

Independent Learning
Tutor guidance notes for ESOL

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SAMPLE

Introduction

These independent learning resource packs are designed to support ESOL learners to improve their English skills outside of the formal classroom setting.

There are three learner packs: one for learners working at

- Entry 1 and 2 (Stage 1)
- Entry 3 (Stage 2)
- Levels 1 and 2 (Stage 3).

Each pack provides a bank of activities for speaking and listening, reading and writing and also includes reading texts from different sources.

Although the activities are separated into different skills, many activities are linked, for example independent reading or viewing can be the stimulus for independent writing or for speaking. Some activities are one-off tasks for a specific purpose and others lend themselves to ongoing work over a period of time.

The packs also include a simple reading log for learners to record their responses to what they read and keep a record of their reading over time as well as a viewing log.

There is a reflection template for learners to help them think about the tasks they have completed and the next steps in their learning.

The packs are differentiated according to the level of language required:

- Stage 1, which covers Entry 1 and Entry 2, includes largely basic, familiar language
- Stage 2, which covers E3, includes straightforward language, but the texts are more extended and sometimes focus on less familiar contexts
- Stage 3, which covers Level 1 and Level 2, includes more extended and complex language and some unfamiliar contexts.

Introducing the resource to learners

Although the resource packs are largely self-explanatory, learners may need some help in understanding some of the activities, depending on their level of English. In any case, for all learners, it would be useful to go through the resource in class to ensure learners understand the range and requirements of the activities.

Learners may wish to work with fellow learners on some tasks, but all the activities are designed to be completed independently (although speaking will of course require a degree of interaction).

Some tasks will require access to a library, the Internet, newspapers or magazines and many listening activities need access to film, television, podcasts or radio. There are some tasks with real life purposes, such as collecting real life reading material,