



**EDUCATION & TRAINING  
FOUNDATION**

**NEW TO ESOL GUIDANCE:  
TEACHING AND LEARNING  
MATERIALS FOR LEARNERS  
NEW TO ESOL AND LITERACY**

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# INTRODUCTION TO THE RESOURCES

## Background

As part of the Integrated Communities action plan, the Home Office and Department for Education commissioned the development of these resources. This was in response to feedback from stakeholders that English for Speakers of Other Languages (ESOL) learners do not always progress quickly, and this can particularly be the case for learners at what is commonly termed 'pre-Entry level'. There is considerable demand from learners at this level, including refugee learners. The development of these resources has involved wide engagement with practitioners and learners to further understand barriers to progress in English language learning for 'pre-entry' level learners. The resources have been designed to give practitioners a range of knowledge and tools that can help address these barriers in the classroom.

Research with ESOL practitioners carried out as part of this project identified a number of areas where new resources could help to improve the support available to learners at 'pre-entry' level. The research identified a need for:

- Greater guidance and support to practitioners with teaching basic literacy, such as the language experience approach and the use of phonics.
- Resources which are adaptable and support differentiated learning, recognising the range of learning needs which are often present within a single class, and that language learning which relates to the local context is often more meaningful.
- Resources that can be used alongside existing materials, to support recycling of language and provide opportunities to consolidate learning over time, given the importance of this in the language learning process.
- Resources, suggestions and practical tips for 'materials-light' classroom activities, and time-saving strategies to help practitioners manage the demands of lesson preparation for 'pre-entry' classes, which were considered greater than that required for other levels.

## Terminology

These materials are intended to support practitioners (teachers, classroom assistants, volunteers and others) working with ESOL learners who are often referred to as being at 'pre-Entry' level. Conventional Entry 1 ESOL classes typically may be considered unsuitable for these learners because they may have no or very limited literacy in any language and/or have no knowledge of the Roman alphabet and numbers. The practitioner research conducted as part of this project identified that, although it is widely used, many in the sector consider the term 'pre-Entry' unsuitable. A number of reasons for this were put forward, including:

- ‘Pre-Entry’ learning needs already being recognised within the Entry Level 1 Adult ESOL Core Curriculum framework, pointing to a need for greater understanding and recognition of progression within this this level, and the time needed to do so.
- Potential for confusion with other contexts for the use of the term ‘pre-Entry’, as, for example, this is often used in learning provision for people with learning difficulties and disabilities, or, in the refugee resettlement context, could refer to English language provision before arrival in the UK.
- A sense that the term ‘pre-Entry’ embodies a deficit model of learners, as well as being difficult to explain meaningfully to learners working at the level.

A range of alternative options were put forward by practitioners during the research phase. In these resources we refer to such learners as ‘*new ESOL learners*’ or ‘*learners new to ESOL*’. This term aims to reflect that learners in scope for this kind of provision are, for the most part, at the very beginning of English language and/or literacy learning.

### **About these resources**

The resources in this pack are split into three sections: the teaching materials, the guidance documents and the screening package.

## **1. Guidance document**

The guidance document contains three sections:

### **Top Tips**

These are key tried and tested principles and advice for practice with new ESOL learners. Each includes some bullet-points expanding the tip or principle from three perspectives: that of the learner, the practitioner, and the overall teaching context. We also include some quotes from learners and teachers to show how the materials were developed in response to the needs of practitioners and learners.

### **Key knowledge and skills**

These sections provide guidance on particular approaches to, or facets of, ESOL literacy teaching and learning. They include reading development, handwriting, phonics, spelling, literacy practices, and the language experience and whole word approaches with some key techniques and suggestions for classroom practice. There is also a languages grid, which gives information about some of the languages new ESOL learners speak.

### **Bibliography**

This section is an annotated bibliography of resources we think are helpful for practitioners working with learners who are new to ESOL and new to literacy.

## 2. Teaching materials

The teaching materials are based on five topics, each divided into four units. The topics are typical for learners at this level, reflecting priority needs and, as far as possible, universally engaging subject matter relating to learners' lives, experiences, opinions and plans. Being aware of the ongoing need for a refreshed supply of resources to help reinforce learning at this level through repetition and using a variety of approaches and activities, these topics are likely to be familiar to practitioners. (A wider range of useful materials are summarised in the bibliography). Important approaches underpinning these materials relate to drawing on learners' input and active contributions to their learning, and to encouraging learners to use their first languages (L1s) to support their own and each other's learning and understanding.

Each unit is accompanied by a set of instructions with ideas for the teacher/practitioner on how to use, adapt and supplement them. The resources are copyright free and authorable so that they can easily be customised to suit a range of contexts and learners. Each unit provides about 2.5 hours of teaching and learning time, plus additional and follow-up activities. However, the time taken to cover a unit may vary considerably according to the level of each learner/group: learners with better writing skills will be able to complete many of the written tasks in less time, and those who find reading and writing in Roman script very challenging may require significantly more.

The topics can be used in any order - there is no implied syllabus or structured curriculum. The units are presented in one possible sequence, with some summative activities in Unit 4 for each topic. However, the materials are designed so that they can be ordered to suit the different priorities and interests of any group of learners. It is also possible to pick and mix individual units from each topic rather than having to complete each topic before moving on to another.

Many learners at this level are placed in mixed-level groups of learners who have a wide range of skills across speaking, listening, reading and writing. Typically, these learners, often referred to as having 'spiky profiles', will have higher level speaking and listening skills than in reading and writing. Therefore, the resources have been designed to be highly flexible and adaptable to suit mixed-level classes, and the structural content has not been artificially limited. For instance, learners can be supported to use past and future forms as well as the present.

Three inclusive-friendly fonts are used throughout: Arial for the teachers' notes; Segoe UI for materials learners need to read; Century Gothic for materials learners need to copy. Font sizes have been chosen to be accessible to a very diverse range of learners. Century Gothic was chosen for content that learners need to copy as it is 'sans serif'. However, it should be noted that the question mark in Century Gothic is rather idiosyncratic and has been replaced where used.

## **Timesaving templates**

This section contains templates for some of the most-used activities or lexical items for this level. They are designed to be easily adaptable and are often referenced in the teaching materials themselves.

## **Reading texts**

This section includes the reading texts from the topics as well as some additional reading. They can be used with the screening documents as well as for stand-alone use in classrooms or to support initial assessment.

## **Picture pack**

This section reproduces all the images used in the teaching materials as a picture pack.

## **3. Screening package**

The screening package is a set of resources designed to help identify new ESOL learners who would benefit from ESOL literacy focused input at this level, as opposed to those who might join an Entry 1 ESOL class. The package is made up of five sections:

### **Guidance for non-specialists**

The guidance provides an overview of how to use the screening tool and some general information about the characteristics of learners who are new to ESOL.

### **Interviewer questions**

The screening interview questions include descriptions of the type of language and literacy expected at each level, and examples of typical responses. Responses to the questions can be recorded on the accompanying record sheet.

### **Reading and writing tasks**

These tasks are referenced in the interviewer questions

### **Screening record**

The record sheet to be used with the screening questions and guidance.

### **Learner profiles**

The learner profiles are descriptions of real ESOL learners who are either new to ESOL and Entry Level 1. The profiles contain samples of their writing, information about their background and details about their engagement in ESOL.

## Teaching Materials table of contents

### Topic 1: Me

	Unit 1 - My life now	Unit 2 - People in my life	Unit 3 - Places in my life	Unit 4 - My future
<b>Overview</b>	Learners discuss, read and write about where they live and who they live with: <i>I live in Finsbury Park. I live in a flat. I live with my friend.</i>	Learners identify important people in their lives and write one or more short simple sentences about them: <i>This is Maria. She is my sister.</i>	Learners discuss, read and write about where they come from and where they live now: <i>I come from Syria. I live in Bradford.</i>	Learners discuss, read and write about their hopes, desires and ambitions for the future: <i>I want a big house. I'd like to be a teacher.</i>
<b>Skills: Speaking and listening</b>	Ask for and give information about current homes – location, type of home, and other people living there.	Identify important people and give simple factual information about them in simple exchanges.	Make simple statements of fact, give personal information and descriptions using adjectives. Listen for detail and respond to requests for personal information. Pronounce sounds clearly and use the correct stress patterns in familiar words.	Express hopes, desires and ambitions clearly. Give information about another learner.
<b>Skills: Reading, writing and phonics</b>	Read and understand a short simple text. Write a short text about themselves, forming letters in upper and lower case. Spell correctly some personal key and familiar words. 'Wh' spelling, / w / sound 'r' spelling, / r / sound.	Read and recognise familiar names. Decode simple, familiar words and recognise letters of alphabet. Focus on initial letter sounds for family members such as /b/ in 'brother' /s/ in 'sister' and final letters 'er' /ə/ sound. Read, understand and write a simple sentence with correct punctuation linked to the topic. Spell correctly some personal key and familiar words.	Read and understand a short simple text about an individual and recognise sentence patterns. Recognise and decode key words. Write a simple sentence using capital letters and full stops. Use and spell correctly personal keywords (place names) and form letters accurately. Initial letter sound correspondences of place names. Final letter 'y' / i:/ sound.	Recognise key and high-frequency words. Focus on initial consonants in key words relating to hopes and ambitions. Read, understand and write a simple sentence with correct punctuation linked to the topic. Form letters accurately. Spell correctly some personal key and familiar words.
<b>Language points</b>	Vocabulary for types of housing. Verb <i>live</i> + prepositions <i>in</i> and <i>with</i> : <i>I live with my mother / I live in a flat.</i>	Vocabulary relating to family and relationships. Structures: <i>Who's that? This is</i>	Adjectives to describe places Structures: <i>I come from .... / I live in ... / It is ...</i>	Structures: <i>I want / I'd like + to + infinitive or I want / I'd like + noun phrase.</i>



	Wh questions + do.	(name). She/He is my ...	Use capital letters for 'l' and the first letter of place names.	
<b>Topic 2: My local area</b>				
	<b>Unit 1 - My neighbourhood</b>	<b>Unit 2 – Local services</b>	<b>Unit 3 - Recycling</b>	<b>Unit 4 – Out and about</b>
<b>Overview</b>	Learners listen, talk, read and write about where they live: <i>I live in ... It's ... There is ... There isn't ... There are ....</i>	Learners listen, talk, read and write about local services: <i>local council, recycling, garden waste, housing, library.</i>	Learners find information in a recycling leaflet, recognise some recycling symbols and practise giving and receiving recycling instructions: <i>Put paper in the green box.</i>	Learners identify important places in their area, give information about them and create some local maps. <i>The market is opposite the library. I like the market. The food is cheap and fresh.</i>
<b>Skills: Speaking and listening</b>	Listen for detail in a short talk and respond to requests for personal information. Talk about local neighbourhoods and give a simple description. Pronounce sounds clearly and use the correct stress patterns in familiar words.	Make simple statements about the local council. Ask for information and answer questions clearly. Pronounce sounds clearly and use the correct stress patterns in familiar words.	Take part in a discussion on the topic of recycling. Answer simple questions with answers: <i>Yes, I can. No, I can't.</i> Give and receive instructions.	Identify and give information about important places in the local area such as where they are, what they are and what they offer.
<b>Skills: Reading, writing and phonics</b>	Read and understand a short simple sentence or text. Write a simple sentence with correct punctuation linked to the topic. Use and spell correctly keywords and form letters accurately. Read and write single syllable words with <i>a, e, i, o</i> and <i>u</i> (short vowel sounds <i>æ, e, ɪ, ɒ, ʌ</i> ).	Recognise and decode key words and numbers. Say the letters of the alphabet in name and address. Form letters and digits accurately Write name and address. Words beginning with the sound /k/ /l/ /h/ /tʃ/ 'ing' and 's' endings.	Recognise recycling symbols. Follow the gist and get information from a recycling leaflet. Spell simple words associated with recycling. Write an instruction on how to recycle. Sound out words with short vowel sounds.	Recognise and decode familiar words and place names. Focus on initial letter sounds for places, things and adjectives / <i>c</i> / in <i>council</i> , / <i>m</i> / in <i>market</i> and digraph 'ch' in <i>children</i> . Read, understand and write a simple sentence with correct punctuation linked to the topic. Spell correctly some familiar words.
<b>Language points</b>	Vocabulary (nouns and adjectives) relating to local neighbourhood. Structures: <i>There is ... There are ... It's a + noun. It's + adjective.</i>	Vocabulary (nouns) relating to local council facilities. Ask questions related to local services. Give personal information such as	Vocabulary (nouns and adjectives) relating to recycling. Modal verb – can: <i>Yes, I can. No, I can't.</i> Give instructions: verb + noun +	Vocabulary (nouns and adjectives) relating to places and things, e.g. <i>market, fruit, fresh</i> . Prepositions of place, e.g. <i>near, opposite, next to</i> .

		name and address, and spelling them out.	preposition + place: <i>Put paper in the green bin.</i>	Structures: <i>I like ... It/... is ... There is ...</i>
<b>Topic 3: Language and other skills</b>				
	<b>Unit 1 - My languages</b>	<b>Unit 2 – My Skills</b>	<b>Unit 3 – Making a hot drink</b>	<b>Unit 4 – Skills exhibition</b>
<b>Overview</b>	Learners identify their languages and when they use them: <i>I speak Arabic. I understand French. I can say a few words in Spanish.</i>	Learners reflect on, discuss and write about their skills and share with the rest of the class: <i>I can swim. I can make clothes.</i>	Learners tell, read and write about how they make coffee and tea: <i>Boil the water. Pour the milk. Stir the coffee.</i>	Learners create an exhibition or display of their combined skills using the language practised and acquired in previous units.
<b>Skills: Speaking and listening</b>	Tell each other about languages they know.	Ask questions and share information on skills. Pronunciation of schwa and /a:/ in <i>can</i> and <i>can't</i> . Word stress in <i>can</i> and <i>can't</i> sentences: <i>I can swim. I can make clothes.</i>	Listen and talk about making coffee and tea.	Talk about and share skills, plus revisit skills as appropriate from the previous units.
<b>Skills: Reading, writing and phonics</b>	Read and recognise names of languages and places. Decode simple, familiar words and recognise letters of alphabet. Focus on similarities and differences between language and country names. Write a simple sentence with correct punctuation linked to the topic. Spell correctly some familiar words Say the first sound in names of learners' languages. Focus on syllables and initial, medial or final consonants of keywords (learners' languages).	Read and write a simple sentence using correct punctuation. Read and understand a short simple text. Spell correctly personal keywords. Sound out individual letters and letter combinations. Practise blending phonemes to say full words. Focus on how an 'e' at the end of a word changes the sound of the word.	Read a set of instructions. Write a short text about making tea/coffee using basic punctuation. Form letters correctly, particularly 'e' and 'a'. 'i' spelling /ɪ/ sound, 'ea' and 'ee' spellings /i:/ sound.	Read a short text on a familiar topic. Read, understand and write a simple sentence with correct punctuation linked to the topic. Read and recognise key words Use phonic strategies to help decode key words and aid spelling. Raise awareness of /t/, /d/ and /id/ sounds for regular past tense verb endings.

Language points	Proper nouns and use of capital letters for languages and countries. Some common simple quantifiers, e.g. <i>a little, some</i> . Structures: <i>I speak/ understand /read/ write + language. I speak with + (person)</i> .	Skills vocabulary (infinitive verbs), e.g. <i>cook, write, drive</i> . Structures: <i>I can... I can't ... + verb (infinitive). Can you ...? Yes, I can / No, I can't</i> .	Coffee/tea making vocabulary, e.g. <i>pour, stir, kettle, pot</i> . Imperative verbs for giving/writing instructions (plus <i>you</i> ).	Possible language points, depending on context, learners and teacher: - Vocabulary (verb + noun collocations) relating to skills learners possess - Structure: <i>can/can't + infinitive</i> - Showing how to do something - <i>Imperative verbs / you+ verb</i> - Past tense for completed activity - <i>Ali fixed his bike</i> .
Topic 4: My time				
	Unit 1 - Socialising	Unit 2 – My interests	Unit 3 – Work	Unit 4 – My community
Overview	Learners practise language for meeting people and read and write a text message about meeting up: <i>Hi Muna! How are you?</i>	Learners talk and write about their interests and share with the rest of the class: <i>I like cooking and watching TV. I don't like swimming.</i>	Learners talk about places of work (formal, informal and domestic) and the work tasks: <i>I work in a hospital. I clean offices.</i>	Learners identify and share information about their communities: <i>There is a summer fair on Saturday. There is a Latin American women's group near here.</i>
Skills: Speaking and listening	Practise greetings using the correct stress and intonation.	Talk about interests and pronounce key words clearly. Ask and answer questions about the time.	Learners talk about where they work or have worked (including in the home) and the tasks they perform. Learners listen and pronounce clearly /t/ and /ʃ/.	Learners listen to a short presentation. Learners tell one another about their communities. Pronounce new words clearly.
Skills: Reading, writing and phonics	Read a text message and recognise key words, digits and symbols. Use phonics to help decode, write and spell key words. Compose a simple text message. Recognise some different letter combinations that make the /eɪ/ sound – 'ay', 'ea', 'ai' and 'ey'. Recognise how the letter 'i' is pronounced /ɪ/ in CVC words such as	Recognise and decode key words. Write a simple sentence using capital letters and full stops. Obtain information from a simple leaflet. Write key words and times clearly, using phonic knowledge to aid spelling.	Learners read and write a simple text. Focus on words with initial and final 'sh' and 'ch' spelling patterns, spelling them correctly.	Read and understand some information about a community event. Read and understand days of week and months. Read, understand and write a simple sentence with correct punctuation linked to the topic. Write and spell correctly some familiar words. Use phonic strategies to help decode

	'his' and /aɪ/ in many other common words such as 'nice'.			key words and aid spelling. Recognise 'y' letter/sound correspondence.
<b>Language points</b>	Different forms of greetings, e.g. <i>Hello. Hi! Nice to meet you.</i> Question forms for socialising/ making arrangements – spoken and written. Punctuation and symbols used in text messages, e.g. ! ? :) Recognise the difference between an informal text and more formal written language.	Vocabulary (nouns and verbs) relating to interests and leisure activities. Structures: <i>I like/I don't like + verb (...ing form) or I like/I don't like + noun phrase; present simple + noun + adverbial phrase.</i> Read, say and understand the time (12 and 24 hour clock).	Vocabulary: work activity collocations e.g. <i>check the cash / look after children.</i> Structures: present simple tense for habitual actions e.g. <i>I open the shop,</i> possible past simple tense formation.	Some common vocabulary (nouns) relating to the topic, e.g. <i>community, festival, meeting, country.</i> Use of capital letters for days of week and months. Structures: <i>There is a/an ... on (day) (date). It starts at ... It finishes at ...</i>
<b>Topic 5: What's important to me</b>				
	<b>Unit 1 – My culture and heritage</b>	<b>Unit 2 – Opinions and feelings</b>	<b>Unit 3 – Keeping in touch</b>	<b>Unit 4 – What next?</b>
<b>Overview</b>	Learners identify and share information about their culture and heritage: <i>This is a Nigerian pot. These are some coins from Afghanistan.</i>	Learners talk about colour preferences for different objects, associate colours with emotions and write one or more short, simple sentences about them: <i>I love my red shoes. I don't like blue cars. Green is a sad colour.</i>	Learners discuss, read and write about how they keep in touch with important people in their lives: <i>I Skype my sister in Sydney.</i>	Learners talk about their lives, experiences and plans for the future. <i>I came to the UK in .... I'm a cleaner .... Next year I want to go to college.</i>
<b>Skills: Speaking and listening</b>	Make simple statements of fact about objects relating to culture and heritage.	Express likes, dislikes and preferences relating to colour, everyday objects and feelings.	Take part in simple exchanges about how technology is used in communicating with friends and family. Ask and answer simple questions about methods of personal communication. Say name clearly and spell it aloud.	Give personal and factual information about the past, present and future.
<b>Skills: Reading, writing and</b>	Read and recognise names of countries, adjectives of countries and languages.	Read, understand and write a simple sentence with correct punctuation linked to the topic.	Recognise key logos/symbols and read keywords associated with methods of communication.	Read and decode simple, familiar words and distinguish between /ɪ/ in <i>with, children</i> and <i>visit</i> and /aɪ/ in <i>drive</i>

<p><b>phonics</b></p>	<p>Decode simple, familiar words and distinguish between p, f and ph - /p/ /f/ sounds.</p> <p>Focus on similarities and differences between country names, adjectives and languages.</p> <p>Read, understand and write a simple sentence with correct punctuation linked to the topic.</p> <p>Spell correctly some familiar words.</p>	<p>Recognise and decode familiar words and recognise letters of alphabet.</p> <p>Spell correctly some personal key and familiar words, forming letters accurately.</p> <p>Letter 'r' /r/ sound, e.g. <i>brown, orange</i> contrasted with the silent 'r' in words such as <i>purple, curtains</i> /ɜ:/ sound.</p>	<p>Read simple questions.</p> <p>Read and understand a short simple text.</p> <p>Write a simple sentence using correct word order and basic punctuation.</p> <p>Spell correctly personal keywords.</p> <p>Focus on initial, medial and final sounds and spellings of words.</p>	<p>and <i>library</i>.</p> <p>Write and spell correctly some familiar and key words.</p> <p>Read and write years.</p> <p>Read, understand and write a simple sentence with correct punctuation linked to the topic.</p>
<p><b>Language points</b></p>	<p>Some common adjectives, e.g. <i>traditional, important</i>.</p> <p>Use of capital letters for countries, adjectives from country names and languages, e.g. <i>Nigeria/Nigerian/Fula</i>.</p> <p>Structures: <i>This is a/an ... These are some .... noun is/are + adjective.</i></p>	<p>Vocabulary relating to everyday objects, e.g. <i>curtains, backpack</i>.</p> <p>Adjectives to describe colours and emotions, e.g. <i>yellow, red, happy, sad, bored</i>.</p> <p>Structures with <i>like/don't like</i>, e.g. <i>I (don't) like yellow cars. I love red shoes.</i></p>	<p>Vocabulary relating to keeping in touch, e.g. <i>message, text, email</i>; family members and other important people, e.g. <i>sister, mother, friend</i>.</p> <p>Question forms (present simple), e.g. <i>Do you text/email/use Skype?</i></p> <p>Structure: <i>I (present simple verb) my (family member or friend) in (place name)</i>, e.g. <i>I Skype my sister in Sydney.</i></p>	<p>Vocabulary relating to rivers, e.g. <i>island, waterfall, rock</i>.</p> <p>Noun/verb collocations: <i>drive a car, use a computer</i>.</p> <p>Time phrases: <i>next year, in two years' time, in the future ...</i></p> <p>Structures: past simple, e.g. <i>I came to England in 2005</i>; present simple, e.g. <i>I work in a shop</i>; future hopes/plans, e.g. <i>I want + to + infinitive + verb/noun; (I'd like + to ...)</i>.</p>

## TOP TIPS

### Top Tip 1: Meaning, understanding and speaking first

The key priority when teaching learners at this level is to first establish some genuine communication. This is especially the case when learners have difficulties with literacy skills and are highly dependent on oral communication.

#### Learners

- Some new ESOL learners may have higher level speaking and listening skills and will be eager to use these skills to communicate.
- Learners with little or no literacy in their first language (L1), or whose L1 has no written form, will need to approach literacy through the spoken language.
- If your learners are true beginners (i.e. speak no English at all) then focus on speaking and listening before attempting to teach the written form.

#### Practitioners

- Encourage lots of talk before reading and writing work and make sure learners can practise reading and writing words they know and understand.
- Use the language experience approach to draw out learners' stories, opinions and experiences before they start to read or write about them.
- Don't move too quickly into teaching activities. Engage with your learners on a conversational level as much as possible in the initial stages of a session.
- Depending on the make-up of the group, it may be very useful to ask learners to talk about a topic in their first language before moving into English.
- If you work for a service provider (e.g. Jobcentre Plus), be prepared to explain a form or written task in some detail orally before asking a learner to complete it.

#### Context

- Match talk to the context you are working in: if you are teaching 1-1 in a learner's home, chatting is an extremely appropriate way of interacting with the learner.
- Use features of the local context to generate natural conversation, e.g. the building you are in, objects around you, the learners themselves, local events.

## Top tip 1: What learners and teachers said

*'Listening and understanding is first. Because the more they repeat, the more it sticks and it's easier for me to learn. Because if we don't hear anything, we wouldn't learn any writing.'*

ESOL learner

*'It has to be...think what things motivate and interest students emotionally. You have to spark their imagination... And make it funny.'*

ESOL teacher

*'Speaking should precede reading and writing but often managers/learners/curriculum fight against this'.*

ESOL teacher

## Top Tip 2: Localise it

Where you are, geographically and culturally, will have a great effect on the varieties of texts and language use around you. Relating teaching content to local features, issues, texts and conditions will help connect with, and empower, learners.

### Learners

- Use social sight texts and references that are the most relevant for your learners, e.g. the numbers of local buses they use and the shops and markets they go to.
- Which languages do learners speak? It can be surprising how many languages learners may speak and use in and outside the class. Find out and encourage learners to use their languages to support each other. Encourage them to compare their main language with English to understand key similarities and differences. Check language features in the language grid in 'Key knowledge and skills 1'.
- Find out how well learners know the local area: if possible, visit key local places together as part of the class - or better still, ask learners to show each other and tell each other about places they know about.

### Practitioners

- Wherever possible, use local texts, or adapt generic texts to reflect your locality. Ask learners to bring in texts they have to interact with (such as school or surgery letters, emails and text messages).
- Find out how local services are provided, and how learners access them. If this is through online application forms, see if you can use, or reproduce them, in class. (For instance, see how you could adapt Topic 2, Unit 3 to your locality).
- Using or making local maps is a very powerful teaching tool. You can see an example of this approach in Topic 2, Unit 4 and there is more information about it in the *Reflect for ESOL Toolkit*.

### Context

- Bring the outside in! The learners, your setting and the locality are rich resources. The places, people, objects and texts around you can all be used to develop learning materials or topics for basing a session on.
- If you work in offender learning, a local focus might be placed on learner's preferred, previous or intended neighbourhoods.
- If you are teaching in a learner's home, look around for objects of special significance (e.g. photographs), or discuss everyday objects in use (e.g. *This coffee cup - where did it come from?*)



## Top tip 2 What learners and teachers said

*'Language Experience is one of the things that's really good, which I'm sure other people have talked about, where you basically get the language to come out, come from them, create texts so you have a whole load of speaking and listening around it and then you create a text and then you can do a lot of reading and writing.'*

ESOL teacher

*'UK-specific materials and effective practice guidance would be of great benefit.'*

ESOL teacher

*'Local town, local area, things like that, things that they can relate to without having to start talking about painful history perhaps, you know, their new life, new friends.'*

ESOL teacher

### Top Tip 3: Keep it visual

Especially when knowledge of language is limited, pictures speak thousands of words. In a world where much of our communication is shifting to genres where language and visual images mix, it's important to use and develop visual imaging as a communication resource for both learners and yourself.

#### Learners

- Find out if any learners have skills in visual areas or occupations, such as artists, architects, photographers - and see if you can harness these skills in class. (The *Reflect for ESOL* approach uses many visual tools).
- Find out if and how learners use social media. For example, if they are on Instagram, what do they photograph?
- For learners who are new to any literacy, or to Roman alphabet-based literacy, drawing can be a very useful way of developing muscle control. You can ask learners to draw letter and word shapes, too.

#### Practitioners

- Make drawing and/or digital imaging (photography or video) regular elements of your classes.
- Photography or video projects – such as learners taking photographs of their local area - are very powerful springboards for writing.
- Use lots of picture-word mapping exercises for introducing and learning new words (e.g. pelmanism, picture stories)
- Use Google images as an online picture dictionary (but be careful!)
- Where possible, make writing a digital activity that incorporates images too.
- Drawing can also help with differentiation - some learners scribe, while others draw.
- Build up an extensive picture pack. *Reflect for ESOL* and *English for Action* have lots of ideas on using these. A picture pack is included as part of these resources.

#### Context

- Keep a supply of flipchart paper in the teaching space for *Reflect* type activities.
- Maintain an image rich environment, especially if learners can contribute with images of their own.
- Encourage learners to bring in and share photographs and other visual images.
- Encourage learners to make displays for their classroom or the centre.

### Top tip 3 What learners and teachers said

*'I wanted to create ones which were relevant to the students...it always had to have pictures, that's the other thing, isn't it, you're always having to bring pictures in because of the level that you're working with so I know how much work finding pictures is'.*

ESOL teacher

*'I use lots of photos, I get them online, but photos of the local area and get them to do their speaking round the local mosque, the local tube, the local bus and lots of pictures'.*

ESOL teacher

*'I struggle to create picture-based resources for pre-Entry learners. I would like to use pictures matching activities, simple stories with pictures and some new everyday vocabulary'.*

ESOL teacher

#### Top Tip 4: Go slowly and repeat

Learners working at this level need plenty of time, repetition, encouragement and 1:1 support. In mixed level groups, this can be challenging for the teacher (and the rest of the group!) so it's important for the teacher to use a range of approaches and strategies to support this.

#### Learners

- 'Learning to learn' skills empower learners and support independent learning. For example, support learners to:
  - set up and use a course file
  - use 'Look, Say, Cover, Write, Check' sheets
  - regularly add to and look at their key words notebook when they have a few spare minutes on a bus or in a waiting room
  - use their phones to record new words and spellings
  - take photos of boardwork, or places or signs they want to know more about.
- Set up a resource borrowing bank so learners can, for example, take word cards home for more practice with phonics, and letter and key word recognition.
- Forming letters is a slow process. It's important for learners to try and use different writing implements and positions for handwriting to find what works best for them. Practise using keyboards too.

#### Practitioners

- Don't be surprised at how much repetition is needed. Frequently check with the learners: *Would you like to do this/go over this again?*
- Recycle your resources. Teachers spend a lot of time creating resources. Instead of taking them away, create a zip lock resource box in the classroom and encourage learners to regularly review their learning. For example, learners can use word+picture/word+ word matching cards for pelmanism at the beginning of later lessons.
- Use a range of differentiated approaches to support letter formation, handwriting, and word, sentence and text level work to enable learners to develop their language, skills and confidence in carefully graded, meaningful and contextualised ways.
- Use the walls as a visual aid to cluster and display recent learning.

#### Context

- Learning to read and write as an adult can be a very exposing/demoralising experience. Support your learners to develop persistence and resilience - and respect each other's dignity.
- In mixed level classes, some learners need time to repeat what others can already do. Support stronger learners to develop peer mentoring skills.

#### Top tip 4 What learners and teachers said

*'I was scared [but] after I saw the students, I knew that there were many people like me. They don't know how to read like me and I started to feel comfortable with my teacher; she helped me and now I feel safe and confident'*

*'Repetition is really key for this level but it can take weeks to learn discrete pieces of vocabulary and discrete pieces of language. So, I think that any resource needs to have lots and lots of recycling in it.'*

ESOL teacher

*'Back home they don't care about the student as a student, they will just give you the lesson once, if you get it, it's good for you. If you didn't, it's done. Here they keep repeating once or twice or three times until you understand, and they focus on the student if they understood or not.'*

ESOL learner

## Top Tip 5: Focus on learners' lives, stories and contexts

In the early stages of acquiring a new language and literacy it is much easier for learners to relate to teaching and learning contexts that are familiar and personalised.

### Learners

- Learners need language and skills that are directly relevant to their daily lives.
- Learners need to be able to read and write particular key words - that relate to their lived contexts - such as their names, addresses, names of family members.
- Many new ESOL learners will have remarkable stories to tell, which they may feel a strong need to communicate.
- Learners may find it very useful to use L1 to talk about their lives - especially if others can help translate.
- Many new ESOL learners may have experienced (or be experiencing) trauma / PTSD / other health issues which will impact on their ability to attend regularly, learn, remember and participate.

### Practitioners

- Be prepared to share your own experiences and aspects of your life with learners - this will help develop trust and a supportive environment for sharing stories.
- Be sensitive to topics which learners may associate with traumatic experiences and memories, and which can be difficult for other learners, too.
- The River metaphor / drawing activity is very useful for helping learners with narrative and life events. There is an example activity in Topic 5 Unit 4, and you can find further information in the *Reflect for ESOL* Toolkit.
- The language experience approach works very well as a teaching framework for talking reading and writing about learners' lives and experiences

### Context

- The learners, your setting and the locality are rich resources. Learners' daily lives and experiences will provide lots of potential learning content.
- If a learner arrives in class with a burning story to tell, allow some time for this and maximise the language learning potential through encouraging questions from the group and capturing important key words and structures appropriate to level.
- If you teach 1-1, it can be especially powerful to collect stories together into a kind of autobiography. (This, of course, works well in other contexts too).
- In mixed level classes, learners can support each other's stories and experiences by helping to scribe or draw elements of them.

## Top tip 5 What learners and teachers said

*'Wherever possible, nothing beats resources produced in response to learners' individual need'.*

ESOL teacher

*'I like [my teacher's] method because he gives practical examples, when you go to a supermarket what kind of questions you would ask...his method is more practical and we benefit more.'*

ESOL learner

*'It has to be real and relevant...Using [other learners] as a resource as well is really important'*

ESOL teacher

## Top Tip 6: Read aloud

Reading aloud and together is one of the best ways to help learners develop reading and phonic attack skills.

### Learners

- For many learners, especially those with little or no literacy in L1, reading aloud addresses the fundamental issue of turning marks on paper into sound and meaning.
- For learners who lack confidence, reading together with their peers (or with you) is a real confidence booster.
- Reading aloud is the most direct way for learners to experience the relationship between letters and sounds.
- Some dyslexic learners may find reading aloud very challenging.
- Learners reading aloud texts that they themselves have created is a very powerful learning experience.

### Practitioners

- Make reading aloud a very regular practice, and try lots of different approaches: e.g. teacher reading aloud to the class, reading chorally with the whole class, reading aloud in smaller groups or pairs.
- For early readers, use a finger or pointer to indicate which words or parts of words are being read, and support learners to do the same.
- Be aware that some learners will find reading aloud very challenging (perhaps through a learning difference or shyness). Try to avoid singling out or exposing these learners in reading aloud activities.
- Use reading aloud activities to help identify specific phonic letter/sound challenges (and opportunities) for your learners.
- Reading aloud was often discouraged in EFL teacher training as 'artificial': but for learners where the sound/letter relationship (phonics) in a new script is a key challenge, it is a hugely beneficial activity. Don't be afraid to use it!

### Context

- Suit the texts you use for reading aloud to your context. For instance, in family learning contexts, reading a story together would mirror real world literacy practices.
- If your context involves working with official texts (such as letters from schools, surgeries or forms) it can be very helpful to read these aloud together before asking learners to respond to them.



## Top tip 6 What learners and teachers said

*'The teaching of reading and writing from the absolute basics onward to non-literate students, who may also be non-literate in their first language...There is also a lack of appropriate materials, especially the right kind of reading books, and of a clear methodology to help teachers who don't know how to teach basic reading and writing though they may be very competent with students who have basic literacy skills.'*

ESOL teacher

*'[I] find it's good to get them to read aloud, lots and lots of reading aloud in groups...we have a lot of these sort of reading books and I scan them, and I do it that they can all have a copy to read. '*

ESOL teacher

## Top Tip 7: Make the most of resources

Working with new ESOL learners, particularly in mixed level groups, can create a lot of demands on the teacher's time and skills in relation to effective differentiation. A key strategy is for teachers to exploit their resources to maximum effect.

### Learners

- Let learners choose! You can set up graded versions of the same activity on different tables, explain what they are and let learners choose which to do.
- Lots of repetition is very important at this level and learners need to review and revise language regularly. For example, teaching learners how to play pelmanism with word/word and word/image matching cards from previous lessons.
- Keep some scissors in the classroom. Encourage learners to cut up texts and worksheets and create their own activities.

### Practitioners

- Consider how the same topic and resource can be used by learners working at different levels, e.g. adapt, crop and cut a text into different lengths and levels of complexity and challenge. There is an example using forms in Reading texts 2.
- Change your instructions – not the activity. For example, with a simple gap-fill worksheet, lower level learners can put word cards into the spaces or copy the missing words, next level learners can look at the missing words then fold the paper over and try to remember them, higher level can fold the paper over and try to fill in the gaps without looking at them first.
- Group work with flipchart sheets can be the starting point for a wide range of valuable language learning activities, such as collaborative writing tasks, participatory tools such as the *Reflect* 'tree' and 'river', creating displays and sharing results of class surveys. See Topic 4, Unit 4 for an example river activity.
- Use laminated A3 sheets as text frames with Velcro spaced on lines and backs of words. Learners can stick words onto the sheet to make their own sentences.
- Always save templates when designing digital materials.
- A class set of wipe clean boards/laminated sheets are helpful for learners to practise letter formation and word level work on. – and a very useful checking tool. Everyone can hold up their boards to show an answer or give instant feedback.
- Keep a 'literacy kit' in the classroom, e.g. tracing paper, blank templates for text, sentence and word level work, scissors, sheets and strips of coloured card, post-it notes, stickers, different writing implements, sharpeners, erasers, a picture pack.
- Create short simple listening activities on your phone with friends, family and colleagues to help expose learners to a wide range of voices and accents.

### Context

Bring the outside in! The learners, your setting and the locality are rich resources. You can build language learning around language experience, news a learner wants to share, interviews and role plays with centre staff/other visitors, or centre events.

## Top tip 7 What learners and teachers said

*'With a focus on sustainability, I don't want to have lots of worksheets. [It] would be better to provide lots of ideas for working with minimal resources.'*

ESOL teacher

*'[Teaching pre-Entry] is very physically draining and I think sometimes, from a resilience point of view I feel that anything around how to make this easier on yourself, and how to deliver this in a way which is not so physically investing for you as a teacher'.*

ESOL teacher

*'The major difficulty is the lack of materials designed for adults living in England at the correct level. This means that a great amount of time needs to be spent in lesson preparation, including creating one's own materials. Materials which are photocopyable/downloadable which can be used by community organisations without too much expenditure'.*

ESOL teacher

## Top Tip 8: Use a range of strategies

Using a broad range of strategies will help learners to own their learning, and to find learning strategies that work for them.

### Learners

- Learners who have little or no experience of schooling may find the classroom a challenging and intimidating place.
- Learners who have experienced very traditional schooling may have fixed ideas about learning (as may we!).
- Learners may have preferred ways of learning: it can be helpful to acknowledge and provide these some of the time.
- Encouraging learners to discuss and share their learning experiences - in L1 if necessary - can help them take control of their learning.
- For many learners, especially those with little or no literacy in L1, learning to write is a very physical experience, with very physical challenges. Encouraging experimentation is vital.
- Learners may have difficulty assembling and bringing in the 'hardware' of learning - pens, paper, files, etc. Help them develop strategies for addressing these issues, e.g. group WhatsApp reminders, file organisers, diary appointments.

### Practitioners

- Keep lots of different writing implements handy and available. Encourage learners to try different ones, and to experiment with physical position when writing.
- Use a range of differentiated approaches to support letter formation, handwriting, and word, sentence and text level work.
- Get to know learners' L1s as there may be specific approaches that will help them. For example, if their L1 does not separate consonants from vowels in written form, it may be useful to focus on English vowels as a separate group of characters.
- Highlight and make available 'Learning to learn' resources and templates such as Template 3 **Look**, *Say, Cover, Write, Check*.
- Encourage and develop participatory approaches to learning.

### Context

- Encourage learners to arrange the learning space in a way that suits them, and to decide how to create displays and other decorations.

## Top tip 8 What learners and teachers said

*'I think it has improved a bit but I feel I've never been a great student and now at 60 I feel it's very difficult to improve that or to get some studying habits, or to learn how to study at my age, after not having been to school [for very] long'.*

ESOL learner

*'Most tutors are not confident enough teaching phonics to adults. The only literature available is stuff produced for schools and you can see the resources that are out there are childish. They're meant to last for a whole year, where they do one sound a day, but there's no way you can do that into a normal ESOL class. So, I think, you know, the sector is crying out for phonics at pre-Entry level'.*

ESOL teacher

*'I think what I am trying to say is maybe we need strategies to make pre-Entry learners more independent within the classroom, so that you can actually just say right, you know the drill now, you have done this before, get on and do.'*

ESOL teacher

## Top Tip 9: Keep it real

In a world where communication is shifting towards the visual and the digital, it is important to equip learners with the skills to participate in the real-world communication contexts that they meet in their daily lives and will encounter in the future.

### Learners

- Learners will need to develop handwriting (especially for use in exams) but a very large amount of their real-world communication will be digital.
- Learners will have varying degrees of access to technology and varying digital skills: this can help create more opportunities for differentiated activities and for learners to support each other.
- For learners with no literacy in any language, or those who find the physical aspects of handwriting very challenging, keyboards and phones are hugely liberating.
- Find out how learners communicate with friends and family and build teaching and learning around this. There are suggested activities for this in Topic 5, Unit 3.

### Practitioners

- Spend some time getting to know which literacy practices learners engage with in the real world. Try to reproduce some of these in the teaching space: so, for instance, if learners have to fill in a form, consider whether this would be on paper, on a phone, on a tablet or on a PC.
- Ask learners to bring in lots of real-world texts - texts that impact on their lives such as letters/emails from health centres, hospitals and schools, energy suppliers, including digital texts that may only exist virtually. Use these texts to plan activities that could have a real-world outcome.
- The language experience approach can be used to create many sorts of texts (apart from handwritten on card). Try creating (and reconstructing) digital language experience texts, such as messages, emails, or social media posts.

### Context

- Take advantage of any free digital services or equipment you can, such as institutional Wi-Fi, or free apps such as WhatsApp, to create realistic (or real) communication activities.
- Be aware of any data protection issues and follow your organisation's policies.
- If the context allows, try to create opportunities which help learners accomplish real world tasks - for example, registering for a service online, online shopping, setting up a social media account.

## Top tip 9 What learners and teachers said

*'I use my smart phone. I speak to my children in Syria and Jordan. If I need information, I check on Google. I use YouTube, I use Google, I use the translator as well.'*

ESOL learner

*'A lot of the current pre-Entry level material... is outdated; booking a doctor's appointment by letter when in reality most are made on-line or by telephone where you choose the relevant option on the menu'.*

ESOL teacher

*'There is a wider belief that technology is not appropriate for lower levels [but] this is something that needs to be integrated in new resources. Integration needs to be in the form of mobile technology as many classes are not based in IT rooms and learners struggle to navigate college IT procedures.'*

ESOL teacher

## Top Tip 10: Use a wide range of differentiated texts

It is very important to expose learners to lots of different types of differentiated reading texts to support them in recognising and engaging with texts they will meet in their everyday lives. It's good to avoid asking learners to write in order to show understanding of reading, if reading is the main skills focus for an activity. However, reading skills work can lead very well into carefully planned follow-up writing work.

### Learners

- Literacy skills are much broader than reading and understanding words and sentences in a text. Learners need to recognise and engage with a variety of text types such as signs, digital literacies, forms, dates and numbers, instructions and narrative texts.
- Learners need to read and understand different fonts - but choose 'sans serif' fonts for copying and writing practice for new readers/writers.
- Lots of repetition is very important at this level.

### Practitioners

- Always set the context and encourage talk before literacy work.
- Only ask learners to read words, sentences and short texts that use language that is meaningful and known to them.
- Pre-teach/review key words before reading - and writing.
- Differentiation is vital. Cut or crop to create several versions of the same text so learners can engage with it at the most appropriate level, i.e. word level, sentence level, text level.
- Vary the type of reading activities you ask learners to do.

### Context

- Use the learners' own texts to generate authentic and engaging reading for learners.
- Adapt, author, contextualise and localise texts to make them as relevant, meaningful and recognisable as possible for your learners, e.g. change to local place names and insert images of local places.



### **Top tip 10 What learners and teachers said**

‘You’ll have three people in the class who are complete beginners, don’t understand what your instructions are, you’ll have three at the other end getting on with it and the ones in the middle. So how do you have the time to meet all their needs as well?’

ESOL teacher

‘Often there are a wide range of needs within one pre-Entry class. For example, at the moment I have at least two learners who can communicate verbally at E3 level and above but who are beginners in reading and writing, two learners are E1 in literacy but struggle to communicate and understand others in English when speaking and two others who have no English at all in any skill. I would like the project to address how to produce differentiated materials and manage such a wide variety of needs.’

ESOL teacher

## KEY KNOWLEDGE AND SKILLS

### KK&S 1: The languages grid

This table gives some information about some of the languages spoken by new ESOL learners at the time of writing. It includes languages such as Arabic which do not use a Roman script as well as languages such as Somali where learners may have different traditions of literacy. It also includes some of the languages spoken by the learners who are profiled in these materials. It is not intended to be representative but rather to give an indication of the kinds of language you may encounter in the classroom.

We encourage you to add notes to the table, and additional languages, as you find out more about each of the main languages your learners speak. It can be very useful for practitioners to know something about the language(s) a learner has been exposed to from birth, often referred to as their 'first' language or 'L1'. For ESOL learners with little or no literacy in English it is especially useful to know something about the script of their L1 (assuming it is a language that has a written form) - especially the direction the language is written in, and the category of script, which are both shown by the table below.

It is also worth noting that the terminology 'first language' or 'L1' is not entirely unproblematic and represents a rather *monolingual* worldview. In fact, a majority of people worldwide are *multilingual* (i.e. speak and use more than one language) and many will not necessarily identify a single language as their L1.

<b>Types of literacy</b>	<b>Explanation</b>
Non-literate	Learners have had no access to literacy instruction, but they live in a literate society.
Pre-literate	The learner's first language has no written form or is in the process of developing a written form (e.g. some American indigenous, African, Australian, and Pacific languages have no written form).
Semi-literate	Learners have limited access to literacy instruction, or have some reading and writing skills in their first language but are not functionally literate.
Non-alphabet literate	Learners are literate in a language written in a non-alphabetic script (e.g. Mandarin Chinese).
Non-Roman alphabet literate	Learners are literate in a language written in a non-Roman alphabet (e.g. Arabic, Greek, Korean, Russian, and Thai). Direction of reading varies.
Roman alphabet literate	Learners are literate in a language written in a Roman alphabet script (e.g. French, German, and Spanish). They read from left to right and recognise letter shapes and fonts. <sup>1</sup>

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<sup>1</sup> (ref. *EU-Speak-3 European Speakers of Other Languages: Teaching Adult Immigrants and Training Their Teachers* (2018), Young-Scholten, M. Naeb, R, Ritchie, Y, & Musa, R.)

Language	Direction	Name of script family	Type of script	Hello in chosen language	Other notes
Albanian	Left to right	Latin / Roman	Alphabet	<b>Përshëndetje</b>	
Amharic	Left to right	Amharic	Abugida	ሰላም	
Arabic	Right to left	Arabic	Abjad-- <i>this means the system uses (mainly) symbols for consonants- the reader supplies vowel sounds</i>	مرحبا	No indefinite articles Reversed question marks and commas
Aramaic	Right to left	Syriac	Abjad	السلام عليكم	
Bengali	Left to right	Bengali	Abugida - <i>Consonant-vowels combinations written as a unit (vowels dependent on consonants)</i>	শালা	
Bulgarian	Left to right	Cyrillic	Alphabet	<b>Здравейте</b>	Most users will also know the Roman alphabet

Language	Direction	Name of script family	Type of script	Hello in chosen language	Other notes
<b>Chinese languages (for example Cantonese or Mandarin)</b>	Columns: Top to bottom, read from right to left- but lots of variation is possible	Chinese	Logographic: <i>written (or drawn) character represents a word or phrase.</i>	你好	No definite articles
<b>Fula</b>	Left to right	Latin/Roman	Alphabet	<b>Jam waali</b> ( <i>Good morning</i> )	Expanded version of Latin/Roman alphabet, variation between countries. Also uses Arabic script, especially Guinea, Cameroon. Many Arabic loanwords.
<b>Gujarati</b>	Left to right	Gujarati	Abugida	હેલો	No horizontal line Phonetic Not case sensitive No definite article
<b>Hindi</b>	Left to right	Devanagari	Abugida	नमस्ते	Phonemic

Language	Direction	Name of script family	Type of script	Hello in chosen language	Other notes
Urdu / Lakshari	Right to left	Perso-Arabic / Arabic	Abjad	ہیلو	Reversed question marks and commas
Igbo	Right to left	Latin/Roman	Alphabet	Nnọọ	Expanded version of Latin alphabet, non-standardised so variation between users.
Kurdish-Sorani	Right to left	Arabic	Abjad	سهلام	
Lithuanian	Left to right	Roman but does not use Q, W or Z and has additional letters A, E, Ė, Į, Ū, Ū, Č, Š, Ž	Alphabet	Sveiki	Pitch language (meaning of words changes according to stress)
Persian / Farsi	Right to left	Perso -Arabic	Abjad	سلام	No definite articles Reversed question marks and commas

Language	Direction	Name of script family	Type of script	Hello in chosen language	Other notes
<b>Punjabi</b>	Two scripts used: Shahmukhi - right to left / Gurmukhi left to right	Perso-Arabic / Arabic	Abjad (Shahmuki) Abugida (Gurmukui) -	ਸਤ ਸ੍ਰੀ ਅਕਾਲ	No definite article
<b>Romani</b>	Left to right	Roman but with some additions from Slavic alphabets	Alphabet	<b>Sastipe!</b>	Shares many features with other Indo-Aryan languages such as Hindi and Bengali
<b>Sanskrit</b>	Left to right	Bengali	Abugida	नमस्ते <small>namaste</small>	
<b>Somali</b>	Left to right	Latin/Roman	Alphabet	<b>Salaam alaykum</b>	
<b>Tamil</b>	Left to right	Tamil	Abugida	வணக்கம்	No definite articles
<b>Tigrinya</b>	Left to right	Ge'ez / Ethiopic	Abugida	ሰላም	

Language	Direction	Name of script family	Type of script	Hello in chosen language	Other notes
<b>Twi</b>	left to right	Roman	Alphabet	<b>Agoo</b>	Tonal language (the meaning of words changes according to tone)
<b>Ukrainian</b>	Left to right	Cyrillic	Alphabet	<b>Здрастуйте</b>	Most users will also know the Roman alphabet
<b>Wolof</b>	Roman		left to right	<b>Salaamaalekum!</b>	Majority language in Senegal, the written form was standardised in 1971



## KK&S 2: Inclusivity

There are many important considerations for ESOL practitioners in relation to making sure classrooms are safe, accessible and supportive spaces in which learners can feel equally valued and included. To be aware of the wide diversity of learners and their varying needs, useful questions for practitioners to ask themselves include:

- Do any learners have visible or invisible disabilities or impairments which may impact on them being able to:
  - access the building or classroom?
  - sit in or move around the space safely and comfortably?
  - read text on the board or handouts?
  - hear the teacher or each other?
  - communicate with the teacher and other learners?
  - handle writing implements, keyboards or other learning resources?
- Am I making sure that the topics and contexts we choose and use for language learning reflect the diversity of learners' lives, gender, sexuality, religious and cultural norms and practices? Are they sensitive to individuals' lived experience and are not based on any assumptions? For example:
  - Not everyone is heterosexual! Many LGBTQ+ refugees have had to flee persecution due to their sexuality or gender-identity.
  - Even if they do have children and partners, not everyone will be living in a family unit. Families may have been separated by, for example, war, migration and poverty. Children may be living in another country with grandparents, family members may have been separated in traumatic circumstances and some may have died.
  - Not everyone will feel comfortable being in mixed learning environments and/or doing pair work with someone of a different gender.
  - Some adult learners may not have had any previous experience of formal education as children, may not have literacy skills in any language and no qualifications. A classroom will be an alien environment, at least, initially.
- What can I do or change to address any of these, or similar issues, effectively in the ESOL classroom? What is beyond the parameters of my role? Useful action can include:
  - Neurodiversity including dyslexia and ADD
  - Mental health problems, medical conditions or medication
  - The impact of trauma and depression
  - Lack of sleep due to working unsociable working hours or having changing shift patterns
  - Worry and fears about safety, security and the future. For example, some learners may be facing issues relating to their housing, visas or status. Others may be victims of racism, slavery, trafficking or domestic violence.
  - Age.

- What can I do or change to address any of these, or similar issues, effectively in the ESOL classroom? What is beyond the parameters of my role? Useful action can include:
  - actively engaging learners in identifying language learning topics and contexts that are important and meaningful for them
  - making suitable adjustments in the classroom, where possible. For example, moving a desk/chair nearer to the board or making more space for a wheelchair user
  - finding out what specialist support is available at your centre and who you can signpost the learner to
  - remembering the boundaries of your role and referring learners to the appropriate person or service.

### **Implications for teaching**

For teaching ideas, strategies and examples, refer to ESOL Access for All  
<https://www.excellencegateway.org.uk/content/etf2356>

### **Some key reading on inclusivity policy and practice**

#### **Inclusivity policy and practice:**

- Equality Act 2010: <https://www.gov.uk/guidance/equality-act-2010-guidance>
- <https://www.teachingenglish.org.uk/blogs/rfw/inclusivity-learning>
- <https://www.coe.int/en/web/language-support-for-adult-refugees/home>

#### **Neurodiversity and LDD**

- Dyslexia & the Bilingual Learner – Sunderland et al  
 (<https://www.learningunlimited.co/product/dyslexia-the-bilingual-learner-sunderland-et-al>)
- <https://www.futurelearn.com/courses/dyslexia/0/steps/15675>
- ELT Well: <http://eltwell.com/>
- ESOL Access for All: <https://www.excellencegateway.org.uk/content/etf2356>

#### **LGBTQ+**

- British Council webpage from Breaking the Ice Conference -  
<https://englishagenda.britishcouncil.org/continuing-professional-development/teacher-educator-framework/understanding-teaching-context/breaking-ice-addressing-lgbt-issues-esol-classroom>
- LELM Education - <https://lelmeducation.wordpress.com/2016/02/03/esol-lgbt-teaching-resources-and-materials/>

#### **Mental Health**

- MHFE: <https://mhfe.org.uk/>

### KK&S 3: Literacy practices

- The term *literacy practices* refers to the ways in which people use written texts in their everyday lives.
- Literacy practices are a part of larger social practices: so, for example, writing and signing a birthday card is part of larger process (checking an upcoming birthday, choosing and buying, then eventually giving or sending the card).
- Literacy practices involve values, attitudes, feelings and social relationships - they go beyond a simple 'skills' view of literacy, and cannot be reduced to just a set of behaviours.
- Literacy practices will often involve all four skills as, in the real world, most reading and writing occurs within a social context that involves oral communication, too.
- Very different literacy practices occur in different life contexts.
- Social institutions and power relationships shape literacy practices. For example, a hotel guest filling in a registration form is typically positioned as more powerful than a hospital patient filling out a functionally similar form.
- Some literacy practices are more dominant, visible and influential than others. For example, drawing up a legal agreement is a more influential, but less visible, practice than writing a job application.
- Literacy practices are embedded in wider social goals and cultural practices: they are purposeful and aim *to get something done*. (Even if this is a 'soft' purpose such as to relax by reading a comic, or maintain a social relationship online).
- Literacy practices change over time. For instance, writing a cheque was once a powerful, dominant literacy practice. It now seems old-fashioned and quaint compared to, for example, an online PayPal payment.

#### Implications for teaching

- Teach literacy practices in context whenever possible. For instance, set up speaking activities that copy the type of talk that would occur in the real-life practice.
- Integrate all four skills - don't just focus on the reading and writing.
- Ask learners about if/how each literacy practice would be realised in their own country, community or culture. For example, what would people do and how would they do it?
- Select literacy practices to teach on the basis of learners' needs, priorities, ambitions and interests. Invite learners to suggest ways in which they have used reading and writing in the past that are important to them.
- Include as many digital literacy practices as you can - these are quickly becoming / have become the most dominant, visible and influential literacies. For instance, phone calendars, WhatsApp message groups (or similar), social media, online job applications and even shopping lists are all displacing their handwritten equivalents.

## KK&S 4: Phonics

- Phonics is one of the main approaches for teaching reading to native or fluent English speakers, both children and adults. It is a method of teaching reading and spelling which involves learning the connections between *graphemes* (letter patterns) and the *phonemes* (sounds) they represent, also referred to as *sound-symbol correspondence*.
- There are two main approaches – synthetic phonics (which starts with identifying and putting sound/letter correspondences together to form words) and analytic phonics (which starts with words the learners already know and involves identifying the sound/letter correspondences in those words). An analytic approach is recommended for ESOL learners as it is important to work with words learners already know and can say.
- A significant factor is that the spelling system in English is not straightforward - there's often no one-to-one relationship between graphemes and phonemes. For example:
  - the letters 'ch' can be pronounced / tʃ / church, / ʃ / chef and / k / chemist
  - the sound / k / can be represented by the graphemes 'c', 'k', 'ck', 'ch' or 'q' in written English
  - the sound / u: / can be represented by the graphemes 'wo', 'o', 'oo', 'ou' and 'ue' as in two / to / too / group / blue
- There are 26 letters in the English alphabet but 44 different phonemes (20 vowel phonemes, 24 consonant phonemes) and this presents challenges for ESOL learners.
- Learners need to understand the relationship between spoken and written English for both reading and spelling. It works:
  - from print to sound for the decoding element of reading
  - from sound to print for spelling.

### Key concepts

- Words go from 'left to right' with a beginning, middle and end.
- Words are made up of sounds that can be blended and segmented.
- One or more letters (graphemes) represent spoken sounds (phonemes).
- Long words are no more difficult to read and spell than short words. Very simple 'fat - cat - sat' basic phonics might be too limited for adult learners so teach simply structured multisyllabic words learners know from the outset, e.g. 'public', 'bedroom', 'working', etc.
- A single grapheme usually consists of one, two or three letters (e.g. 'a', 'ee' in 'meet', 'igh' in 'high').

- One grapheme can represent one or more phonemes (e.g. **tap**, **ba**by, **wa**ter, **fa**ther, **ab**out).
- One phoneme can represent one or more graphemes (e.g. /m/ in **ma**n, **ha**mm**er**, **Autu**mn).

### **Suggested approach for working with phonics**

- Start with whole meaningful words the learner knows.
- Say the words clearly, identifying the syllables.
- Focus on the first sound (in a word) awareness, sound differences and similarities.
- Build phonological awareness by using rhyming, matching, categorising and sound games.
- Focus on specific grapheme-phoneme correspondences within those words, e.g. /m/ in 'my' 'name' 'some' 'many'.
- Start with '*Basic Code Plus*<sup>2</sup> – the simple-to-complex sequence of phoneme-grapheme correspondences. In this approach, begin with the simplest sound-to-letter correspondences and gradually move on to the idea that a single grapheme can represent more than one sound and a single phoneme can be spelt with more than one grapheme.
- Use the guidance and phonics charts from the **Post-16 Phonics Approaches Toolkit** to help you integrate phonics into your sessions.
- Keep a record of phoneme-grapheme correspondences taught – revise and build on these as appropriate.
- Integrate phonic work with whole word recognition and language experience, working from words the learners already know and can say.
- Avoid de-contextualised lists of words, and link phonic work to spoken language.
- Identify areas of interest for the learner and create literacy materials linked to these contexts.
- Try out different phonic approaches with your learner(s) and see how they work. If learners find phonics confusing, try alternative strategies, e.g. visual, tactile or kinesthetic.
- It's important to see what works with an individual learner as a phonics approach may not work for all learners (such as dyslexic learners).

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<sup>2</sup> A2, Post-16 Phonics Approaches Toolkit

## Phonological awareness

Some learners will need specific sound recognition and discrimination activities as they may not be able to 'hear' particular sounds, especially if they do not occur in their first/other language. Some suggestions for building phonological awareness:

- use songs or chants to teach rhyme
- raise your hand/card if you hear the sound...
- give learners counters and ask them to line up counters for every sound they hear in a word
- sort words by initial sound
- begin sound work with very different sounds together, such as /m/ and /d/ or /k/ and /s/ rather than sounds that are often confused depending on L1, such as /p/ and /b/ or /r/ and /l/
- clap syllables or tap them with your feet
- walk words: take small steps for unstressed syllables and long steps for stressed syllables
- build word families using onset and rhyme, e.g. c - at, s - at; t - in, b - in; l - ight, r - ight, f - ight.
- play bingo with sounds instead of words.

## KK&S 5: The whole word approach

### Key concepts

- Whole word recognition (or 'sight words') is a key step in developing reading fluency. Rather than focusing on the letter/sound correspondences that make up an individual word, learners are encouraged to look, say and memorise its size, shape and length.
- Some high frequency words need to be learned as whole words as it's not possible to decode them using phonics, e.g. *the, be, to, she, one*, etc.
- Whole word recognition focuses on words the learner knows or needs to know.
- It draws on the learner(s) oral skills to support the development of literacy skills.
- About 300 'sight words' account for approximately 50% - 75% of those we read and write. Therefore, building up a 'sight word bank' means learners have a bank of instantly recognisable words, need to rely less on phonics and decoding, can gain fluency more quickly and focus on accessing meaning.
- It builds learners' confidence – they can 'read'.

### Suggested approach for working with whole words

- 'Framing' a word by drawing a line around it so that its shape stands out helps to emphasise the visual features:



- Introduce the recognition and reading of whole words through 'language experience' or very brief texts.
- Ensure learners are familiar orally with the vocabulary used.
- Having the words on flash cards can provide many different practice activities, for example:
  - reading and saying activities
  - matching to pictures
  - matching to different fonts or handwriting
  - sorting activities
  - labelling pictures
  - find the word
  - gap-filling texts
  - bingo games
  - word games.
- The word cards can be used at a later stage for practising sentence formation, perhaps using different colours for different parts of speech.

from

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come

|

Bangladesh

## KK&S 6: Handwriting

Some ESOL literacy learners may already be writers in their own languages and will have transferable skills such as:

- pen control
- correct seating position
- good hand/eye co-ordination.

### Key concepts

Learners who are absolute beginners with writing will need to develop pre-writing skills. Writing requires a lot of finger and hand strength, manual dexterity, control of fine movements, and hand-eye coordination. Beginner writers will probably find writing physically (and mentally) exhausting and will only be able to practise for short periods of time. They need to learn to:

- form letters and numbers – know where they start and end
- produce letters of the correct size, height, spacing and position on the line
- join letters
- leave spaces between words
- write fluently.

### Suggested approach for teaching handwriting

#### Materials

- Consider the type of paper – ordinary lined paper or '4-lines' paper which guides the size of the letters and position on the line
- For practising, offer a variety of pens, pencils, crayons, markers or paint and see which each learner prefers
- Some learners may benefit from using a rubber grip on their pencil
- Customised handwriting worksheets (available online) can be printed in different sized fonts and enable learners to trace over personal key words, e.g. name and address.

#### Writing position

Consider seating position:

- position of table
- height of chair in relation to writing surface
- support for writing arm
- position of paper (left-handed?)
- support for paper.



### **Letter formation**

- Practise forming lines and loops, before trying to form letters.
- Form letters in the air.
- Show learners exactly how to form letters – where to start and end – and the correct way to form each one.
- Observe and check that learners are forming letters correctly.
- Learners can practise tracing words they need to write, e.g. name and address.
- Encourage joining some letters from the earliest stage, e.g. *and*.

### **Spacing and size**

- Ensure learners are aware of the importance of size, position on the line and spacing between words.
- Encourage learners to put a pen or pencil between each word to check spacing.

Learners will need a great deal of practice in order to develop fluent and legible handwriting so 'little and often' is usually best.

Don't forget that in today's technological world, handwriting is required less and less; therefore it's essential that learners also learn digital skills, including using a keyboard on a phone, computer and/or tablet, and other ways of creating texts, such as voice recognition, voice recording.

## **KK&S 7: The language experience approach**

The language experience approach is one of the most powerful techniques for helping beginner readers and writers. It combines all four skills, and develops reading and writing out of natural spoken interaction. It is learner-centred, and draws on the learner's experiences, stories and lived context /life world. It is infinitely adaptable to different settings, learners and levels.

### **Procedure**

- Engage the learner(s) in a conversation about a meaningful topic to them. This topic can be chosen by yourself, or the learner(s).
- Use visual images as prompts where necessary. You may have to introduce new vocabulary, but do not teach this in any formal sense yet - just use it to enable communication. It may be helpful to some learners to use L1 at this stage.
- As conversationally as possible, and depending on the topic, elicit a few opinions (such as likes/dislike/ preferences) or facts (such as elements of a personal narrative or lifestyle) from the learner(s).
- Once you have enough learner-based material to form 3-4 sentences, you, or a/the learner, can scribe this (i.e. write this for the learner). You now have a short written text.

### **Using the text**

Typically, this text will be used to practise reading first, then may be used for copying/ gap-filling. But you can adapt this in many ways to suit different learners' needs.

- Read the text aloud a few times first: on your own if necessary, and then chorally with the learner(s). Use your finger to indicate where in the text you are as you read. Point out any phonic/spelling features that need highlighting.
- Copy each sentence onto a separate strip of card. Read these together again.
- Put the sentence strips in a pile and ask the learner(s) to try and put them in the right order.
- Now use a pair of scissors to cut the sentences up into single words (or phrases). Cut full stops as separate pieces.
- Now ask the learner(s) to try reassembling and reading a sentence, and then the whole text.
- The learner(s) can take the cards home for more practice.
- After the reading/reassembling stage, you can move onto asking the learner(s) to copy or gap-fill the text or create their own text

### **In practice**

You can watch an example of the language experience approach being used here: <https://www.learningunlimited.co/publications/free-resources>.

## KK&S 8: Spelling

### Key points

- Recognising spelling patterns is part of decoding (reading) as well as encoding (writing).
- Learners will need to know the names of the letters of the alphabet in order to spell out words.
- Don't teach homophones at the same time, for instance, it's confusing to tell beginner learners that *pair* can also be spelled *pear*.
- Don't teach spelling 'rules' although giving guidance about general tendencies can be helpful such as adding 's' or 'eses to form a plural.

### Suggested approaches for teaching spelling






**Phonics** can help learners to spell words with regular spelling patterns. Focus on groups of words with similar spelling patterns (word families) such as *saw*, *jaw*, and *law*, or *read*, *meal*, and *lean*, for example:

- letter combinations: *th*, *sh*, *ch*, *qu*, *wh*, *aw*, *ew*, *ow*, *kn*, *ph*
- a final –e follows a long vowel: *make*, *sale*, *hide*, *hope*, *cute*
- common prefixes and suffixes: *pre-*, *co-*, *de-*, *un-*, *-ing*, *-ed*, *-ize*, *-ous*, *-ive*, *-ese*, *-tion*
- common vowel combinations and what sound they make: *ea*, *ee*, *ie*, *oa*, *oo*, *ou*
- double consonants after short vowels before adding an ending: *stop* - *stopped*

**Look, Say, Cover, Write, Check (LSCWC)** is a method of learning to spell specific words, ideally ones that learners need to know such as their name, address, family names, key words, etc. LSCWC is a method which helps learners learn spellings by focusing on the 'difficult bits'. The recommended process is as follows:

Take a sheet of paper divided into columns, as in Template 3:

Template 3: Look Say Cover Write Check      Name \_\_\_\_\_      Date \_\_\_\_\_

Look 	Say 	Cover 	Write 	Check 
Spellings	Write and check	Write and check	Write and check	Write and check
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

- Write a word the learner needs/wants to learn to spell in the left-hand column.
- Encourage the learner to **say** and **look at the word carefully**, thinking of ways to remember it (see suggestions below).
- The learner covers the word and writes it in the second column.
- The learner checks if it is spelled correctly, letter by letter.
- If there is a mistake, focus on it and use one of the methods below to help remember the correct spelling.
- The learner covers the word and writes it again in the third column.
- Check and repeat the process using the fourth and fifth columns.
- The last column can be used later to check the learner can remember the spelling.

### Suggestions for ways to help memorise spellings

**Visual**, for example:

- highlight particular parts of words or letter combinations which the learner finds difficult to remember, e.g. *Tuesday*
- look for words within words, e.g. *friend*
- look for patterns in words (phonics), e.g. *doing*, *eating*, *sleeping*

**Motor**, for example:

- teach joined-up handwriting for letters that are easy to join such as 'er' or 'the' as the flow helps the spelling to be memorised
- write the word in the air, trace it or use a keyboard

**Auditory**, for example:

- break words into chunks and say each chunk, even if you/the learner needs to pronounce it in a strange way, e.g. *Wed – nes – day*
- say the word aloud in an unusual way such as a rhyme
- clap or beat the number of syllables or sounds

**Other ways**, for example:

- use mnemonics such as *big elephants can't always use small exits (because)*
- remove/add prefixes such as *un – happy*, *watch – ed*
- link a new word with one the learner already knows such as *rain – train*.

**Dictionaries**, bi-lingual dictionaries and translation apps can be helpful if learners are literate in their first/other language and know the first letter of the word they want to spell. However, for most new ESOL learners, making their own dictionary (digital or notebook) will be more useful as it will contain words the learner has used in their own writing, is more meaningful and a useful way to introduce alphabetical order.

## KK&S 9: Name cards



Name cards can be an extremely useful classroom resource. Just fold a piece of card into three and write your first name clearly in the middle section. The card can then stand on the desk/table in front of you. In the first class, show learners an example name card you have made for yourself and invite them to make one for themselves using the name they would like to be called by. Give lots of choice for colours of card and felt pens so everyone can make their name card really distinctive with decorative borders etc.

You can then use these in a wide range of ways in subsequent classes:

- Learners can develop scanning skills by sorting through and looking for their card at the beginning of each class.
- Learners can take it in turns to give out the name cards at the beginning of each class.
- Having name cards in front of each person in the class, helps learners to read, recognise and learn each other's names.
- Copying/handwriting practice (upper and lower case)
- Saying the names of the letters in their name, i.e. spelling aloud
- Sounding out the letters in their name, blending and identifying syllables - for phonics practice
- Learners can add useful information/important words on the other sides of their name cards, e.g. their country of origin, the languages they speak, in family learning settings – the names and ages of their children.
- Learners can use the cards to practise sorting into alphabetical order.
- Name cards can be stuck onto large sheets to show learner's individual responses to questions in class surveys.

Some teachers also use the inside of these cards for learning goals and individual feedback. This can be particularly useful for classes with different teachers/volunteers working with the same group.



## KK&S 10: Reading activities

### Ideas for using different text types

Here are some suggestions for using the different text types which don't require much in the way of additional materials or preparation as the basis for reading and follow-up activities. Please also see the Top Tips as well as the references and links to other parts of the Guidance, Screening resources and Topics/Units which explain or illustrate an approach/activity.

You can apply many of these suggestions across different text types.

## Social sight words and signs

### BINGO

Print and laminate one copy of the text as a Bingo card for each learner. Print and laminate another set for each learner (or you) to cut up. Call out the sign. Learners put the correct card over the same image on the Bingo card.

### SORTING AND CLUSTERING

Use sets of laminated word cards for regular review practice. As learners build up their vocabulary, encourage them to jumble, sort and cluster word cards on tables or walls. You can vary the task, for example clustering words into lexical sets/word families such as signs, food, places, or words beginning with the same letter, or rhyming words.

### CIRCLE THE WORD

Give learners a copy of the social sight sheet, call out words and ask learners to circle the word they hear.

### FILL IN THE MISSING LETTERS

Filling in the missing letters can follow on from phonics practice with letters and sounds. It can reinforce the value of decoding initial sounds to support reading, as well as supporting familiarity with upper- and lower-case letters.

**B C E S**

_ XIT
_ US _ TOP
_ ASH

**More ideas**

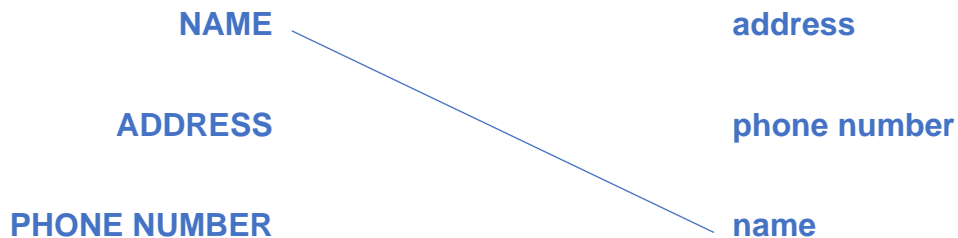
- Support learners to slowly build up their repertoire of key social sight words/ environmental print, e.g. DANGER, TELEPHONE, WOMEN, LADIES, MEN, GENTS, OPEN, CLOSED, PUSH, PULL.
- Ask learners to take photos of signs they see and use these.
- Create different versions of the card with different images for the same sign and/or different images on each card to create more challenge and competition.

**Forms****CUTTING AND CROPPING**

- Cut/crop one reading text, such as a form or narrative, so there are 3 to 4 versions - each increasingly longer. Encourage learners to choose which one they would like to read. If they choose one of the simpler versions and can read this confidently, encourage them to try the next longest and so on.

**MATCHING**

- Print some extra copies of the key words on the form and ask learners to find the same key words on the form/text and place the key word cards on the same word.
- Make a sheet with key words in both lower case and upper case for learners to match. (See Topic 2, Unit 2 for an example).



- Teach learners how to play Pelmanism. This can be used to practise/revise words and pictures as well as identical words in upper and lower case.
- On Key words sheets with images and words, print a few sheets for self-checking, then edit to jumble the order of the words before printing. Learners then draw a line to match each word with the correct picture.

**SEQUENCING (1)**

- Use common questions that learners know and recognise orally. Cut into cards for learners to practise reading and sequencing.

What's	your	name?
What's	your	address?
What's	your	phone number?

### More ideas

- If you are using forms, remember to use them as a speaking, listening and reading activities, before asking learners to practise filling them in.
- Make sequencing activities using sentences that learners know and recognise – including their own texts (see Language experience in the Guidance document).
- Use colours to highlight key words/patterns.

## Digital literacies

### PERSONALISATION

- Find out which technology, apps and social media learners use to communicate and include class-based activities around the most popular.
- Include the metalanguage for digital literacies which learners will need as a key part of language learning and practice, e.g. understanding, reading and recognising simple, high frequency words such as *text, Skype, WhatsApp, email, search, delete, save*. See Topic 5 Unit 3 for example activities.
- Make sure you follow your organisation's policies on using digital technologies. There is some general guidance here: <https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff>

### More ideas

- If all learners are in agreement, set up a class messaging group such as WhatsApp and encourage learners to send short messages to each other and reply to yours.
- Use text or WhatsApp messages to remind learners about their classes, send reminders about homework, trips or things to remember to bring in.
- Encourage learners to show and support each other in learning how to use different technology, apps and social media.

## Dates and times

### SEQUENCING (2)

When working with a set of words or numbers that have a recognised correct sequence, e.g. days of the week, months of the year, numbers or numerals 1 to 10, give learners a set of cut up cards to place in the correct sequence. This can be a kinaesthetic activity on a large table, wall or floor. (See Topic 4, Unit 4 for example activities)

### MATCHING (2)

Give learners reading activities to match the same content in different formats, e.g.

- dates in words and numbers and numbers only (12<sup>th</sup> March 2010 and 12/03/10)
- times in digital and analogue form
- days of the week in both full and abbreviated forms.



## **CIRCLE THE DATE/TIME**

Give learners a sheet with several days, months, dates and/or times, call some out and ask learners to circle the day/month/date/time they hear.

### **Instructions**

## **FOLLOWING INSTRUCTIONS**

Get copies of some simple instructions at your centre, ideally with visual as well as written information, e.g. fire exit route and assembly point, and ask learners to read and follow the instructions.

### **More ideas**

- If you have a class budget, buy everyone a Kinder egg and ask them to follow the instructions to make the object inside.

## **SEQUENCING (3)**

Cut text into sentence strips cards for learners to practise reading and sequencing

### **Packaging, labels and instructions**

## **USE OF REALIA**

Bring in a wide range of relevant realia linked to the topics you are covering and encourage learners to find relevant symbols and words, e.g. recycling symbols, traffic lights on food labels etc.

## **PARTICIPATORY APPROACHES**

Many participatory tools, activities and projects (such as rivers, flowers, class surveys and displays) lead to learner generated text including labels and captions. Use these as the basis for reading practice and follow up discussion. (See Topic 5, Unit 4 for an example).

## Simple narrative texts

Learner generated texts (individual and class) can provide a rich, authentic resource of narrative reading which can be supplemented with a number of follow up activities.

### MULIPLE CHOICE

Create a simple multiple-choice question sheet for learners to fill in individually or in pairs.



*Habiba is my close friend. She lives in Canada. She is a doctor.*

### Circle the correct answer


- Habiba and Helen are ...      sisters      friends      neighbours
- Where does Habiba live?      Canada      Eritrea      England
- What is Habiba's job?      cleaner      doctor      teacher
- How do Helen and Habiba keep in touch?      Email      Skype      WhatsApp

## From reading to writing

Some example reading activities which lead into related writing tasks:

### FORMS

Create a simple form to record key information from a text

	<p><i>I am from Syria.</i></p> <p><i>I am 28</i></p> <p><i>I live in Bolton</i></p>
<p><i>Imran</i></p>	

#### Fill in the form for Imran


Name	
Age	
Country of origin	

#### Now fill in the form for you

Name	
Age	
Country of origin	

### WRITING FRAMES

Use texts to create a simple writing frame to generate personalised writing.


<p><i>Habiba is my close friend. She lives in Canada. She is a doctor.</i></p>

<p><b>Write about your close friend:</b></p> <p>..... is my close friend.</p> <p>..... lives in .....</p> <p>..... is .....</p>
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## BIBLIOGRAPHY

Name of organisation or resource	Website	Key features	Suitability for new to ESOL and Entry Level 1 learners
British Council/ ESOL Nexus Website	<a href="https://esol.britishcouncil.org">https://esol.britishcouncil.org</a>	This website offers learners an opportunity to improve their knowledge through free videos, listening activities, texts and grammar exercises for various levels of ESOL learners. It covers relevant topics such as speaking, listening, writing and reading, grammar and vocabulary. Learners can browse through a range of useful information which covers UK Life and English for Work. ESOL Learners and others who have started a new life in the United Kingdom also tell their personal stories	Covers all levels. There are some downloadable resources for teachers of new to ESOL & Entry Level 1 learners (study skills, lesson plans and materials to support these)
Busy Teacher	<a href="https://busyteacher.org">https://busyteacher.org</a>	This resource offers access to over 17,200 free worksheets and lessons for English teachers and facilitators. The printable worksheets cover an extensive range of topics including: vocabulary, grammar, listening, reading and writing.	Some resources for new to ESOL and Entry Level 1 learners
Centre for Adult English Language Acquisition	<a href="http://www.cal.org/caela/esl_resources/index.html">http://www.cal.org/caela/esl_resources/index.html</a>	Canadian site which contains links to a number of quality resources available in print and online which provide background information and suggest approaches, techniques, and activities for teachers working with beginning- and literacy-level adult English language learners.	Strong focus on new to ESOL learners
Centre for Canadian Language (2015) ESL for Adult Literacy Learners (ALL)	<a href="https://listn.tutela.ca/wp-content/uploads/ESL_Literacy_Jan_8_2015_e-version.pdf">https://listn.tutela.ca/wp-content/uploads/ESL_Literacy_Jan_8_2015_e-version.pdf</a>	The Canadian Language Benchmarks (CLB) framework is a descriptive scale of language ability in English as a Second Language (ESL), containing 12 benchmarks or reference points, from basic to advanced. Within the CLB framework, this document addresses the needs and abilities of adult ESL Literacy learners. The primary audience for this document is instructors of adult ESL Literacy learners. It can inform classroom instruction, observation of progress, and curriculum development across a range of educational contexts.	Includes useful information about the needs and abilities of ESOL learners with limited literacy.

<p>Education and Training Foundation Excellence Gateway's English for speakers of other languages</p>	<p><a href="https://esol.excellencegateway.org.uk">https://esol.excellencegateway.org.uk</a></p>	<p>This exhibition site brings together some of the most effective resources for ESOL available on the Excellence Gateway including key materials created as part of the Skills for Life strategy, such as the Adult ESOL core curriculum (2001). Most of the resources were developed as part of government-funded projects that have now closed but many of the resources from these projects are here. These include Move On and ReadWritePlus, which were closed in 2015 and the Talent website, also closed in 2015. There are resources for practitioners, managers, learners, research, vocational and embedded learning.</p>	<p>Highly relevant content suitable for Entry Level 1 learners (and some for new to ESOL). Also includes materials for those working with refugees and asylum seekers (in managers' resources section).</p>
<p>Elder Literacy Initiative</p>	<p><a href="http://elderliteracy.org/">http://elderliteracy.org/</a></p>	<p>This curriculum was designed by the Elder Literacy Initiative in the US for volunteer tutors to use in one-to-one settings with low-literate elders, but guidance states that it can be used with any adult learner, and many of the activities can be adapted for use in small group or classroom settings. The curriculum includes 12 units across themes which are meaningful to older adults. There is an additional unit titled Working in the US, to complement the goals of elders with limited English proficiency who are interested in finding paid employment.</p>	<p>Potentially – and particularly for use with older people. Developed to support English language learners with limited literacy, this curriculum is free and can be adapted for use in a range of settings.</p>
<p>ELT Well</p>	<p><a href="http://eltwell.com/">http://eltwell.com/</a></p>	<p>ELT Well brings together best practice from the fields of English language teaching and specialist support for neurodiverse learners. Includes free resources as well as paid for development opportunities and assessments for learners who may have dyslexia or other SpLDs.</p>	<p>A useful resource for all ESOL teachers but not specific to this level</p>
<p>English File</p>	<p><a href="https://elt.oup.com/student/englishfile/?cc=gb&amp;selLanguage=en">https://elt.oup.com/student/englishfile/?cc=gb&amp;selLanguage=en</a></p>	<p>This resource offers access to a wide range of interactive exercises, downloads, games and web links. It offers learners the opportunity to practice and improve their grammar, vocabulary, pronunciation, listening, and reading in a fun and informal way. The resource is suitable for all levels from beginner to advanced.</p>	<p>Includes a section for 'beginners'</p>

English for Action	<a href="http://www.efalondon.org/esol/research-and-media">http://www.efalondon.org/esol/research-and-media</a>	Includes links to EFA's various projects and research relating to participatory ESOL. Also includes information about the training and development opportunities they offer	A very useful resource for all ESOL teachers but not specific to this level
English My Way	<a href="https://www.englishmyway.co.uk">https://www.englishmyway.co.uk</a>	This resource provides a range of materials for tutors to support and teach adults with no or low levels of English. Tutors register for access to teaching materials, videos, course guides and information about help and training. Modular teaching materials cover ten topics with enough content to cover 8 hours of teaching on each topic. The project provides pre-Entry level ESOL skills through a structured 24-week blended learning programme, improving English language skills to help people better integrate with their local communities. It combines tutor-led sessions, rich multimedia online learning and volunteer-supported 'Learning Circles.'	Designed for new to ESOL learners
ESL Computer Lab	<a href="http://eslcomputerlab.weebly.com">eslcomputerlab.weebly.com</a>	Canadian site with a range of resources on various ESOL topics, and links to other organisations and websites, to support teaching and learning	Discussion is focused new to ESOL and pre-literate learners, therefore providing useful context. But it does not include any T&L materials.
ESL Library (Canada)	<a href="https://esllibrary.com/">https://esllibrary.com/</a>	Subscription site provides a library of student-focused content for students at a range of levels. New content is added each week.	A subscription would need to be purchased. Includes lessons for 'beginners' but not targeted at new to ESOL
ESOL Access for All	<a href="https://www.excellencegateway.org.uk/content/et356">https://www.excellencegateway.org.uk/content/et356</a>	ESOL Access for All is intended to support inclusive learning for bilingual learners with learning difficulties or disabilities. It is modelled on the original Access for All but directly linked to the ESOL Core Curriculum. In addition, it updates the original content of Introducing Access for All2, expands it and includes issues that are particularly relevant to bilingual learners and their teachers.	A very useful resource for all ESOL teachers but not specific to this level

<p>ESOL Activities Pre-Entry with Audio CD: Practical Language Activities for Living in the UK and Ireland (Cambridge for ESOL)</p>	<p>Paperback book available from £31.99</p>	<p>This resource is one of a series of three books and audio CDs which provide a wide range of lesson planning activities for students. The activities include teacher's notes as well as helpful strategies and suggestions for different activities. There are also exercises linked to every activity for students to self-study which come in the form of ready-made homework tasks.</p>	<p>Would need to purchase. Aimed specifically at 'pre-Entry' Level learners. Has largely</p>
<p>EU speak 3 - European Speakers of Other Languages: Teaching Adult Immigrants and Training Their Teachers</p>	<p><a href="https://research.ncl.ac.uk/eu-speak/eu-speakbooks/english/English%20M-Event%20volume%20done%2029%20Oct%202018.pdf">https://research.ncl.ac.uk/eu-speak/eu-speakbooks/english/English%20M-Event%20volume%20done%2029%20Oct%202018.pdf</a></p>	<p>Published in 2018, drawing on a wide range of research and input from partners in six countries. A compendium of module content for LESLLA (Literacy Education and Second Language Learning for Adults) learners. Its focus is teacher training and professional development. It contains the text from six online modules, which are self-contained and can be taken in any order. Chapter 1: Working with LESLLA Learners Chapter 2 Language and Literacy in their Social Contexts Chapter 3: Bilingualism and Multilingualism Chapter 4: Reading Development from a Psycholinguistic Perspective Chapter 5: Vocabulary Acquisition Chapter 6: Acquisition and Assessment of Morphosyntax</p>	<p>Focused on how to teach learners who are new to literacy.</p>
<p>First Resort and First Resort Extra by R Picking &amp; M Prudden</p>	<p><a href="https://www.gatehousebooks.co.uk/products/first-resort">https://www.gatehousebooks.co.uk/products/first-resort</a></p>	<p>It provides a wide-range of activities covering reading and writing on topics including: numbers, time, days, seasons, weather, the body, the house, and food and drink. The most recent edition has been updated to include full-colour illustrations. It can be purchased from the website for £30.00 and is available as a PDF download.</p>	<p>Designed for 'beginner' learners</p>
<p>Future Learn course on Dyslexia and Foreign Language Teaching</p>	<p><a href="https://www.futurelearn.com/courses/dyslexia">https://www.futurelearn.com/courses/dyslexia</a></p>	<p>Free online course designed for current and trainee teachers of additional languages. It offers practical tools, as well as theoretical insights, to best accommodate and meet the needs of students with dyslexia in foreign or second language classes.</p>	<p>Not specific to ESOL learners but relevant for language teaching generally</p>

Handwriting practice sheets	<a href="https://www.handwritingpractice.net/">https://www.handwritingpractice.net/</a>	Sheets that teachers can adapt and print out, to help learners practice their handwriting	Useful for handwriting practice
Improving Language, Improving Lives (Bell Foundation)	<a href="http://www.bell-foundation.org.uk/research-report/esol-tutor-resource-pack/">http://www.bell-foundation.org.uk/research-report/esol-tutor-resource-pack/</a>	The project aims to improve access to ESOL in prisons, though better identification of ESOL needs and supporting practitioners to deliver relevant and engaging ESOL learning. The T&L resources combine language learning with embedded wider capabilities in numeracy, digital, health, financial and civic (including elements of personal and social development), designed to make learning engaging and relevant to life in prison and in the community.	Contains material suitable for Entry Level 1-3
ISLcollective	<a href="https://en.islcollective.com">https://en.islcollective.com</a>	A large number of free activities, worksheets and exercises for practitioners teaching English are available to use interactively or to download. Resources are available for all levels of English students from beginner to proficient. It also provides materials for students with Special Educational Needs.	Has resources for all levels of ESOL learners
Klik2Learn	<a href="http://www.klik2learn.com">http://www.klik2learn.com</a>	Klik2learn is a digital design company specialising in education through technology. It produces a range of online, interactive resources which can be purchased covering: literacy and numeracy for beginners, digital self-study, English skills test and pronunciation. Would need to be purchased	Has resources for all levels of ESOL learners
L&Ws Citizen's Curriculum model	<a href="https://www.learningandwork.org.uk/our-work/life-and-society/citizens-curriculum/">https://www.learningandwork.org.uk/our-work/life-and-society/citizens-curriculum/</a>	Has been successfully used to inspire ESOL learning materials for the secure estate, and a range of adult basic skills projects in England and in Europe. The Citizens' Curriculum is an innovative and flexible approach to language, literacy and numeracy provision which places the needs of learners and communities at its core. The underpinning principles of the Citizens' Curriculum are: A holistic, strengths-based approach to provision for adult learners, interpreted through the local context Learner involvement in determining the curriculum to meet their needs and interests	Suitable for all levels



Language and Literacy Education	<a href="https://www.youtube.com/watch?v=rHnHgDGCuAI&amp;t=24s">https://www.youtube.com/watch?v=rHnHgDGCuAI&amp;t=24s</a>	Short introductory video of a module about literacy practices from James Cook University	Useful overview of literacy as a practice
Language Support for Adult Refugees Council of Europe Toolkit (2018)	<a href="https://www.coe.int/en/web/language-support-for-adult-refugees/home">https://www.coe.int/en/web/language-support-for-adult-refugees/home</a>	This toolkit is available in seven languages and aimed at volunteers who provide linguistic and intercultural support for adult refugees in a wide range of pre-departure, in transit and on arrival settings across the Council of Europe's member states.	Useful for both T&L materials, and for building expertise amongst teachers and volunteers. Strong new to ESOL and Entry Level 1 focus
Learning Unlimited (LU)	<a href="https://www.learningunlimited.co">https://www.learningunlimited.co</a>	This website contains many useful resources including: <ul style="list-style-type: none"> <li>- 'Welcome to the UK', 'Preparing for life in the UK' and 'Parents integration through Partnership (PIP)' free to download toolkits</li> <li>- 'Teaching Basic Literacy to ESOL Learners' - teacher development programmes and a publication addressing the needs of practitioners working with pre-Entry Level ESOL learners.</li> <li>- 'Literacy for Active Citizenship' series of graded ESOL readers based on ESOL learners' and volunteers' own stories. Each story available at Entry 1 and Entry 2+. The graded readers can be bought directly from LU and free supporting materials are available to download from the LU website.</li> </ul>	A range of resources both paid and free many targeted at new to ESOL learners.
Lelmeducation	<a href="https://lelmeducation.wordpress.com/2016/02/03/esol-lgbt-teaching-resources-and-materials/A50">https://lelmeducation.wordpress.com/2016/02/03/esol-lgbt-teaching-resources-and-materials/A50</a>	Includes a range of resources focusing on how to embed LGBT+ into the ESOL curriculum.	A very useful resource for all ESOL teachers but not specific to this level

LESLLA	<a href="https://www.leslla.org/materials">https://www.leslla.org/materials</a>	<p>LESLLA (Literacy Education and Second Language Learning for Adults) has been working since its inception in 2005 to increase the knowledge base around working with the most vulnerable second language learners – those with low or no literacy in their native language. Curriculum and materials available on the site include:</p> <p>ESL Literacy Readers – a collection of forty theme-based readers utilizes authentic photographs and stories to explore topics immediately relevant to adult newcomers. The site includes an instructor's guide to support lesson development. Some books (topics) are reproduced at multiple levels to allow for easy differentiation in multilevel classes.</p> <p>Eye on Literacy – Wordless Books. To provide quality visuals as instructional resources that capitalize on oral language skills of adult second language literacy learners with limited schooling. Moving the learner from oral language to print through visuals creates an environment where, together, the teacher and learner can build meaningful contexts and decoding skills. The emphasis is on oral language which becomes the stepping stone to the reading and writing process.</p>	Very relevant. There are links to ESL Literacy Readers and Wordless Books (available free)
Literacy pack by Lisa Kahlsen	<a href="https://www.gatehousebooks.co.uk/esol-literacy-resource-pack-cd-rom/">https://www.gatehousebooks.co.uk/esol-literacy-resource-pack-cd-rom/</a>	This CD-ROM resource offers a package of different teaching and learning materials for students who have no or very low levels of English literacy, and is suitable for asylum seekers, refugees and other immigrant groups. It includes learning materials, a guide for tutors or teachers, and a student's record of achievement. It contains 13 different units for students to develop their reading and writing skills from a beginner level. This resource uses a multi-sensory approach. It can be purchased directly from the Gatehouse Books website	Would need to purchase. Aimed at those with no or very low levels of English.

Literacywork International (USA)	<a href="http://literacywork.com/Literacywork.com/Resources.html">http://literacywork.com/Literacywork.com/Resources.html</a>	Literacywork International is a small literacy-focused research and development company in the US. The website is intended to be of use to policy makers, administrators, and, most of all, teachers. All materials are available to be used freely by teachers for non-commercial purposes. The ESL by Design section is a comprehensive and integrated approach to teaching ESL, which includes a recommended lesson flow and concise descriptions of key strategies. These strategies are linked to instructional materials and teacher videos found on other parts of this site. The Resources section offers a wide variety of materials from research papers to student readers that teachers may use freely. The Videos section shows examples of teachers in classrooms using effective strategies.	The ESL by Design section in particular contains a wide range of strategies and guidance which may be relevant to new to ESOL and Entry Level 1
Making it real – teaching pre-literate refugee adult students	<a href="http://www.tacomacommunityhouse.org/wp-content/uploads/2014/08/Making-it-Real.pdf">http://www.tacomacommunityhouse.org/wp-content/uploads/2014/08/Making-it-Real.pdf</a>	Guide for teachers of pre-literate adult refugees arriving in the USA. It addresses the complexities of working with pre-literate adults learning English. It focuses on teaching adults from cultures that do not have a written language, such as the Somali Bantu, but the approaches, techniques, and activities described are useful for teaching other learners as well. The guide is divided into sections on teaching speaking and listening skills and reading and writing skills.	Highly relevant, and free. Aimed at refugees with little or no English and low or no literacy skills.
Mental Health in Further Education	<a href="https://mhfe.org.uk/">https://mhfe.org.uk/</a>	Includes information about mental health and learning including toolkits, case studies and research reports.	Not specific to ESOL learners but contains useful general information about mental health in relation to learning
Minnesota Literacy Council Classroom Activities for Adult ESL Learners video series from the	<a href="http://mnliteracy.org/classroomvideos">http://mnliteracy.org/classroomvideos</a>	The Minnesota Literacy Council has developed the Classroom Activities for Adult ESL Learners video series, which features professional teachers leading adult ESL classes through common classroom activities. The videos include both volunteer-led and teacher-led classrooms, to help teachers and tutors to develop their own teaching practices and become more comfortable introducing new activities to their learners. Each featured activity has a PDF description of the activity	The activities featured in these videos are from the Pre-Beginning and Beginning Level ESL Curriculum Units. Website also has curriculum and lesson plans including those for new to ESOL

		directions and two videos: a full version, which shows the entire activity from beginning to end, and a short version, which gives an overview of the activity and highlights the instructions and teacher-led transitions. The videos have accompanying lesson plans.	and Entry Level 1 learners.
NALA handwriting pack	<a href="https://www.nala.ie/sites/default/files/publications/better_handwriting_for_adults.pdf">https://www.nala.ie/sites/default/files/publications/better_handwriting_for_adults.pdf</a>	Tips and ideas to improve handwriting.	Not specific to ESOL learners but include some useful exercises.
NATECLA	<a href="https://www.natecla.org.uk/content/654/ESOL-teaching-resources">https://www.natecla.org.uk/content/654/ESOL-teaching-resources</a>	NATECLA is the National Association of Teaching English and Community Languages to Adults. They provide training, publish a journal and include a list of teaching resources and tips of the trade on their website	A very useful general resource for all ESOL teachers but not specific to this level
National Adult Literacy Agency Irish ESOL and Literature Material	<a href="https://www.nala.ie/tutors/esol">https://www.nala.ie/tutors/esol</a>	This resource offers an extensive variety of workbooks, teaching books, online resources and information. The agency is an independent charity which is committed to ensuring people with literacy and numeracy difficulties are able to fully participate in society and learning opportunities that meet their needs. It provides a significant amount of information, resources and sign-posts learners and facilitators to many relevant resources and opportunities.	The downloadable materials look to be suitable for a range of levels, including new to ESOL & Entry Level 1.
One Stop English	<a href="http://www.onestopenglish.com/esol/">http://www.onestopenglish.com/esol/</a>	A diverse website which provides a wide range of resources tailored for ESOL. A lot of the materials are aimed at students who are living in an English-speaking country. It also has a range of readymade resources for effective and time-efficient activities for ESOL practitioners.	This resource includes a specific section designed for beginner level students who have little or no knowledge of English.

Photo Dictionary – Longman	Print book costs £14.97	This resource provides 1,000 colour photographs to help students to learn words in context. It also provides 3,500 words of everyday life topics – for example, food, housing, jobs, sports, etc. There are different conversation-based activities for learners to practise as well as different writing activities for students to learn vocabulary and help to construct full sentences. Three audio CDs are also included for help with pronunciation.	Very relevant– but would need to purchase. Looks to be particularly useful as an additional resource
Reflect	<a href="https://www.skillsforlifenetw.com/article/reflect-for-esol-resource-pack/964">https://www.skillsforlifenetw.com/article/reflect-for-esol-resource-pack/964</a>	These materials will enable learners to gain English language skills alongside other skills in an empowering participatory process. By linking language learning to the analysis of broader issues in learners' lives Reflect can help break down the walls of the classroom, helping participants to develop and strengthen their language skills through practical use. The pack has three sections: Section One provides an overview of Reflect; Section Two is made up of a series of themed sheets for use in the classroom; Section Three contains a selection of the participatory tools used in Reflect, including graphics such as the Tree, Matrix and River. The materials can be used to develop a specific scheme of work based on the Reflect approach, or dipped into to supplement an existing ESOL course. The tools and themes described can be adapted for use at any stage in the learning process.	A very useful resource for all ESOL teachers but not specific to this level
Regional Strategic ESOL Co-ordination in the South East	<a href="https://www.secouncils.gov.uk/wp-content/uploads/2012/04/Pre-entry-ESOL-guide-FINAL.pdf">https://www.secouncils.gov.uk/wp-content/uploads/2012/04/Pre-entry-ESOL-guide-FINAL.pdf</a>	This project has focused on mapping ESOL provision, identifying barriers to provision for resettled refugees, and improving information about ESOL to support commissioning. The project recently developed a pre-Entry ESOL Guide. Aimed at local authorities, resettlement coordinators and other stakeholders, the guide provides information best practice in commissioning and delivering pre-Entry Level ESOL provision. It was launched to local authorities, providers and practitioners in October 2018, to support sharing of practice in pre-Entry Level ESOL provision in the SE region.	Provides strategic and contextual information rather than being a T&L resource. Developed for those involved in working with refugees who are new to ESOL and Entry Level 1

SEN Teacher	<a href="https://www.senteacher.org/Print/Literacy/">https://www.senteacher.org/Print/Literacy/</a>	Various worksheet and flash card templates that teachers can use to make their own, e.g.: <ul style="list-style-type: none"> <li>• Word search</li> <li>• Handwriting</li> <li>• Word and picture cards</li> <li>• Word bingo</li> <li>• Picture bingo</li> <li>• Word spinners</li> </ul>	These worksheets are aimed at Special Educational Needs teachers but could be useful for developing Literacy for learners new to ESOL
Skills Workshop ESOL E1 pre-Entry introductory lessons	<a href="https://www.skillsworkshop.org/esol">https://www.skillsworkshop.org/esol</a>	Two introductory lessons for ESOL at pre-Entry level to help build learner confidence and introduce them to college rules and expectations. The lessons cover welcoming learners, asking and responding to questions about personal information, recognising letters of the alphabet, and classroom equipment.	PowerPoint resource, submitted to the site in 2018, targeted at pre-Entry and E1 ESOL learners.
SQA National 2 ESOL (literacy focus)	<a href="https://www.sqa.org.uk/sqa/73004.html">https://www.sqa.org.uk/sqa/73004.html</a>	ESOL literacies National 2 Learning Support Materials Unit specifications Support materials for teaching: topic focused resources Assessment materials	Materials to support the Scottish ESOL curriculum
Teach abc English (USA)	<a href="http://www.teachabcenglish.com">http://www.teachabcenglish.com</a>	abc English is a curriculum for adult English learners that teaches basic English communication and reading skills, starting from the abc sounds. abc English was created especially for adult refugees and immigrants who are not literate in their native languages.	Targeted at the right learner audience, includes free and paid for resources
Teaching Basic Literacy to ESOL Learners (Spiegel and Sunderland, 2006)	<a href="http://www.learningunlimited.co/product/teaching-basic-literacy-to-esol-learners">http://www.learningunlimited.co/product/teaching-basic-literacy-to-esol-learners</a>	A unique practitioner manual which integrates theory with practical suggestions for teaching ESOL learners with basic literacy needs. It is aimed at both practising ESOL teachers and teacher trainees. Integrates theory with lots of practical suggestions for teaching. Includes chapters on: <ul style="list-style-type: none"> <li>• where to start</li> <li>• models of reading and writing acquisition</li> <li>• approaches to teaching basic reading &amp; writing</li> <li>• assessment &amp; planning</li> <li>• learning styles</li> <li>• dyslexia</li> <li>• materials</li> <li>• differentiation</li> </ul>	Costs £19.95  Designed for ESOL learners with basic literacy needs.

Teaching refugees with limited formal schooling (Canada)	<a href="http://teachingrefugees.com/">http://teachingrefugees.com/</a>	This website provides access to information (publications, educational materials) that promote effective programming for refugees with limited formal schooling. It draws on experience of practitioners and research and best practice literature from Canada and other English-speaking refugee resettlement countries, such as the US, the UK, Australia and New Zealand, Although designed for the Alberta, Canada context, these resources would be helpful to jurisdictions in other areas. They would also be of interest to other services.	Website provides information about refugees (in Canada), and provides resources for those working with students with limited formal schooling, who require more intensive, targeted interventions and support.
TES – Refugee Education Hub	<a href="https://www.tes.com/refugee-ed">https://www.tes.com/refugee-ed</a>	A range of resources can be downloaded for refugee education. Tutors can upload comments on how they have used the resources. This site also provides a free repository for any new resources that teachers wish to share.	Of some relevance
Tips for teaching ESL beginners and pre-literate adults. The Internet TESL Journal (10) by H. Andrew	<a href="http://iteslj.org/Techniques/Andrews-Beginners.html">http://iteslj.org/Techniques/Andrews-Beginners.html</a>	<p>ESL teaching professionals put into practice the theories of applied linguistics in a “real world” sense. The article contains some useful tips for new teachers, e.g.</p> <ul style="list-style-type: none"> <li>• Make sure personal connections come first</li> <li>• Try to minimise the students’ cognitive burden</li> <li>• Avoid using books that are too childish</li> <li>• Review constantly</li> <li>• Don’t assume students know why you are teaching them.</li> </ul>	Discussion is focused on beginner learners, and pre-literate learners, therefore providing useful context. But it does not include any T&L materials.

<p>USA Language experience lessons</p>	<p><a href="https://www.newamericanhorizons.org/training-videos">https://www.newamericanhorizons.org/training-videos</a></p>	<p>The New American Horizons Foundation aims to enhance the development of teachers through the creation of a series of training videos:</p> <p>Teaching ESL to Adults: Classroom Approaches in Action is a series of twelve videos, which can be viewed online on this page or purchased as four DVD volumes. Titles include:</p> <ul style="list-style-type: none"> <li>Lesson Planning for Life Skills</li> <li>Building Literacy with Adult Emergent Readers</li> <li>Growing Vocabulary with Beginning Learners</li> <li>Working with a Multi-level Class</li> <li>Developing Listening Skills with High-intermediate Learners</li> <li>Teaching Grammar in Real-life Contexts</li> <li>Cultivating Writing Skills at the Intermediate Level</li> <li>Developing Reading Skills for Intermediate/Advanced Learners</li> <li>Assessing Learning in the Adult ESL Classroom</li> <li>Tasks to Promote Critical Thinking and Learning Skills</li> <li>Effective Grouping Strategies in the Adult ESL Classroom</li> <li>Tasks to Develop Oral Skills: From Accuracy to Fluency</li> </ul>	<p>Videos can be viewed online for free and several are very relevant</p>
<p>What non-readers or beginning readers need to know: performance-based adult ESL literacy by S.Brod</p>	<p><a href="http://www.springinstitute.org/wp-content/uploads/2016/01/What-Non-Readers-or-Beginning-Readers-Need-to-Know.pdf">http://www.springinstitute.org/wp-content/uploads/2016/01/What-Non-Readers-or-Beginning-Readers-Need-to-Know.pdf</a></p>	<p>This article looks at performance-based literacy instruction, a pragmatic approach to a widespread problem. Part 1 discusses some of the factors that affect learning, and the differences between literate and non-literate learners. It suggests some ways in which teaching reading to native speakers is, or should be, different from the process of teaching reading to adult ESL learners. Finally, it examines some critical factors which impact motivation and retention.</p>	<p>Discussion is focused on beginner learners, and pre-literate learners, therefore providing useful context. But it does not include any T&amp;L materials.</p>