



## EMW delivery guide

### Initial assessment

The first step in the learners' journey is initial assessment. The purpose of initial assessment in ESOL is to get an idea of the level of an individual's proficiency in English. In the case of English My Way, initial assessment is intended to check whether learners' language and literacy skills are too high to benefit.

**Initial  
assessment**

Click on the initial assessment button in the left-hand margin to find an overview of the process, a teachers' guide with detailed instructions for carrying out the assessment and a learner pack. You will need a copy of the learner pack for each learner.

Most of the initial assessments should be carried out as an individual interview with each learner, the final sections could be carried out in groups.

### Managing learners and questionnaire

Once learners have been identified as suitable for an English My Way course, you should go to the 'managing learning' section in order to enter them on to the course

**Manage  
your learners** 

To add a class, just click the 'add new class' button and enter the name, a brief description and the start date of the class.

Once you have set up the class, you can start to add learners to it. Click 'add learner' to add learners to the course, you will need to enter their first name, surname, first language and date of birth. You should then select the correct course from the ones that have been set up.

With each learner you should now go through the learner questionnaire. This collects some personal information required by the project's funders.

As you go through the course, you can use this section to update learners' progress. From the view details section on each learners' page you can mark which sessions have been completed and add notes.



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### Getting started

Once learners have been identified as being suitable for the course and their details entered into website, you should carry out the diagnostic assessment. Diagnostic assessment is the stage of the course where learners' strengths and areas to improve can be identified.

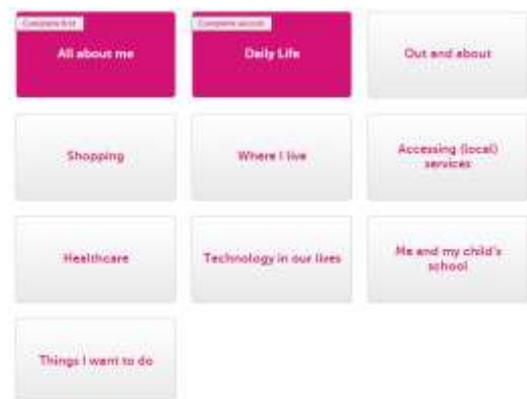
In the English My Way programme the diagnostic assessment is designed to run alongside introductory lessons. Full instructions for the assessment can be found on the website, alongside a record sheet to note down your assessments of each learner's skills.

Use the teachers' notes to help you plan your sessions. Adapt the sessions to fit your learners' context and interest where needed. You may want to use the lesson plan template included in this guide. You may also wish to edit the resources provided.

As you teach the lessons, observe the learners to see which skills they are confident in, and which they need to develop further. We suggest colour coding the skills red, amber and green for each learner. Full instructions for the diagnostic assessment can be found on the English My Way website.

### Topics

There are currently ten topics in the English My Way programme. The first two topics, 'All about me' and 'Daily life' are mandatory as the language that they cover is fundamental and is needed for many of the other topics. Teachers will usually cover nine of the programme's topics and these should be selected according to the interests and needs of their learners.



Each topic contains a number of sessions. The page for each session on the website contains an overview, a suggested lesson procedure and a selection of resources. Both paper-based resources for printing and interactive online activities are provided.

The online resources in the EMW programme are intended to be accessed by learners with the support of a teacher in a supervised session. Many learners may not have the IT skills required to access these independently.



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We have included suggestions for differentiation to give teachers ideas on how to best support all learners. Teachers should read through the teachers' notes some time before sessions and consider whether they wish to adapt the session. A number of the resources are supplied in Word format so that they can be adapted. There are a number of factors which could affect how teachers deliver each session. These include

- Learners' interests
- Skills profile of learners
- Local context
- Available time
- Access to classroom technology such as projectors, interactive whiteboards and audio equipment etc.

For further information on planning English My Way sessions, consult the "How to plan an EMW session" guide. This document includes a session plan template that can be used to record your plans.

Every session has learning checks which allow teachers to formatively assess their learners' progress.

Teachers should record which sessions learners complete using the 'Manage learner progress' box in the left-hand column. Clicking on each learner's name allows teachers to tick the completed session. Notes on progress can be entered next to each learner's name and these can be used to help planning for future sessions.

| Manage learners progress                       |                                     |
|--|-------------------------------------|
| Beginners class A                              | ▼                                   |
| Domingo Faustino                               | <input type="checkbox"/>            |
| Augusto Roa Bastos                             | <input type="checkbox"/>            |
| Gabriel Capello                                | <input type="checkbox"/>            |
| Rodolfo Paez                                   | <input checked="" type="checkbox"/> |
| <a href="#">Main learner management screen</a> |                                     |



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### Next Steps

The next steps part of the English My Way programme is divided into two sections, designed to be delivered over eight sessions

**Sessions A & B are the summative assessment – ‘What I’ve learnt’**, which should be delivered over two sessions. This will show teachers the progress that learners have made since starting the course.

Assessments are provided for each unit of the programme, these are intended to last 15 minutes each. Teachers should select eight of these in order to assess learners across a range of topics. Group and individual record sheets are provided for teachers to collect the assessment information.

These assessments work in a similar way to the diagnostic assessments in the ‘Getting Started’ section. Teachers should lead the learning activities in each section, while observing and assessing learners’ skills and recording them on the grid.

**Sessions C-G make up the second section – ‘Where next’**. This contains a number of different sessions designed to celebrate learners’ achievements and to support them in their future English learning. Learners will prepare and hold an end-of-course party as well as find out about and apply for further English courses in the local area.

Each session has resources and teachers’ notes provided in the same way as all lessons in the EMW programme.