

IMPACT REPORT 2021



AN EVALUATION OF SPEAK STREET'S SOCIAL LEARNING LANGUAGE CAFES

NON-FORMAL ENGLISH LANGUAGE CLASSES

- Fun **SOCIAL LEARNING** to help isolated newcomers to London boroughs improve their English skills and build community cohesion
- A '**LEARNING-BY-DOING**' approach using interactive class for adults and EAL students to improve their English skills
- Building **CULTURAL CAPITAL** for beneficiaries not used to accessing venues considered by many to be 'not for them'
- Tailored to a variety of levels within the group, creating low barriers to **PARTICIPATION**.





WHAT WE ASKED

"How do
Speak Street's NON-FORMAL* English
teaching sessions and TEACHING
RESOURCES** support refugees and
people seeking asylum to build
confidence, integrate, and make the
most of london's cultural
opportunities?"

* Social Learning Theory is at the heart of our delivery model. SLT works by exposing learners to social norms and ways of doing things. It's a 'Learning By Doing' pedagogy... (SEE APPENDIX 1 FOR MORE ON THIS)

** See APPENDIX 2 for a list of our teaching resources



WHAT WE DID

Between

March and September 2021 we collected classroom observations across the 2021 academic year, and measured four outcomes (English ability, confidence, integration, and engagement) at baseline and at programme end.



WHY WE DID IT

We wanted to explore if our learners develop the **CONFIDENCE** to use English in their daily lives to make the most of London once they are away from the safe space our cafes offer.



HOW WE DID IT

We used a 5-point observational scale to record changes in English ABILITY, CONFIDENCE, INTEGRATION, and ENGAGEMENT. Observational notes are taken at baseline and at programme end.



Our Results...

IN 2021 WE
DELIVERED...

*** 63
weekly
sessions

*** 2764
hours of
teaching

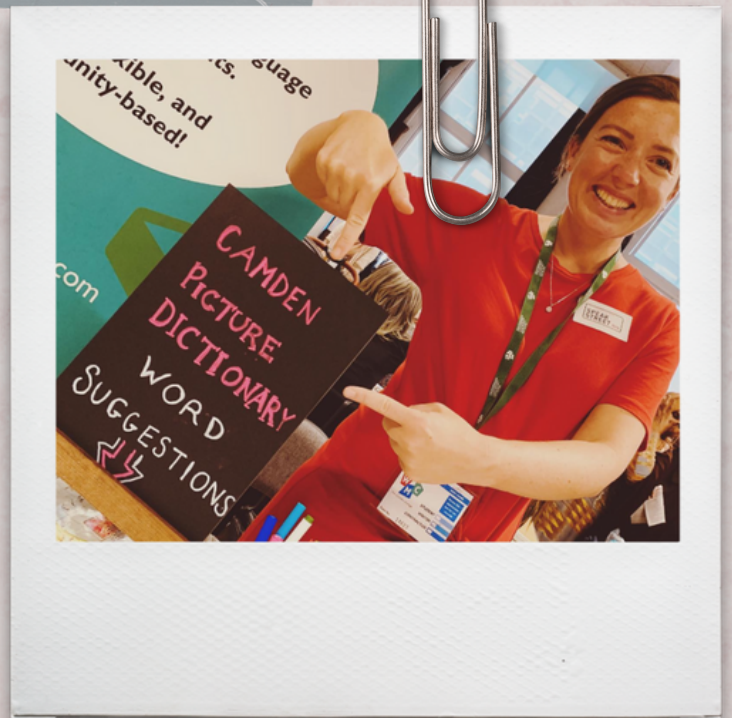
*** using 11
volunteers

*** 564
volunteer
hours

*** to 125
learners

*** in three
settings
(plus on
line!)

Our sessions
are effective
in improving
learners
ENGLISH!



- Most learners English (60%) **IMPROVED** by at least one competency level
- The **MEDIAN IMPROVEMENT** was from 'struggling with comprehension' (level 2) to 'understanding basic comprehension' (level 3)
- Of those whose English ability improved, **57%** improved by one level, and 3% by two levels

Our learners are
ENGAGED with
each other and
their
communities!

- **60%** of learners were observed to have become more engaged in classes by at least one engagement level
- On average, our learners were 'beginning to show signs of engagement' by the end of the year
- of those learners showing an improvement, **55%** improved by one engagement score; **3%** by two' and **1%** by three



- Over a **THIRD** of our learners (37%) were observed to be more willing to play an active role in their communities
- On average, **MOST** learners were 'beginning to show signs of integration' by the end of the year
- Of those whose were showing signs of being more active in their communities, **32%** improved by one level, and **3%** by two levels, and **1%** by three levels.



Our learners
are more
CONFIDENT using
English in
daily life



- 53% of learners were observed to have become more confident in classes by at least one confidence level
- By the end of the year 37% of learners were confident using English at times, with 38% being either 'usually' or 'mostly' confident.
- Of those learners showing greater confidence, 48% improved by one engagement score, and 5% by two.



Appendices

ABOUT SOCIAL LEARNING THEORY

APPENDIX 1

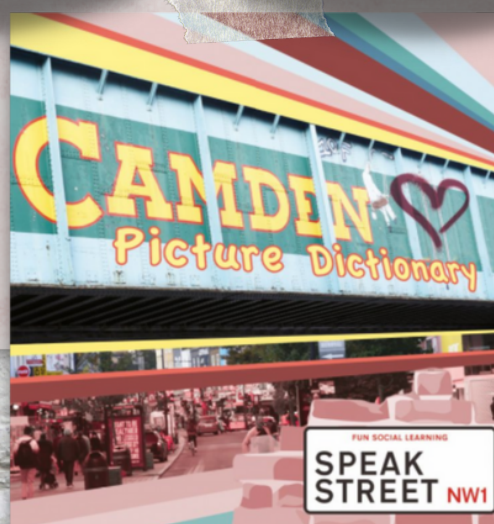
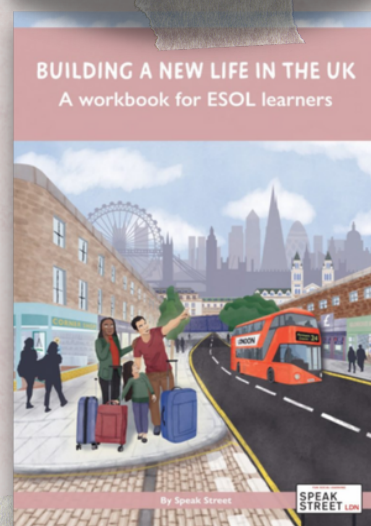
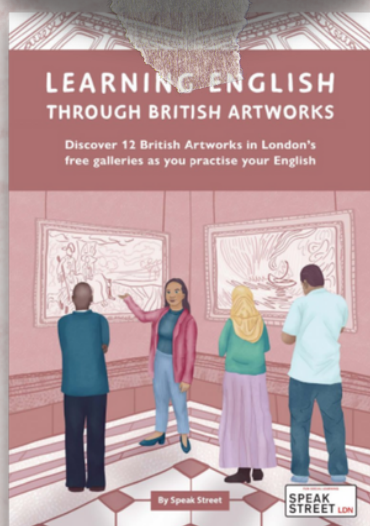
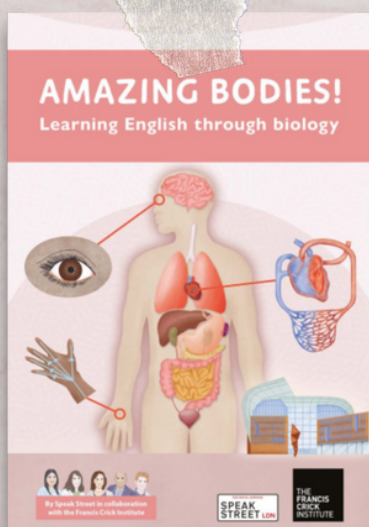
Our non-formal teaching sessions use a Social Learning Theory approach. This has two main principles:

1. Our activities are designed to get learners familiar with new situations they may encounter. Once they are used to them, further activities and teaching break down barriers (such as low confidence) to make these seem more accessible.

2. Interactive activities (and asking learners to start exploring) help learners to see things like visiting an art gallery 'normal' and something that they can do.

Our classroom teaching is supported our **LEARNING RESOURCES** - we evaluate their impact too, and share this with partners using them.

APPENDIX 2



About the Author

Community Impact supports charities to move beyond 'just' collecting and reporting data to using this to build organisational and community capacity. We do this by:

- Showing charities how to use evaluation data operationally to support service/programme delivery
- Supporting performance and programme improvement
- Using data to support business development and funding
- Undertaking long term studies to explore how service users go on to play active roles in their communities.

WWW.COMMUNITYIMPACTCIC.ORG

Community
Impact