

The EAL Framework Process with Across Cultures



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Introduction

Across Cultures and Learning Village offer a world-renowned service that provides teachers with the skills and resources needed to successfully support their language learners within the demands of the curriculum and a multilingual world.



We build a trustworthy partnership and work together with you to help develop and sustain effective EAL provision and best EAL and Multilingualism practice across all your schools. We offer a continuous professional development learning package to local authorities which includes:



The EAL Framework Process



The Learning Village



AssessEP

The EAL Framework Process

This booklet outlines what is involved in the EAL Framework Process to ensure your schools, learners and staff are set up for success when they embark on the EAL Framework Process.



What is the 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.

The EAL Framework Process consists of:



An introduction to the EAL Framework Process 1 hour

The Across Cultures team introduces the EAL Framework Process and its milestones to participants.



A reflection on current EAL and Multilingualism provision

Participants complete a graded self-evaluation form to reflect on and evaluate their current EAL and Multilingualism provision.



A consultation meeting 1 hour

Participants meet with the Across Cultures team to discuss strengths and identify potential priority areas to focus on in terms of EAL and Multilingualism.



The EAL Framework Course 4 days

Participants attend a virtual/in-person four-day, intensive course that offers a structured approach to developing and improving whole-school EAL provision. It provides staff with the resources, skills, training and confidence to support EAL and multilingual learners with the curriculum as well as to lead on EAL and Multilingualism in their school.

During the course, participants complete graded rubrics to evaluate and reflect where they are according to the course strands. They also start working on a whole-school EAL and Multilingualism action plan supported by the Across Cultures team, addressing the 9 course strands, and prioritising areas identified from their consultation meetings.

More detailed information about the EAL Framework Course can be found [here](#).



Completion and presentation of the EAL and Multilingualism action plans to Senior Leadership Teams (SLT)

Participants finalise their EAL and Multilingualism action plans and present it to their SLT to ensure accountability, ownership and to plan a strategy for next steps to demonstrate a greater impact on the EAL and Multilingualism provision to participants.



A follow-up meeting (in 6 - 9 months time) 1 hour

Participants complete the same graded reflective rubric strands (as from the EAL Framework Course) so their attainment can be measured over that given period of 6 - 9 months time. Participants meet with the Across Cultures team to discuss how successful they have been in implementing their EAL and Multilingualism action plans.

How to embark on the EAL Framework Process

For more information and to set up an initial conversation:

call: **+44 118 335 0035**

email: **iva@axcultures.com**



Cost of the EAL Framework Process

Early Bird Rate

£1450

+ VAT

(it ends 2 months before the next scheduled 4-day course)

Normal Rate

£1650

+ VAT

(after Early Bird Rate)

Additional services

Learning Village

The Global EAL Platform for Schools

Expert-led and immersive - for multilingual learners of any language background.



The Learning Village provides a world-renowned, image-based blended learning platform for teachers supporting EAL learners, SEND and low-level literacy learners (6 to 16 years old) in schools across the globe.



The Learning Village is a vocabulary, language structure and reading programme for learners in English-medium schools. It follows a blended approach, encompassing online teaching and learning and offline customisable and scaffolded resources. The Learning Village can be used for independent learning, small group teaching and differentiation in class.

It is suitable for learners of any language background and it is also ideal for learners who are not yet literate. The programme is divided into three parts:



The Village

for learners aged 6 to 11 years



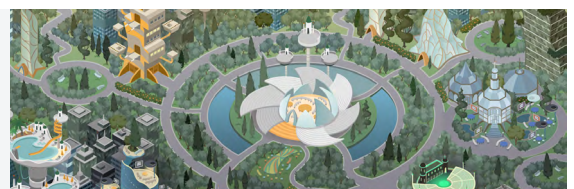
The Islands

for learners aged 12 to 16 years



The Community Village

(the City) for adults, parents and families who want to improve their English language skills to better support their children in school



The programme has three strands. It teaches **everyday survival language**, helping learners with functional social language and the language of learning. It includes a full **phonics** programme to support learners with decoding the English script, leading on to teaching the first 2,000 high-frequency words. Additionally, it includes **academic and technical curriculum language** to support learners with accessing the curriculum (primary and secondary) through curriculum content vocabulary and language structures.



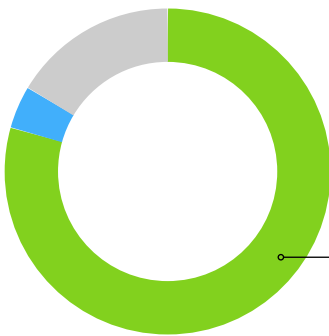
The Village and The Islands include:

- 20,000+ words and phrases to support improving speaking, listening, reading and writing skills in English
- image-based learning, to assist learners who are unable to read in their mother tongue
- excellent support for SEND and low-level literacy learners
- techniques to help learners support themselves
- support for blended learning and for self-study

Regular training (one-to-ones, webinars, courses and ongoing check-ins) is provided for member schools to ensure staff confidence in THE effective implementation of the learning platforms.

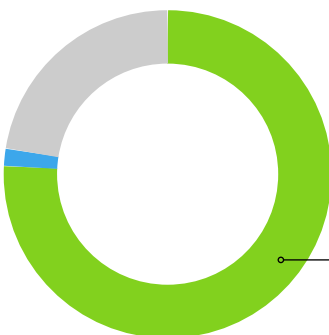
The positive impact of the Learning Village on both teachers and learners is evident in the survey [here](#). Due to the fact that Learning Village collects data on usage and progress, it is easy to see that the programme hugely improves learners' confidence in speaking English, their reading skills and phonics knowledge.

● Yes ● No ● Not Sure



Does the Learning Village improve the confidence of your learners in speaking English?

Of those who responded, 79.5% said that use of the programme improved their learners' confidence in speaking English.



Does the Learning Village improve your learners' speaking and listening skills?

76.7% noted that it improved their learners' speaking and listening skills.

78%

said that it improved their learners' reading skills.

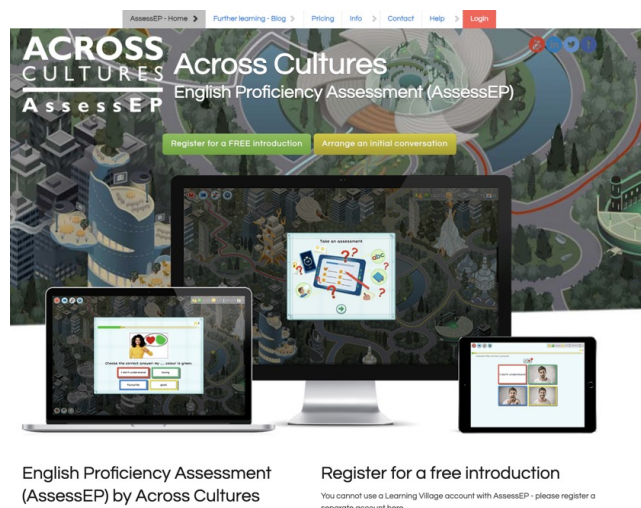
Extract 1. Sourced from 'Impact of the Learning Village'. Link [here](#).

The Global EAL Platform for Schools

Expert-led and immersive - for multilingual learners of any language background.



AssessEP is an English Proficiency assessment tool that helps you understand a learner's current English proficiency level. AssessEP is an easy to administer assessment tool for learners aged 7+ through to adults. It provides language proficiency testing with online reading and listening assessments, embedded vocabulary questions and offline writing and speaking assessments. It also provides a pre-diagnostic stage of assessment covering speaking, listening, reading and writing and ensuring the suitability of all learners to sit the main assessment.



AssessEP can be used for:

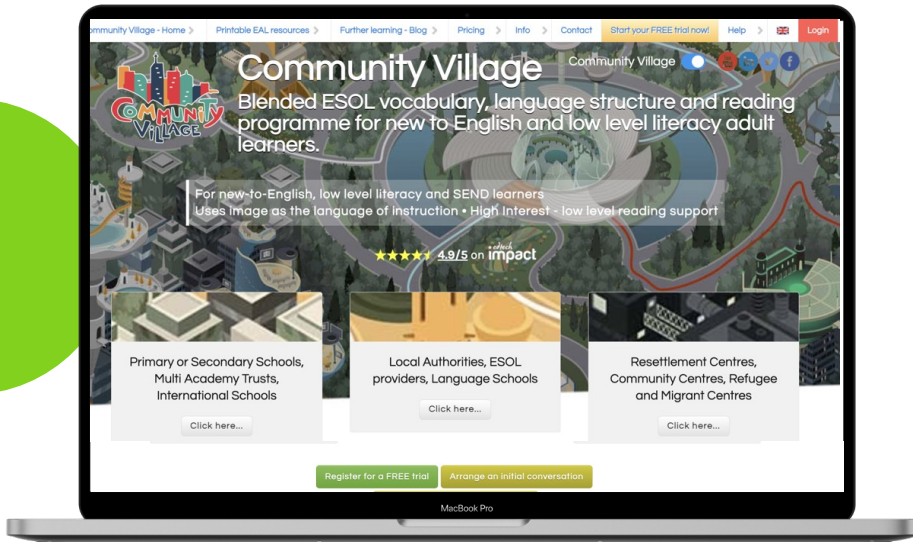
- Assessing learners' initial English language proficiency (placement testing)
- Providing a summative assessment of learners' English proficiency levels over time
- Identifying disparities between proficiency levels across different skills
- Informing planning and provision for proficiency levels in schools

Schools and school groups in the UK and internationally use AssessEP as an online tool to provide them with the information they need to:

- help identify their learners' strengths and weaknesses in language skill areas
- help teachers understand where their learners are experiencing challenges in English language learning and address those issues
- give teachers a snapshot of their learners' English proficiency levels in order to place them effectively into classes or into learning environments
- spot-check progress at key times of the year to ensure learners are making progress in their English proficiency levels along a selected EAL continuum (recommended twice a year)

AssessEP provides approximate alignment to EAL frameworks (BELL, CEFR, NASSEA etc).

English Language Learning and Community Engagement for Multilingual Families of EAL Learners



The Community Village is a blended adult/parent ESOL learning experience for families of EAL learners of any language background. It is designed to enable participation in the school community by teaching language to access the school community to give parent learners the confidence to support and understand their child's school learning.

The Community Village is a vocabulary, language structure and reading programme that is image-based and immersive. It helps parents and adult ESOL learners to increase their confidence in English and integrate better with their community.

Schools, school groups, local authorities, community and resettlement centres use the Community Village to build a strong culture of engagement for adult/parent ESOL learners and support the development of their English language skills.

The content is carefully tailored to support both family learning and self-study in accessing:



Language to access the school life such as meetings with teachers, parents' evenings or trips letters



Language to support the understanding of curriculum content



The fundamentals of English vocabulary and language structures alongside short reading comprehension and fluency exercises



Phonics to support learning the English sounds and associated letters needed for reading and writing and high-frequency words



EAL Certification

EAL Certification with the Learning Village is available for a 'Lead' school to share best practice with the MAT and/or the school group.



Webinars

Throughout the year, we provide open-to-all and/or members-only webinars for professional staff development on specific topics (some are listed below) to engage teaching and support staff in discussions, share best practices, build up communities and create connections.

- 'Welcoming and supporting newly arrived EAL learners'
- 'Get your learners excited about learning'
- 'Embracing home languages in a diverse classroom'
- 'EAL and SEND: finding solutions'
- 'Assessments for EAL'

Member schools of the Learning Village also benefit from specific webinars aimed to skill them up in certain areas and features of the Learning Village platform.



Courses

Free access to high-quality EAL training courses including one free place per school on the one-day virtual course 'Best Practice in using the Learning Village.'



EAL Teaching Newsletter

Teachers and support staff can sign up for a free EAL Teaching newsletter. It contains advice and guidance through articles for professional development which are written by EAL specialists and based on research and best practice in the classroom. Also available are downloadable resources to use in the classroom.

Benefits of being part of the EAL Framework Process

- ↓ Provides an ability to measure impact on EAL and Multilingualism provision through benchmarking (reflective and self-evaluation graded rubrics).
- ↓ Increases ownership and accountability through creating a structured and whole-school approach to improved EAL and Multilingualism provision as well as clear objectives and committed leadership to change culture.
- ↓ Provides opportunities to report back on impact and progress to the Local Authority, Ofsted and other inspection and governing bodies.
- ↓ Develops leadership skills in the field of EAL and Multilingualism.
- ↓ Provides schools with a personalised action plan outlining priorities and next steps.
- ↓ Improves admissions process through a holistic approach to support families, learners and staff with clear and improved admissions criteria, information sessions and appropriate assessment tools.
- ↓ Increases teachers' confidence in language strategies and approaches.
- ↓ Improves teachers' understanding of the unique needs of new language learners.
- ↓ Supports improvements to learners' language skills and levels.
- ↓ Provides resources to deliver EAL and Multilingualism training in your school.
- ↓ Provides opportunities for networking with other schools in the local authority and a platform to share best practices.
- ↓ Identifies a 'Lead' school to share best practice within the local authority through the Certification process with the Learning Village.



Success criteria for engaging with the EAL Framework Process

To ensure schools are set up for success with the EAL Framework Process, participants should:

- ✓ Have the ability to lead and influence a whole-school change and improvement in the area of EAL and Multilingualism.
- ✓ Be passionate, determined and motivated.
- ✓ Demonstrate good leadership.
- ✓ Be given sufficient time back in school to complete their EAL and Multilingualism action plan and present it to their Senior Leadership Teams (SLT) for a greater impact.
- ✓ Understand the importance of removing barriers to language learning.
- ✓ Appreciate the link between home languages, cultural identity and wellbeing.
- ✓ Attend the 4-day EAL Framework Course.
- ✓ Have positive relationships with colleagues.
- ✓ Be able to establish positive collaboration across all levels of their school.
- ✓ Be committed to leading whole school development in EAL and Multilingualism.

What do we mean by EAL and Multilingualism?



The term 'EAL' defines a diverse and heterogeneous group of learners who speak English as an Additional Language.

A whole school or a small group of learners who speak English as an Additional language may be classified as EAL.

When an EAL student joins a school, they have to learn English (survival language) and learn through English (academic language). This is a significant challenge, but can also be an incredible opportunity if your school has the right process, people and support in place to set these amazing language learners up for success.



The term 'multilingualism' defines the use of more than one language, either by an individual speaker or by a group of speakers. It is believed that multilingual speakers outnumber monolingual speakers in the world's population.

Multilingualism can be also defined as **“the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives”** (European Commission, 2007: 6).

Our team

The [Across Cultures team](#) is passionate, dedicated and enthusiastic about English language learning and multilingualism. We approach schools and staff with the utmost professionalism and we love what we do. We aim to deliver the best possible outcomes for a high-quality EAL and multilingual provision for you and your learners.



Values

As an award-winning company we share a commitment to:

QUALITY

COMMUNICATION

CUSTOMER SERVICE

INNOVATION

INTEGRITY

TEAMWORK

**CONTINUOUS
LEARNING**

Testimonials



The positive impact of the EAL Framework Process on schools and staff is evident from their testimonials and feedback received:

I would like to reiterate what everyone has said. This course has been absolutely amazing and is so comprehensive. It has given us a lot of food for thought, and I'm really excited to get started on improving our whole process with EAL provision. Thank you to the team and the facilitators, amazing knowledge, fantastic, I really, really enjoyed it.

Jatinder Lambert, Tenby Penang School, Malaysia



It was a very fascinating and useful course that has multiple amazing ways to help engage EAL students through a variety of ways and also with a format that makes it fun for the students to learn. The course was really well set out, everything was broken down in a way that could be easily followed and all questions asked were answered quickly and very well.

Deena Shihadah, TA, Walton-le-Dale High School

The course exceeded expectations and enthused a staff who already, in most cases, have worked in an EAL context for many years. Awareness was heightened and positive thoughts and ideas for developing and improvement are in abundance. I cannot recommend this course too highly.

Robert Taylor, Headteacher, International Preparatory School, Lisbon



Outstanding course. The amount of ideas and resources I have to take back to develop my school is amazing! There have been bits in all strands of learning that I will be using. A whole-school approach to a new way of looking at EAL is underway and in development thanks to this course.

Kirk Shuttleworth, EAL Lead, Rounds Green Primary

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



The training delivered was superb. Our teaching and learning group will take up the challenge now to see what we need to do to take this forward.

Kim King, Head of High School, The English International School of Padua

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