

ESOL FOR REFUGEES: RESOURCES FOR NEW ARRIVALS



Contents

ESOL screening guidance for non-specialists	3
Screening interview questions	10
Reading and writing tasks	14
Screening record	18

ESOL screening guidance for non-specialists

Project background

In 2019/20, Learning and Work Institute and Learning Unlimited were commissioned by the Education and Training Foundation and the Home Office to develop new resources to help ESOL practitioners better meet the early integration needs of refugees who are New to ESOL (i.e. working below Entry Level 1). The resources developed consist of:

- 12 units of teaching and learning materials, based around a simple dialogue in a relevant early integration scenario, each intended to support around six hours of delivery

- Guidance to support practitioners with the approaches underpinning the resources, linking to earlier practitioner resources and guidance on working with New to ESOL learners

- A screening tool, to help identify learners who are New to ESOL, and who may be

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What is ESOL?

ESOL (English for Speakers of Other Languages) is the term used in the UK for English language provision

What is Entry level 1 ESOL?

New to ESOL – often referred to as 'Pre-entry' – is the very earliest stage of Entry level 1 ESOL. These **new, beginner learners** are just starting to learn English and may not know any words at all in English or maybe just a few. They may not be able to read or write at all in English, or in their own language, or maybe they can just read or write a few letters or a few common words. Some adults may be able to read and write a little in another script but are learning the Roman script for the first time.

Many refugees may never have been to school or may have had interrupted education due to war or conflict. This makes it very difficult for them to access or benefit from an ESOL Entry 1 course as they do not have enough language, literacy and/or study skills to cope with the curriculum and achieve a qualification.

At **Entry level 1** ESOL, adults may have had some formal learning in their country of origin and may have learned a little English, including reading and writing at a basic level. However, they struggle to understand English spoken at natural speed and find it very difficult to express themselves. They may be able to understand and give some very basic information about themselves, read their name and address and write some basic personal information or a few short, simple sentences.

How can I identify if someone is 'New to ESOL' or 'ESOL Entry level 1'?

Assessing an adult's language/literacy level is not an easy task for a non-ESOL specialist. Look through the [ESOL Entry level 1](#) to get an idea of the kinds of learners you might meet at this level. The Screening interview questions should also help you as there are descriptions of the type of language and literacy expected at each level, and examples of typical responses.

So, by asking a few simple questions and observing responses you can immediately get a sense of whether someone understands any English at all. Then by using simple reading and writing tasks, you can get a good idea of whether someone has literacy skills in English or not.

Examples of ESOL Entry 1 writing levels: New, Emerging, Consolidating, Established

	<p>Beginner learner (New to ESOL)</p> <p>This person wanted to write: I have 2 children. My name is Amina.</p>
<p>More about you</p>	

At New to ESOL level (with basic literacy needs)

At this level, a learner has very limited or no English. They may (or may not) be able to say their name or understand and reply to a very simple question. For example, the learner

- may have no or very limited literacy in any language
- may not be able to understand basic information, notices and instructions
- may not be able to write their name and say/write their address
- may have no knowledge of the Roman alphabet and numbers
- may be unfamiliar with the names and sounds of letters of the alphabet
- may be unable to form letters and numbers, or write on the line with spacing between words
- may be able to copy some words and numbers in English
- may be unfamiliar with learning environments and language related to learning

At ESOL Entry Level 1 (Adult ESOL Core Curriculum)

Speaking and listening

At this level, a learner is expected to understand simple requests, instructions and information and speak to communicate basic information on familiar topics. For example, the learner

- can exchange greetings and answer simple questions,
- can say very simple sentences but these are often ungrammatical, e.g. 'I long time live London', 'I get bus come here', 'I want job'
- can talk about home, family and daily routine to a limited extent, e.g. 'I'm married, I have two children', 'she 6 years, she has black hair', 'I work cleaner'
- can talk about jobs and job-search to a limited extent, e.g. 'I was teacher in my country', '

Reading and writing

At this level, a learner is expected to be able to read some common, familiar words and the alphabet, and read and write a short text. For example, the learner

- can read a simple text on a familiar topic, e.g. 'My name is Amina. I come from Somalia.'
- can recognise a limited number of words, signs and symbols, e.g. Stop. Closed. No smoking.
- can recognise and understand the function of punctuation (full stops and capital letters)
- tries to decode simple, regular words, e.g. uses phonics to sound out s - a - t = sat
- can identify the letters of the alphabet (upper and lower case)
- can form the letters of the alphabet (upper and lower case)
- can write familiar words and a simple sentence, with full stop and capital letter
- can use phonics to help spell key words
- can use spelling strategies to help spell key words

Section 1: Background information and SPEAKING AND LISTENING (ESOL Entry Level 1)

Prompt questions		New to ESOL	Emerging	Consolidating	Established
1	What's your name?	Doesn't seem to understand question/ doesn't reply.	Can say name.	Can say name clearly.	Can say name clearly and confidently.
2	Can you spell your name?	Doesn't seem to understand question/ doesn't reply.	Cannot spell name aloud or can just say a few letters with support from interviewer.	Can spell name aloud – possibly with support e.g. pointing at letters on alphabet chart.	Can spell name aloud without support.
3	Where are you from?	Doesn't seem to understand question/ doesn't reply.	May give single word answer with support from interviewer, e.g. point to self, gesture and say, I'm from England – You ? repeating the question.	Understands question and gives one-word answer.	Understands question, possibly answers in a sentence, e.g. I'm from ... I come from
4	Do you have a mobile phone? Follow up: What do you use it for?				

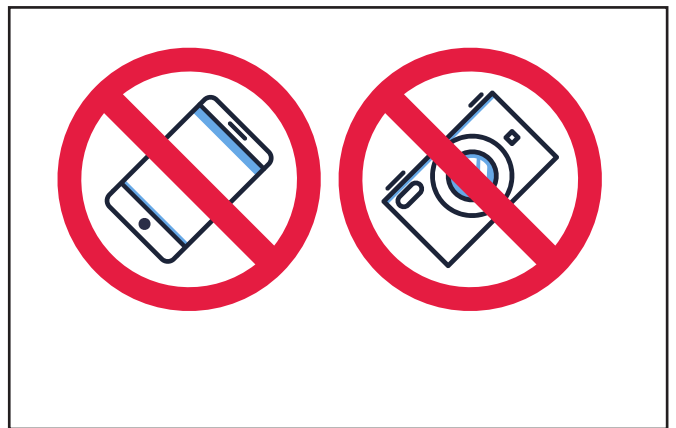
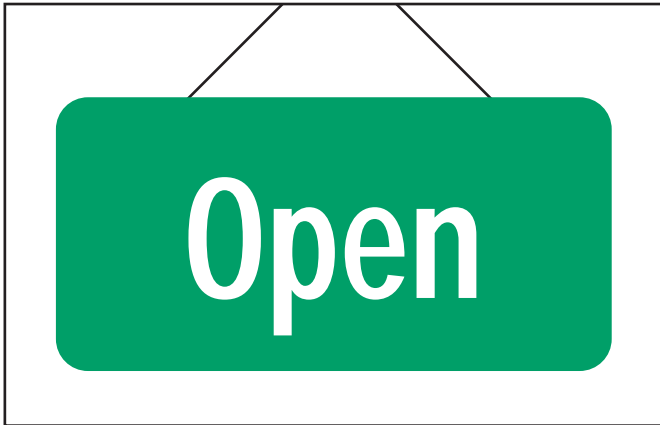
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Reading and writing tasks



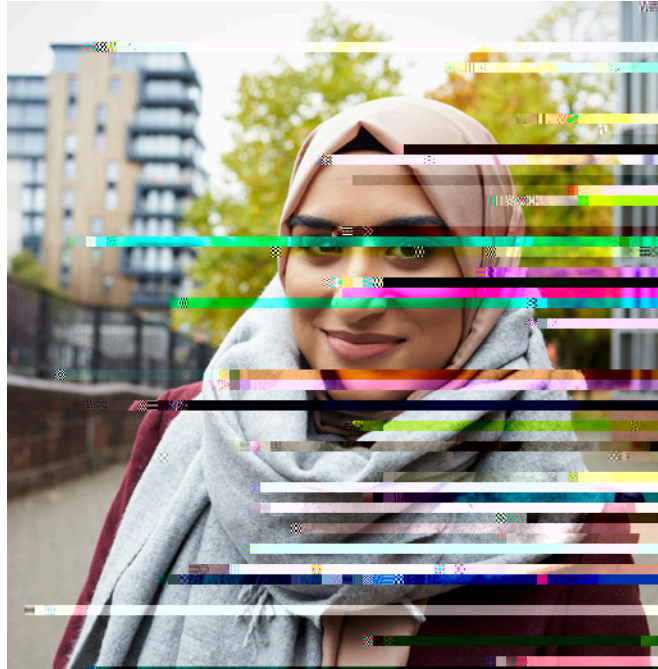
Task 2: Alphabet

A large yellow rectangular area with horizontal white lines, serving as a workspace for the task. It is divided into five horizontal sections by four white lines, providing a grid for writing or drawing.

Adapted from the Family Skills toolkit: <http://www.learningunlimited.co/projects/family-skills/family-skills-toolkit>



Task 4: Text



My name is Saira.

I live in London.

I live in a flat.

I want to learn English.

Screening record

Screening record

Name of interviewee	
Name of interviewer	
Date	

N.B. Please use this record sheet with the screening guidance, interview questions and reading and writing tasks.

RECORD SHEET: Tick the most applicable box for each prompt/task. There is space for additional notes under each section. You may need to gather background information from a caseworker or an interpreter.

Section 1: Background information and SPEAKING AND LISTENING

		New to ESOL	Entry 1 Emerging	Entry 1 Consolidating	Entry 1 Established
1	What's your name?				
2	Can you spell your name?				
3	Where are you from?				
4.	Do you have a mobile phone? What do you use it for?				
5	Where do you live? (or, What's your address?)				
6	How long have you been in the UK?				
7	Did you have a job in your country? What did you do?				
8	Did you go to school in your country?				
9	Do you have an email address? When do you use email?				
10	Can you use a computer/laptop? What do you use it for?				

NOTES: Background information/SPEAKING AND LISTENING

(Include ability to use mobile phone, email and computers)

Section 2: Reading

		New to ESOL	Entry 1 Emerging	Entry 1 Consolidating	Entry 1 Established
11	Task 1 – Social sight vocabulary How many signs can they read?				
12	Text 2 – Alphabet sheet a) Can they read and say all the letters. b) Do they know the sounds of the letters?				
13	Task 3 – F				

