

Across Cultures



*EAL training and blended learning resources
aligned to your curriculum*



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Across Cultures provides blended learning, training and resources for teachers supporting EAL, SEND and low- level English learners in English-medium schools

Message from the Author:

It is with great pleasure that I bring you this wealth of carefully designed EAL resources to support differentiation across the curriculum. These resources have grown out of good practice in schools. Through my roles as a teacher, EAL Lead, Head, Author and Advisor both in UK and international contexts, I understand the challenges faced by schools in ensuring that all learners feel included in their lessons and that all teachers have the tools to meet their needs. Across Cultures has developed these resources to allow schools to give their best to all EAL, SEND and low-level literacy learners, by planning differentiation for an increasingly complex curriculum. We do hope you find the resources supportive.

*Caroline Scott
Founder*

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Learning Village

EAL teaching through the Learning Village

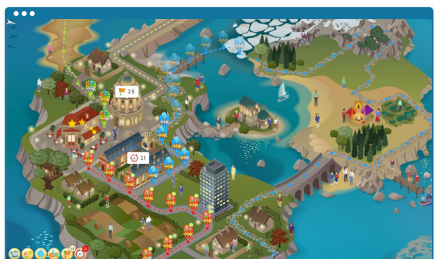
The Learning Village is a blended EAL vocabulary, language structure and reading programme, offering learning and resources for new-to-English learners moving into English-medium schools, as well as SEND and low-level literacy learners.

The programme is delivered through images, accommodating learners of any language background and those who are not yet literate. The content is carefully tailored to support learners in accessing the fundamentals of English, as well as phonics, high frequency words, language to support learning across the curriculum, reading fluency and comprehension.



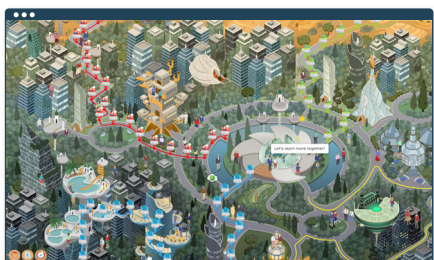
The Village - 6-11 years

An online gamified environment designed to motivate and engage learners whilst they follow structured language journeys. Colourful images and rewards are earned for progress made and time spent learning. The learning content is carefully structured for both survival and classroom language.



The Islands - 12-16 years

Designed for a more mature learner, Islands incorporates exam preparation and curriculum content aligned with the New English National Curriculum, the International Primary Curriculum, International Baccalaureate and other curricula.



Community Village - adult ESOL

Designed for multilingual families of EAL learners. The City is a blended learning experience for adult learners of any language background designed to enable parents to participate in the school community. It includes curriculum content - language to give them the confidence to support and understand their child's school learning.

Cutting-edge innovation underpins the programme

Working through artificial intelligence, the programme analyses, assesses and targets the appropriate language-learning areas for each learner. Grounded firmly in academic research and a wealth of experience in teaching EAL learners, the programme follows a unique methodology, with an interactive, collaborative cycle of learning.

Blended lessons include independent learning and small-group teaching that links to the learner's school curriculum. The programme is accessible at any time, including at home, giving complete flexibility. Lessons are split between three learning journeys:



Survival language

New-to-English to intermediate lessons, covering basic/functional vocabulary and language structures, grammar, reading fluency and comprehension



Customised curriculum content

Addressing the academic vocabulary and language structures needed for access to the curriculum



Phonics and spelling

Teaching reading through sounds

Learning Village member teachers have access to a library of EAL resources, allowing them to cater and differentiate for EAL learners across the curriculum.



The image-based programme provides inclusion for all, no matter what a learner's level of literacy or what language they speak.



Curriculum content enables integration into the mainstream classroom and can be completely customised to fit individual learners' needs.



Offline customisable EAL resources for small-group teaching and learning at home support the online programme.

In summary, the Learning Village:

- includes 20,000+ words and phrases, incorporating speaking, listening, reading and writing
- supports learners unable to read their home language
- offers excellent provision for SEND students
- saves significant time preparing lessons
- assesses and tracks learner progress
- can be used in blended classrooms or for self-study
- allows learners to support themselves
- builds confidence and communities
- increases school capacity to support learners

Blended Learning

The Village, the Islands and the Community Village provide a blended learning experience, mixing online and offline learning.

Independent learning is highly valued, and small-group and individual intervention activities are recognised as being equally important. Supportive differentiation for class is also at its heart.



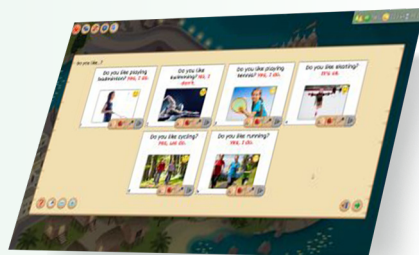
Progressive learning

The survival language, phonics and spelling learning journey is progressive, to ensure the steady scaffolding of language from speaking and listening for meaning to reading and writing. The curriculum content learning journey provides a foundation of academic language to help learners access curriculum content as it arises.



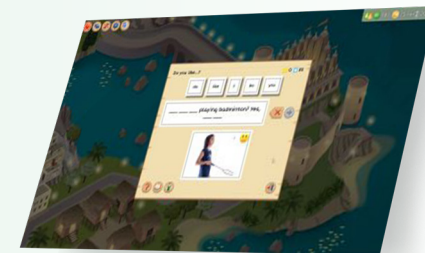
Learn/practise/assess methodology

Learners learn through topics presented in images, audio and text. They practise through scaffolded matching, spelling, sentence-ordering exercises and other games. They're assessed at the beginning and end, to track their learning and to support their next steps.



Based on assessment

Detailed assessment is built into the system – teachers can track learners' learning journeys and see how to target their needs. A 'live learner feed' gives a lesson-by-lesson breakdown of progress, while weekly reports show overall progress and challenges. The Learning Village is aligned to the CEFR A1-B1, Bell Foundation Assessment Framework (A-C), NASSEA (Step 1-5/6) and the New Zealand ELLP matrices (minimal English - stage 2).



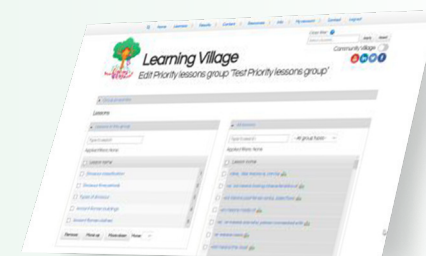
Comprehensive tracking

The programme continually collects data on time spent learning, content covered, content learners found challenging and progress. Weekly reports give a general overview of learner engagement, areas of concern and suggested follow-up communications with learners through in-site messaging, certificates to acknowledge their work and streaks earned for regular use.



Customise your learners' journeys

Easily search for and assign lessons you'd like your learners to pre-learn or post-learn, or choose one of the pre-defined progressive learning journeys.



EAL Resources on the Learning Village

EAL Scaffolding Resources

Our Scaffolding Resources focus on survival language and curriculum topics. They guide learners from the basic vocabulary needed to access a variety of text types, through to sentence creation based on the learnt vocabulary, modelling of text, deconstruction of text into graphic organisers and finally, into reconstruction of the text.

Build your own substitution tables

Substitution tables and sentence creators help learners work out how a sentence fits together. This allows them to articulate themselves on specific curriculum content.

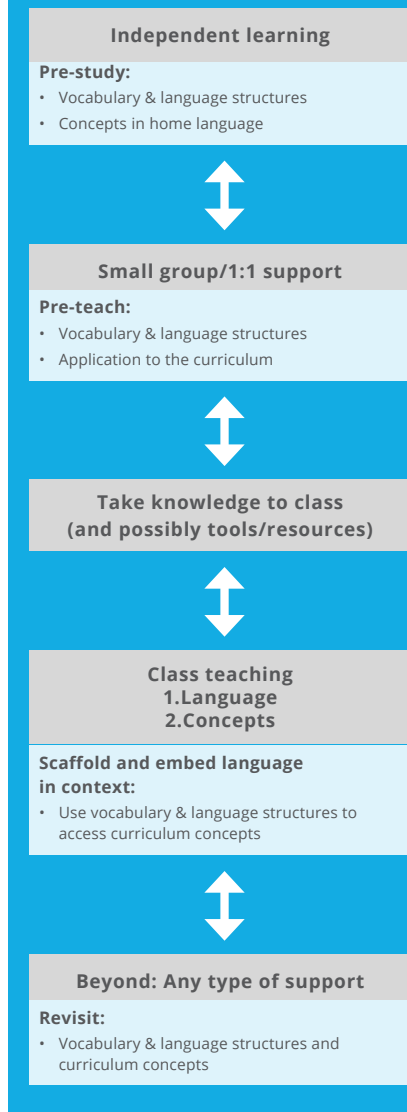
Visualise words and sentences

Our Sentence Visualiser tool allows teachers to create meaningful vocabulary in images. Associated resources are generated and can be printed off or sent to learners as PDFs. Translation into words is also permitted via the translation tool.

Master high frequency words

Our Word Frequency Tool supports learning of the first 2,000 high frequency words – those words that are most frequently encountered by learners and which they may find difficult. The tool also helps highlight technical words in text and provides a format to create more complex bespoke versions to suit your curriculum, such as definitions and examples. Translation is also possible.

Flow of learning:



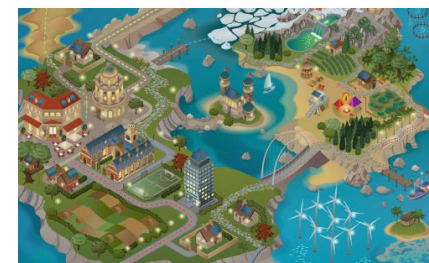
Text Builder

Our Text Builder generates language-based activities for any text you choose. Use your own text to create your own cloze procedure, scramble, split dictation, vanishing cloze and missing punctuation resource.

Create your own lessons

The programme allows teachers to create their own lessons, on any subject they wish, for their learners to study. The content creator is a valuable tool for those who are faced with a student with a particular gap in their knowledge or who are aiming to cover a very specific area of the curriculum.

Create your own lessons



Assessment - AssessEP

An English Proficiency tool to understand a learner's current English proficiency and provide ongoing feedback on progress



- Assess learners' initial English language proficiency (placement testing)
- Summative assessment of their English proficiency over time
- Identify disparities between proficiency levels across different skills

Summative assessment

- Determine starting points of learning
- Develop more accurate learner profiles
- Inform planning and provision for proficiency levels in schools

Language proficiency testing

- Assess all 4 language skills with embedded vocabulary questions
- Online reading & listening assessment - Offline writing & speaking assessment

Pre-diagnostic stage of assessment

- Offering a pre-diagnostic assessment ensuring suitability of the assessment for all low level learners



AssessEP is an online tool that will provide you with the information you need to:



give teachers a snapshot of learners' English proficiency level in order to place them effectively into classes or into learning environments



spot check progress at key times of year to ensure learners are making progress in their English proficiency level along a selected EAL continuum (recommended twice a year)



help teachers understand where learners are experiencing challenges in English language learning and address those issues



help learners identify their strengths and weaknesses in different skills. Detailed performance descriptors per level provided for learner speaking and writing skills.

Approximate alignment to EAL frameworks (BELL, CEFR, NASSEA, etc) provided



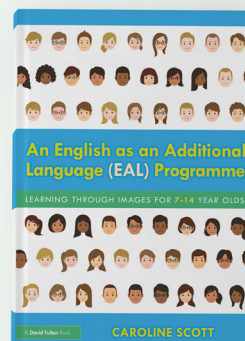


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EAL Resource books

The founder of Across Cultures, Caroline Scott, is the author of the following books, available from the Across Cultures website:

<https://www.axcultures.com/resources>



An English as an Additional Language (EAL) programme: Learning through images for 7-14 year olds

This book provides teachers with a full induction-to-English programme, complete with integral assessment. Including guidance on how to bridge the gap between EAL learners and their peers, and on community-building, it's suitable for learners of any language background, thanks to its focus on learning through images. The book includes a framework to help structure EAL provision across a school, as well as guidance on how to approach class teaching.



Teaching English as an Additional Language 5-11: a whole-school resource file

This comprehensive resource is designed to support EAL learners beginning their education in English-speaking mainstream classrooms. It provides their teachers with the tools they require to support their young learners' survival language needs and help them achieve a smooth transition into their new learning environment.



Teaching Children English as an Additional Language: a programme for 7-12 year olds

This is a practical, easy-to-follow programme, complete with resources, for teachers with tight time constraints. It offers practical advice and tools to help new-to-English students move quickly towards proficiency.

EAL Framework Process

The EAL Framework Process offers a continuous professional development learning package, which provides Lead teachers in schools with the knowledge, skills, resources and confidence to develop a whole-school provision for supporting EAL and multilingual teaching and learning.

It builds up capacity and expertise of staff to take part in the whole-school development. The Process supports the growth of good practice and creates consistency across a school in terms of effective provision for EAL and multilingual learners.

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EAL FRAMEWORK

The EAL Framework Process consists of:

- An introduction to the EAL Framework Process (1 hour)
- A reflection on current EAL and Multilingualism provision
- A consultation meeting (1 hour)
- The EAL Framework Course (4 days)
- Completion and presentation of the EAL and Multilingualism action plans to Senior Leadership Teams
- A follow-up meeting 6-9 months after the course (1 hour)

This provides participants with all the materials for training others to implement this framework in their school.

"Caroline and her competent team shared their extensive knowledge with us and are truly inspirational. Thank you!"

Daniele Sinniger, International Primary School Hilversum.

Meetings and courses are held virtually on Zoom, with a system of modelling and interactive group activities



The course covers:

- **Introducing the context**
Understanding what is needed for your learners learning English as an additional language
- **Language learning strategies**
Using effective language learning strategies with EAL language learners
- **Enhanced admissions procedures**
Strategies to help new arrivals transition into their school
- **Planning and teaching for EAL**
Managing, differentiating and planning for beginner/intermediate English language learners in multilevel and multilingual classrooms
- **EAL assessment**
Assessing a new arrival's English language skills
- **Whole-school EAL framework**
Developing a whole-school framework for EAL development
- **Induction-to-English, gap-filling**

Additionally, the trainer receives Across Cultures certification as a registered programme trainer, allowing them to train others in their school.



Across Cultures' Support for School Groups

Across Cultures works with school groups – including local authorities, national ministries and multi-academy trusts – to centralise support for EAL new arrivals across multiple schools.

Support can take many forms, depending on a group's requirements. Broadly, it includes the provision of a series of remote training sessions, with access to blended learning resources (learningvillage.net), delivered to EAL support staff and those responsible for curriculum progress.

"We are very keen to have access to The Learning Village again. I previously used it with a number of pupils, especially those newly arrived to the UK, and they found it engaging and motivating. I saw them make excellent progress, as it allowed them to access structured learning pathways both at home and in school. I have also used it for whole class teaching."

Kirsty Williams,
EAL Coordinator,
Castle Newnham School,



Your organisation

e.g. local authority, multi-academy trust, national ministry



Across Cultures supporting your organisation in assisting EAL learners to access the mainstream



School 1



School 2



School 3



School 4



Tracking impact data

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Contact us for a conversation

The Learning Village programme can be tailored and customised to fill gaps in an individual's understanding.

At Wood End Academy in London, an action plan using the Learning Village was drawn up for a seven-year-old EAL learner. The learner had spent six months in the infant school before moving to the junior school: she had passed her phonics screening at KS1 and progressed quickly. However, in KS2, it became clear that comprehension and writing issues were challenges. There were also gaps in her English vocabulary and problems with using language structures.

Wood End Academy



An EAL learner's reading comprehension age after 5 months of using the Learning Village.

11 months below expectations

7.11 Years

10.7 Years



The school decided to provide intermediate English support for this learner every day, including at least 20 minutes' daily independent work on the Learning Village.

The school chose the Learning Village because they wanted a programme that could help with building basic vocabulary, understanding grammatical patterns, improving sentence structure and increasing confidence in using English in everyday interactions.

After 4 months, the learner's reading comprehension age increased from 6 years, 3 months to 9 years, 4 months. She made progress in her reading comprehension age of approximately 3 years and 1 month.

Comprehension age



Another learner took part in the same action plan. He was aged 9 and was fluent in German and Arabic, but with very limited English. He was quiet in the classroom and not confident in speaking in simple sentences. His day-to-day vocabulary for topics like daily routine and family were limited and his language structures were frequently confused.

In five months, using the Learning Village daily, this learner made progress of 2 years, 8 months in his reading comprehension, and progress of 1 year, 3 months in his reading decoding.

The Learning Village thus helps children not just to 'survive' in a new linguistic environment, but to achieve their potential.

The programme can be tailored to each individual learner, covering areas a learner has missed or finds particularly challenging.



Progress

Reading comprehension
2 years, 8 months

Reading decoding
1 year, 3 months

About us

The Across Cultures team, led by Caroline Scott BA, DipM, NPQH, MA, operates from the UK.

In 2002, Caroline Scott was funded by Tower Hamlets local authority to write an 'induction to English' programme, designed to help new EAL learners in mainstream classrooms. This programme became the basis of training, delivered by Caroline, for many schools in Tower Hamlets and beyond. After several years, Caroline left London to start an international school overseas. There, she was able to develop her ideas further, setting them out in two books that encompassed many more facets of language learning.

The Learning Village was a natural evolution of this work. A blended online and offline programme, it allows increased flexibility for learners and teachers, as well as providing significantly more content and assessment opportunities.

Caroline delivers one-day courses on effective EAL teaching through the Learning Village, as well as a four-day training course for senior teachers/leaders on supporting EAL learning across the curriculum.

The Learning Village, meanwhile, has gone from strength to strength. A finalist or winner of different international awards, its success in teaching EAL is widely recognised and its methodology well-respected. Recently, it has found itself somewhat 'ahead of the curve', with its dual emphasis on independent online learning, directed and supported by teacher-led intervention and differentiation in class.

Caroline, the founder, is the author of:

- An English as an Additional Language (EAL) programme: Learning through images for 7-14 year olds
- Teaching English as an Additional Language 5-11: a whole-school resource file
- Teaching Children English as an Additional Language: a programme for 7-12 year olds.

Caroline is the creator of Across Cultures' hugely successful online EAL programme: the Learning Village.

Some of our partners



Testimonials

"The Learning Village materials are of an excellent quality with clear language progression. The programme works very well as a teaching tool."

*Michelle Wain, EMA Adviser,
London Borough of Havering*

"The Learning Village has provided our school with a very practical, individualised learning tool for EAL students, with a clear curriculum, structure and pedagogy. This allows both more and less experienced staff to effectively support students' language development. There is a wealth of materials and resources available, as well as plenty of support and training to help optimise our use of the tool."

*Alistair Harding, EAL Coordinator,
Holly Lodge High School*

"The whole course is the most thorough and up-to-date EAL course I have ever attended. You covered every single aspect of EAL with a perspective that also supports whole-school literacy. Well done and thank you for all this hard work and all these wonderful resources."

*Valentina Spyropoulou, EAL Coordinator,
Optimist International School*

"Outstanding course. The amount of ideas and resources I have to take back to develop in my school is amazing! A whole-school approach to a new way of looking at EAL is under way and in development, thanks to this course."

*Kirk Shuttleworth, EAL Lead,
Rounds Green Primary School*

Find more testimonials at:
axcultures.com/reviews

Across Cultures Guidance

This free regular newsletter, written by professionals in the EAL, SEND and ESOL field, gives information about Across Cultures and pertinent aspects of EAL.

It includes free downloadable resources.

axcultures.com/newsletter

