



Wales Strategic Migration Partnership Final Progress Report January 2024

Project Name	Wales Strategic Migration Partnership
Client	Welsh Local Government Association
Client Managers	Pamela Wong and Zephyr Li
Project Start / End Date	October - December 2023
Project Manager	Mitchell McKee
Project Tutors	Mitchell McKee
Date	19/01/2024



Project Background

The Welsh Local Government Association was looking for a new way to help recently settled people from Hong Kong develop their English skills with the key aim of getting them into work, improving their confidence and giving them a sense of belonging.

Since the group of learners was geographically widespread, it was challenging to find a solution whereby they could offer face-to-face classes, so the team started researching options for the group to learn online at a relatively low cost. They were delighted to learn that Klik2learn could offer them a tutoring project which combines self-study work on the Klik2Learn platform with a weekly online class with a tutor to help the learners develop their English skills.

Project Aim

- To help settlers from Hong Kong whose English levels range from A2 to B2 develop their English and boost their employability
- To keep learners motivated and help them feel connected from their rural location base by offering weekly online tutorials with a trained ESOL tutor
- To support all learners from the onboarding stage to project completion as provided by a designated Account Manager.
- To monitor project effectiveness using progress dashboards for each learner, providing tutors and resettlement officers the data they need at a glance.

Timeframe

- Start: Early Oct 2023 (recruitment/selection/enrolment)
- Testing: Mid-Oct 2023 (testing/placement)
- Start Date: 18th October 2023
- End Date: 27th December 2023
- Total number of Teaching Weeks: 12 weeks (the last class on the 27th is a 2-hour class, so this was counted as 2 weeks)

Targets

- Around 17 adult Hong Kong learners registered their interest, but the contract only allowed 10 accounts. So, 10 were chosen from the start of the project.
- However, of the initial 10 that were enrolled, one student dropped out after the first lesson and was quickly replaced, so the total remained at 10 students until week 4 when another 2 students dropped out for personal reasons, meaning that the 10 students reduced to 8 for the remainder of the course.

Initial Learner Profile

Of the 10 learners that were onboarded, all were natives of the Hong Kong Special Administrative Region of the People's Republic of China.

To help us understand their career aspirations better, students were asked to complete a Learner Agreement developed by Klik2Learn. This document was designed to help the learners understand the commitment required in undertaking such a course (a minimum of 3 hours of learning per week plus tutorial times) and was translated into the native user language as required (Cantonese). It was also designed to get a better understanding of the desired career sector and the existing qualifications of those enrolled in the project. The previous jobs held by the students were as follows (one student did not want to provide this information):

- Banking
- Clerk
- Teacher assistant, carer, Cantonese tutor, dance instructor
- Primary school teacher
- Sales associate
- Education
- Travel
- Management and financial accounting in banks
- Salesman, courier

Furthermore, 90% of learners stated they would like further support in finding a job once they'd completed the course.

[Appendix 1](#) explains the CEFR (Common European Framework of Reference for Languages) levels.

Pre-Course Testing

The New user test is one of three methods of diagnostic testing that assesses reading and general comprehension of English. It is a quick test (c.6 minutes) that is better for beginners and links them seamlessly to the correct course starting point. It is however very much a broad brushstroke test and therefore does not analyse the individual skills of listening, writing, or speaking.

The Short English Skills Test (Short EST) is a longer, more traditional test that measures reading and listening only and is auto-marked by our platform. It is most suited to those who can read at least a short paragraph and answer some basic questions. It helps give those a test experience before accessing the courses.

In the case of this project, we favoured students initially sitting the new user test so as not to create a barrier for learners during their first experience on the platform. We then opted to ask them to sit the Short English Skills Test at the midpoint of the course (six weeks into tutorials, around late November) to get a sense as to how they were progressing and improvements made during the course of study.

Online Tutorials

We offered twelve consecutive weeks of one-hour online tutorials on Wednesdays at 6 pm (this time was canvassed from the students before the start of the course). Despite the students having varying levels of proficiency, the contract only permitted 1 hour of synchronous support. It was decided by the tutor that the 1 hour would not be split and all students would be taught in the same class to create a cohesive sense of unity with the tutor using their professional discretion to adjust the material to meet the needs of lower level learners, as well as challenging more advanced students.

Tutorials were supported by up to 30 minutes each week of asynchronous learning where our tutors would check in on learner progress on the platform and the tools (notebook/voice recorder) that they were using and offer feedback.

Mid-Course Progress

After six teaching weeks of the pilot were complete, we requested all learners to sit either the Beginner or Intermediate version of our Short English Skills Test. All students were given an option for either test, but all students chose to complete the Intermediate version.

As the Short Skills Test was introduced halfway through the course, and 2 students already dropped out at this point, only 8 students were able to complete it. All 8 students completed the test.

Short English Skills Test: The short English Skills Test assesses the skills of reading and listening separately, unlike the new user (pre-course) test which is a broad-brush stroke test of general reading and comprehension. It is auto-marked by the platform.

Results - Reading:

It's apparent from testing that our students' reading skills have improved significantly even by this mid-course point. Prior to the course starting, 5 learners were A2. At the mid-course point, only 2 were tested at this level for reading with the majority (6) progressing to an intermediate reading level (B1/B2)

Results - Listening:

It's even more apparent from this mid-point testing that our students' listening skills have improved even more significantly. Prior to the course starting, most learners' results were hovering at the A2 or the B1 level.

Six weeks in and the grade distribution has shifted to intermediate only with no student tested below B1. The Majority of students (7) were tested at the upper-intermediate B2 mark.

Overall, the reading and listening results of the students significantly improved from starting the course compared to the midpoint of the course, with students progressing from the A2 elementary levels to the B1/B2 intermediate levels.

End of Course Progress

English Skills Full Test

At the end of the course, six students submitted one final assessment (our Full English Skills Test) at Intermediate level, which covered all skills (including writing and speaking) and was marked by a tutor. The results are as follows:

Skills Full Tests

Test	Listening	Reading	Writing	Speaking	Overall
Intermediate Full Test	notattempted	B1	A2	A2	A2
Intermediate Full Test	B2	B1	B1	B1	B1
Intermediate Full Test	B2	B2	A2	A2	B1
Intermediate Full Test	B2	B2	B1	B2	B2
Intermediate Full Test	notattempted	B1	notattempted	notattempted	B1
Intermediate Full Test	B2	B2	A2	B1	B2

Results - Listening:

Of the students who attempted the listening test, all achieved B2 level. This is very impressive since at the beginning of the course the students ranged from A0 level to B1 level in the new user test results.

Results - Reading:

Six students completed the reading test and three achieved B1 level whilst three achieved B2 level. When compared with the start of the course, this shows a considerable improvement.

Results – Writing:

This was the first time that the students' reading had been formally assessed on the course. The results show that two students achieved B1 level and three achieved A2 level. It was obvious from the examples of writing that all the students were able to construct simple sentences connected with words such as 'and' and 'but', whilst two students were successfully attempting to use a wider range of phrases to connect sentences and more complex grammatical structures and vocabulary.

Results - Speaking:

This was the first formal speaking assessment of the course. Five students attempted this test and the results show that two students achieved A2 level, whilst two achieved B1 and one achieved B2 level. All students were able to speak about familiar topics and to use a range of basic grammar and vocabulary. Two of them were more successful in using a wider range of lexis and one student was able to use clear pronunciation and respond with ease on a range of topics.

Overall Results:

The individual results of the six students who completed the final test have been analysed and compared to the result they achieved at the start of the course in the New User Test:

- One student who started at A2 remained at this level. However, their final reading level was B1.
- One student increased from A0 to B1 level.
- Two students increased from A2 to B1 level.
- One student increased from A2 to B2 level
- One student increased from B1 to B2 level.

Students' Platform Progress In Numbers

Overall student progress at the end of the course (December 2023)

As can be seen from the table, the students continued to engage with the materials and were active on the platform until the end of the course.

Current Course	Progress - Month	Progress - Overall	Time Spent - Month	Time Spent - Overall
Journey 2 English	47.80%	103.73%	18h 7m 43s	42h 14m 53s
Journey 2 English	22.37%	33.56%	16h 37m 20s	22h 20m 28s
Journey 2 English	18.98%	103.05%	2h 42m 40s	22h 0m 37s
Journey 2 English	21.69%	25.42%	13h 41m 0s	15h 47m 38s
Journey 2 English	2.03%	9.15%	0h 11m 33s	5h 32m 17s
Journey 2 English	8.47%	9.49%	2h 45m 13s	2h 59m 28s
Journey 2 Basic Skills - A2	23.53%	23.53%	1h 50m 33s	1h 50m 33s
Journey 2 English	0.00%	6.78%	0h 0m 0s	1h 30m 7s

Students' Platform Progress - Examples of Personal Work

Students completed a large set of homework during the project using both the notebook and audio recorder tools. The aim of this was for the students to practise their reading, writing and speaking skills in their own personal study time beyond the 1-hour class a week. In combination with the weekly tutorial, this gave them a comprehensive course which practised every single skill.

Evidence of student progression in their writing can be viewed in the following examples:

Dog is one of my favour animals. I can describe myself as a dog person. Long long time ago, I had two dogs. One was a boxer called Bobby and another one called Jimmy which was a Chinese dog. We were very happy and went to anywhere together.

Time flies. Bobby was passed away because of intestine cancer and he was 9-year-old. Few years later, Jimmy died without any syndromes.

After twenty years, my daughter asked me if we could have a dog. Because we all love animals specially dogs. At that moment, I explained to her we could only adopt a dog instead of buying a dog at a pet shop. Then we were waiting for a certain period of time.

'Do you want a 2-year-old Japanese dog?' One day my brother suddenly phoned me. 'Yes yes.' It was a super excited news for us and we were all over the moon.

One week later, our new pet dog called Taka came to my house. He was gorgeous and handsome. It was a typical Shiba Inu with light brown flurry hair also of course with its icon 'curly donut tail' which many people called it. Although he was the first time to be my house, he felt comfortable without any nervous. He was very friendly to us. He could drink water and eat food properly. It was a good sign for a dog changing his owner and living environment. We could not sleep on that night and only watching Taka and playing with him.

It was a seven years ago. We have adopted Taka nearly 8 years and now walking outside with Taka is our daily life in the UK. We are extremely lucky to have Taka and he companies with us always! So I can say that it was the best day of my life.

Organic Onions with Eggs

Ingredients: Prepare 2 medium sizes of onions, 5 large eggs, salt, pepper, paprika and parsley.

1. Chop up 2 onions into small pieces. Make sure onions are fresh and haven't gone off
2. Crack 5 eggs into a bowl and make sure there are no shells in it. Beat up eggs 2 minutes. Set aside.
3. Heat up a non-stick pan for 30seconds with medium heat and add 30ml of Oliver oil
4. Cook onions until soft
5. Then add the cracked egg into the pan and cook to your desired liking
6. Season with salt, pepper, paprika and parsley serve.

This is a very healthy and delicious dish as eggs are excellent source of natural protein and onions have been linked to improve bone health, lower blood sugar levels and reduce risk of cancer. If you have no time to eat out or prepare dinner, you can whip up this healthy dish in just only 15 minutes.

You can also use the leftover to make an onion soup by just putting 1litre water into the leftover and boiling it 10 minutes. Super yummy.

The text on the left was completed by Melissa at the start of the course and the text on the right was completed halfway through. There have been some improvements, for example, the underlines in red show a growing awareness of when to use the non-definite and definite article when discussing nouns, although there is still work to be done on the attainment of plurals. Moreover, the text highlighted in orange shows the growth of understanding of sentence forms. The text on the right uses commas more accurately as well as combining dependent and independent clauses. Compared with the left, the highlighted sections use more simple sections. There is also a clear advancement in overall vocabulary, which shows that the student has grown their lexis.

Another example is from Maggie:

If you ask me what is the best day of my life and how is it? I will definitely tell you it was the day my family and I spent a day in a going to a local Fushan waterpark, as I felt i like going to a adventure and thus it was very memorable for me. That waterpark was located in the rural part of Fushan where none of the tour guide books mentioned about it. Indeed, its accessibility was so remote that local drivers could hardly believed we, as the first time vistor here, were able to reach there by using change routes buses ourselves. You may ask if that park really so special for us to go there? I can say this waterpark is cool and lots of modern facilities which are attractive for youth, but more important is that it was the first time I felt how resilient my daughter was in reaching this park. Recalled I have tried to give up by recommanding another scenery when we were all sweating and wating for the change bus in the sweltering hear. But my daughter kept saying we were almost there, and we preserved and were able to reach there eventually after three hours ride. Since customers of the park was majority local Korean, there were limited English signs inside the park, and I realize the most efficient way for communication was using body language. I felt really memorable and I spent a nice afternoon with my family there that day.

When talking about Singapore rice vermicelli noodles, many of us may have tried it when we eat out. Actually it is my favourite dish and we can whip up this dish within 30 minutes at home.

- a) Combine the sauce ingredients (soy sauce, sugar, Chinese white wine and little curry powder) in a small bowl and mix them well.
- b) Place rice vermicelli noodles in a large bowl filled with boiled water and soak as per packet instructions. Drain and set aside.
- c) Heat 1 tbsp of oil in a wok or heavy based fry pan over medium heat. Add the shrimp, cook until just cooked - about 2 1/2 to 3 minutes. Remove and set aside.
- d) Add the egg and spread it out to make a thin omelette. Once set, roll it up, remove from the wok and chop up in slices (while still rolled up).
- e) Return the wok to medium heat and add the remaining 1 tbsp of oil. Chop up garlic, ginger and onion, and cook for 2 minutes until onion is slightly softened.
- f) Add capsicum and cook for 1 minute.
- g) Add noodles and sauce, give it few tosses. Then add the egg, pork, shrimp, chillies (can cut down its portion or even cut out if you prefer less spicy). Toss until the sauce coats all the noodles and everything is heated throughly - about 1 to 2 minutes.
- h) Serve immediately, else the noddles will cool down fast and you need to heat up the noddles again.

The highlighted text in red shows a growth in understanding of how to introduce a text. The text on the left is quite clumsy with unclear expressions; the text on the right is clear with a precise topic sentence introducing the rest of the text. The highlighted parts in yellow also show more precise pronouns being used. Finally, the highlighted text in orange, similar to Melissa's example, shows a development of sentence structure and syntax, resulting in a very clear text.

As for homework using the voice recorder tool, students have improved their speaking abilities. This is difficult to demonstrate here, but students have improved many of the common pronunciation errors made by Chinese/Cantonese speakers of English, which are mainly:

Vowel Sounds:

- Students have been improving their ability to distinguish between short and long vowel sounds. For instance, the difference between "bit" (short vowel) and "beat" (long vowel).

Consonant Sounds:

- There has been work on challenging consonant sounds, such as the "th" sound in words like "think" and "bath". Also, the "r" sound in words like

"car" or "far" has been improved. Chinese/Cantonese speakers also struggle with the "l" sound, e.g. in "brolly", which students have been improving.

Word Stress:

- A better understanding of word stress to avoid common errors. For instance, stress on the first syllable in the noun "record" but on the second syllable in the verb "to record."

Tones and Intonation:

- Students have adapted intonation patterns by using rising intonation for questions, like "Is this your book?" and falling intonation for statements, such as "This is your book."

Linking and Blending:

- Improvement of the smoothness of connected speech by linking words naturally, e.g. "I don't know" as "I dunno" and "I am" as "I'm."

Student testimonials

One of our students, Melissa, was kind enough to answer some questions related to her experience on the course. Her answers are thought-provoking and heartfelt, and they give an insight into the course from a student's point of view. This testimonial can be viewed via this YouTube link here:

<https://youtu.be/sWmCgwYwhQw>

Employer Partnerships - Developing Learner Employability

As an organisation supporting ESOL learners, we're well aware of how critical it is to build and strengthen the vital link between competence in English and employment. Due to budgeting constraints on behalf of the Wales Strategic Migration Partnership, however, employability support has not been offered to this group. However, should future desire be expressed by Wales SMP, Klik2Learn would be more than happy to provide support as we have a proven track record of helping learners improve their ability to find jobs and secure employment in some cases, and we are enthusiastic about increasing this work.

For example, for a project in Belfast, Klik2learn has entered into a partnership arrangement with Hays PLC, a recruitment specialist, and we're working directly to support international recruitment with a number of Healthcare Trusts nationally. Learners in Belfast have also had access to a range of flexible, individualised support to help them access employment by building their confidence and skill set, exploring career options, and gaining qualifications while benefiting from one-to-one mentorship in programmes such as the [Step-Up](#) programme. They're also set to benefit from future interview training and employment opportunities via our new partnerships with Citibank and the NHS.

Future Project Plans

Our post-English support includes 3D simulations for interview skills where we capture the responses of candidates to live questions from our virtual interview panel. We provide feedback to candidates, using machine learning, on their performance by analysing their audio responses to the interview scoring system provided by the employer. Currently, this is restricted to healthcare posts but the technology can be adapted to any sector and allows the employer to see a candidate's score and hear their

answers before a live interview takes place. This method also ensures a degree of 'blind screening' which can favour less experienced candidates and those from minority backgrounds.

The audio file of the interview answers can also be passed on to an employer if an agreement is in place to offer direct feedback.

We are currently working on a similar method to give candidates feedback on their CVs.

Appendix 1 - CEFR Language Levels Explained

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It categorises language ability into three broad categories; Basic Users, Independent Users and Proficient Users. These broad categories are broken down further to a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language.

- Basic Users (A1, A2)
- Independent Users (B1, B2)
- Proficient Users (C1, C2)

Cambridge English states that it takes approximately **200 guided learning hours** for a language learner to progress from one level of the Common European Framework of Reference (CEFR) to the next. However, it's accepted that several factors can affect how long it will take each learner to increase their level of English, including:

- A learner's language learning background
- the intensity at which each learner studies
- the learner's age
- the amount of study/exposure outside of lesson times and their general attitude to learning

A0 - Pre-beginner

There is no A0 CEFR level, at Klik2learn we use A0 to describe a learner who:

1. Has no prior knowledge of English

Pre-beginners can take the Journey 2 Basic Skills course to enable them to function at an elementary level-A1 on the CEFR framework.

A1- Beginner

At the A1 CEFR level, a language learner can:

1. Understand and use familiar expressions and very basic phrases aimed at meeting your everyday needs.

2. Introduce yourself to others and ask and answer questions about personal details such as where you live, people you know and things you have. You can interact in a simple way.

A2 - Elementary English

At the A2 CEFR level, a language learner can:

1. Understand sentences and frequently used expressions related to areas of most immediate relevance.
2. Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
3. Describe in simple terms aspects of your background, immediate environment and matters in areas of immediate need.

B1 - Intermediate English

At the B1 CEFR level, a language learner can:


1. Understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure.
2. Deal with most situations likely to arise while travelling in an area where the language is spoken.
3. Produce simple connected text on topics which are familiar or of personal interest.
4. Describe experiences, events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.

B2 - Upper Intermediate English

At the B2 CEFR level, a language learner can:

1. Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in your field of specialisation.
2. Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
3. Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

The table below represents the alignment of Klik2learn English language courses to CEFR levels.

			IELTS	City & Guilds	ESOL & Skills For Life (England, Wales & NI)	Cambridge Main Suite	LanguageCert	Trinity ISE	SQA ESOL
Proficient User	C2		9 8.5 8 7.5			C2 Proficiency	C2 Mastery	ISE IV	
	C1	OET (Passport to Employment in Healthcare)	7 6.5		Level 2	C1 Advanced	C1 Expert	ISE III	Higher
Independent User	B2		6 5.5	B2	Level 1	B2 First	B2	ISE II	National 5
	B1	Journey 2 English	5 4.5 4	B1 Achiever	Entry 3	B1 Preliminary	B1 Achiever	ISE I	National 4
Basic User	A2			A2 Access	Entry 2	A2	A2 Access	ISE 0	National 3
	A1	Journey 2 Basic Skills		A1 Preliminary	Entry 1		A1 Preliminary		National 2
Pre Beginner	A0								

