

Pre-entry ESOL: A Guide for the South East Region

For resettlement coordinators and others
involved in the refugee resettlement
process

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SUMMARY

This guide is intended to provide information and guidance about pre-entry level ESOL provision for resettlement coordinators and others involved in the refugee resettlement process. Key points for pre-entry level provision include:

- Many refugees resettled through the Syrian Vulnerable Persons Resettlement Scheme (VPRS) arrive with very low levels of English and often lack or have poor literacy in their first language. The existing ESOL provision in your area may not be appropriate for those learners.
- Local authorities are required to assess the language needs of resettled refugees at the earliest opportunity; for some refugees, such as those assessed as being at pre-entry level 1 ESOL, formal provision may not be available or suitable. In those instances, informal language learning may be more appropriate.
- Government guidance gives the following definition for pre-entry level provision. 'Complete beginners. Doesn't understand very much; may be able to answer questions for basic personal information and follow basic instructions'.
- The initial assessment for those who have very little English is particularly important. Engaging interpreters and other support people is essential to assist this process. Individual assessments are often more effective at this level.
- It is important to identify learners with low levels of literacy early in the assessment process, as learners may otherwise become stressed and anxious. The provider of the initial assessment and any related advice should act as an 'honest broker' and refer to the most suitable provider.
- Government-funding for ESOL is provided by the Education and Skills Funding Agency (ESFA), Adult Education Budget (AEB). This funding is for people over the age of 19 for courses delivered in further education colleges and community education settings and can be used for pre-entry level provision.
- 'Local flexibility' for AEB funding allows colleges and training organisations to deliver locally devised non-regulated learning that can include pre-entry level ESOL to respond to local skills and community needs.
- Through the AEB, ESOL for learning up to and including Level 2 is fully funded for eligible learners age 19 and over who are unemployed and in receipt of JSA, ESA or universal credit. Provision for eligible learners who are employed and/or not in receipt of certain benefits is co-funded i.e. half of the cost is funded by AEB with learners usually required to pay the remaining half. For 2018/19, providers will be able to fully-fund learners who are in employment and receipt of a low wage, who cannot contribute to the co-funded element.
- Providers can receive extra funding support for learners who progress slowly and need more hours in order to achieve a 'regulated' or 'non-regulated' qualification or learning aim. This can support the inclusion of learners with some pre-entry level ESOL needs.

- Some learners may have little 'English awareness' i.e. there is little about English that they know already. This can include little awareness of the alphabet and script, few or no English words in common use as loan words in their first language, little exposure to television/internet using English even in small ways.
- Learners often want to focus on the kinds of language skills that they need for immediate use in their everyday lives. With new learners, and particularly those who do not have prior experience of schooling, it is important to base the language learning on aspects where learners can gain a sense of progress as quickly as possible.
- It is helpful if learners can access pre-entry provision with providers that offer progression opportunities as this can be a motivating factor. Most pre-entry learning is likely to be non-accredited i.e. learning which does not lead to a qualification.
- When working with pre-entry ESOL learners, challenges are similar to those experienced when working with learners at higher ESOL levels, such as practical and cultural barriers, course content and progression, though they may be more difficult to address.

INTRODUCTION

ESOL learners - a reminder

Individuals with ESOL needs may come from one of four broad groups: people from settled communities living in Britain; spouses, partners and dependents of British or EU citizens; migrant workers; and, refugees and asylum seekers.

These learners include people who are highly educated, have had professional careers and are highly skilled. ESOL learners also include people who have very little or no English and some people, depending on country of origin, who have not had a basic education or whose education has been disrupted due to civil war or unrest. It is this last group whose needs are addressed in this Guide.

Many refugees resettled through the Syrian Vulnerable Persons Resettlement Scheme (VPRS) arrive with very low levels of English and often lack or have poor literacy in their first language. The existing ESOL provision in your area may not be appropriate for those learners.

VPRS requirements

One of the government's requirements for local authorities participating in the VPRS is to support refugees to access English language learning opportunities. This requirement specifies the need to conduct an assessment at the earliest opportunity and to support access to formal language learning provision.

The government recognises that for some refugees, such as those assessed as being at pre-entry level 1 ESOL, formal provision may not be available or suitable. In those instances, informal language learning may be more appropriate.

Information about different types of learning, including formal, non-formal, informal learning and education is included in the 'How to Guide'.¹

The South East Region

The South East region has pledged to accept 14 percent of the Syrian refugees the UK has committed to resettle. Home office analysis² shows that approximately two-fifths (39-42%³) of refugees in the South East (aged 16 and above) were at a pre-entry level or below at resettlement, with roughly a tenth (7-12%) at intermediate levels. Although these figures are slightly ahead of the UK average (with respective figures of 40-44% and 5-6%), only three in 100 refugees are at an advanced level.

An ESOL provision mapping exercise of the South East region conducted by L&W⁴ identified an established provider base. Over 190 sites of provision were identified, including local

¹ How to Guide – Commissioning ESOL for Refugees in the South East of England available on <http://www.secouncils.gov.uk/wp-content/uploads/2017/11/ESOL-How-to-guide.pdf>

² *Resettlement Programme Evaluation*, Home Office Analysis and Insight

³ ESOL levels are presented as a range as they relate to four separate scores for speaking, listening, reading and writing

⁴ The resulting map of ESOL provision in the South East can be found at https://drive.google.com/open?id=1esOv0_sPNN5Vc1tAVSXHZCcIDPU

authority provision (30% of sites), general colleges of further education (23%), independent training providers (22%), third sector organisations (11%) and others. Over four-fifths (85%) of providers who responded to the ESOL mapping survey offered ESOL at a pre-entry level.

Where to find out more

South East Strategic Partnership for Migration (SESPM)⁵ provides support and information to help local authorities to make the best use of Government funding for English for Speakers of Other Languages (ESOL), in order to help refugees to learn English. SESPM has commissioned a '[how to guide](#)' on delivering ESOL, and a help-desk to provide information on ESOL and offer support with commissioning of new ESOL provision. South East authorities participating in any of the resettlement programmes can contact the help-desk via southeastesol@learningandwork.org.uk.

DEFINITION

What is a pre-entry level learner and how do you know?

How the term 'pre-entry' is used is important as this should reflect the learners' needs, should inform the teaching/learning provision and has implications for funding.

The term pre-entry is not always used to refer to the level of English language skills and this can cause confusion. For example, Jobcentre Plus use 'pre-entry' to refer to the period before being ready to work. They have recognised that, when working with ESOL providers and people with 'pre-entry' ESOL needs, this confusion can have a detrimental impact on individuals. To avoid this, Jobcentre staff and others sometimes use the term 'pre-ESOL'⁶. In the immigration context, pre-entry can mean 'before arrival in the UK'.

Within the adult learning curriculum, the term pre-entry was introduced to refer to a framework specifically aimed at learners with learning difficulties and/or disabilities. This framework does not refer to the ESOL curriculum or ESOL learners and the two should not be confused. Other ways of referring to pre-entry ESOL include: "beginner learners"; "emerging E1 skills" or "not yet competent at E1". Practitioners note that it is important for the definition to be a positive one. For example, using 'working towards Entry 1' instead of "below Entry 1".

ESOL is frequently discussed in terms of Levels (which relate to both skills and the qualifications achieved). The government guidance⁷ for local authorities gives a fuller description of ESOL levels, but, in brief they are:

- Entry Level (sub-divided into Entry 1, 2 and 3)
- Level 1
- Level 2 (the highest level of ESOL qualification⁸).

⁵ <http://www.secouncils.gov.uk/about-us/about-sespm/sespm-research/>

⁶ <https://www.gatewayqualifications.org.uk/subject/pre-esol/>

⁷ Guidance on Commissioning ESOL for those on the Vulnerable Person's Resettlement Scheme (VPRS) and the Vulnerable Children's Resettlement Scheme (VCRS) - England 2017/18

The Guidance includes the following description for ‘Pre-Entry/below Entry 1’ level learners: ‘Complete beginners. Doesn’t understand very much; may be able to answer questions for basic personal information and follow basic instructions’.

‘Pre -Entry’ Level is often used as a description for very basic English provision ‘below’ Entry Level 1, although the Adult ESOL Core Curriculum recognises these learning needs **within** Entry Level 1. This provision is usually delivered as non-regulated, non-accredited learning.

The term pre-entry is used to refer to learners who are unlikely to benefit from the provision at Entry Level 1 and achieve the qualification. It is associated with preparing learners for Entry Level 1 and, therefore, not only a reflection of the learners’ skills and learning needs, but also of the limitations of some of the provision at Entry level 1.

Pre-entry level learners are often people with little or no prior education experience and who are not necessarily literate in their first language. These learners can often have a range of other concerns that may make it difficult to sustain long periods of learning each week. This can partly be addressed by ensuring that other opportunities for learning and practicing English are available outside of the hours of formal learning.

Literacy seems to be a factor that commonly puts learners into the pre-entry category as literacy skills are particularly relevant for the development of writing and reading skills. It is often not specified if literacy needs are identified because a learner is learning a Roman script for the first time or if they are learning to read and write for the first time. It is important that this is clearly identified. It is also worth noting that ESOL learners with literacy needs exists throughout the levels. A learner can have a different level of skills in speaking, listening, reading and writing. This is often referred to as a 'spiky profile'. The gap between speaking and listening and reading and writing can vary. For example, a learner with a gap of two levels may have speaking and listening at Entry 3 or Level 1 and reading and writing at E1 or pre-entry.

As regional ESOL coordinator in the South East, L&W has noted informal references to ‘sub-divisions’ or ‘mini-levels’ within pre-entry level. However, there are no clear definitions of these, and it is not clear if these categories have been informed by a professional, initial assessment of language needs. However, there is some practicality in their adoption as it may help, for example, to match learners with volunteers or opportunities understood to be appropriate for the learner.

INITIAL ASSESSMENT

Critical to the understanding of learners’ English language learning needs at all levels is an initial assessment, which identifies a learner’s level of proficiency. This also helps to set

⁸ Level 2 is the highest level of ESOL qualification, but language learning, such as for professional purposes may extend beyond Level 2, This would be accredited outside of the ESOL system, e.g. through international English exams such as Cambridge English Qualifications or IELTS (International English Language Testing System).

people off in the right direction and to prevent later misunderstandings or learners becoming disheartened and demotivated through having their expectations raised unrealistically. Just as important is the dialogue which takes place around an initial assessment which can help to reassure learners with little or no experience of formal education or encourage those who are lacking confidence to learn. This process is therefore particularly important for new arrivals at the pre-entry level.

The 'How to guide'⁹ on commissioning ESOL explains why it is vital for refugees who need to learn English to be assessed in a professional and helpful way, so that they can understand which level of English they are offered and why they are being recommended to a particular group, class or type of provision.

The initial assessment for those who have very little English is particularly important. It assesses the level across the four skills of speaking, listening, reading and writing and identifies where the learner is in relation to Entry 1 with respect to each skill. Learning providers can carry out this assessment, or it could be done by someone with appropriate training in ESOL. They can then advise an appropriate level of English programme and, if the learner has wider learning needs, how those needs might be met. This can help to focus learning and/or support on a particular skill or specific needs to enable progression from pre-entry level.

Access to IAG and vocational learning at the appropriate level is needed alongside this.

Consideration must be given as to how to best provide both initial assessment and advice/guidance to someone with very low English language skills. Engaging interpreters and other support people is essential to assist this process. Individual, rather than group, assessments are often more effective at this level, as learners' unfamiliarity with the process, and stigma associated with the lack of literacy in particular, may obscure their actual needs. It is important to identify learners with low levels of literacy early in the assessment process, as learners may otherwise become stressed and anxious; for example, if suddenly faced with a reading task without support. IAG at this level needs to include information about the level of ESOL required to progress into different non-ESOL learning and other opportunities.

The provider of the initial assessment and any related advice should act as an 'honest broker' and refer to the most suitable provider, not just into the programmes and classes which they have available. A partnership or hub approach across providers can work effectively here.

In formal ESOL provision, one of the outcomes of the initial assessment and any guidance offered around learning should be the development of Learner Agreements or Individual Learning Plans (ILPs). For new arrivals, these may need to be developed over the course of more than one session. These are intended to ensure that the learner understands what their goals are and how they will work towards them. However, ILPs may be very unfamiliar to anyone from another country, and bi-lingual support may be required for learners to understand their ILP.

⁹ How to Guide – Commissioning ESOL for Refugees in the South East of England available on <http://www.secouncils.gov.uk/wp-content/uploads/2017/11/ESOL-How-to-guide.pdf>

GOVERNMENT FUNDING AND PRE-ENTRY ESOL

Government-funding for ESOL is provided by the Education and Skills Funding Agency (ESFA), Adult Education Budget (AEB). This funding is for people over the age of 19 for courses delivered in further education colleges and community education settings and can be used for pre-entry level provision.¹⁰

A statutory requirement for AEB is to provide learning for priority groups: 19-23-year olds studying towards their first level 2 and/or level 3 qualification, and adults who are out of work. AEB includes funding for ESOL at all levels up to and including Level 2. The government does not specify how much of the budget should be spent on ESOL. This should be decided locally by providers, but it can be challenging as providers must attempt to address often competing demands for ESOL and for other, non-ESOL learning.

Responding to local needs

'Local flexibility'¹¹ for AEB funding means that tailored provision can be set up to respond to local skills and community needs and work with adults at lower levels, who want to re-engage with learning and/or the local labour market. Local flexibility includes regulated qualifications and/or non-regulated (unaccredited) learning. This means that colleges and training organisations can deliver locally devised non-regulated learning that can include pre-entry level ESOL.

Sometimes, pre-entry ESOL is not part of providers' current offer because the demand for it is not recognised or prioritised, or because there is a misunderstanding about the use of AEB funding for learning at this level. Where this is the case, it is important to engage in a dialogue to consider the local needs and how these can be met. This dialogue needs to be at an appropriate level. Senior management level support may be needed if ESOL curriculum managers are unaware of options for funding pre-entry ESOL, or if the provider has made a strategic decision only to offer accredited learning.

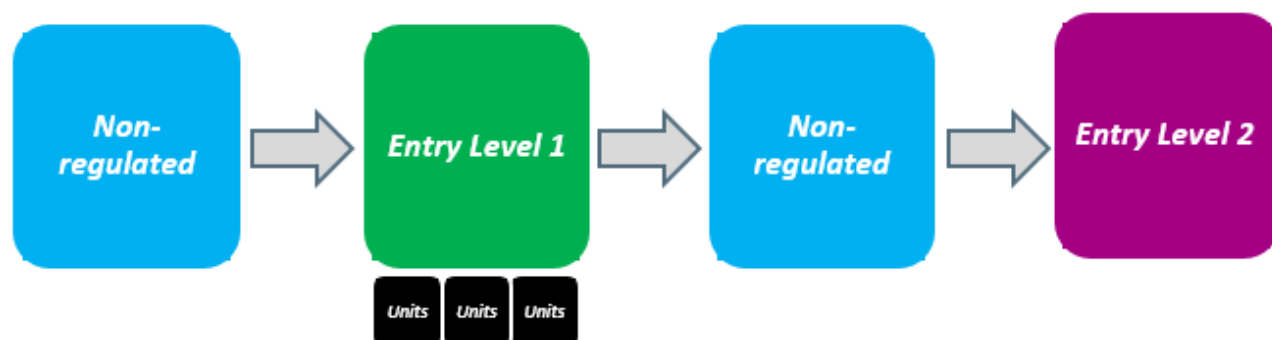
Irrespective of the provision being for regulated or non-regulated learning, or whether it is provided as a statutory requirement or within the local flexibility offer, the outcomes must be the same: progression for the learner to further learning and/or into employment. Providers must ensure that there is appropriate and robust quality assurance in place for non-regulated learning. For example, as well as for more general purposes, Recognising and Recording Progress and Achievement framework (RARPA) process can be used with learners who have low literacy levels to support the initial assessment and to develop Learner Agreements. To use RARPA with learners with low literacy levels requires some adaptations of materials; for example, easy to read formats for standard forms and or more visuals and

¹⁰ ESFA funding for ESOL for people age 16 to 19 is separate from AEB. It is included in funding for approved, that is, GCSE and 'stepping stone', qualifications in maths and English. Stepping stone qualifications include ESOL and are aimed at supporting students to progress into maths and English programmes of learning.

¹¹ Learning and Work Institute updated RARPA guidance and case studies that reflect the change towards devolution and local flexibility of AEB are available on <http://www.learningandwork.org.uk/resource/updated-rarpa-guidance-and-case-studies>

less text for any learning materials along with perhaps video or audio evidence can all be helpful.

Non-regulated learning can be used to support learners at pre-entry level to access regulated learning, and to support progression in regulated learning where learners need additional support such as with literacy skills. This illustrated in the ESOL delivery diagram:



Cost to learners

Through the AEB, ESOL for learning up to and including Level 2 is fully funded for eligible learners age 19 and over who are unemployed and in receipt of JSA, ESA or universal credit. Provision for eligible learners who are employed and/or not in receipt of certain benefits is co-funded i.e. half of the cost is funded by AEB with learners usually required to pay the remaining half. Providers have discretion over the fees charged to learners to cover the remaining half but may not consider it financially viable to reduce or waive this cost. For 2018 / 19, a new trial will allow providers to fully-fund learners who are employed and in receipt of a low wage, who cannot contribute to the co-funding element. Learner eligibility in relation to residence and immigration status is set out in the adult education budget funding rules.

Additional support

Providers can receive extra funding support for learners who progress slowly and need more hours in order to achieve a 'regulated' or 'non-regulated' qualification. This can support the inclusion of learners with some pre-entry level ESOL needs. For example, within regulated learning, this extra funding can be used to provide additional hours for ESOL learners who have low literacy skills to enable them to achieve a qualification.

Through AEB, providers can access funding to provide support to individuals who are furthest from learning and/or work and who may need additional support to overcome certain barriers to engaging or continuing in learning.

- Learning support is available to meet the cost of making reasonable adjustments, as part of the Equality Act 2010, for learners who have an identified learning difficulty or disability, to achieve their learning goal.

- Learner support is available to support learners with a specific financial hardship, which might prevent them from being able to start or complete their learning. It can be used to meet the cost of travel or childcare.

Both, Learning Support and Learner Support can be used for learners at pre-entry ESOL level, but this can be limited as there are competing demands on these funds and certain needs, such as learning difficulties and disabilities, are prioritised.

Learner awareness and motivation

While it is unlikely that refugees will be reluctant to learn English, those least familiar with education, and adult education in particular, may need help to understand the benefits of learning and to understand more about what 'learning' will involve in a UK context. For example, the UK style of learning tends to be participative, with the teacher acting partly as facilitator; much classroom style is relatively informal with all expected to give their opinions and their 'own answers'. Many learners may expect something much more text-book based and grammar-focused.

Within the VPRS, it has been noted that some people have very little 'English awareness'. This means that, unlike new arrivals from some parts of the world, there is little about English that they know already. This can include, for example, little awareness of the alphabet and script, few or no English words in common use as loan words in their first language, little exposure to television/internet using English even in small ways. Given the overlaps between language and culture, this means there may be the scope for many misunderstandings in daily experience. These issues may well arise in the setting of a language class and learners may require additional support from teachers and others to make sense of their experiences.

Especially for those learners least familiar with education, tutors need to bear in mind that learners may become de-motivated and frustrated if they take longer than they expect to become fluent. It is important to stress how long it takes to learn English, while at the same time recognising progress and encouraging people to see how much they are able to do with the English they have.

WHAT 'PRE-ENTRY LEARNERS' NEED AND WANT TO LEARN

Learners often want to focus on the kinds of language skills that they need for immediate use in their everyday lives. There are resources (see below) to help, but many teachers and others working with learners in non-formal groups construct the curriculum and develop materials locally to meet these needs.

English teaching and learning is often structured around the four key skills of speaking, listening, reading and writing, although these are integrated in real life and in teaching. It is also true that many learners progress at different rates within these skills. With new learners, and particularly those who do not have prior experience of schooling, it is important to base the language learning on aspects where learners can gain a sense of progress as quickly as possible. For example, a learner with basic literacy needs may be able to make more rapid progress in speaking and listening skills, whilst reading and writing skills are likely to take

longer to learn. Learning the language in meaningful contexts is vital. For example, approaches that develop language skills in simple, but realistic everyday situations are likely to be more effective than formal tuition in grammar, particularly at pre-entry level.

WHAT DOES SUITABLE PROVISION FOR PRE-ENTRY LEARNERS LOOK LIKE?

It is helpful if learners can access pre-entry provision with providers that offer progression opportunities as this can be a motivating factor. As well as both formal and non-formal 'classes', there are a range of ways in which learners can explore the language in a systematic way.

Most pre-entry learning is likely to be non-accredited i.e. learning which does not lead to a qualification. Learning providers offering non-accredited learning can include FE colleges, Adult and Community Learning services and third sector organisations. There may be different purposes and rationales for the provision. These include:

- to offer provision at pre-Entry level (although it should be noted that there are a few options for accreditation at pre-Entry level), to increase the number of hours available and to 'bridge' between levels where learners have completed an accredited course at one level but are identified as needing further consolidation of skills to progress to the next level.
- to increase the number of hours available to support learners with basic literacy needs
- to cater for learners with little experience of formal education, who are not familiar with exams or sufficiently confident to attempt them, or for whom exams are simply not appropriate.

Below are some of the activities offered to refugees which can help with a range of learning and support needs associated with pre-entry:

- Organised sessions where people work in small groups in a community setting, where some formal work also takes place, and learners may be grouped by level of English; an organised curriculum is followed, which is graded.
- English conversation clubs
- Volunteer-led groups - walks around town/city/place - getting to know the place and the language
- Language teaching based on immediate and daily needs
- One to one support through mentoring / befriending or other local community involvement
- Local community groups, including faith groups

Volunteering can be used to complement formal classes in any of the above ways.

Pre-entry learning - a Community Education approach

This good example of an approach to pre-entry learning is taken from one English region. In this case the pre-Entry ESOL is provided within the Foundation Skills section of a local authority's community education service. Funding is drawn down for this non-regulated activity (see above). ESOL Speaking and listening is offered over a range of sessions with a substantial number of guided learning hours. This is supported by other classes covering

British values, cultural comparisons, health and safety and health and well-being. All of these are justified as meeting Home Office requirements and include useful contents which support progression into Entry Level English classes and employability programmes.

It is important to be aware of the possibilities offered through RARPA (Recognising and Recording Progress and Achievement - see below).

Progression

A key factor of any learning programme is the 'what next'? It is good for learners to know what they can hope for and where the learning could lead. Pre-entry learners are no different and many will hope to progress into formal learning, training and qualification-based classes as quickly as they are can. Their expectations need to be grounded in reality, which is further evidence of the importance of good initial assessment.

Many or most VPRS learners need to progress into work as soon as possible but many will also need and want to take part in more education, for reasons of future paid work, progressing a career and for further integration. In the VPRS programme, there is considerable emphasis placed on supporting progression into paid employment and other integration as soon as possible.

Those who did not complete basic education may wish to engage with it now. Whilst paid work will be the main driver for many/most, the ability to support their children's education will also for many be a big motivator in taking up further learning.

Working with pre-entry learners

Even trained and experienced ESOL teachers might not have much experience in working with pre-entry learners, and particularly not learners with little prior experience of education or very low levels of basic skills. Furthermore, teaching basic literacy may not be included in initial teacher training for ESOL teachers.

Volunteers are often involved in working with pre-entry ESOL learners and undertake a range of learning activities, such as conversation groups, excursions and community-based activities. Volunteers will often support language learning throughout the learning journey.

Many organisations are lucky enough to find volunteers who are qualified ESOL or English teachers. The volunteers may however also need to add to their skills in relation to pre-entry level learners.

Challenges

When working with pre-entry ESOL learners, challenges are similar to those experienced when working with learners at higher ESOL levels, such as practical and cultural barriers, course content and progression, though they may be more difficult to address.

For example, practical considerations such as the location of provision or a reception service within the venue need to be considered in relation to the learners' ability and confidence to understand and communicate with others. Having no English and/or poor literacy can make it more difficult to negotiate public transport, ask for directions to the venue or within the venue, use unfamiliar childcare or similar.

A lack of common language between learners and practitioners can make it difficult to communicate initial messages, carry out assessments and understand learners' expectations. Engaging interpreters and/or bilingual support at the early stages can prevent misunderstandings, and can help to:

- avoid problems with attendance
- manage expectations in relation to who they will learn with, and how they will be treated (in some cases, men and women may learn better separately).
- manage expectations about what they should or will learn in relation to course topics and subject/skills – some will want to focus on developing literacy skills, others may be more interested in speaking and listening
- explain the informal learning and learner-led approaches which may impact on the way the learners' value the course and their participation.
- appreciate a wide range of different pressures on learners that may impact on their learning.

Some of the challenges for teaching in a pre-entry ESOL context are related to a lack of literacy. If learners are not literate in any language, they will not be able to make notes of the lesson to revise later. They will also, at least initially, be unable to use text handouts or textbooks for class work, homework or revision. An awareness of learners' digital literacy and access to digital resources can support the use of audio and video resources.

CASE STUDIES

Isle of Wight Case Study – Volunteer tutors delivering ESOL

Isle of Wight Council has currently resettled three families, with a further two families to come, and has contracted Community Action Isle of Wight (CAIW) to provide resettlement support. There are no other refugees on the island. Initially, CAIW contacted the Isle of Wight College and found that their ESOL courses were at too high a level and limited to 2 hours a week. Faced with this situation, CAIW introduced ESOL by engaging volunteer tutors. They recruit and support volunteers, fund teaching resources, secure venues and support refugees with travel cost and childcare in school holidays. To date, 10 ESOL volunteers have been recruited, including people with diverse teaching experience in the UK and abroad and some with teaching qualifications in ESOL.

CAIW have organised ESOL provision so that it meets the needs of refugees and makes the best use of volunteer time and skills. Two groups of three refugees are thought to accommodate learning at different levels: elementary beginner and intermediate beginner. Each group are accessing 8 hours of ESOL a week: two hours sessions four times a week. The classes engage five volunteer tutors in each location, one for each session and a fifth tutor who provides additional one to one support to learners and covers other tutors' absences. Each session is taught by a different volunteer, covering different ESOL skills: speaking, listening, reading and writing. Volunteers meet every half term to discuss topics to cover on the course.

The classes are having a positive impact on refugees' English language skills and all are making progress in their own ways. Two refugees are in employment and one is working towards a driving theory test.

Brighton Case Study - non-formal and formal provider partnership - 'these are my future learners'

In Brighton a network of providers brings together ESFA-funded work plus the voluntary sector offers. Voluntary organisations can provide ESOL provision which range from individual support at home through to informal groups and to other pre-entry work, or to informal support alongside formal learning. This kind of voluntary support includes work which is only indirectly language learning, and which offers opportunities to meet others and practice English in informal and incidental ways, while taking part in another activity. For example, a voluntary project based at a local church trust, which operates a 'cafe-style' session, with different levels of learner at different tables. This is a drop-in and can offer support to even very low-level learners. The focus is on conversation, reading and writing. Some volunteers are ESOL teachers so can contribute to proper assessment and to structuring the learning.

RESOURCES

Training for teachers/tutors

In some regions, the Resettlement Programme ESOL coordinators have had some experience of putting on short courses related to pre-entry ESOL, in order to support trained teachers and volunteers with basic literacy teaching and to help them to work with adults with no or low levels of English language skills.

Sources of training include:

- a) Learning Unlimited is a not for profit social enterprise that specialises in adult and family learning, ESOL and integration, literacy, numeracy and teacher education. They consider themselves to be the leader in the field of teaching basic literacy to ESOL learners. As part of their Training and CPD offer, they provide training for ESOL and Literacy professionals – **Teaching Basic Literacy to ESOL Learners**. The course offers practical advice and strategies for supporting ESOL learners' literacy skills in the classroom. It can be commissioned as a 2, 3 or 4-day course for groups of tutors or volunteers and delivered in specific locations.

More information is available at: <http://www.learningunlimited.co/training-and-cpd/cpd>

- b) NATECLA is the National Association of Teaching English and Community Languages to Adults. Through their training arm they offer a range of current and practical in-house training, specifically tailored for ESOL tutors to developing practical teaching skills. The sessions can be 90-minute, half-day or full-day sessions tailored to specific requirements and can include:
 - i. Using authentic listening resources productively
 - ii. Good practice in developing ESOL resources
 - iii. Online tools to aid vocabulary development
 - iv. Embedding ESOL in mainstream courses
 - v. Basic literacy for ESOL learners
 - vi. Teaching pronunciation
 - vii. Sessions range in price, according to trainer and length of session.

More information is available at: <http://www.natecla.org.uk/content/610/NATECLA-Training>

- c) English my Way is a project organised by Good Things Foundation, BBC Learning English, and The British Council; it is funded by the Department for Communities and Local Government's English language competition. Their focus is on providing resources for tutors to support and teach adults with no English or with low levels of English language skills. As part of their training they support volunteers and trained tutors through online training materials that can help with planning and delivering sessions, completing initial assessments and including different forms of assessment in lessons to monitor progress. English my Way have trainers who can be

commissioned to deliver tailored training for volunteers and trained tutors in local areas.

More information is available at: <https://www.englishmyway.co.uk/help>

Resources for pre-entry learners and tutors

There is a wide range of resources in different formats that can be used to support ESOL learners and tutors. However, few are specifically aimed at pre-entry level. Some of the more widely used ones are listed below. Often, tutors will have to adapt materials from Entry Level 1 and tailor to the local settings.

A selection of pre-entry level specific resources

English My Way - provides a range of free materials for tutors to support and teach adults with no English or with low levels of English language skills. The materials include:

- the Initial Assessment which should be carried out before learners start the programme to decide whether the English My Way programme is suitable.
- lesson plans and resources for 60 hours of tutor and volunteer led sessions
- 12 hours of content for group-based sessions
- 24 hours of online learning content which will include multimedia and audio content
- training webinars and videos, including materials specifically designed for ESOL delivery
- resources to keep track of your learners progress, and more.

Available at: <http://www.englishmyway.co.uk/>

The ESOL Literacy Resource Pack by Lisa Karlsen is a comprehensive pack of teaching and learning materials for students with very low levels of English literacy. It includes learning materials, a detailed teacher's guide, a teacher's record of student's work and a student's record of achievement.

Available from Gatehouse Books: <https://www.gatehousebooks.co.uk/esol-literacy-resource-pack-cd-rom/>

One Stop English contains a wide range of resources tailored for ESOL including readymade resources for effective and time-efficient activities for ESOL practitioners. There is a specific section designed for beginner level students who have little or no knowledge of English. Part One consists of ten units which cover all aspects of basic English and the second part has a further ten units which each go into more detail on aspects of daily life.

Available at: <http://www.onestopenglish.com/esol/absolute-beginners/>

Gatehouse Books publish reading books and resources for developing literacy in teenagers and adults including books for ESOL readers.

The selection is available at: <https://www.gatehousebooks.co.uk/reading-books/esol-readers/>

First Resort and First Resort Extra by R Picking and M Prudden. These books provide 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.

Available from Gatehouse Books, at:

<https://www.gatehousebooks.co.uk/catalogsearch/result/?q=first+resourt+extra>

Teaching Basic Literacy to ESOL Learners by M. Spiegel and H. Sunderland – this book is aimed at both practising ESOL teachers and teacher trainees. It integrates theory with lots of practical suggestions for teaching. Chapters include: where to start; models of reading and writing acquisition; approaches to teaching basic reading and writing; assessment and planning; and other topics.

Available at: <http://www.learningunlimited.co/product/teaching-basic-literacy-to-esol-learners>

Talk Now is a CD Rom or a downloadable resource that is useful to add variety, give learners some autonomy regarding theme and pace, and to free the teacher up for other learners for a while in a mixed-level workshop setting. It is considered ideal for complete beginners or people who know just a handful of words in English.

Available at: <http://eurotalk.com/en/store/learn/english/talknow/cd>

Cambridge ESOL Activities Pre-Entry Level (CUP) - This resource is one of a series of four 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.

Available at: <https://www.amazon.co.uk/ESOL-Activities-Pre-entryAudio-Practical/dp/0521153794>

Fast Track to Reading – This resource is provided by Garnet Education. It as an accelerated reading programme aimed at learners unfamiliar with Roman script, including books and audio CDs.

Available at: <https://www.garneteducation.com/category/classroom-resources/fast-track-to-reading/>

A selection of ESOL resources for learners at higher levels

British Council ESOL Nexus Website - While, there is little for pre-entry here, the site offers learners an opportunity to improve their English language through free videos, listening activities, texts and grammar exercises for different levels of ESOL learners. It includes activities for 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. It includes ESOL learners' stories.

Available at: <https://esol.britishcouncil.org/>

The Excellence Gateway ESOL exhibition site is the official site that brings together some of the most effective resources for ESOL practitioners and learners. Again, this does not focus on pre-entry so materials will need adaptation.

Available at: <https://esol.excellencegateway.org.uk/>

The **Reflect for ESOL Resource Pack** is intended for anyone teaching or working with refugees, asylum seekers, or long-term immigrant groups in the UK. The 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. Again, materials here will need adaptation.

Available at: <http://www.reflect-action.org/~reflecta/sites/default/files/u6/Reflect%2520for%2520ESOL%2520Resource%2520Pack-1.pdf>

ESOL Research – an on-line discussion forum for researchers and practitioners with an interest in research into teaching and learning ESOL. Members engage in a wide range of ESOL debates.

Further information and subscription is available at: <http://www.jiscmail.ac.uk/lists/ESOL-RESEARCH.html>.

Scottish Qualifications Authority ESOL Literacies Learning Support Materials – these offer resources on topics such as health, daily life, food and drink, shopping and travel. Each resource is a series of practical worksheets related to the topic which can be used to support ESOL learning. Further resources can be found alongside these.

Available at: <https://www.sqa.org.uk/sqa/33697.html>

The East of England Strategic Migration Partnership has produced a **list of ESOL apps and resources** for refugees to use on their smart phones or other devices to support their language learning at home. It contains resources for intergenerational learning. Some of the resources are specifically aimed at Arabic speakers. The resources include some suitable for adults and some for children, so they need to be selected carefully.

Available at: the 'technology list' can be accessed from a link on the following page:

<http://smp.eelga.gov.uk/asylum-seekers-and-refugees/resources.aspx>