Across Cultures

EAL training and blended learning resources aligned to your curriculum

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Across Cultures provides English as an Additional Language (EAL) blended learning training and resources for teachers supporting 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 learners, by planning differentiation for an increasingly complex curriculum. We do hope you find the resources supportive.

Caroline Scott

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Learning Village
EAL teaching through the Learning Village

The Learning Village is a blended EAL programme, offering learning and resources for new-to-English learners moving into English-medium schools.

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 and language to support learning across the curriculum.

The Village (6-12)

The Islands (11-16)

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 vocabulary and language structures
- **Customised curriculum content:** Addressing the vocabulary and language structures needed for access to the curriculum
- **Phonics:** Teaching reading through sounds

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.

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

Scaffolding from speaking and listening for meaning to reading and writing

In summary, the Learning Village:

- includes 10,000+ 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
- can be used in blended classrooms or for self-study
- allows learners to support themselves
- builds confidence and communities
**Blended Learning**

The Village and The Islands 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 high frequency learning journeys are 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 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, UK EAL proficiency scale & EAL 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 and certificates to acknowledge their work.

**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.

Flow of learning:

Text Builder
Our Text Builder generates three different types of resource for any text you choose. Use your own text to create your own cloze procedure, scramble and split dictation.

Create your own lessons
The programme allows teachers to create their own lessons, on any subject they wish, for their learners to study. This 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.
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.

Online and blended learning services

www.learningvillage.net

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
EAL Framework Course

This four-day virtual course provides a key person in a school with training and resources to develop a flexible whole-school framework supporting EAL provision.

It’s designed to develop good practice, create consistency across a school and support differentiation within class. The course both trains the participant and prepares them to deliver a flexible, optional 12-hour course in their own school.

The course is aimed at experienced class teachers, EAL teachers and school leadership. It includes Across Cultures EAL resources through access to the Across Cultures Framework Portal. These include:

- EAL Framework Rubric
- Training presentation and notes
- Complete induction-to-English resources
- and more...

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

Courses are held virtually on Zoom, with a system of modelling and interactive group activities.

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

Daniele Sinniger, International Primary School Hilversum.

This 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 the mainstream classroom
- 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 and pre-teaching

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,
Case Study 1

Tudor Primary school in Southall in West London operates an intensive EAL programme using the Learning Village.

Every year, the school welcomes around 55 new international arrivals who are new to English, arriving at varying points throughout the year. Overall, the school population speaks around 12 different languages – for many children, English is their third language, as they have spent time in schools in intermediate countries before settling in the UK.

The new students who arrive have often had disrupted schooling. Many have no literacy skills in their first language and limited literacy support at home. In the Early Years stage, as the school’s 2018 OFSTED report states: “almost all children speak English as an additional language and are not proficient in either English or their home language when they start school.”

Pupil N, aged 9, came from India, where she had been at school for two years. Her spoken Punjabi seemed developed, but she was not literate in the language. Her English was very limited and she struggled to engage in lessons, showing poor concentration.

Following enrolment in the intensive programme, improvements were evident almost immediately. After six weeks of support, N could speak in full sentences to her class teacher, compared with just two or three words previously. She was able to write simple sentences and to follow basic instructions in English. She also had much more confidence when speaking in English to her peers.

Another pupil at the school, H, began the intensive programme when he was 10. His mother tongue was also Punjabi: he was fluent in this (including in reading and writing). He was frustrated on arrival in England, because he couldn’t understand English and couldn’t access his class work. He frequently walked out of class.

Over the course of the intensive programme, N’s reading and comprehension age rose by 6 months.

- Phonics score increase: 9 / 40 to 25 / 40
- High-frequency word spelling: 89 / 158 to 137 / 158
- Comprehension age: 6.11 Years to 8.1 Years
- Reading age: 7.1 Years to 8.2 Years
- Phonic score: 19 / 40 to 38 / 40

H participated in the programme for a total of 12 weeks. Again, rapid improvements were made in sentence construction, grammar and confidence.
Case Study 2

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.

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

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.

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.
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 7 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.
This free regular newsletter, written by professionals in the field, gives information about Across Cultures and pertinent aspects of EAL.

It includes free downloadable resources.

axcultures.com/newsletter