

*Differentiate easily for English language learning across  
your curriculum*



*“It has personally given me the tools to provide  
the students with the primary essential  
information they need to build a solid  
foundation in English.”* Lena Ramzi, Primary School

**Innovative and inspiring  
teacher training and resources  
in EAL and cultural transition**

[www.communicationacrosscultures.com](http://www.communicationacrosscultures.com)  
Tel: +44 (0) 118 335 0035, Fax: +44 (0) 118 335 0036

# Communication Across Cultures

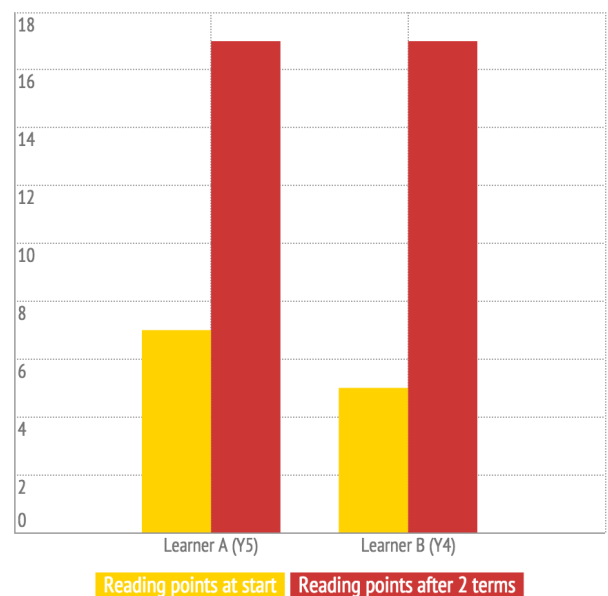
- Do you have English as an Additional Language (EAL) learners in your classes?
- Do you have new arrivals, intermediate and advanced learners in your classes?
- Would you like an effective, consistent approach to EAL across your school?
- Would you like more tools to help differentiate for EAL learners?

Find solutions here at **Communication Across Cultures!**

- ✓ Save time
- ✓ Plan easily
- ✓ Assess successfully
- ✓ Track progress confidently
- ✓ Access resources immediately
- ✓ Teach effectively
- ✓ Differentiate appropriately

***“Both children have made outstanding progress across two terms.”***

Abgela Veysey, SEN Coordinator, St John's C of E, UK



## EAL Courses

p3-5

EAL 'Train the Trainer' Course:

*Three day course for those wishing to take a lead in EAL in their school.*

Whole school inset:

Class teaching with different levels of EAL learners course

EAL Teaching

Whole school development in EAL

## Online EAL Learning for learners in schools (Learning Village)

p6-7

Comprehensive teacher managed online learning for 6-14 year old EAL learners in schools

## EAL Resources

p8-11

Teaching English as an Additional Language 5-11: A Whole School Resource File

Teaching Children English as an Additional Language: A Programme for 7-11 Year Olds

Survival Language Key Rings, Survival Language Posters, My Verb Books, Language Learning Poster, Classroom & Home Labels, EAL Word Mat, Remember Books, Welcome/Transition Booklets, Learning Village Cards, Welcome Packs

# EAL 'Train the Trainer' Course

## Communication Across Cultures

### EAL 'Train the Trainer' Course

#### Three day course held at the University of Reading



Does your school have many new and improving English language learners?

Do you need these learners to make accelerated progress?

Are you responsible for the programme supporting these learners?

Have you got the drive and commitment to influence a whole school EAL programme?

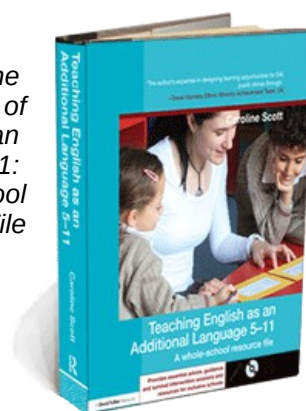
Do you need the resources and know-how to support this development?

Then join this 3-day preparation, which trains the trainer to teach a flexible 12-hour course in their school and achieve all the above.

#### Training in how to train or mentor others:

- The role of a trainer or mentor
- The process of training
- What makes a trainer successful?
- Benefits of the training to the trainer, teachers, school and children
- Case study
- Managing change
- Reflection

*Brought to you by the  
Author of  
Teaching English as an  
Additional Language 5-11:  
A Whole School  
Resource File*



#### Evaluating EAL provision for EAL and setting targets for whole school improvement

- Collecting advice and guidance on how to support EAL learning over time
- Knowing how to begin a whole school EAL reflection
- Knowing how to implement an EAL plan for change identified by the school based on your training

#### Resources include:

- A copy of Teaching Additional Language 5-11: A Whole School Resource File by Caroline Scott (Author & Trainer)
- A teacher training manual
- Participant's Handbook including participant's reading
- An Across Cultures memory stick with all the training materials needed to train others

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

**Program Designed for:** Experienced Class Teachers, ESL/EAL Teachers, School Leadership, Head Teachers.

(Note that this course is for supporting teachers of 5-14 year old learners in schools where English is the language of instruction)



# EAL 'Train the Trainer' Course

EAL 'Train the Trainer' includes:

## Understanding what is needed for young learners learning English as an Additional Language:

- What it feels like to learn a foreign language without translation
- How a newly arrived learner might feel
- The major factors hindering students with limited proficiency in English
- Factors to consider when young students are learning EAL



## Strategies to help new arrivals embrace their new cultural experience:

- Understanding what cultural readjustments need to be made
- Understanding symptoms of culture shock
- How to ease culture shock
- Knowing some tools to bridge the gap in cultural differences
- How to involve parents, buddies and mentors
- How to adapt admissions procedures to accommodate for new arrivals
- How to use mother tongue to support learning of English



## Assessing the new arrival's English language skills:

- Understanding formative and summative assessment
- Knowing simple factors to improve learning through assessment
- Learning about baseline assessment
- Understanding an EAL assessment continuum

## Teaching beginners of English to use a second language writing system:

- What elements are required to teach a second language writing system and why
- Knowing some tools to support the learning of second language writing systems



## Using effective language learning strategies with EAL language learners:

- Knowing different types of language learning strategies
- Knowing how language learning strategies can be used to support learners independently and in class
- Knowing activities for learning new vocabulary

## Resources to support EAL and classroom teachers with EAL learners and cultural transition:

- Understanding how to use an emergency EAL box
- Being able to source resources to support language learning e.g. ESL schemes, languages learning games, books advising on different languages
- More theoretical language learning books and transition books/resources for young learners

## Managing, differentiating and planning for new arrivals in the mainstream classroom:

- Understanding guiding principles for EAL in the mainstream classroom
- Knowing about international mindedness and how to bring it into the classroom
- How to differentiate and plan for effective EAL learning (for those new to English alongside more fluent learners)
- How to provide a cognitively stimulating environment for early language learners
- Accommodating for EAL learners

**“The training provides an outstanding structure for teaching EAL in the mainstream.”** Amaya Echaide, EAL Teacher, Catton Grove Primary School

# Whole School Insets

## Choose from:

- Class/subject teaching with different levels of EAL learners
- English as an additional language teaching
- Whole school planning for developing EAL support in your school

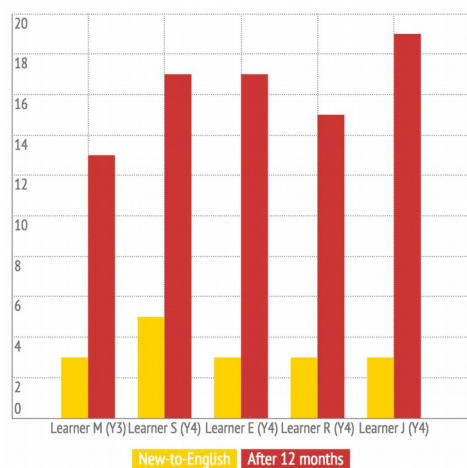
## Insets can include:

- ✓ Differentiating for all EAL learners in the classroom
- ✓ Managing and planning for EAL learners in the classroom
- ✓ Assessing children in the early stages of learning English
- ✓ Effective intervention for EAL learners
- ✓ Empowering learners with a range of effective language learning strategies
- ✓ Working strategically with mentors, buddies and parents
- ✓ Crucial aspects we need to know about adjusting to a new culture

**All courses come with resources.**

*"The materials that have been provided will be very supportive."*

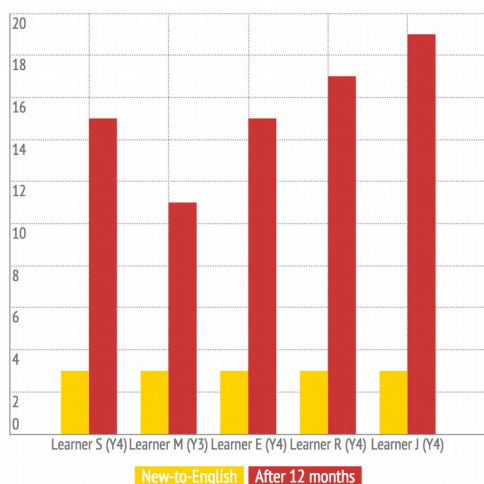
Ruth Gibson, Inclusion Coordinator, Highlees Community Primary School



Points progress in writing for five new-to-English learners over 11 months at Wood End Academy using Communication Across Cultures EAL intervention & Learning Village.

**Check:**

**[www.communicationacrosscultures.com](http://www.communicationacrosscultures.com)  
for more courses!"**



Points progress in reading for five new-to-English learners over 11 months at Wood End Academy using Communication Across Cultures EAL intervention & Learning Village.



# EAL Learning Online

- Is time an issue when planning and differentiating for EAL learners in your class?
- Do you want to provide your learners with the tools they need to learn English independently under your guidance?
- Do you need to see data to track their progress over time and to support you with teaching next steps?
- Do you need to easily access EAL resources to support your lesson?
- Do you need online tools to teach the basics of English??

Learning Village is a comprehensive, easy-to-use, teacher managed, online English language learning curriculum for 6-14 year old new-to-English learners entering English speaking schools.

Not only does it offer the basics in English language but also a customisable curriculum of vocabulary and language structures for supporting language learning within the New English National Curriculum, PYP, IPC or any other curricula.

Offering a growing bank of 7000+ words, 700+ vocabulary and grammar lessons!

‘Giving learners the ability to take responsibility for their own language learning.’

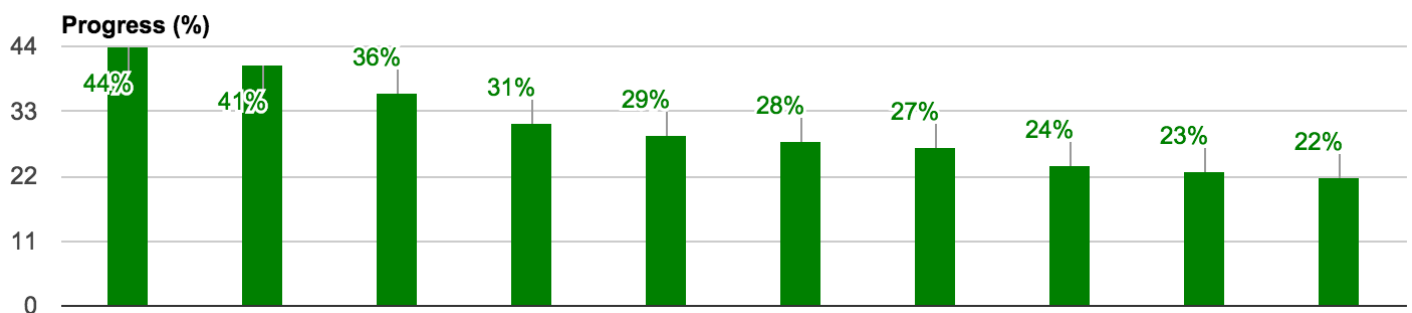


Call: +44 118 335 0035,  
Fax: +44 (0) 18 335 0036,  
Book online:  
[www.ealteaching.com](http://www.ealteaching.com)



Providing you with:

- Customised English as an Additional Language (EAL) learning programmes suitable for any mother tongue
- Ready-made time saving EAL resources to ensure you are differentiating for EAL in your lessons
- Supporting you with planning and teaching EAL alongside your more academic curriculum and saving you time!
- Progressive, structured, fun lessons in vocabulary, language structures and phonics for:
  - Individuals to practise speaking, listening, reading and writing, progress at their own rate and take ownership of their learning
  - Small group EAL intervention and whole class EAL support
- Progress tracking and printable assessment results
- Flashcards to support every lesson and other printable resources for EAL learners
- Support for EAL learners in school or at home



53. Past tense - ed and irregular (4)	100%	40%/100%	+60%
36. Adverbs of frequency (2)	100%	45%/100%	+55%
54. Past tense - did (2)	100%	50%/100%	+50%

Examples of progress tracking

*"I see the children relaxed and happy when they are on the Learning Village. I can see that they are proud of their progress and feel a sense of achievement which they can share with others. I think that there are a lot of good EAL 'games' available but this is a comprehensive programme that can be integrated into any curriculum."*

Laura Haines, EAL Coordinator  
International School of Milan

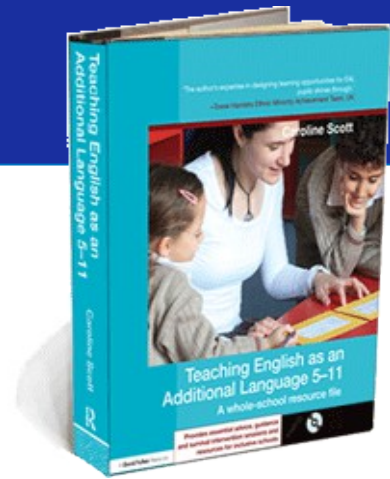


# EAL Resources

## Teaching English as an Additional Language 5-11:

### A Whole School Resource File

Author: Caroline Scott, Publisher: Taylor & Francis



**Teaching English as an Additional Language 5-11** is designed to support every 5-11 year old child new to the English language who is beginning their education in an English speaking mainstream curriculum. It provides teachers with the tools needed to support young learners' survival language needs and help them achieve a smooth transition into their new learning environment.

Packed full of advice, guidance, resources and support for teachers managing beginners to the English language in schools where English is the language of instruction. It also includes:

- 68 flexible sessions for children to learn survival language - sessions are based on assessment for learning and can be adapted easily into weekly lesson plans
- A CD to support each session containing visuals of commonly used vocabulary
- Audio examples of English language word pronunciation and sentence structures
- Fully downloadable worksheets and lesson plans.

A wealth of resources for supporting EAL learners in the classroom, with cultural transition and in English language learning.

## Teaching Children English as an Additional Language:

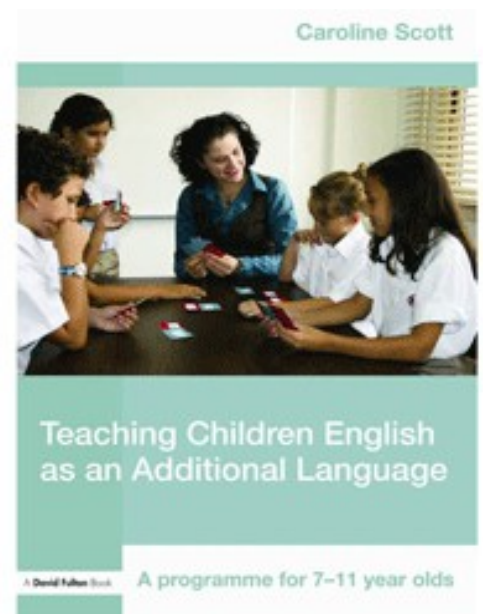
### A Programme for 7-11 Year Olds

Author: Caroline Scott, Publisher: Taylor & Francis

This is a practical, easy to follow programme, complete with resources, for teachers with tight time constraints to help children learn English as an additional language. This book offers practical answers to help new students move into English quickly.

The text offers:

- An easy to follow programme for teachers of 7-11 years old
- Resources to support the programme
- Assessment and planning of the programme





## 1. Survival Language Key Ring



6 of the 22 survival language statements for your newly arrived child with limited English



1. Especially designed to be a useful tool for newly arrived children with limited English to communicate easily with teachers or peers. Children only need this kind of tool for the first week or two while they are learning the survival language.

These tags include survival language statements with accompanying pictures. The pictures/statements can be presented to the new arrival with a parent, buddy, mentor or teacher before entering their English speaking environment. This presentation should be interactive, fun and designed to help the child identify what the pictures and statements mean, usually through translation into their own language as well as when and how they can use these statements. At this stage the focus is on being able to use the statements when needed as opposed to learning all the phrases.

## 2. Survival Language Posters A Classroom Instruction Aid

2. Posters designed to help teachers give clear instructions to newly arrived children with little or no English.

Teachers - Simply place this poster in a place you usually stand or sit to give classroom instructions. Point to the picture as you say the instruction. For most effective use, either you, a mentor, parent or peer can pre-teach these classroom instructions using the poster focusing on meaning of the visuals rather than remembering each statement. When you use the poster in class these instructions will then be reinforced and understood more quickly and easily. A2, laminated, colour.



Developing multicultural and multilingual learning opportunities for young learners worldwide!

## 3. My Verb Book



3. My Book of Verbs helps learners to learn English verbs in the present and past simple tenses by providing sections on:

- Writing verbs in the learner's own language to consolidate understanding.
- Representing verbs with pictures to bring a visual representation to the meaning.
- Folding the verbs out of sight in order to help learners remember them.
- Using the verbs in a sentence to help the learners use the verbs accurately.
- Regular and irregular verbs to help the learners form easily remembered patterns.

Call: +44 (0) 118 335 0035, Fax: +44 (0) 18 335 0036, or  
book online: [www.communicationacrosscultures.com](http://www.communicationacrosscultures.com)

# EAL Resources



## 4. Language Learning Poster

4, Every person learns a language differently. However, these characteristics show how many learners have been successful. This poster can be used as guide for new language learners to choose language learning strategies to help them be more successful.

In summary:

- Poster showing characteristics of a good language learner in questions for learners to ask themselves
- A2, laminated, colour

## 5. Classroom Labels

A Classroom Language Helper



5. These classroom labels are designed to support beginners to English in the first few weeks. In summary:

In summary:

- 28 key classroom vocabulary labels
- Special lined sections for writing words in the home language
- A4, colour, restickable (with space to insert mother tongue)

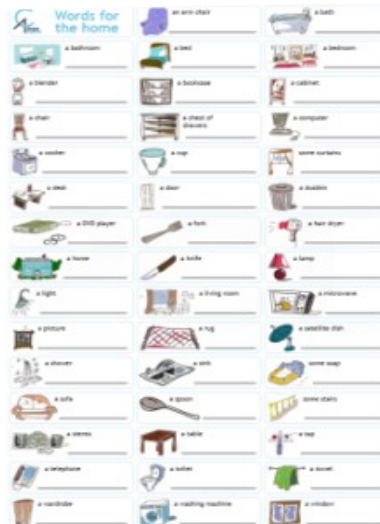
## 6. Labels for the Home

A Home Language Helper

6. These labels for the home are designed to support beginners to English in the first few weeks.

In summary:

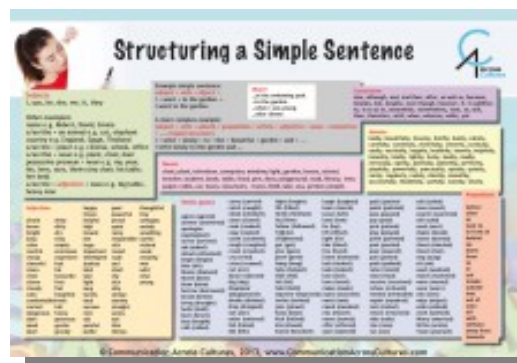
- 44 key home vocabulary labels
- Special lined sections for writing words in the home language
- A4, colour, restickable (with space to insert mother tongue)



## 7. EAL Word Mats

7. These EAL Word Mats are designed to be used in the classroom as a helpful support for constructing sentences.

In summary: Word lists on one mat include common words under the following categories: adjectives, verbs (including past tense), adverbs, prepositions, connections, nouns, pronouns and an example way in which to build a sentence. A4, colour, laminated



## 8. Learning Village

Reward chart with sticker friends

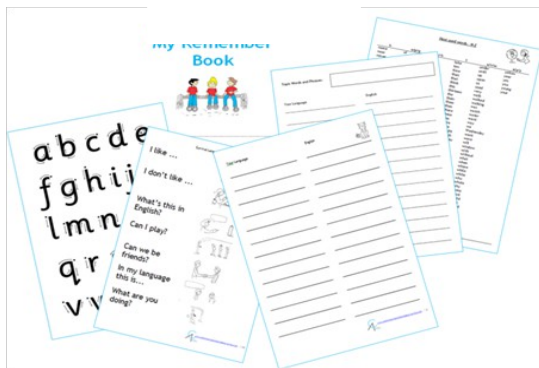


8. Teachers often choose to use the Learning Village in their classrooms. This A2 colour poster resource works alongside any new to English scheme of work, bringing learning in the classroom to real life contexts through regular visits to places in the poster to speak with people in Torrington. A framework for a scheme of work comes with this poster and friends stickers (80 mini transparent stickers, 4 types, 2 x 2cm) that can be added to the map as the learners visit difference places.

Call: +44 (0)118 335 0035  
Fax: +44 (0) 118 335 0036 or book online:  
[www.communicationacrosscultures.com](http://www.communicationacrosscultures.com)



## 9. Remember Books



## 10. Learning Village Cards



Card games to support learning vocabulary and language structures offline using the Learning Village or other numbered flashcards. Comes complete with game ideas to develop students' English language learning collaboratively.

In summary, this useful Remember Book is designed to support beginners to English in the first few weeks. It is an essential book for supporting children in learning survival language.

There is:

- A special lined section for writing words and phrases as children learn
- A special section for writing words or phrases in topics/themes
- A list of the top 200 high frequency words
- A handwriting letter formation chart
- A collection of survival language pictures with English words and phrases and space for writing their language

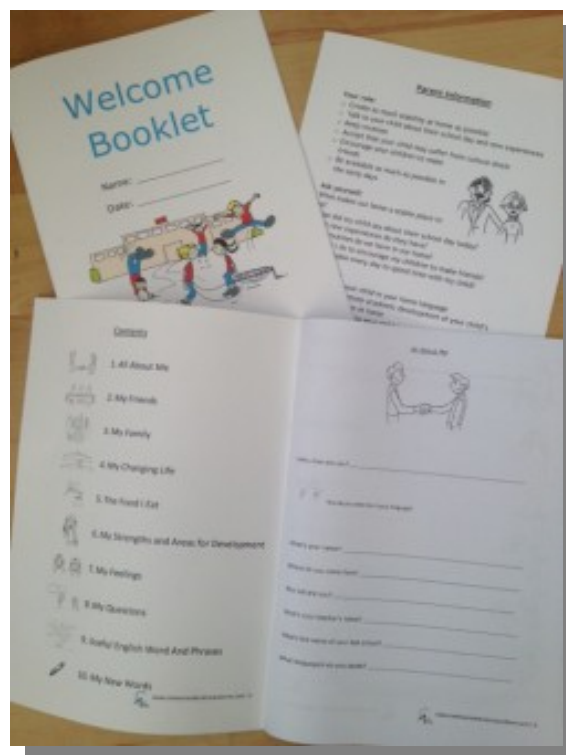
This is an A5, black and white, spiral bound booklet (with space to insert a pencil)

## 11. Welcome/Transition Booklet

The Across Cultures A4 Welcome booklet, including parent information card, provides the learner with activities to support new EAL arrivals with transitioning into their new culture and language. All transition topics include opportunities to communicate about themselves in English and their language.

Topics include: All about me, my friends, my family, my changing life, the food I eat, my strengths and areas for development, my feelings, my questions, useful English word and phrases, and my new words.

This booklet could be used in conjunction with mentor induction sessions. All pages have drawings to support meaning. Drawings have been designed in a fun, cartoon format that can be coloured in by a new arrival (maybe in collaboration with a buddy) to promote understanding of information, ownership of the booklet and friendship building.



## 12. Welcome Pack

A cultural and language transition pack for supporting new arrivals in the first few weeks.

This includes: Welcome booklet including parent information card, survival language key ring, visual labels for the classroom, visual labels for the home, Remember Book, My Verb Book, EAL Word Mat, Learner's Across Cultures personal bag.



Call: +44 (0) 118 335 0035  
Fax: +44 (0) 118 335 0036, or book online:  
[www.communicationacrosscultures.com](http://www.communicationacrosscultures.com)





**‘Giving schools the tools needed to work successfully with all language learners, from beginners to advanced.’**

Communication Across Cultures was established in 2005. Its founder, Caroline Scott BA, DipM, NPQH, MA has been working in schools developing English language skills for young learners catering for beginner through to fluent learners in culturally rich, international minded learning environments. She has taught young learners and trained teachers in the UK, Thailand, China and the Middle East. Caroline was the founding Head of Primary at CES, A British International school in Cairo, Egypt (3-18 IPC school) and the Primary Principal at the International School of Milan, Italy (3-18 IB PYP school).

Caroline is the author of 'Teaching Children English as an Additional Language: A programme for 7-11 year olds' and 'Teaching English as an Additional Language 5-11: A Whole School Resource'. She has also developed EAL teacher training, resources and online learning ([www.ealteaching.com](http://www.ealteaching.com)) to support teachers catering for new-to-English learners in the mainstream English speaking education system. In addition to developing resources to support new-to-English learners, she has produced advice, guidance and resources to cater for all EAL learners in schools.

## Communication Across Cultures

[info@communicationacrosscultures.com](mailto:info@communicationacrosscultures.com)

Tel: +44 (0) 118 335 0035, Fax: +44 (0) 118 335 0036

[www.communicationacrosscultures.com](http://www.communicationacrosscultures.com)

*“We have used Caroline's approach to teaching English as an additional language for some years now and it has been particularly successful...”*

Tower Hamlets Ethnic Minority Achievement Service





*Differentiate easily for English language learning across your curriculum*



*“It has personally given me the tools to provide the students with the primary essential information they need to build a solid foundation in English.”* Lena Ramzi, Primary School

**Innovative and inspiring**  
teacher training and resources  
in EAL and cultural transition

[www.communicationacrosscultures.com](http://www.communicationacrosscultures.com)  
Tel: +44 (0) 118 335 0035, Fax: +44 (0) 118 335 0036