

# A GUIDE FOR TEACHERS OF ENGLISH SPOKEN AS A SECOND LANGUAGE TO DELIVERY OF THE ESSENTIAL DIGITAL SKILLS STANDARDS (2019)

## GUIDE



Original materials created on behalf of the Education and Training Foundation  
and funded by the Department for education

- 
- 01 INTRODUCTION**
  - 02 SKILL AREA 1**
  - 03 SKILL AREA 2**
  - 04 SKILL AREA 3**
  - 05 SKILL AREA 4**
  - 06 SKILL AREA 5**
  - 07 CONCLUSION**
  - 08 REFERENCES**



1. CONTENTS
2. INTRODUCTION  
SECTION 1  
SECTION 2
3. SKILL AREA 1
4. SKILL AREA 2
5. SKILL AREA 3
6. SKILL AREA 4
7. SKILL AREA 5
8. CONCLUSION
9. REFERENCES

**This Guide is designed to help teachers of English spoken as another language (ESOL) to deliver the five skills areas of the [Essential Digital Skills Standards \(2019\)](#).**

It identifies some of the opportunities, challenges, methods and resources that are relevant to and appropriate for learners to achieve good functional English language skills.

It does not provide detailed information around the content of the standards, nor introduce any new content. That is to be found in the 20 [EDS modules](#).

Two levels of awards are supported by the [standards](#):

Essential Digital Skills Qualifications (EDSQ): from September 2020 covering selected parts of the standards.

Digital Functional Skills Qualifications (Digital FSQs): from September 2021 covering the full range of the standards.

The content and specifications of these qualifications at Entry Level and Level 1 will each have their distinctive take on how best to convert the standards into certificated programmes of learning. You may want to supplement the advice in this guide with commentary and resources from the awarding bodies when deciding which qualifications are likely to be most appropriate for your particular learners and establishment.

The standards have been created to underpin the entitlement for adults to a minimum level of competence and understanding of essential digital skills. This is a right established and supported by government to improve opportunities for life and work. For ESOL learners it includes helping learners gain good reading, writing and listening skills. A core mission of the new entitlement is to use technology to reduce barriers, open doors and enable everyone, including ESOL learners with their particular challenges, to reap the benefits of digital technology.





1. CONTENTS
2. INTRODUCTION  
SECTION 1  
SECTION 2
3. SKILL AREA 1
4. SKILL AREA 2
5. SKILL AREA 3
6. SKILL AREA 4
7. SKILL AREA 5
8. CONCLUSION
9. REFERENCES

## Teaching the Standards in the ESOL context

ESOL learners all have another primary language and are wishing to add English as a means to further study, find or advance in employment or for living in the UK. Learners will join a programme between Entry level to level 2. Digital literacy is not usually initially assessed at the start of the qualification meaning that in any given class, abilities may be very sophisticated in using technology, and some learners may have skills in using it for learning. Others may have poor technology skills. Some may lack confidence in using technology in learning due to language difficulties. Some may have never used a computer or a mobile device.

The programmes taught work towards ESDQs rather than the full Digital FSQs, whilst preparing learners to move onto further study or work.

The new entitlement, the standards and the support programme (including the online modules) are designed to develop key digital skills around the demands and circumstances of everyday life; they cannot be delivered as freestanding IT skills like its predecessors, such as CLAIT and ECDL. This guide offers pointers to teachers in ESOL to the opportunities and challenges posed by using technology in learning. It cannot and does not attempt to replace the creativity and determination of

experienced ESOL professional educators to deliver the best possible experience and outcomes for their particular learners.

The advice given here will be enriched, increased in scale and value and adapted to changing circumstances if you share what you do, what you find works well and the resources you create with your colleagues and peers through the support programme's communities of practice and other collaborative media.



1. CONTENTS
2. INTRODUCTION
3. SKILL AREA 1
4. SKILL AREA 2
5. SKILL AREA 3
6. SKILL AREA 4
7. SKILL AREA 5
8. CONCLUSION
9. REFERENCES

## Using devices and handling information

The Standards require an understanding of types of hardware, software and apps and how to use them and keep them up to date; finding, evaluating, storing and organising information - and what to do if it goes wrong; using online resources to update digital skills.

### The Key point

The Key point is for learners to gain good organisation skills and awareness of what is needed or required in online and offline dealings, and how to match that to the capacity of their devices, accounts and actions.

### Challenges

Some learners will come to the ESOL class with little experience and perhaps ownership of devices. This creates in effect a second objective for some to master class-based and online technology. Perhaps lacking in knowledge of technical language, learners struggle to know what they might need and what they can use. Where English language is poor, learners may struggle to articulate the help they would like to buy, adapt, synchronise and make the best use of their devices and accounts. Teachers also need to be prepared to teach ESOL learners the technical vocabulary.

### Opportunities

Devices can continue to be used in each learner's first languages although transitioning to using menus, settings and checks in English provides another route into language learning. Using a Kindle that is defaulted to English not only uses a library of books in English but using English for the settings provides 'English in action'.

Personal devices can be used to listen to sound files, to read newspapers and other articles that explores the interests of each learner. Voices heard can include recordings of class or home working activity completed with other learners, or friends, and can include teachers taken from activity in the classroom. Conversations can also be recorded on devices for playback for reflection, practice, and learning through repetition.

Google translate allows users to point a smartphone camera at signs and notices to get an instant translation of its meaning into one of 120 different languages. This is helpful for learners' safety and learning is promoted by repetition of checking language used in public spaces.

Video-casts on YouTube can be followed in English to learn how to use devices and applications.



1. CONTENTS
2. INTRODUCTION
3. SKILL AREA 1
4. **SKILL AREA 2**
5. SKILL AREA 3
6. SKILL AREA 4
7. SKILL AREA 5
8. CONCLUSION
9. REFERENCES

## Creating and editing

The Standards expect learners to have a knowledge of applications used to create different forms of content and have the skills to manipulate them for personal use and for use by others with whom they are shared. It includes manipulation of data, creation of charts, and types of presentation that can be used separately or as part of larger documents. Editing includes making improvements that may come from the suggestions and contributions of others in a group effort.

### > The Key point

This starts with familiar IT fare – working with office type packages – and extends to more contemporary skills of creating and editing photos, videos and sound files around a range of purposes.

### Challenges

Some ESOL learners may be reluctant to engage in group activity or participate in working with online content for cultural reasons or because of the lack of common language capabilities. The lack of technical skill may prevent learners participating in the activities of working on common files, sharing, editing and contributing.

### Opportunities

Working collaboratively using technology is particularly beneficial. Rather than learning English in open, uncontrolled, online spaces, the class environment is relatively small, the audience is known and trusted. Activity can be directed, and responses can be discussed and controlled to a degree through the design of the learning activities. Learners can work on improving content by sharing content, adding new content, adding images, graphics and discussions and commenting on, this produces a rich working environment. Collaborating on producing a slide presentation requires good communication that can continue online. Pairing less confident learners with more confident learners allows them to see how technology can be used to practice reading and writing skills. Pairing learners where one is more technically proficient can help with both the technology and practice in speaking, where they are willing to explain step by step what they are doing.

ESOL learners can use portfolios to capture experiences, visits, activities and events as a series of pictures, videos, blog entries in a personal online portfolio. Using a workbook in PebblePad, Mahara or OneNote are ways of accommodating this. Teaching how to use these platforms can be seen as part of language learning. Each learner can create a unique record of their language accomplishments in action and interaction with members of the public.



1. CONTENTS
2. INTRODUCTION
3. SKILL AREA 1
4. SKILL AREA 2
5. SKILL AREA 3  
SECTION 1  
SECTION 2
6. SKILL AREA 4
7. SKILL AREA 5
8. CONCLUSION
9. REFERENCES

## Communicating

Looks at using online communication tools, including phones, video calls and social media; digital footprint and online reputation.

### > The Key point

The key point is to have learners find confidence in their abilities to use the right method of communication for different purposes, using the right style of communication depending on the group concerned in order to form safe, productive and enjoyable friendships, working relationships and academic discourse.

### Challenges

Perhaps the greatest challenge is the ability to effectively communicate through technology due to language issues. It includes difficulties, particularly with technical language, that hampers making sense of the technical problems needed to be overcome. It is made worse with the loss of being able to see body language that can sometimes help provide meaning through context.





1. CONTENTS
2. INTRODUCTION
3. SKILL AREA 1
4. SKILL AREA 2
5. **SKILL AREA 3**  
SECTION 1  
SECTION 2
6. SKILL AREA 4
7. SKILL AREA 5
8. CONCLUSION
9. REFERENCES

### Opportunities

Video calls allow practice in speaking English and allow body language to be read and understood as well. Conversations can be conducted between classmates and tutors not in the same room.

Using text to speech 'the wrong way around' is a helpful learning tool. The learner speaks an English translation into a translator and check how well they did by listening to their first language playback.

Using a spell checker on language should be seen as a means of remembering spelling mistakes. Spell checking becomes a learning activity.

ESOL tutors should consider providing their own sequence of podcasts. Apart from the value of learners feeling at ease with a familiar voice, what is heard can be discussed or queried in class or tutorials later. It also gives learners practice at listening to English on mobile devices.

Listening to podcasts where the voice of the speaker provides a particular pronunciation may have value. Stephen Fry's podcast on the seven deadly sins is an example.

([http://www.stephenfry.com/7deadlysins/?utm\\_source=listennotes.com&utm\\_campaign=Listen+Notes&utm\\_medium=website](http://www.stephenfry.com/7deadlysins/?utm_source=listennotes.com&utm_campaign=Listen+Notes&utm_medium=website))

Using an online thesaurus provides consideration of alternative words and using the 'right-click' option on highlighting a word provides a 'look up' facility with a definition and application of the word.

For learners who are shy or uncomfortable with appearing in a video presentation, the use of an Avatar in a presentation or publication that animates to the learners recorded voice might be a good alternative. (<https://www.tellagami.com>)



1. CONTENTS
2. INTRODUCTION
3. SKILL AREA 1
4. SKILL AREA 2
5. SKILL AREA 3
6. SKILL AREA 4
7. SKILL AREA 5
8. CONCLUSION
9. REFERENCES

## Transacting

The Standards look at using and interacting with a range of online services; interacting with agencies and government services, and buying online, in a safe manner to get the best deals.

### > The Key point

The key point is the recognition that private, commercial and government services have moved online in such great numbers that anyone who is unable or ill-prepared to use them is at a significant disadvantage.

### Challenges

Difficulties in using English may hamper interaction with using online services although some commercial sites can be set (particularly where an account is established, and preferences set in it) to be used in the learner's first language. Learners may well be intimidated by interacting with forms online for fear of making an error or because they don't understand the language on the form. There may be lack of familiarity with what is available as help online.

### Opportunities

Using translation apps, copied text can be pasted into a translation tool such as Natural reader (<http://www.naturalreader.com>) to help learners check understanding. Ideally an attempt in English should be made first and then checked. The learner activity is to listen first to check comprehension, then read the translation to check.

Consider transacting each learner's individual learning plan wholly in English as a means of revising form-based language and the completion of records, particularly if the ILP is online.

Developing good searching skills and drawing on web content to inform and guide is important. In many cases, browsers can be switched into a home language or translated using a translation tool. The exercise of searching further develops confidence.

ESOL learners might benefit from a digital buddy with whom they can check any activity or screen with. Either done by phoning or being with them, the learner can refer to their virtual companion if they need help.



1. CONTENTS
2. INTRODUCTION
3. SKILL AREA 1
4. SKILL AREA 2
5. SKILL AREA 3
6. SKILL AREA 4
7. **SKILL AREA 5**  
SECTION 1  
SECTION 2
8. CONCLUSION
9. REFERENCES

## Being safe and responsible online

**The Standards look at protecting privacy and data; behaving responsibly online; digital well-being.**

### > The Key point

The Key point is to establish understanding by users of online communities and social media of the mutual responsibility to behave correctly and respectfully in everything that is done online and know at what point legal requirements and remedies exist. This responsibility is no different to this group as to any other.

### Challenges

Cultural issues that affect the ability of a user to gauge and understanding the reaction of those who are recipients of messages is a problem for all learners, but more challenging where there are cultural differences on the value and weight of words used. The ability to be innocently misunderstood is a concern and may in some cases cause uncertainty in making complex or sensitive points and hold learners back from full engagement.

Developing an online presence is very important for preparation for life and work for all learners including ESOL and can help reduce the learner dependency that sometimes occurs when learners lean too heavily on the tutor. The problem is one of encouraging confidence in the use of language and the ability to become functionally literate.



1. CONTENTS
2. INTRODUCTION
3. SKILL AREA 1
4. SKILL AREA 2
5. SKILL AREA 3
6. SKILL AREA 4
7. **SKILL AREA 5**  
SECTION 1  
SECTION 2
8. CONCLUSION
9. REFERENCES

## Being safe and responsible online

### Opportunities

Sharing rules of engagement with learners is a useful exercise to help set good rules of conduct in using the web. Teachers can create their own 'rules of engagement' or netiquette that are devised as a group.

Technology provides the opportunity and structure to bring in others (mentors, partners, guides, digital buddies, classmates) who can all help learners practice communication and consider their actions as a result of their responses. It can be done, for example, through a Twitter hashtag group, a Google Hangout meeting, and a class WhatsApp group, which experts temporarily join for a period of time.

Using Skype calls, setting up a WhatsApp group (that a learner hosts as administrator for the group), attending and participating in virtual classes and using Google Hangouts all support the practice of speaking and communicating online in English. Capturing evidence of completing tasks is of itself evidence of engagement in using and applying English and can provide content for portfolios.



1. CONTENTS
2. INTRODUCTION
3. SKILL AREA 1
4. SKILL AREA 2
5. SKILL AREA 3
6. SKILL AREA 4
7. SKILL AREA 5
8. **CONCLUSION**
9. REFERENCES

**Many of the problems for ESOL learners, where technology brings particular benefits to teaching and learning, relate to overcoming language and communication barriers. For teachers, it is meeting the needs of the range of ability and levels of confidence among learners.**

Personalising devices to match the needs and preferences of learners and changing settings so devices work in English can be helpful.

The use of translation tools (used in both first to second and second to first language) and the general properties of technology that allows repeats and practice, can strengthen vocabulary recall and boost confidence. Familiarity in speaking and listening that comes from practice also helps with confidence.

Chosen sources of written and spoken English available through the web (perhaps following podcasts in popular subjects or spoken by authors that learners admire) provide examples of good communication and opportunities to interact with through written questioning. Teachers may consider adding their own podcasts for learners.

Links with other learners and wider communication beyond the classroom to experts, authors and others provide opportunities

for reading, writing, listening and speaking interactions that can be brought back to class for sharing and discussion.





1. CONTENTS
2. INTRODUCTION
3. SKILL AREA 1
4. SKILL AREA 2
5. SKILL AREA 3
6. SKILL AREA 4
7. SKILL AREA 5
8. CONCLUSION
9. REFERENCES

Tellagami works on smartphones and tablets and place an avatar in front of a learners chosen picture. The avatar is activated to the playback of the learners recorded voice.	<a href="http://www.tellagami.com">http://www.tellagami.com</a>
PebblePad is a personal learning space suitable to store learning in action.	<a href="https://www.pebblepad.co.uk">https://www.pebblepad.co.uk</a>
Mahara is another example of personal learning space for the storage of learner activity.	<a href="https://mahara.org">https://mahara.org</a>
Natural reader provides a pasting facility for a body of text to be read in English.	<a href="http://www.naturalreader.com">http://www.naturalreader.com</a>
Onenote is a personal storage space suitable to storing content.	<a href="https://www.onenote.com">https://www.onenote.com</a>
Stephen Fry and the introduction to the seven deadly sins.	<a href="http://www.stephenfry.com/7deadlysins/?utm_source=listennotes.com&amp;utm_campaign=Listen+Notes&amp;utm_medium=website">http://www.stephenfry.com/7deadlysins/?utm_source=listennotes.com&amp;utm_campaign=Listen+Notes&amp;utm_medium=website</a>

## Acknowledgements

Stefania Quaresima, ESOL Curriculum Leader - Adult Learning  
Lewisham, Daniel Scott - Digital Learning Specialist.

Original materials created on behalf of the Education and Training  
Foundation and funded by the Department for education.