more learners responded as they were able to open the form quickly and easily access the form on their phone wherever they were.

In addition, the creation of screencasts (see Appendix 13) to help ESOL learners access email on mobile phones was a later advancement of the project, the full potential of which will come into play from September. This would not have been

possible without other members of the department becoming interested and learning how to produce a screencast. As a result, we now have materials to reach those learners who find it difficult to access email on a mobile phone.

The project team were able to continually evaluate and challenge existing practices in ESOL. Suitable email-linked activities were embedded into the scheme of work for ESOL; for example, working within the topic of health, we included a task which tested reading comprehension and then asked learners to respond to the email giving advice to their friend. This allowed them to practise both the target functional language, encourage appropriate use of register and checked their email writing conventions.

Furthermore, this ongoing evaluation and challenge enabled teachers to widen the scope of their classes by incorporating both a pre-class and a post-class activity. This in turn, motivated learners to attend and achieve more of what their course offered. Attending more often meant after lockdown, they were more likely to return to college and take part in the sessions.

Evidence of improved collaboration and changes in organisational practices

Improved collaboration and changes in organisational practice can be seen in the alignment of plans for the future induction programme for ESOL learners. There was recognition that our ESOL learners need a more diverse and more inclusive induction programme and different support model before they start their courses. This was achieved by working alongside the new Director of English and Maths and supporting plans to develop adult ESOL provision at the college. This is evidenced in the action plan for the department.

Notes	Action	Deadline
Lessons learnt – Learners need to have IT knowledge and skills, emails, teams and CANVAS. Points noted from NFM’s OTLA Ready to Send and Receive funded project this year	To design a short programme within induction around IT including actions from the notes. What do learners need? Be able to go to college email/ open and reply to emails/ Use To and subject line correctly	July 21 – lead Nadine
Learner unable to remember college email address and passwords	To develop a detailed handbook so learners can write their personal emails and passwords in to remember – key card to keep in wallet with details on	July 21 – Lead Nadine & Sarah

Furthermore, the project encouraged liaison between colleagues from both Hull College and Employability Services. This resulted in a more successful outcome

from the second questionnaire. The Employability ESOL team were keen to roll out the questionnaire and became interested in how the project could assist their own delivery. This has resulted in positive comparison of materials and discussion. The project also provided us with an opportunity for professional sharing of strategies and methods of teaching and it is hoped that the two departments will work more closely together on the new induction programme (see Appendix 11).

Evidence of improvement in learners' achievements, retention and progression

The project data supports the improvement in language used for writing an email at Entry Level 2 (Appendix 4). The majority of the specified learners at this level, who followed the lessons, succeeded in improving one or more of the assessed areas which can be found in Appendix 7.

We used a progress tracker to monitor progress against the Ascentis assessment criteria. These criteria not only included the format and conventions of writing emails but also the ability to follow task instructions as well as the accuracy and quality of the written content. Of the 15 specific learners whose initial starting points were analysed in terms of the above criteria, 12 made progress in at least one of these areas. 8 learners made progress in 3 or more areas which resulted in most of the learners being entered for their ESOL writing exams in May and June 2021. The learners who had engaged in the email activities were also more likely to be retained by the college and return to studies at college after lockdown ended.

One example of this progression was Learner F who, in the early stages of the year, tried to write an email using only the subject line. After some teacher support, they were able to write a longer message in the main part of the email.

08/09/20 – sent in subject line of email / don't know who from

Hi

08/09/20 – sent in subject line this time student adds name but in subject line

Hi nadine how are you Im xxxxx – (gives student name)

13/10/20 sent in subject line

Hi nadine I like going to the gym in my freetime can you com with me Re: Hello

However after a number of months of the sessions the learner produced the following email:

20/04/21 in response to homework writing an email about a journey

Hi Ali

How are you my friend? I hope you are fine. I feel happy when I write to you .I writing this e mail to tell you about my journey to London.

To begin with, I would like to say that.

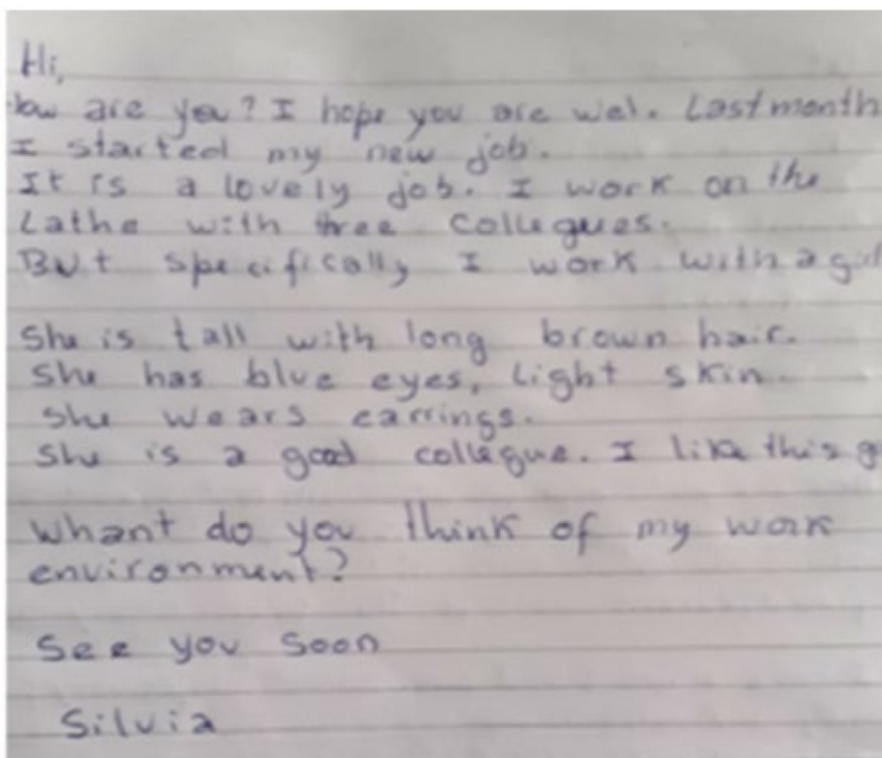
The trip was beautiful and I wish you were with me. The road was beautiful and the views were amazing, but the road was too long and tiring.

Finally, I hope you receive and read my email quickly. I wish that I could give you enough information about that subject. Try to reply to me as soon as you can. Write to me about your news.

With my best wishes.

XXXX name given of learner

Improvement in the quality and length of written content can also be seen in non-email tasks. For example, a learner who was asked to describe a new colleague at work adopted the same format in paragraphing and organisation of content that was promoted in the email session.



Hi,
How are you? I hope you are well. Last month I started my new job.
It is a lovely job. I work on the lathe with three colleagues.
But specifically I work with a girl.
She is tall with long brown hair.
She has blue eyes, light skin.
She wears earrings.
She is a good colleague. I like this job.
What do you think of my work environment?
See you soon
Silvia

Your turn

• Click to add text

The scaffolding of tasks supported learners to adopt the format of an email structure and content. For example, the colour coding email template above was always shown to learners before they had to write their own email. It was found previously that learners would often write 'Hi' and 'How are you?' on the same line. Also learners missed off any close and most often did not sign off with their name. The colour coding activity and exercises asking learners what goes in the first box and second box and final shorter line helped learners to achieve this.

Other learners show part progression of one skill such as the use of complex sentences.

Finally, learners themselves expressed that they now feel more confident in communicating via email. Their increased confidence is also evidenced by the fact that some now send emails on a very regular basis and there has been an increase in apologies for absence via email instead of phone calls.

This learner commented on the sessions being difficult but feels progress is being made.:

'I still have difficulties but I am succeeding'

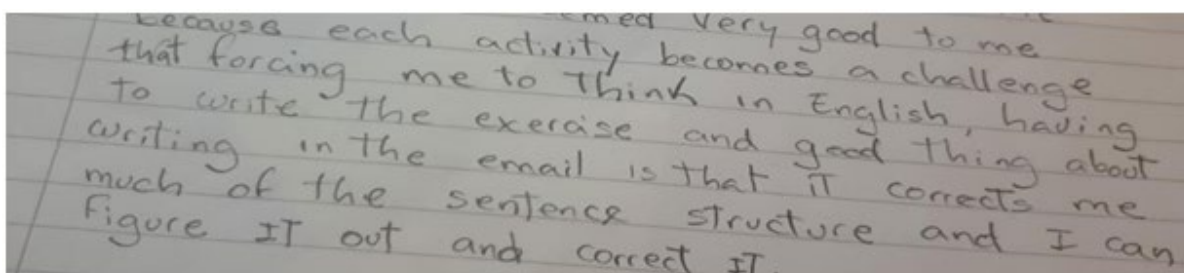
Another learner commented on the sessions being difficult but worthwhile. They also appreciated more individual contact with their teacher:

'I still have difficulties but I am succeeding. This experience is helping me in writing and reading... to have communication with the teacher when reviewing and correcting the practices outside of class'.

Learning from this project

Throughout the project, our aim has been to promote and support diversity whilst ensuring that all learners can fully take part in their courses. Before the first lockdown many of our ESOL learners were disadvantaged by not having the digital skills or language needed to communicate via email.

Scaffolding activities and perseverance over time has resulted in more confident email users as highlighted below. Equipping learners with these language and basic email skills has also resulted in more confidence to engage with their ESOL sessions via email. One learner suggested that it got him to think more in English utilising more language skills more of the time and not only in class time:



Another learner spoke about how they utilised help from others and used Google translate to help them achieve the tasks. This shows how the learners have become determined to succeed in a task and feel able to independently achieve.

We have learnt that by equipping learners with these language and basic email skills, they gain the confidence needed to engage with their ESOL sessions via email. By integrating email communication into the class time and using it as a springboard into the session, learners are encouraged to refer to the email in class. This allows teachers to rectify any technical or language issues there and then, and learners agree that this allows more thinking time in English. Learners also feel valued and are more able to adopt the new language form or technical skill (see Appendix 4.3).

Similarly, strategies to optimise the use of class time, e.g. using email to flip learning and creating materials which maximise learning, have proved invaluable. For example, we used a colour coding strategy to reinforce the structure of emails, impacting learners' ability to develop their writing in the distinct topic-based paragraphs mentioned in previous section.

Communicating with the teacher via email was seen to be a very positive channel sought by many learners and feedback from the questionnaire showed over 80% felt happy or excited to just receive an email from their teacher. This channel has also motivated many to work harder to improve. In Appendix 4.4, we have an example of a string of emails written between the learner and teacher, which kept going until the work was correct. This also highlights how using email can be useful in building collaborative relationships with learners so that they see the teacher as supporting both their learning and independence in learning not just in class time.

The timing of this project and coming through a second lockdown has highlighted the fact that the college system relies on learners being able to use email to communicate no matter what they are studying. In order to equip our future learners with these skills the need for a new type of induction programme which allows ESOL learners to fully take part in college has now been recognised. Departmental action plans for next year include the introduction of a short IT course to be delivered to all ESOL learners prior to the courses commencing, so that learners have these skills before they start on their course.

Appendix 1 – The project team

Project Role	Name	Job Role
Project Lead	Nadine Foxon-Munawar	ESOL Lecturer
Deputy Lead	Joanne Tejo	Head of Department, Health, Care and Public Services
Project team	Francesca Bisby	ESOL Lecturer
	Chris Speck	ESOL Lecturer
	Mick Greenwood	ESOL Lecturer
	Sarah Peters	ESOL Lecturer
	Phil Hogdson	ESOL Lecturer
	Sylvie Allen	Learning Advisor in ESOL
	Susanne Burwell	Employability ESOL trainer
	Sharon Shepherd	Employability ESOL trainer
	Joanne Gates	Employability ESOL trainer
	Simon Bowman	Head of Department HCUKT Employment Services
	Tina Lynam	Head of Department English and Maths
Project Mentor	Sheran Johnson (ccConsultancy)	
Research Group Lead	Tricia Millar (That Reading Thing)	

Appendix 2 – Examples of problems from learner emails

From email exchanges during the first lockdown

- on receipt on zoom invite to online class – wants to communicate that they have the link/ say hello
Hello Teacher
I hope you are well
See you later
- Hi – sent in subject line with no name/ no message
- 29/04/2020 – message sent only in subject line
Hi !Today night I go to work and I can't see on the camera.I did the homework which you send me .thanks.
- 30/04/2020 – trying to communicate about joining a zoom session
Holle I want jone with your please
- 4/05/2020 – no to/from, no name only email address
Okay, thanks teacher.
- 04/05/2020 – use of first language for greeting
Assalamo alaikum
Please find enclosed your next class's details
Many thanks
Wsalam
Xxxxx
- 11/06/2020 – message trying to convey message of difficulty connecting to zoom session
Hello dear teacher I want to said more the 45 minute.
I try to enter with you send new number and do not connect.
One messages in my mobil said
For this connect you need be 5.0 or higher.
My mobil has only 4.
I think so maybe for this reason no conection with you.
I hope next week possible conection.
See you next week.
- 28/01/2020 – no subject line only message in main part of email/ no 'to' and 'from'
Hi, I am sorry today, I cannot come because my little girl is sick
- 17/06/2020 – sending attachment with no name on work
Hi miss
This is my homework.

11. If you email your teacher, what do you email about? Please tick.

- Attendance
- Questions about class
- Questions about other courses
- Homework
- Other

**12. If you do not email your teacher, how do you contact your teacher?
Please tick.**

- Phone
- Friend message
- Other _____

13. Do you need any help in writing emails? Please tick.

- Yes No Don't know
-

14. What help do you need? Tick all you need

-

Help with the technology on mobile phone

Help with the English

Something else _____

Thank you for filling in this questionnaire. The information is confidential. The information can help students in ESOL with email communication.

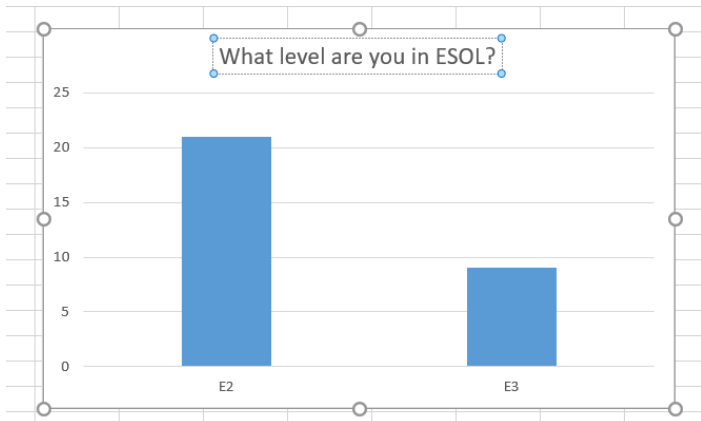
Appendix 3.1 - Breakdown of results

Initial questionnaires highlighted that from the 30 learners surveyed 27 of those had an email address and 29 of them were able to write their email address.

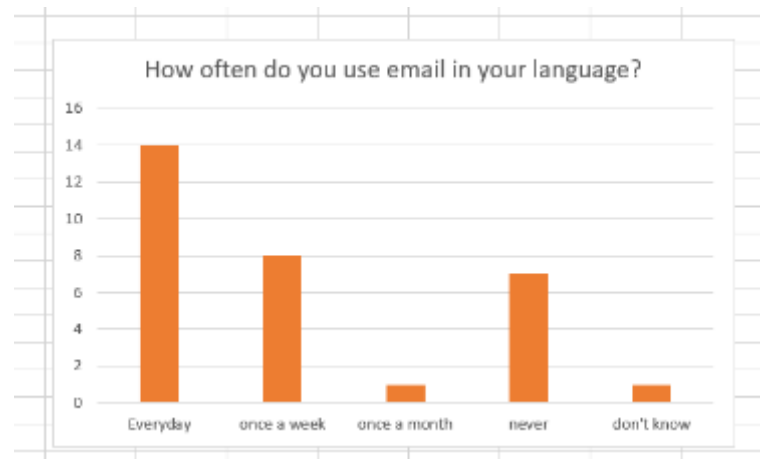
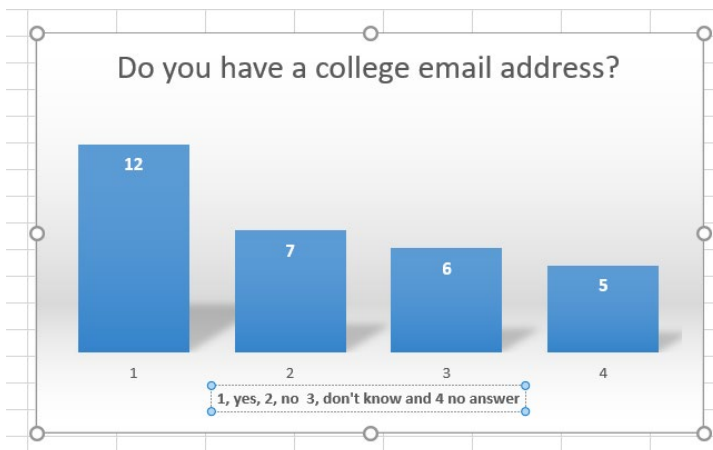
Furthermore, when asked if they had a college email address 18 replied negatively or didn't know their college address. When asked to write their college email address the majority of the learners didn't know what it was and couldn't write it. A large proportion of learners used email on a regular basis either in English or in their language. When asked how they felt about using email in English students were mostly either happy or 'ok' in using it. When the survey asked if learners could say why they were either 'ok' or not happy most of the learners suggested that were 'scared to make a mistake'. Furthermore, A large proportion of learners, when asked if they emailed their teacher said 'yes' and the majority asked about homework or something else. In addition, when learners were asked if they didn't use email to communicate then how did they communicate, the majority said they called their

teacher on the telephone. Overwhelmingly at the end of the survey learners were asked if they needed help writing emails and 21 out of 30 agreed that they did want help and that the help they needed was help with their English rather than any other aspect of email.

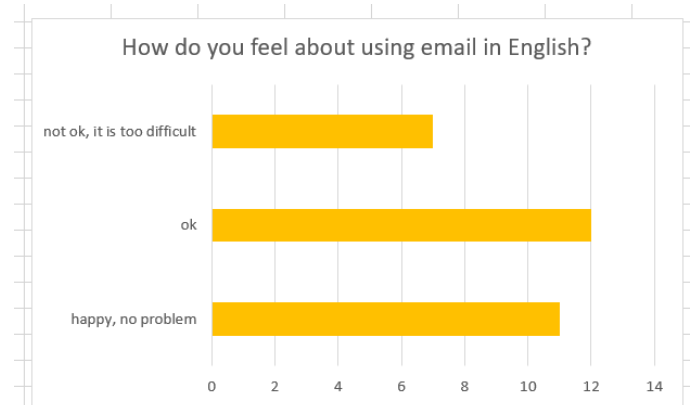
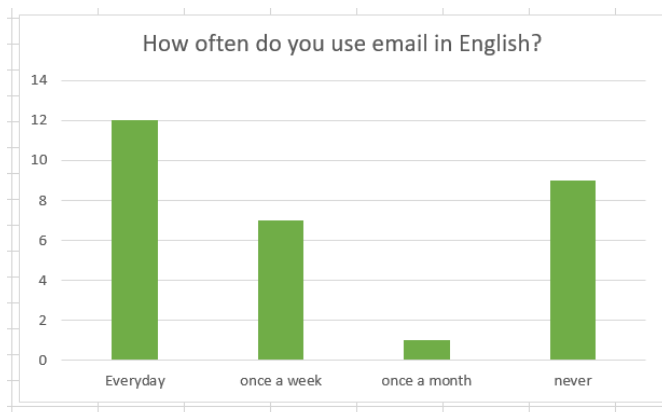
Question 1 and 2



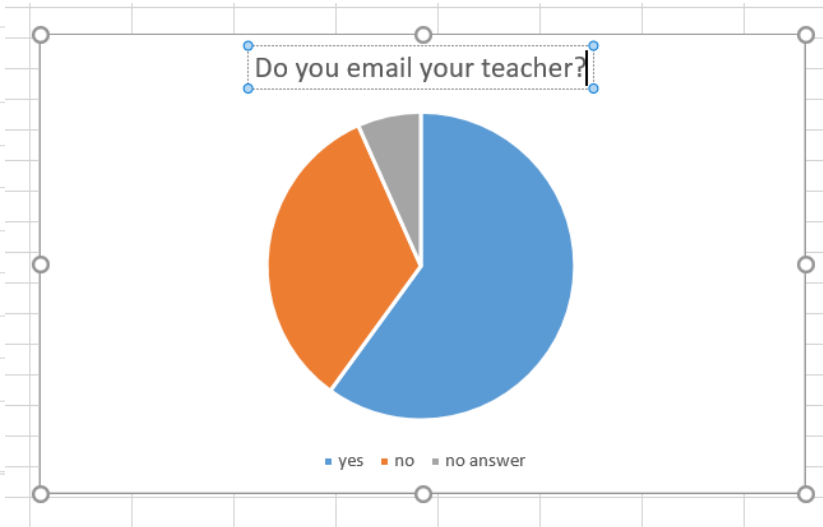
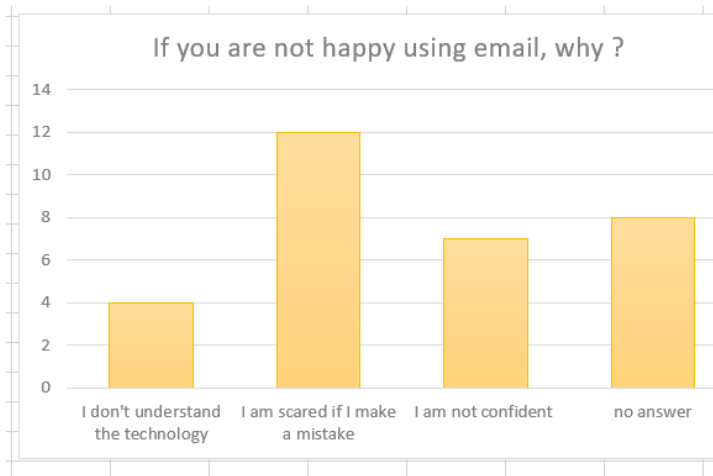
Question 4 and 6



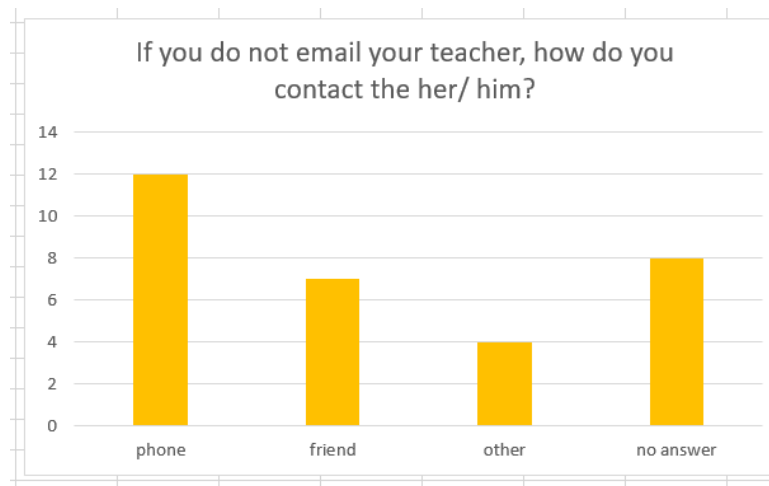
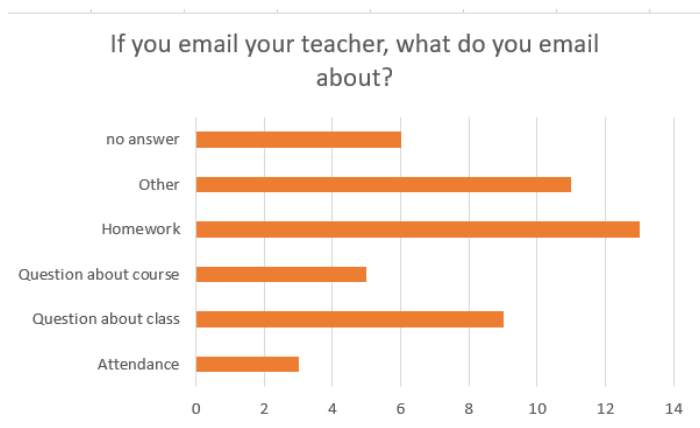
Question 7 and 8



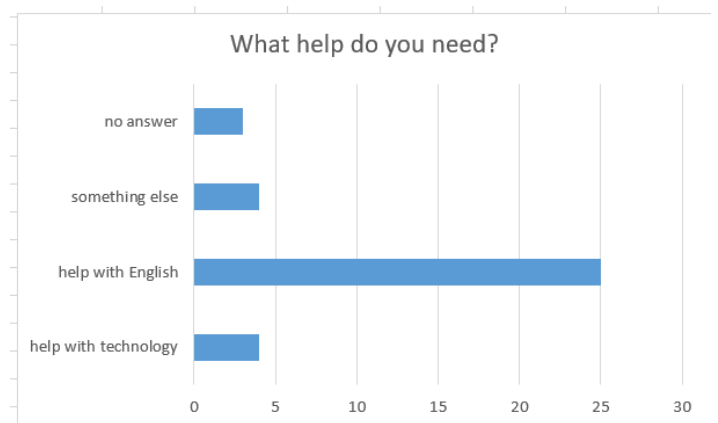
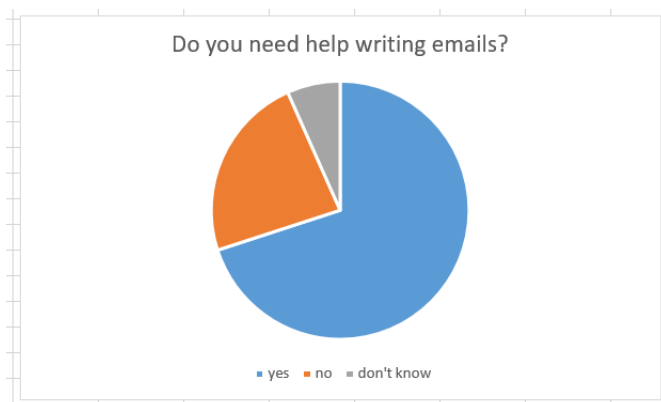
Question 9 and 10



Question 11 and 12

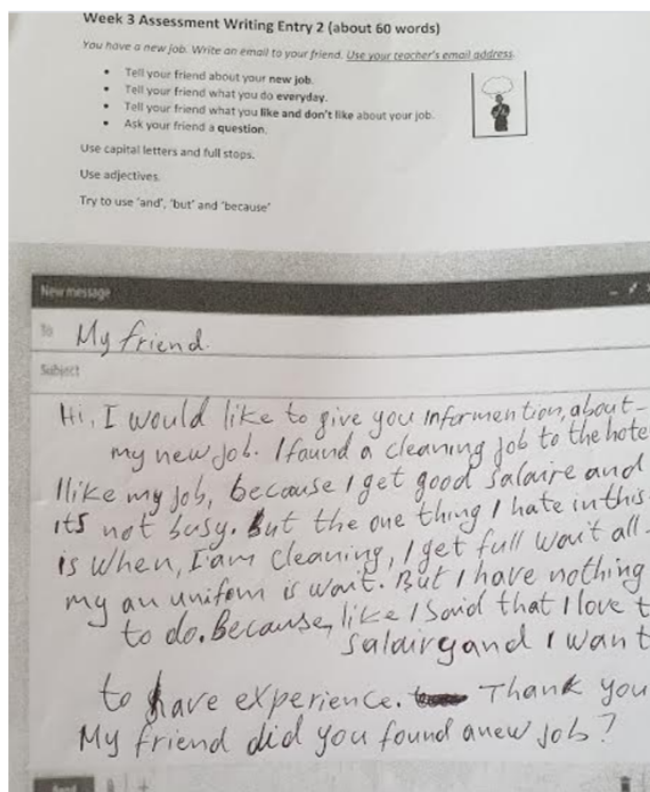


Question 13 and 14



Appendix 4 – Diagnostic assessment tasks

Appendix 4.1 learner example and feedback



Nadine Foxon-Munawar

In this week 3/ diagnostic assessment learners can be formatively checked as to what they already know in terms of E2 grammar and vocabulary and their skills in regard to reading instructions and composing a written text.

From this example, the learner has shown that he has not used the 'To' and 'Subject line' incorrectly which may be that he has not been shown or he may think he does not need to complete this- just the text.

- St has followed the instructions
- Start and finish – he begins with 'Hi' but continues on the same line meaning there is room for improvement
- Use of capital letters and full stops – Student uses capital letters after full stops, however, often uses full stops before a conjunction
- Use of adjectives – he uses 'good salaire (salary)' and 'it's not busy' – this is of a good level for Entry 2
- Use of conjunctions – student uses 'because' correctly then uses 'but' only after a full stop so an area for improvement here. Student uses 'and' correctly. Again a good level for achieving the writing mode at Entry 2

Areas to work on

- Format – To and subject line
- Appropriate start and finish to the email
- Use of conjunctions in the middle of a sentence, specifically 'but'

Appendix 4.2 - data on diagnostic task and comparison with recent emails

Student A initially completes a diagnostic with many areas gaining a '0' showing no evidence of 'To' or 'subject', use of adjectives, complex sentences or use of correct tense. In the more recent email there is some evidence of more of the language features including punctuation, use of conjunctions and attempts at more correct tenses for Entry 2. Whilst there is some room for improvement in the email format, the message goes some way to being understood. If we compare this to the number of emails produced by this learner he has sent 13 emails over the year even with issues with access to internet. Another more consolidated learner produced 25 emails over the course and gained improvement in 5 different areas moved from consolidated to a more established level in producing correct start and finish, use of adjectives, production of complex sentences and use of correct tenses.

In comparison learner F produced only 8 emails but attended most sessions online and in the classroom was by the more recent email able to jump from emerging start and finish to the email, use of full stops and capital letters, conjunctions and tenses to a more established use of all of these areas.

Writing a handwritten email - initial results from work handed in/ done in class October 2020 and final analysis of work handed in and progress made March/ April 2021

Key:

0 – skill not seen

1 – some evidence of skill - emerging

2 – some evidence of skill, extended and trying to use in a variety of contexts/ not always accurate consolidated level

3- use of skill – mostly consistent use/ not always accurate but showing understanding of how it works - established

Orange areas show initial work at start of the year

Blue areas show evidence from more recent pieces of work

Extract from progress tracker table

Student group 1 Day time 3hr group	To + email address	Subject	Start and finish email (e.g Hi/ Bye + name)	Using and following instructions	Full stops and capital letters	Use adjectives	Use simple conjunctions	Use of tense either present or past correctly	To work on:	Next steps before final exam in a few weeks
Student A GU	0	0	1	1	1	0	0	0	To/ <u>frm</u> / subject/ tense/ <u>fullstops</u> /developing text	
Student A GU Most recent emails	1	0	1	2	2	1	1	1	Use of conjunctions and adjectives. Simpler sentences	To continue to work on all of these/ production not consistent/ will not do writing exam but reading and speaking in a few weeks
Student B GL	3	0	1	2	3	2	1	2	Conjunctions/ start and finish/ subject	
Student B GL Most recent email	3	2	3	3	3	2	1	3		To continue to work on conjunctions/ adjectives/ will take writing exam
Student C AntA	0	3	2	3	3	2	0	2	To/ <u>frm</u> / tenses/ conjunctions	
Student C Ant A Most recent email	1	2	3	3	3	3	2	3		To continue to work on conjunctions Student prefers to attach work in an email/ <u>st</u> will take writing exam in a few weeks
Student D AmL	0	0	2	3	1	3	1	1	To/ from/ subject Conjunctions tenses	

Number of emails tracked over the year:

Student	Emails sent	comments	Points of progression	
A	13	Problems with internet but attended online	Initially used subject line but now write in main area and follows some instructions/ still does not finish correctly	
B	10		Really good clear progression on format and content	Examples of emails in appendices
C	25	Very productive and very independent in learning	Great progression shown in content and start and finish / prefers to attach copy of work	Examples of emails in appendices
D	29	Very eager to use email/ independent in his approach	Really good progression in content and format	Examples of emails in appendices
E	8	Late starter/ unable to attend online	Not clear and still uses subject line for all message but has missed most email sessions.	Examples in appendices
F	8	Attended online quite well but didn't always produce <u>hwk</u>	Clear progress in only a few emails	Examples in appendices
G	5	Health issues and internet access caused <u>st</u> to not attend online and not happy with using email	Reads and understands some messages but only replies with direct answer without names	Examples in appendices
H	16		Clear progress, format and content	Examples in appendices
I	5	Late starter and unable to attend online sessions	Better start and finish/ limited content	

Appendix 4.3 – specific learner progress example

At the start of the year only using subject line but with support using the main message area and most recent email highlighting complete email with direction from the materials in the class.

Student F FA

20/04/21 in response to homework writing an email about a journey

Hi Ali

How are you my friend? I hope you are fine. I feel happy when I write to you .I writing this e mail to tell you about my journey to London.

To begin with. I would like to say that.

The trip was beautiful and I wish you were with me. the road was beautiful and the views were amazing. but the road was too long and tiring.

Finally, I hope you receive and read my email quickly. I wish that I could give you enough information about that subject. try to reply me as soon as you can. write to me about your news.

With my best wishes.

XXXX

09/02/21 – writing to give apologies for none attendance

Hi XXXX

I cannot communicate with you today. I have an appointment with the dentist. Sorry for that

Thank you
XXXX

13/10/20- redone from previous with support from teacher in class

Hi nadine I like going to the movies because I have freetime

Thanks

Falah

13/10/20 sent in subject line

Hi nadine I like going to the gym in my freetime can you com with me Re: Hello

08/09/20sent in subject line this time student adds name but in subject line

Hi nadine how are you Im xxxxx

08/09/20 – sent in subject line of email / don't know who from

Hi

Appendix 4.4 - exchange of emails with learner

This email exchange in an attempt to achieve task/ supported by session in class/ phone call.

Example 1: 1st March sent in response to session about writing about a new job and describing a new friend, st has not written about this but has produced a set one maybe used previously in class for a different topic.

Mr xxxx Hi how are you doing? I hope you are well. We are going to out the Hull we have a party this weekend on Monday at 2:00 pm . I'm happy to do be coming to my party this is the addresses Whitby YXXXXX. You making barbecue if you come in

Example 2: 1st March sent in subject line and with a main message asking if I had got the first message sent previously

Do you get my message let me know please

Example 3: 1st March – sent in subject line as teacher had not yet replied

I'm xxx teacher I send you my message if you get about my friend

Example 4: 1st March– sent in subject line again/ message cut short because in subject line

Mr xxxxxx Hi how are you doing? I hope you are well. We are going to out the Hull we have a party this weekend on Monday at 2:00 pm . I'm happy to do be coming to my party this is the addresses Whitby Yxxxxxxx. You making barbecue if you come in

Example 5: 2nd March - after class and phone call and directing to question done in class

Hi

How are you ? I hope you are well .

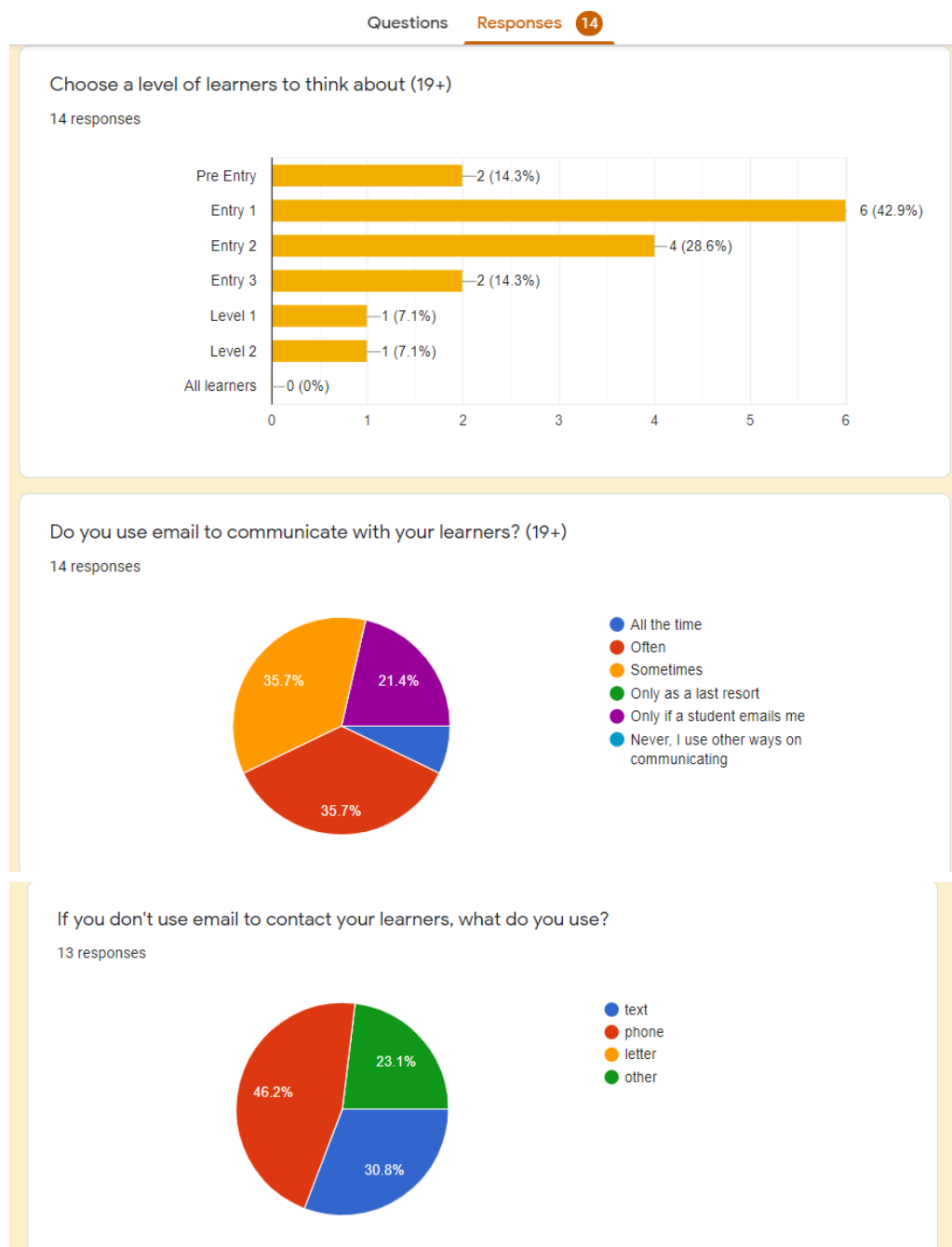
Last week I started new job . I got a new friend at work . She's 21 years old and she has a short hair and black hair ,beautiful eyes .She live in the town nearly my house she live alone . She is from Poland . She has a nice car . She is student at Hull college . She go work after class. She is so cute and so friendly , helpful .I'm happy with her .

See you soon take easy all the best

Appendix 5 – Information from initial teacher questionnaire

Break down of questions and graphs

In the initial teacher perception questionnaire the majority of respondents were E1 and E2 but this may have been that teachers of lower level groups were more active in completing the questionnaire or maybe they felt it was more relevant to them. Teachers highlighted that other than email they relied on phone and text to communicate whilst a few indicated other forms of informal communication via WhatsApp. Teachers answered positively that if they did send emails that they prepared learners before that to respond to the email. Furthermore, teachers agreed that students are most likely to use personal email accounts rather than college accounts.



If you use other methods to commnucaite with your learners what do you use?

7 responses

Phone initially, text to follow-up, letter as last resort for non-attendance

Text to send Zoom invite reminders; Phone initially, text to follow-up, letter as last resort re: non-attendance

often easier via phone due to access issues and digital skills of low level learners

WhatsApp - almost all students have it and are familiar with it. I can also communicate with people as a group where they can all see the responses.

Janet text because of written details being passed.

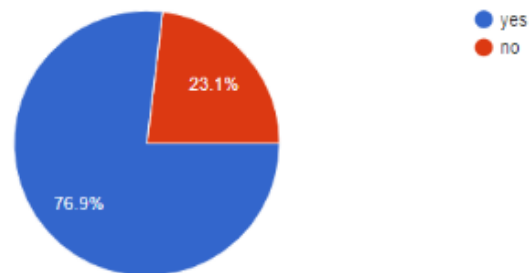
Phone first, then text if I can't get in touch

If can't get in touch then via text

Questions Responses 14

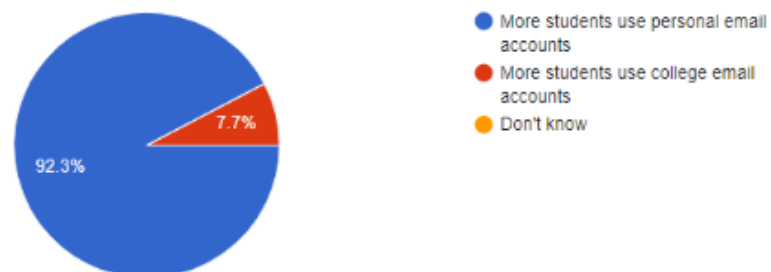
If you do use email to contact your learners do you prepare your learners before you use it?

13 responses



Do you think students use college email accounts or personal email accounts when they email?

13 responses



Appendix 6 – Scheme of Work for Entry Level 2

The highlighted email activities are connected to topic area/ adaptable for higher or lower levels.

List of Topics

Week No	Topic	
1 07/09/2020	Induction : <i>Diagnostics week 1- 3</i>	
2 14/09/2020	Introductions/Getting to Know You <i>Diagnostics week 1- 3</i> <i>Work on writing email addresses/ opening an email</i>	Diagnostics reading
3 21/09/2020	Work and Jobs inc daily routines <i>Diagnostics week 1- 3</i>	Diagnostics – writing and listening
4 28/09/2020	Describing Jobs and Skills <i>Find the mistakes in an email</i>	Diagnostics - speaking
5 05/10/2020	Leisure Activities/Routine	
6 12/10/2020	Likes and Dislikes / Hobbies: <i>Identify types of writing email/ letter /note</i>	
7 19/10/2020	The Past :	Themed WEEK 1 Smile and Breathe – Health and Wellbeing
8 02/11/2020	The Past – Life Stories :	ASCENTIS Mock 1Listening and reading
9 09/11/2020	Mock Exams 1 / Housing <i>Find the adjectives in an email describing a house</i>	ASCENTIS MOCK 1 SPEAKING
10 16/11/2020	Housing cont :	ASCENTIS MOCK 1 WRITING
11 23/11/2020	Describing Places	

	Respond in an email to pictures about Hull and the Humber Bridge	
12 30/11/2020	Food / shopping/ Exam prep	Themed Week 2 United and Proud – British Values
13 07/12/2020	Exam Prep/ Revision	
14 14/12/2020	Shopping/Money Language in a formal email to complain about a product.	
15 04/01/2020	Christmas /New Year/Traditions Exam Practice 2	Mock exams 2 Listening and Reading
16 11/01/2021	Health/Body/Illness Reading an email comprehension questions/ writing an email to give advice/	Mock exams 2 writing
17 18/01/2021	Healthy Eating and Lifestyle	Mock exams 2 speaking Themed Week 3 Safe and Sound - PREVENT
18 25/01/2021	Describing People (looks)	Exam Prep Speaking and Listening ONLY
19 01/02/2021	Describing People (personality) Reading an email/ writing an email to write about a friend in a new job	
20 08/02/2021	Transport Writing about a journey/ use an email example in connection to exam question with missing key features	Themed Week 4 ME1st Maths and English
21 22/02/2021	Revision	Exam prep Speaking and Listening
22 01/03/2021	Weather/ future plans Reading an email about a suggested weekend plan/ comprehension check	Resits Speaking and Listening
23	Future Plans (weekends and holidays)	

08/03/2021	Write an email asking a friend to do an activity/ ordering activity	
24 15/03/2021	Exam Preparation/Revision Which email is best to answer the exam question/ reading to identify language	
25 22/03/2021	Easter Traditions and Celebrations	
26 12/04/2021	Living in the UK/Hull	
27 19/04/2021	Living in the UK – Social behaviour and customs Correct the mistakes in an email/ format/ layout/ structure answering an exam style question	Exams Reading only
28 26/04/2021	Education	Exams Writing only
29 03/05/2021	Exam practice	Exams Reading and writing
30 10/05/2021	Communication and Technology Talk about email and technology usage in connection with college	
31 17/05/2021	Resits Reading and writing	
32 24/05/2021	Resits :Reading and writing exams	Themed Week 5 This is Me -Equality and Diversity
33 07/06/2021	Media Email to order a product/ complain about a faulty product	
34 14/06/2021	Revision/focus on Higher skills	
35 21/06/2021	Revision/focus on Higher skills	

Appendix 7 – Ascentis ESOL Skills for Life Writing Entry 2 task 2 criteria

Task 2 Correspondence

Assessment Criteria	Adult ESOL core curriculum reference	Achievement Criteria	Tick if achieved
1.1 Present information in an appropriate format for the intended audience	Wt/E2.1a Compose simple text, selecting appropriate format for the purpose	Appropriate format selected At least 4 pieces of information relevant to the bullet points can be understood Appropriate use of tense in at least two sentences	
1.2 Construct simple and compound sentences correctly	Ws/E2.1a Construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. <i>as</i> , <i>and</i> , <i>but</i>	At least two compound sentences	
1.3 Use adjectives correctly	Ws/E2.2a Use adjectives	Adjectives used on at least two occasions	
1.4 Use punctuation correctly	Ws/E2.3a Use punctuation correctly, e.g. capital letters, full stops and question marks	At least two sentences with correct beginning and end of sentence punctuation	
1.5 Use upper and lower case letters correctly	Ws/E2.4a Use a capital letter for proper nouns	At least one example of correct use of capital letter for proper nouns	
1.6 Spell words correctly	Ww/E2.1a Spell correctly the majority of personal details and familiar common words	The majority of personal key words and familiar common words spelled correctly	
Learners must achieve at least four assessment criteria for achievement of this task.			

Assessment criteria	Achievement opportunity task number		
1.1 Present information in an appropriate format for the intended audience		2	3
1.2 Construct simple and compound sentences correctly		2	3
1.3 Use adjectives correctly		2	3
1.4 Use punctuation correctly		2	3
1.5 Use upper and lower case letters correctly		2	3
1.6 Spell words correctly		2	3
2.1 Record personal details on a form correctly	1		

Appendix 8 – Example class materials

Appendix 8.1 Health

Power point slides Health topic which led to learner work as homework.

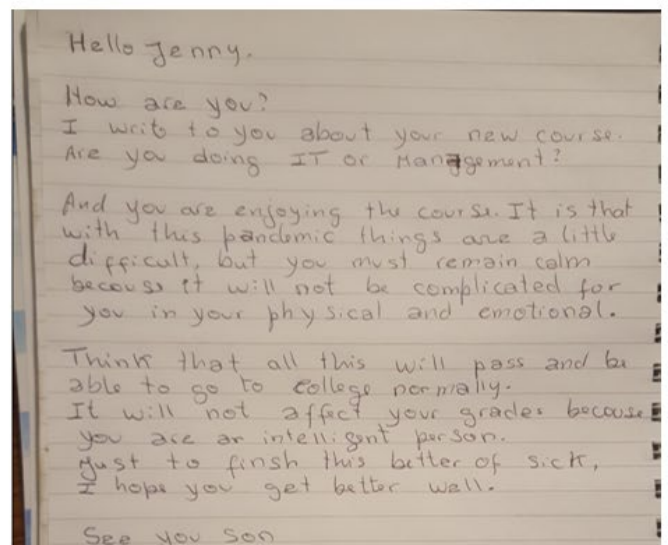
Slides show a dictation of an email first, leading to encouraging learners to get correct punctuation and spellings. This leads on to looking at how the email has been built up. Asking questions to learners to notice how we start and finish and what goes in the first paragraph and so on leads onto a blank email template for learners to discuss what goes where.

Appendices 8 :Example of class activities which lead to student submission of email homework

Image 1 and 2 :Activities on health, the session had focussed on the use of 'should' and 'shouldn't' and generally how to keep healthy physically and mentally.



Image 3.Example of student work on the above topic...



See also example 4 below of student email on the above topic

Appendix 8.2 Describing people class materials and student work

Example 4 - work from learner via email 23/02/21 no subject/ after advice email session

Good afternoon Hello, my friend Emilia, how are you? I hope you are in the best condition. I want to tell you that nothing is impossible and that with strong determination you can learn anything. As for the subject of the English language, I was also like you in the first place and I only spoke my language, and then I thought to search for Any language school or center, so he went there and I registered and started studying there I met different nationalities. They all want to improve their language and renew nice teachers who help you in every way and something.

Example 2 of class materials – describing people and writing emails which lead to student submission of work/ more practise leading to better emails

Image 5 and image 6 – playing with an email and format/ identifying where capital letters should go

Last week I started my new class. It was great.

How are you?

My new class!

See you soon
Ava

billy@gmail.com

Hi

He is friendly. He has got brown hair and brown e

I learn reading, writing, speaking and listen

I have a new friend. His name is Peter

Do you learn English?

Add capital letters.

hi

how are you? i hope you are well. last week i started my new esol class. it is a lovely class. there are 15 students in the class. they are from different countries. the teacher is very nice.

i have a new friend from poland. she is very friendly and helpful. she has brown hair and green eyes. she lives near the college. she speaks english with me but i understand everything she says.

i hope you can join my class soon because it is really fun. do you want to learn english? i know you will enjoy the class.

see you soon

hattie

Image 7 and 8 – let's look at what an email is and what will the question ask

Email?

Hi

How are you? I hope you are well. Last week I started my new ESOL class. It is a lovely class. There are 15 students in the class. They are from different countries. The teacher is very nice.

I have a new friend from Poland. She is very friendly and helpful. She has brown hair and green eyes. She lives near the college. She speaks English with me but I understand everything she says.

I hope you can join my class soon because it is really fun. Do you want to learn English? I know you will enjoy the class.

See you soon.

Hattie

My Best Friend

I have some very good friends in England but I have a best friend, too. Her name is Lara.

She is two years older than me. We met at the gym 3 years ago. She has blond hair and blue eyes. She has fair skin. She isn't married but she has a boyfriend. She studies at college every week. She works hard. She works at a salon because she wants to be a beautician in the future. She wears glasses sometimes. She wears casual but smart clothes. She likes going to the gym and going to the cinema. She helps me a lot in my life. We cook together and go for walks at the weekend. She lives far away from my house. We meet about once a week because she goes to college and I go to college too.

I think we will be friends for a long time.

Which question?

Write an email to your friend because you started a new ESOL class.

- Tell your friend about a new friend in your class.
- Ask your friend a question.
- Write about 50 – 100 words.

Your teacher asks you to write about your best friend.

- Write your friend's name.
- Write about where you first met.
- Write about what your friend looks like.
- Write about what she/ he likes doing.
- Write about 50 – 100 words.

Image 9 and 10– self check on writing / student turn to write a similar text

Will the email pass?

- 1. Did I answer the question?
- 2. Did I write an email with a start and finish?
- 3. Did I use conjunctions/ linking words – 'and', 'but', 'because'?
- 4. Did I use adjectives?
- 5. Did I use capital letter for names /days / months?
- 6. Did I use full stops and question marks?
- 7. Did I use capital letters and full stops for sentences?
- 8. Did I try hard with my spelling?

Now you try...

Write an email to your friend because you started a new job.

- Tell your friend about a colleague at your work. Describe your colleague.
- Ask your friend a question.
- Write about 50 – 100 words.

Hi

How are you? I hope you are well. Last week I started my new ESOL class. It is a lovely class. There are 15 students in the class. They are from different countries. The teacher is very nice.

I have a new friend from Poland. She is very friendly and helpful. She has brown hair and green eyes. She lives near Hull College. She speaks English with me but I understand everything she says.

I hope you can join my class soon because it is really fun. Do you want to learn English? I know you will enjoy the class.

See you soon

Image 11 – reminder of format before they start

What should I write?

Click to add text

Write an email to your friend because you started a new job.

- Tell your friend about a colleague at your work. Describe your colleague.
- Ask your friend a question.
- Write about 50 – 100 words.

Remember adjectives and conjunctions

Image 12 – example homework from learner showing that she has understood the question and format of email but still showing areas to work on

Hi Daniela,

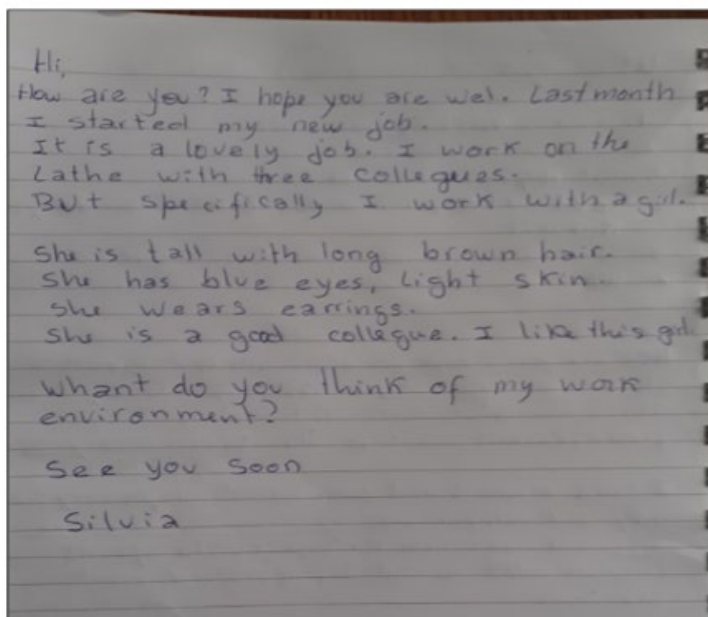
I hope that you are well. I started a new job in a pet shop. I work as a dog groomer. I have a colleague whose name is Maren. She is a Spaniel. She is very friendly and she has ve experience in the office. This helps me to learn with her. I speak Spanish always with her, this does not help me with the English but I am very happy with my work. Maren is ve and elegant. She always used a casual shop very nice and striped dress with bright colors and pantyhose. She has got blonde hair long and white color sky. She sometimes uses is tall and thin. She always used necklaces, rings and purchase. I wear sporty clothes. I like to go to a casual shop. I wear my wristwatch to measure time with each dog. I did no and necklace because it bothered me with the handle of dogs. I always wear my hair collected, it is more comfortable.

Daniela How are you? And your family continues to live in San Juan? Maria Daniela's birthday is 11 years old this year?.

I am happy to write to you.

Regard

Image 13 – work from this learner showing her email about a new job and description of a new colleague.



Hi,
How are you? I hope you are well. Last month
I started my new job.
It is a lovely job. I work on the
lathe with three colleagues.
But specifically I work with a girl.
She is tall with long brown hair.
She has blue eyes, light skin.
She wears earrings.
She is a good colleague. I like this job.
What do you think of my work
environment?
See you soon
Silvia

Appendix 8.3 – Example class materials, travel and transport

Your turn

• Click to add text

Writing task

- Write an email to your friend. Tell your friend about your journey to London.
- Tell your friend when you travelled and how long it took.
- Tell your friend what was good and bad about the journey.

- Send your email to your teacher.

Appendix 8.4 - Student response with feedback - travel materials in 8.2

What's wrong?

Hi my friend

I want to tell you about my journey to manchester. I travelled last weekend on the train.

My train ticket was very expensive but the seats were comfortable.

It wasn't busy.

See you soon

19/04/21

Ok Thank you see you tomorrow

On Mon, 19 Apr 2021, 13:10 Nadine Foxon-Munawar, <Nadine.Foxon-Munawar@hull-college.ac.uk> wrote:

Lovely work Amhadari, you have tried really hard with this.

Hi Sami

How are you? I hope you're okay. I **am** going to write about my journey. My journey was from Hull to London. It was 5th February 2021. The start time was 12: 00 midday(.) and I was arrived **at** half past one. (And) I (was) (charged) **changed** one train in Manchester. It was very nice because in the train you can use free WiFi and toilet. It's had(e) everything. I loved **it**.

Tell me about your journey(?)

See you soon.

From Amhadari

Great work – good start and finish/ good past tenses

8.3 initial student response

18/04/21

Hi Sami how are you? I hope you're okay. I going to write about my journey. My journey was from Hull to London.It was 5th February 2021The start time was 12: 00 midday. and I was arrived half past one. and I was charged one train in Manchester. It was very nice because in the train you can use free WiFi and toilet. It's hade everything. I love it. Tell me about your journey?
See you soon.
From XXXXX

Appendix 8.5 - Sample lesson plan for materials in 8.2

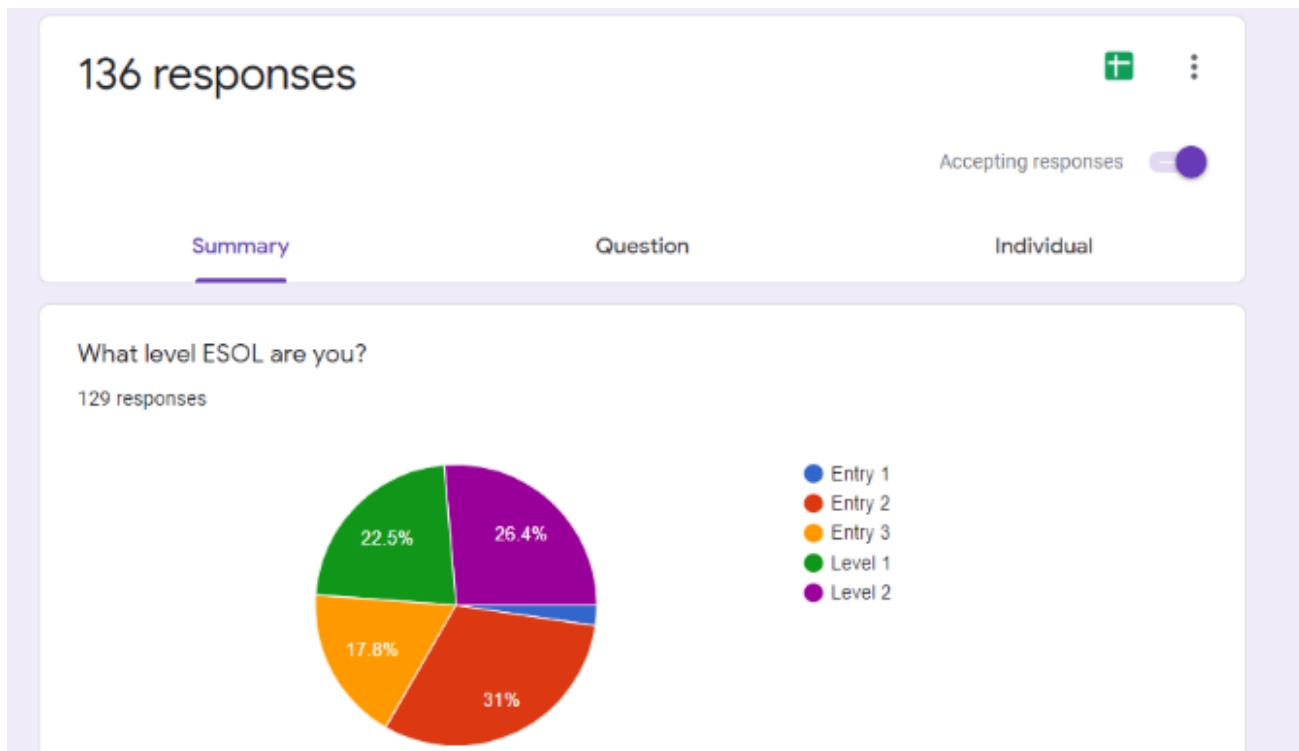
The lesson starts with teacher asking learners if they received the email sent to them before the session. In this way some will say yes and others who haven't checked will the attempt to find the email. The teacher can then ask comprehension questions ending with asking what they had to do next. If they hadn't done that, then ask if they needed help to do that and so on. The email was an exercise on adjectives that learners had to complete which would then be used in the session in categorising adjectives in connection to describing people.



Time	Learner Activity evidencing differentiation	Teacher Activity	Assessment	Resources
Course/group		ESOL 3hrs day/ 3hrs Eve		Date and time
Tutor Name		No. in group	Up to 18	Ref. to scheme of work
		Describing people/ constructing an email		
Aim: Use English to describe a person both verbally and in written form Read English and follow instructions to describe a person in context of an email Write English in order to fulfil writing question on an email		Objectives written as learning outcomes: All learners will be able to give some vocabulary/ adjectives in order to describe a person Most learners will be able to correct an email with correct capital letter usage and discuss when to use capital letters Most learners will be able to identify an email and with support arrange text Some learners will be able to write their own email to describe someone in a new workplace following specific writing task question		
Every Learner Matters: To share images of all different nationalities in order to describe features		Opportunities for Underpinning Skills: Punctuation and correcting a text/ reviewing capital letters and full stops Reviewing how to open an email – comprehension of real email to learner prior to class Categorising adjectives		
1.	Use adjectives to complete exercise prior to session	Teacher to ask re. email sent previously – what did email say/ ask you to do?	Formative assessment on ability to receive and comprehend message in email send prior to session/ sts check in session if possible if they received and read to class	Own email
2.	Use further adjectives/ nouns to describe images on screen/ organise vocabulary into categories/ hair/ eyes/ body shape etc	What do learners know already?/ check prior learning/ differentiated questions posed to individual learners	Order of adjectives in sentences W/E2.1.3	Ppt inc images of people and email activities
3.	Sts look at new text which is a scrambled email which describes a new colleague	Take feedback and move text according to st instruction – ask if correct and why is this correct	Format of text W/E2.2.1	
4.	Sts look at correct format of text but with missing punctuation/ add and correct text	Ask what is wrong with text this time.	written	
5.	Discuss when to use capital letters and complete table	t. fill in table accordingly	oral W/E2.1.4 and 1.5	
6.	Identify which text is an email and which is the question for each text and why	Teacher prompt why they have chosen/ specific learners to identify / differentiated questions posed		
7.	Comprehension check – sts write questions in book then check text for answers	Teacher take feedback	written/ oral	
8.	Review question – does text answer question	T take feedback	oral	
9.	Sts decide if email will pass according to question and input from T	T. reminds learners of what it needs to pass – format/ capital letters/adjectives/ conjunctions/ fulfilling question?/ take feedback	oral	
10.	Sts look at new question and remind themselves of format	T. sets homework and asks that homework is written as an email or in books and sent as an attachment	Written and summative assessment	

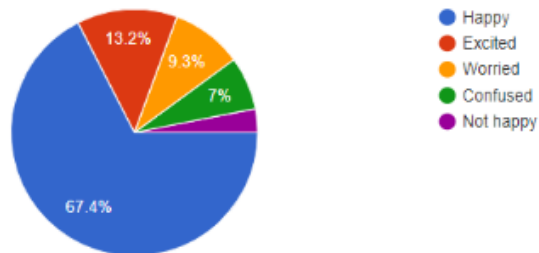
Appendix 9 – Mid-year questionnaire to learners – questions and results

In the midyear survey of 136 respondents, the learners were in the middle of their studies this time and had already started doing some sessions online. It was hoped that the survey would suggest how learners were feeling now that they were in the midst of learning both via face to face and online. From the survey it suggested that learners were a wider and more equal mix of all levels meaning that the survey had reached a more accurate picture of our ESOL groups and learners. 67% of learners said they were happy to receive an email from their teacher and that 50% would open the email, read it and reply with answers. Interestingly only asked if they thought their teacher would ask about it in the next class only 53% said that their teacher would ask them about it and 40% said that their teacher would maybe ask them about it. This leads to future research in this area in how to support learners and make a clearer link between materials sent home and work done in the classroom.



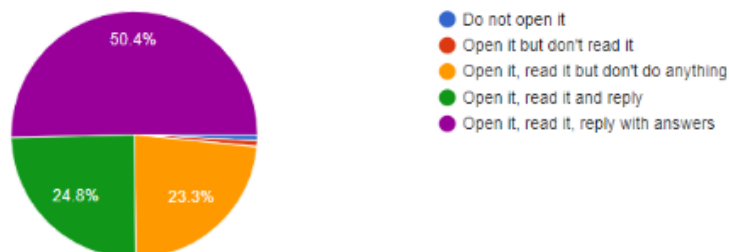
How do you feel when you get an email from your teacher?

129 responses



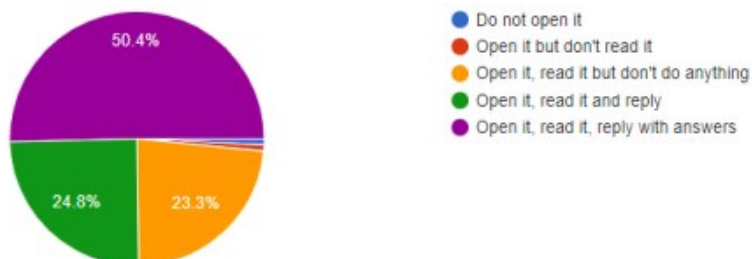
What do you do when you get an email from your teacher?

129 responses



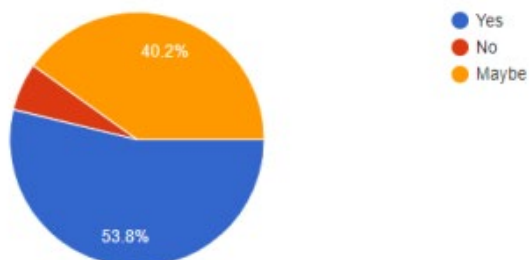
What do you do when you get an email from your teacher?

129 responses



Do you think your teacher will ask you about the email in the next class?

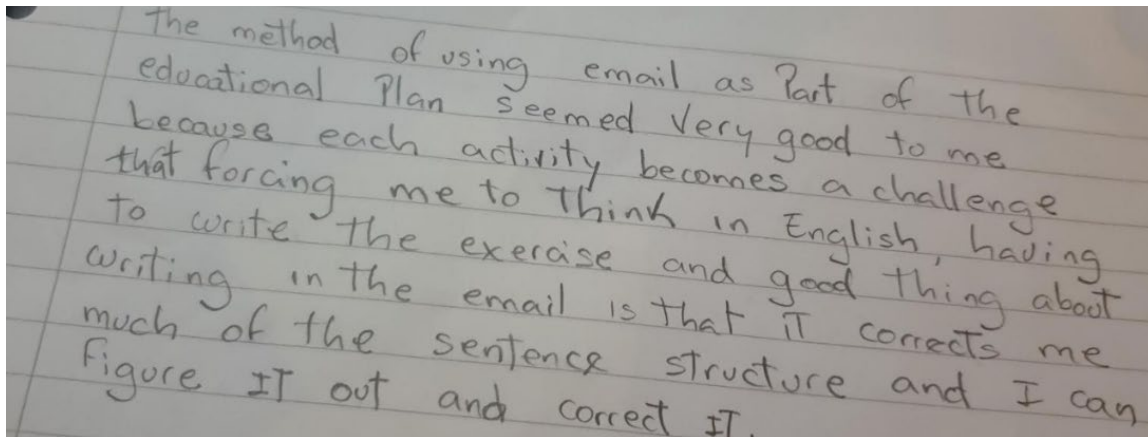
132 responses



Appendix 10 – Written learner feedback at the end of the project

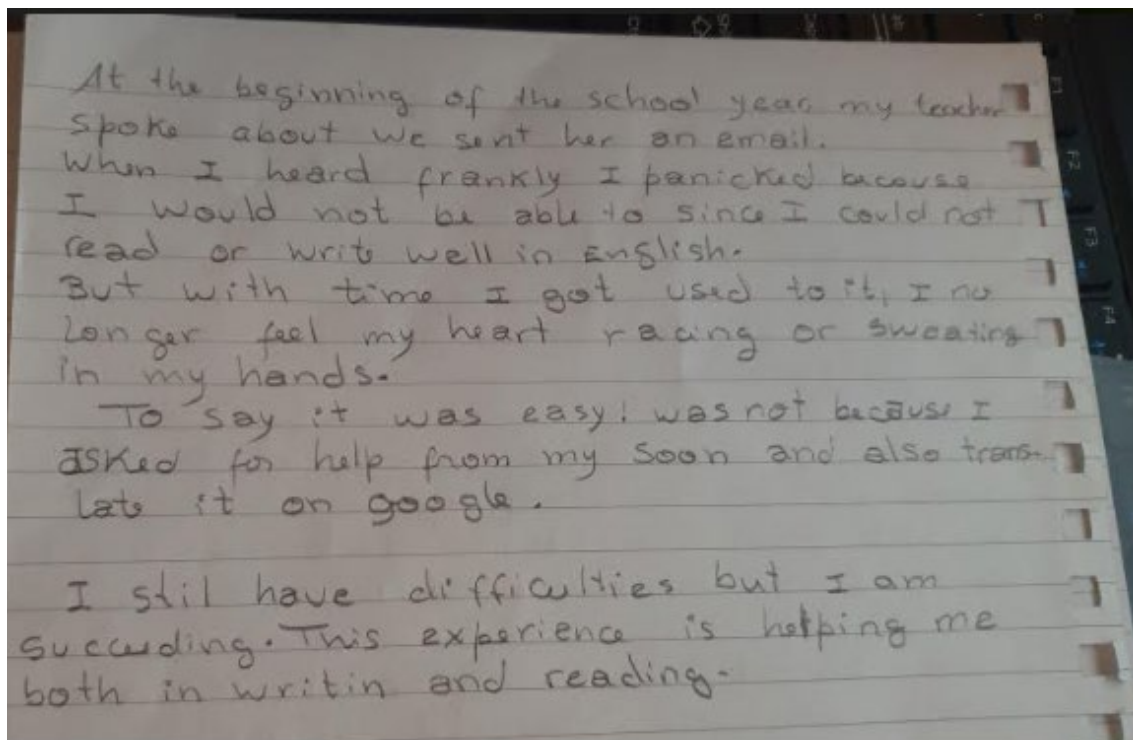
Quotes 1 and 2 suggest that the learner was suitably challenged by the email activities, they prompted the learner to learn more and think more about what the teacher was asking them to do.

Quote 1



The method of using email as part of the educational plan seemed very good to me because each activity becomes a challenge that forcing me to think in English, having to write the exercise and good thing about writing in the email is that it corrects me much of the sentence structure and I can figure it out and correct it.

Quote 2



At the beginning of the school year my teacher spoke about we sent her an email. When I heard frankly I panicked because I would not be able to since I could not read or write well in English. But with time I got used to it, I no longer feel my heart racing or sweating in my hands. To say it was easy, was not because I asked for help from my soon and also translate it on google. I still have difficulties but I am succeeding. This experience is helping me both in writing and reading.

Quote 3

I like email to talk I love it
because you can help in ~~for~~ futur
What helped you most? why
it help me full in lockdown and
last year. I don't know how to use
but ~~a~~ new I know,
Will you continue to use these ski
in the futur? why?
yes of cars because in ~~is~~ nice and
you can meet people. in your job

Quote 4

The use of e-mail seemed favorable to me,
This helped us during this time by being
able to have access to a variety of exercises
corresponding to the topic, in turn being able
to have communication with the teacher
when reviewing and correcting the practices
outside of class.

Quote 5 Part 1 and 2

• I learn about using email it is help us for life and good think for life for example you can send email to any one if before you send by post it is easy for you.

② what help you most? why

my teacher help me for all things all time she told me about how can I using email and it is best thing for my life. thank so much teacher.

③ will you continue to use this skill and why?

Yes I will continue because it is good things for make easy life for example this lock down we can do any things by email.

Appendix 11 – Collaborative work with ESOL team in Employability

Example email 1 shared by colleague in Employability showing the sharing of the diagnostic materials.

4th October

I will do this with me E1 R&W class. I will have an E1 S&L class starting in October. Would you like me to do this as part of their diagnostic? This would be a starting point for our students who embark on 10 weeks SL then 5 weeks RW

Example email 2 shared by colleague in Employability showing challenges faced by ESOL learners at low levels

5th October

I have just done your questionnaire. I think it would be useful to have some of the answers not limited to one answer. With my pre-entries I will call and text and at the end there are a mix of issues such as access to email and confidence in using it. They use their own emails as they can't log on the system here very well.

Example email 3 forwarded by colleague in Employability

January 28th Nadine in the ESOL department has been doing some work on the use of emails with students. She has got some interesting feedback and one of the things she has done is a form on GoogleForms. She's going to send it to me but I wondered if you **could send it to your higher classes that you are in touch with –** Nadine can you confirm that is what you want – or at least give Nadine some feedback on the form.

Jojo, Nadine seems to have been working a bit like you – **sending emails, then having a 40 minute class followed by some homework.** That may have been what you did last time. Is that what you are doing this time?

Example email 4 shared input from Employability colleague on her mode of delivery

3rd February 2021

How are you?

I've seen the correspondence emails between you and Susanne about online lessons during lockdown.

Just a quickie about how I've been doing my online teaching...bit of a rush sorry as I have a lesson soon.

During the first lockdown **I muddled my way through contacting students** and doing zooms and decided when I went back **I would get students to send me an email in a real lesson at college.** This enabled me to check emails worked and show the **students in real life how to open PowerPoints and materials would email them.** I mainly work with E1 and E2 and found **the real life hands on approach works with students who have good internet access.** Unfortunately, they don't all have good

internet connection so only manage email correspondence with some students because I guess they haven't got enough data for opening PowerPoints and zooms.

I flip the learning by sending a PowerPoint of the lesson before the lesson. I also send British council and Nexus links related to the lesson. This works really well with the regular online attending students. Before this lockdown I'd only had three days with E1 students to do enrolments and set up emails, then it was Christmas. However, from my point of view 5 out of 9 have done a great job with online lessons. I'm going to incorporate more online practice in real life when we go back. I used to teach in China where they love using phones and regularly practised online connection between myself and students in the classroom first.

Keep in touch,

I look forward to meeting you in real life,

3rd February 2021

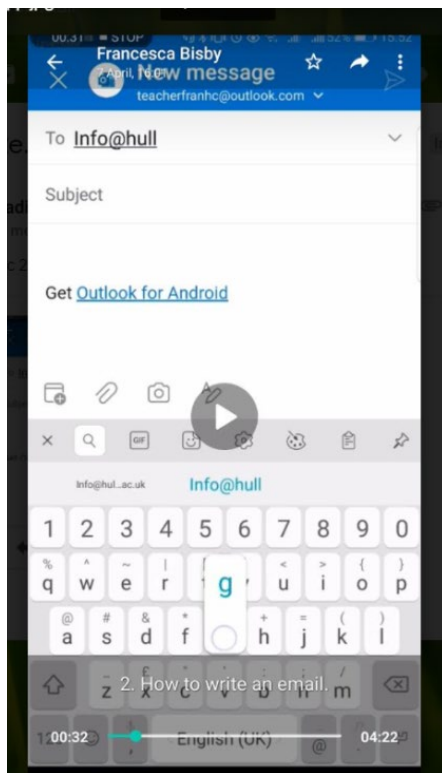
Appendix 12 – Action Plan for ESOL

Notes	Action	Deadline
Lessons learnt – Learners need to have IT knowledge and skills, emails, teams and CANVAS. Points noted from NFM’s OTLA Ready to Send and Receive funded project this year	To design a short programme within induction around IT including actions from the notes. What do learners need? Be able to go to college email/ open and reply to emails/ Use To and subject line correctly	July 21 – lead Nadine
Learner unable to remember college email address and passwords	To develop a detailed handbook so learners can write their personal emails and passwords in to remember – key card to keep in wallet with details on	July 21 – Lead Nadine & Sarah
Resources out of date	Source and price up new listening resources and current books	June 21 – Lead Chris
Exam booking	An easier way to book large amounts of exams	July – Lead Tina

Action Plan			
ESOL IA process			
Actions	Impact	KPI (RAG)	Review Process
Ensure all learners are made aware of the fees	Learner are aware of course fees prior to starting - correct information given straight away		
No waiting lists	Learners to be able to attend short courses to ensure engagement and no waiting list collated / possible link to Employability Services to		
Elibility to be discussed and signposted	Learner details to be checked and invited to the correct course - ESOL or Employability		
Action Plan			
ESOL induction			
Actions	Impact	KPI (RAG)	Review Process
Learners to have an IT basic course	Learner to attend a short course to ensure that they have full understanding of the following - Email, Teams, CANVAS		
Course handbook	Course handbook to be introduced with key information - who to guides, key dates, tutors		
Indepth induction - introduction to tutor etc	Induction to be more detailed expectations, class times, tour of college and meet your tutor		
Action Plan			
ESOL deliver			
Actions	Impact	KPI (RAG)	Review Process
Upto date resources	Invest in current resources		
Speaking and Listening earlier	Exams to be spread out throughout the year not back ended		
Clear tutorials	Tutorials to be in the SOW to allow progress checks, 1-2-1 targets to be		

Appendix 13 – Screenshot of screen cast

Screencast was used in helping learners write an email/ voice over is pointing out who learners could write to at college, for example reception, attendance team or teacher. In this way students are given email addresses while they watch. This can be viewed in a class and then students can write the key information.



Appendix 14 – Meeting minutes from October

This meeting share results of questionnaire, findings so far and highlighted next steps for the project.

Font		Paragraph		Styles	
C007/001 Team Meeting					
Date: 21 st October		Time: 13:30		Location: QG406	
Item	Outcome	Action			
1.	Present JT, NFM, SP, MG, CS, PH, FB				
2.	Apologies RA, DS				
3.	Minutes of meeting held on: n/a				
4.	Matters arising from minutes/action points n/a				
5.	<p>ESOL – Ready to SEND and Receive OTLA project</p> <ol style="list-style-type: none"> Input on project so far/ project money for supporting ESOL learners and developing strategies to support them with email/ starting point is questionnaire and completion of 3 week or diagnostic assessment Thanks for sharing student questionnaire 30 (quite low)/completing staff questionnaire 14 ☺ completed jpc ones from Employability Services ☺ Sharing initial findings from student perception questionnaire 30 collected E2/ E3 level – sts want help to produce emails in form of English Most sts wrote a personal email address but most did not know their college email address Sharing significant findings from staff questionnaire Most staff answered in regard to E1 and E2 learners Sts contact staff most about attendance Staff use email more now than before first lockdown Most staff said they prepare their learners before they use email Most sts use personal email addresses rather than a college email address Main problem that learners face in using email is not being used to using email <p>- MG - Sts often unable to write email addresses correctly – either copying from board or writing their own email address/ often mistakes with upper and lower case – often case with all levels</p>	<p>Project lead to work out try out new way to share to increase number next time to give realistic number of learners – possibly google forms/ survey monkey?</p> <p>Project lead to look at in new form</p>			
6.	<p>Feedback from staff questionnaire – some staff wanted to choose more than one option in question 3 but form didn't allow -</p> <p>Next steps in project</p> <ul style="list-style-type: none"> - Share second questionnaire for learners – can you help? - Develop materials for supporting learners with email / could be used in online delivery if further lockdown - Prepare dissemination presentation for December 				
10.	<p>AOB To share with Employability team and see how they are dealing with online in respect to their short courses and pre entry learners</p>	Project lead			
11.	<p>Date of next meeting Wed 2nd December</p>				

Appendix 15 – Information from college newsletter

05 - 26/03/21

IN THE KNOW



This Week at Hull College



Live Events Learning Lights Up The Theatre

This week has seen our Live Events Production learners continue their hard work on-site, whilst also benefitting from additional tuition from industry professional, Matty Stephenson. Matty attended Hull College himself and went on to complete a BA (Hons) Technical Theatre degree before embarking on a career that has seen him work on events such as Humber Street Sesh and Britain's Got Talent 2019 champions Richard and Adam's UK Tour. Since working with Matty on-site, all learners have picked up lots of new skills and excellent knowledge, which they have already been putting into

practice in sessions. Following on from this, the group have been creating individual lighting shows to a soundtrack of three songs mixed together to show off their newly acquired skills, utilising our new high-end industry-standard equipment, that was acquired as part of the most recent CAPEX bid. And what's more, our new lighting system is LED, which makes them much more energy-efficient than our previous lights. Work is now underway on preparing for the annual End of Year show, which everyone is very excited about. Full details on the event will be confirmed at a later date. (Picture above)

ESOL Learners Ready To Send And Receive

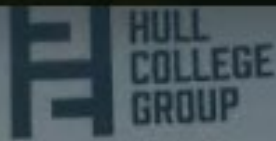
Imagine writing an email in another language. This is a challenge that our ESOL (English for Speakers of Other Languages) learners have increasingly had to cope with as a result of having so little face-to-face classroom time. ESOL learners have had extra support with reading and writing emails this year as a result of a project funded by Education and Training Founding. ESOL lecturer, Nadine Foxon-Munawar, successfully bid for funding of £5,000 last July as the challenging situation of lockdown and the COVID-19 pandemic made electronic communication sometimes quite challenging for learners whose first language was not English. Nadine and her colleagues have since been developing activities to encourage learners to communicate via this method, which have not only supported learners to develop reading and writing skills for their exams but also seen them develop key

life skills. It is hoped that some of the activities will be used to develop the induction programme for ESOL learners so that, in the future, basic IT skills and use of college email systems will not be such a hurdle. The final report of the project will come together in June and will be published by the Education and Training Foundation and Outstanding, Teaching, Learning and Assessment Consultancy in partnership with That Reading Thing and Sfl Network. Watch this space for the next steps!



Appendix 16 – Evidence of College Consent forms received

Student	Form signed and received	Picture of writing and photo/ video?
Student A	Y	Pictures of written emails
Student B	Y	Video clips
Student C	Y	Pictures of handwritten homework used and video clips
Student D	Y	Pictures of written emails and written comments used
Student F	Y	Pictures of written emails and video clips
Student H	Y	Pictures of written emails used/ comments and video clips
Student K	Y	Pictures of writing used/ diagnostic test
Student N	Y	Writing text only
Student O	Y	Video clips
Student Q	Y	Pictures of written emails used
Student R	Y	Pictures of written emails used
Student S	Y	Pictures of written emails



Consent and Release Form

Event Photography, Video and/or Social Media Use

I consent to photography, videotaping and its/their release, publication, exhibition, or reproduction to be used on the Hull College Group's websites and the Group's social networking sites.

I release the Hull College Group from any liability connected with the taking, recording, or publication of said photographs, slides, videotapes, or sound recordings.

I waive all rights I may have to any claims for payment or royalties in connection with any exhibition, televising, or other publication of these materials.

All negatives and positives, whether prints, video, film, or sound recording are the property of Hull College Group or the person or entity designated by it, solely and completely

Signature of Subject <i>[Handwritten Signature]</i>	Date <i>29. 04. 21</i>	Image No (photographers use)
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Signature of Subject	Date	Image No (photographers use)
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Signature of Subject	Date	Image No (photographers use)
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Signature of Subject	Date	Image No (photographers use)
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Appendix 17 – Learner journey video

We have tried to capture the activities and feelings of the learners towards their use of email in this video:

[Ready to Send and Receive: ESOL at Hull College](#)

OUR PARTNERS



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ccConsultancy, That Reading Thing and Skills Digital are delivering this programme on behalf of the Education and Training Foundation.

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