

DynEd and No Child Left Behind

“No Child Left Behind is designed to change the culture of America's schools by closing the achievement gap, offering more flexibility, giving parents more options, and teaching students based on what works.” From NCLB

Under the NCLB Act's accountability provisions, states must:

- Set challenging academic achievement standards that school districts must meet
- Provide guidelines on implementing research-based instruction
- Develop strategies to analyze data for targeted instruction
- Set requirements for Adequate Yearly Progress (AYP), including graduation rates
- Issue state report cards based on accurate, comprehensive district data on student performance
- Mandate that districts increase communications with parents
- Ensure early learning so that all students can read by grade 3
- With nearly 18 years of developing technology-based resources for English Language Learners (ages 4 through Adult), DynEd International, Inc. has solutions that help educators address critical aspects of *No Child Left Behind*.

Language Instruction for Limited English Proficient and Immigrant Students

“Children learning English face some of the greatest educational challenges due to language and cultural barriers. That is why the Federal Government pushed through the historic education reforms of No Child Left Behind. The law ensures that all children--from every ethnic and cultural background--receive a quality education and the chance to achieve their academic potential.” From NCLB

From its inception, DynEd has been dedicated to quality and integrity. The improvement of language education is our mission. With that in mind, DynEd has teamed with leading authors in the field of English Language Teaching and developed its courseware in line with the leading theories of language acquisition.

This document contains information about how DynEd courseware and training can help your school address the needs of NCLB.

Contents

1.0 Title I - Improving the Academic Achievement of the Disadvantaged

- 1.1 Improved achievement
- 1.2 Standards alignment
- 1.3 Research-based instruction
- 1.4 Professional development

2.0 Title I - Part B

Title I-Improving the Academic Achievement of the Disadvantaged Part B-Student Reading Skills Improvement Grants Subpart 1-Reading First

- 2.1 Essential components of reading instruction
- 2.2 Research-based instruction
- 2.3 Students with special needs
- 2.4 Assessment
- 2.5 Professional development

3.0 Title I – Part B

Title I-Improving the Academic Achievement of the Disadvantaged Part B-Student Reading Skills Improvement Grants Subpart 2-Early Reading First

- 3.1 Improved achievement
- 3.2 Research-based instruction
- 3.3 Students with special needs
- 3.4 Professional development

4.0 Title II - Preparing, Training and Recruiting High Quality Teachers and Principals

Part A-Teacher and Principal Training and Recruiting Fund

- 4.1 Teacher professional development to improve instructional practice
- 4.2 School administrator professional development to improve instructional practice
- 4.3 Integration with other provisions addressing professional development on technology integration
- 4.4 Students with special needs

5.0 Title II-Preparing, Training and Recruiting High Quality Teachers and Principals

Part D-Enhancing Education Through Technology

- 5.1 Teacher professional development to improve technology integration
- 5.2 Administrator professional development to improve technology integration
- 5.3 Standards alignment
- 5.4 Research-based and technology-based instruction

6.0 Title III-Language Instruction For Limited English Proficient and Immigrant Students

Part A-English Language Acquisition, Language Enhancement, and Academic Achievement Act

Subpart 1-Grants and Subgrants for English Language Acquisition and Language Enhancement; and

Part B- Improving Language Instruction Educational Programs For Academic Achievement Act

Subpart 1-Program Development and Enhancement

6.1 Improved instruction for limited English proficient students

6.2 Standards alignment

7.0 Title VI-Flexibility and Accountability

Part B-Rural Educational Initiative

Subpart 2-Rural and Low-Income School Program

7.1 Professional development to improve technology integration for rural school districts with significant low income populations

7.2 Improved instruction for limited English proficient students in rural school districts with significant low income populations

8.0 Title VII-Indian, Native Hawaiian and Alaska Native Education

Part A-Indian Education

8.1 Enrichment programs that support standards

8.2 Needs of educationally disadvantaged children

8.3 Research-based instruction

8.4 Professional development

9.0 Title VII-Indian, Native Hawaiian and Alaska Native Education

Part B-Native Hawaiian Education

9.1 Reading and literacy

9.2 Needs of at-risk children

9.3 Professional development

10.0 Evidence of Success

11.0 Summary of Applied Research in DynEd

12.0 White Papers

12.1 On the Cusp: New Developments in Language Teaching

12.2 The Evolution of CALL

13.0 Sample U.S. State Product Correlation

13.1 English Language Proficiency Standards for Virginia Public Schools for
“English for Success” Ages: 11-17, Grades: 6th-12th

1.0 Title I - Improving the Academic Achievement of the Disadvantaged

1.1 Improved achievement

1.2 Standards alignment

1.3 Research-based instruction

1.4 Professional development

1.1 Improved achievement

"[Meet] the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, . . . children with disabilities, . . . young children in need of reading assistance." From NCLB

DynEd's approach promotes long-term learning by presenting language in an incremental, spiral progression. The language content is presented with visual support and comprehension exercises that engage the learner and promote efficient language practice. Appropriate content selection, skill sequencing, monitored practice, effective scheduling and teacher involvement are also central to DynEd's design and training principles.

1.2 Standards alignment

"Ensur[e] that . . . curriculum . . . and instructional materials are aligned with challenging State academic standards." From NCLB

DynEd courseware is aligned to numerous U.S. state English Language Development and English Language Proficiency Standards. DynEd courseware is also aligned to the International TESOL Standards for Kindergarten through Adult, Beginning through Advanced.

For more information about DynEd product alignments, visit the DynEd website at www.dyned.com.

1.3 Research-based instruction

"Use effective methods and instructional strategies that are based on scientifically based research." From NCLB

Lance Knowles, President and Director of Courseware Development, founded DynEd in 1987. Mr. Knowles is among the world's foremost experts on the development and use of multimedia ELT courseware. Under his leadership, DynEd's approach features syllabus design and language practice activities based on neuroscientific principles of how the brain processes and acquires language skills in a progression from comprehension to automaticity.

Fundamentally, each DynEd course is based on sound, time-proven approaches to language teaching, curriculum design, and human interface design. Evidence for the effectiveness of its courseware is based on over twenty-five years of experience in language programs from around the world and on recent findings in the neural sciences. DynEd also has access to the real-time study records of thousands of students from around the world.

1.4 Professional Development

"Significantly elevat[e] the quality of instruction by providing staff in participating schools with substantial opportunities for professional development." From NCLB

DynEd International, Inc., supports comprehensive professional development and training around the world and across the United States.

Professional development from DynEd focuses on the effective integration of technology into the ELL classroom and helping teachers and administrators to eliminate variables in implementation such as:

- Scheduling of practice sessions using DynEd for optimum frequency and duration
- Quality and design of practice sessions supported by coaching, feedback, and suitable learning tasks.
- Sequencing of content and appropriate mix of skills so that the strategic support elements of language are developed in a well-designed learning path.
- Classroom sessions that provide extension and personalization of the language models, including the assignment of reading and writing exercises.
- Suitable technical infrastructure and support.

2.0 Title I Part B

Title I-Improving the Academic Achievement of the Disadvantaged Part B-Student Reading Skills Improvement Grants Subpart 1-Reading First

2.1 Essential components of reading instruction

2.2 Research-based instruction

2.3 Students with special needs

2.4 Assessment

2.5 Professional development

2.1 Essential components of reading instruction

"[Implement] . . . reading instruction . . . that . . . includes the essential components of reading instruction." From NCLB

At all levels of proficiency, DynEd courseware reinforces reading comprehension strategies, one of five essential components defined by the National Reading Panel (NRP). At the beginning levels, DynEd develops reading skills, beginning with the alphabet and moving on to key letter-sound relationships in a series of lessons so that the language skills of listening, speaking, grammar, vocabulary and reading reinforce each other at all times.

2.2 Research-based instruction

"Procur[e] and [implement] instructional materials, including education technology such as software and other digital curricula, that are based on scientifically based reading research."
From NCLB

Varying the learning modality is way to get useful, deep repetition. By following the “4-Skills Path” (First: Listening & Speaking; Then: Reading & Writing) students can practice communicating a set of concepts (information) in different ways. First, content is introduced in a suitable context through multimedia-based listening and speaking activities which are followed up by classroom activities.

After going through a lesson several times on different days -- moving from limited comprehension to full comprehension -- students begin to summarize portions of the lesson, ask and answer questions about the lesson and then make oral presentations or do role plays. These activities are then extended through paper-based reading and writing exercises, either by adding details or by personalizing the content, while still respecting the underlying conceptual content. Integrating the 4 skills in this way provides deep repetition without boring students with repetitive tasks that are needlessly tedious.

Neural research suggests that these subroutines are instrumental in rapidly pre-processing sequences of rule-governed sounds. These are especially important in developing listening comprehension, where processing speed is critical. There is simply no time to reflect on or search for rules to decode what one is listening to. Automaticity is required, and this kind of skill acquisition requires practice and operational understanding as opposed to conscious knowledge – which can even interfere by diverting one’s attention and losing track of what is being said.

2.3 Students with special needs

"[Implement] . . . reading instruction . . . to . . . children . . . with a specific learning disability . . . related to reading . . . or . . . identified as having limited English proficiency." From NCLB

From its inception, DynEd has been dedicated to quality and integrity. With the improvement of English language education as its mission, DynEd has teamed with leading authors and publishers in the field of English Language Teaching and developed courseware in line with the leading theories of language acquisition. DynEd courseware is appropriate for non-native speakers of English as well as native speakers who are pre-readers or struggling learners with special needs.

2.4 Assessment

"Provide assistance . . . in selecting or administering . . . classroom-based instructional reading assessments." From NCLB

DynEd has developed an award-winning administrative software system, called the Records Manager, that helps teachers monitor and assess student progress in great detail. DynEd’s Records Manager opens the way for research initiatives that will serve to improve the implementation of DynEd programs in a wide range of circumstances in the U.S. and around the world.

2.5 Professional Development

"Provide assistance . . . in preparing teachers . . . through professional development and other support, so the teachers . . . have the tools to effectively help their students learn to read." From NCLB

DynEd International, Inc., supports comprehensive professional development and training for all customers around the world and across the United States.

Professional development from DynEd focuses on the effective integration of technology into the ELL classroom and helping teachers and administrators to eliminate variables in implementation such as:

- Scheduling of practice sessions using DynEd for optimum frequency and duration
- Quality and design of practice sessions supported by coaching, feedback, and suitable learning tasks.
- Sequencing of content and appropriate mix of skills so that the strategic support elements of language are developed in a well-designed learning path.
- Classroom sessions that provide extension and personalization of the language models, including the assignment of reading and writing exercises.
- Suitable technical infrastructure and support.

3.0 Title I-Improving the Academic Achievement of the Disadvantaged Part B-Student Reading Skills Improvement Grants Subpart 2-Early Reading First

3.1 Improved achievement

3.2 Research-based instruction

3.3 Students with special needs

3.4 Professional development

3.1 Improved achievement

"Provide preschool age children with cognitive learning opportunities in high-quality language and literature-rich environments, so that the children can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond." From NCLB

"Let's Go" is an award-winning, six-level, multimedia program designed for children ages 4 through 10, (preK-4th/5th grade) who are beginning their study of English or who are learning to read and write in English. Using themes and situations common to children everywhere, "Let's Go" provides the vocabulary and language structures needed for daily communication.

By combining aspects of discovery learning with more focused practice activities, "Let's Go" meets the needs of students with a wide range of learning styles and language abilities. Each unit of "Let's Go" contains: Song, Vocabulary, Grammar, Phonics, and a Game, where students practice listening to, and, with the assistance of a multimedia headset, speaking English.

3.2 Research-based instruction

"Demonstrate language and literacy activities based on scientifically based reading research that supports the age-appropriate development of . . . spoken language, including vocabulary and oral comprehension abilities." From NCLB

Fundamentally, each DynEd course is based on sound, time-proven approaches to language teaching, curriculum design, and human interface design. Evidence for the effectiveness of its courseware is based on over twenty-five years of experience in language programs from around the world and on recent findings in the neural sciences. DynEd also has access to the real-time study records of thousands of students from around the world.

What makes DynEd different is its unique approach to the design and use of multimedia in a blend with teacher-led classroom activities. However, wide variability in the implementation of this blended approach -- particularly its dependence on different teachers using it in very different circumstances -- makes definitive studies difficult.

As a result, a more action-research approach has been taken, with feedback from clients incorporated into the courseware updates, Teacher Manuals, Mastery Tests, the Records Manager, and the Intelligent Tutor. Teacher-training seminars and focus groups have been another valuable source of constructive feedback, which research indicates can lead to deeper understanding and increased retention.

3.3 Students with special needs

"Meet more effectively the diverse needs of preschool age children in the community, including such children with limited English proficiency [and] disabilities." From NCLB

DynEd's *Let's Go* is an award-winning multimedia program designed for children ages 4-10 who are beginning their study of English or who are learning to read and write in English. Using themes and situations common to children everywhere, *Let's Go* provides the vocabulary and language structures needed for daily communication.

By combining aspects of discovery learning with more focused practice activities, *Let's Go* meets the needs of students with a wide range of learning styles and language abilities.

3.4 Professional development

"Prepare and provide ongoing assistance to staff in the programs, through professional development and other support, to provide high-quality language, literacy and prereading activities using scientifically based reading research, for preschool age children." From NCLB

DynEd International, Inc., supports comprehensive professional development and training around the world and across the United States.

Professional development from DynEd focuses on the effective integration of technology into the ELL classroom and helping teachers and administrators to eliminate variables in implementation such as:

- Scheduling of practice sessions using DynEd for optimum frequency and duration
- Quality and design of practice sessions supported by coaching, feedback, and suitable learning tasks.

- Sequencing of content and appropriate mix of skills so that the strategic support elements of language are developed in a well-designed learning path.
- Classroom sessions that provide extension and personalization of the language models, including the assignment of reading and writing exercises.
- Suitable technical infrastructure and support.

4.0 Title II-Preparing, Training and Recruiting High Quality Teachers and Principals

Part A-Teacher and Principal Training and Recruiting Fund

4.1 Teacher professional development to improve instructional practice

4.2 School administrator professional development to improve instructional practice

4.3 Integration with other provisions addressing professional development on technology integration

4.4 Students with special needs

4.1 Teacher professional development to improve instructional practice

"Provid[e] professional development activities . . . that improve the knowledge of teachers . . . concerning . . . effective instructional strategies, methods and skills . . . to improve teaching practices and student academic achievement." From NCLB

Training on the use of DynEd software provides teachers with valuable tools for:

- Scheduling of practice sessions using DynEd for optimum frequency and duration
- Quality and design of practice sessions supported by coaching, feedback, and suitable learning tasks.
- Sequencing of content and appropriate mix of skills so that the strategic support elements of language are developed in a well-designed learning path.
- Classroom sessions that provide extension and personalization of the language models, including the assignment of reading and writing exercises.
- Suitable technical infrastructure and support.

4.2 School administrator professional development to improve instructional practice

"Provid[e] professional development activities . . . that improve the knowledge of . . . principals . . . concerning . . . effective instructional strategies, methods and skills . . . to improve teaching practices and student academic achievement." From NCLB

Training on the use of DynEd courseware provides school administrators with valuable tools for instructional leadership—promoting:

- Effective integration of technology in the ELL classroom
- The importance of ongoing data analysis and coaching
- The need for resources designed specifically for non-native speakers of English

4.3 Integration with other provisions addressing professional development on technology integration

"Integrate funds under this subpart with funds received . . . for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy." From NCLB

DynEd International, Inc., supports comprehensive professional development and training for all customers around the world and across the United States. Professional development from DynEd focuses on the effective integration of technology into the ELL classroom and helping teachers and administrators to eliminate variables in implementation such as:

- Scheduling of practice sessions using DynEd for optimum frequency and duration
- Quality and design of practice sessions supported by coaching, feedback, and suitable learning tasks.
- Sequencing of content and appropriate mix of skills so that the strategic support elements of language are developed in a well-designed learning path.
- Classroom sessions that provide extension and personalization of the language models, including the assignment of reading and writing exercises.
- Suitable technical infrastructure and support.

4.4 Students with special needs

"Provide training to enable teachers to . . . teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs, . . . and students with limited English proficiency." From NCLB

Training on the use of DynEd enables teachers to take advantage of features that meet the needs of students with diverse learning styles, including students with learning disabilities and English language learners.

5.0 Title II-Preparing, Training and Recruiting High Quality Teachers and Principals

Part D-Enhancing Education Through Technology

5.1 Teacher professional development to improve technology integration

5.2 Administrator professional development to improve technology integration

5.3 Standards alignment

5.4 Research-based and technology-based instruction

5.1 Teacher professional development to improve technology integration

"Provide school teachers . . . with the capacity to integrate technology effectively into curricula and instruction." From NCLB

Training on the use of DynEd courseware provides teachers with valuable tools for instructional leadership—promoting:

- Effective integration of technology in the ELL classroom
- The importance of ongoing data analysis and coaching
- The need for resources designed specifically for non-native speakers of English

5.2 Administrator professional development to improve technology integration

"Provide . . . principals . . . and administrators with the capacity to integrate technology effectively into curricula and instruction." From NCLB

Training on the use of DynEd courseware provides administrators with valuable tools for instructional leadership—promoting:

- Effective integration of technology in the ELL classroom
- The importance of ongoing data analysis and coaching
- The need for resources designed specifically for non-native speakers of English

5.3 Standards alignment

"[Adapt or expand] . . . applications of technology to enable teachers to increase student academic achievement . . . through the use of teaching practices that are . . . designed to prepare students to meet challenging State academic content and student academic achievement standards." From NCLB

DynEd courseware is aligned to numerous U.S. state English Language Development and English Language Proficiency Standards. DynEd courseware is also aligned to the International TESOL Standards for Kindergarten through Adult, Beginning through Advanced.

For more information about DynEd product alignments, visit the DynEd website at www.dyned.com.

5.4 Research-based and technology-based instruction

"Identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement." From NCLB

See Section 12.0: White Papers

6.0 Title III-Language Instruction For Limited English Proficient and Immigrant Students

Part A-English Language Acquisition, Language Enhancement, and Academic Achievement Act

Subpart 1-Grants and Subgrants for English Language Acquisition and Language Enhancement

Part B- Improving Language Instruction Educational Programs For Academic Achievement Act

Subpart 1-Program Development and Enhancement

6.1 Improved instruction for limited English proficient students

6.2 Standards alignment

6.1 Improved instruction for limited English proficient students

"Improv[e] the instruction program for limited English proficient children by identifying, acquiring and upgrading curricula, instruction materials, educational software and assessment procedures." [Part A, Subpart 1] From NCLB

"Improv[e] the instruction programs for limited English proficient children by identifying, acquiring and applying effective curricula, instruction materials (including materials provided through technology) and assessments." [Part B, Subpart 1] From NCLB

DynEd is a leading developer of award-winning multimedia English learning solutions for pre-K through adults. DynEd's solutions are used in schools, businesses, training organizations, and government agencies in more than 70 countries. DynEd content is approved by numerous Ministries of Education including France and Malaysia, and correlates to national and state learning standards in the U.S.

DynEd's approach promotes long-term learning by presenting language in an incremental, spiral progression. The language content is presented with visual support and comprehension exercises that engage the learner and promote efficient language practice. Appropriate content selection, skill sequencing, monitored practice, effective scheduling and teacher involvement are also central to DynEd's design and training principles.

Learners progress at their own pace, receiving practice and instruction dynamically adapted to their individual strengths and weaknesses. To orient and support teacher success, training programs and on-going mentoring is available and encouraged.

6.2 Standards alignment

"[Help] limited English proficient children meet the same challenging State academic content and student academic achievement standards as all children are expected to meet." [Part A, Subpart 1] From NCLB

"Help [limited English proficient] children . . . meet the same challenging State academic content and student academic achievement standards as all children are expected to meet." [Part B, Subpart 1] From NCLB

DynEd courseware is aligned to numerous U.S. state English Language Development and English Language Proficiency Standards. DynEd courseware is also aligned to the International TESOL Standards for Kindergarten through Adult, Beginning through Advanced.

7.0 Title VI-Flexibility and Accountability
Part B-Rural Educational Initiative
Subpart 2-Rural and Low-Income School Program

7.1 Professional development to improve technology integration for rural school districts with significant low income populations

7.2 Improved instruction for limited English proficient students in rural school districts with significant low income populations

7.1 Professional development to improve technology integration for rural school districts with significant low income populations

"[Provide funding to qualifying] rural school districts . . . with 20 percent or more of the children . . . from families with incomes below the poverty line . . . [for:] Educational technology, including software, . . . as described in part D of title II [Enhancing Education Through Technology] . . .

Teacher professional development, including programs that train teachers to utilize technology to improve teaching." From NCLB

DynEd International, Inc., supports comprehensive professional development and training around the world and across the United States.

Professional development from DynEd focuses on the effective integration of technology into the ELL classroom and helping teachers and administrators to eliminate variables in implementation such as:

- Scheduling of practice sessions using DynEd for optimum frequency and duration
- Quality and design of practice sessions supported by coaching, feedback, and suitable learning tasks.
- Sequencing of content and appropriate mix of skills so that the strategic support elements of language are developed in a well-designed learning path.
- Classroom sessions that provide extension and personalization of the language models, including the assignment of reading and writing exercises.
- Suitable technical infrastructure and support.

7.2 Improved instruction for limited English proficient students in rural school districts with significant low income populations

"[Provide funding to qualifying] rural school districts . . . with 20 percent or more of the children...from families with incomes below the poverty line . . . [for] . . . [a]ctivities authorized under title III [Language Instruction For Limited English Proficient and Immigrant Students]." From NCLB

DynEd's approach promotes long-term learning by presenting language in an incremental, spiral progression. The language content is presented with visual support and comprehension exercises that engage the learner and promote efficient language practice. Appropriate content selection, skill sequencing, monitored practice, effective scheduling and teacher involvement are also central to DynEd's design and training principles.

8.0 Title VII-Indian, Native Hawaiian and Alaska Native Education

Part A-Indian Education

- 8.1 Enrichment programs that support standards**
- 8.2 Needs of educationally disadvantaged children**
- 8.3 Research-based instruction**
- 8.4 Professional development**

8.1 Enrichment programs that support standards

"[Formula grants] may include . . . enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging State academic content and student academic achievement standards." From NCLB

DynEd has won over 30 awards and accolades from independent educational organizations and Ministries of Education. This professional peer recognition reflects what distinguishes DynEd in the marketplace:

- syllabus and course practice features based on neuroscientific research and extensive classroom experience
- a skill-based approach, from comprehension to automaticity
- a patented *Shuffler* to optimize language input
- leading-edge Speech Recognition technology
- extensive testing with the *Placement Tests* and *Mastery Tests*
- complete teacher training and support materials for classroom integration
- an award-winning Records Manager for teachers to monitor and manage learning
- a complete line of coordinated courses for all ages and proficiency levels

8.2 Needs of educationally disadvantaged children

"Carry out . . . innovative programs related to the educational needs of educationally disadvantaged children." From NCLB

DynEd's approach promotes long-term learning by presenting language in an incremental, spiral progression. The language content is presented with visual support and comprehension exercises that engage the learner and promote efficient language practice. Appropriate content selection, skill sequencing, monitored practice, effective scheduling and teacher involvement are also central to DynEd's design and training principles.

8.3 Research-based instruction

"based on relevant research findings" From NCLB

Fundamentally, each DynEd course is based on sound, time-proven approaches to language teaching, curriculum design, and human interface design. Evidence for the effectiveness of its courseware is based on over twenty-five years of experience in language programs from around the world and on recent findings in the neural sciences. DynEd also has access to the real-time study records of thousands of students from around the world.

8.4 Professional development

"Improve the skills of qualified Indian individuals who serve [as] . . . teachers . . . [and] administrators." From NCLB

DynEd International, Inc., supports comprehensive professional development and training around the world and across the United States.

Professional development from DynEd focuses on the effective integration of technology into the ELL classroom and helping teachers and administrators to eliminate variables in implementation such as:

- Scheduling of practice sessions using DynEd for optimum frequency and duration
- Quality and design of practice sessions supported by coaching, feedback, and suitable learning tasks.
- Sequencing of content and appropriate mix of skills so that the strategic support elements of language are developed in a well-designed learning path.
- Classroom sessions that provide extension and personalization of the language models, including the assignment of reading and writing exercises.
- Suitable technical infrastructure and support.

9.0 Title VII-Indian, Native Hawaiian and Alaska Native Education Part B-Native Hawaiian Education

9.1 Reading and literacy

9.2 Needs of at-risk children

9.3 Professional development

9.1 Reading and literacy

"Address . . . beginning reading and literacy among students in kindergarten through third grade." From NCLB

"Let's Go" is an award-winning, six-level, multimedia program designed for children ages 4 through 10, (preK-4th/5th grade) who are beginning their study of English or who are learning to read and write in English. Using themes and situations common to children everywhere, "Let's Go" provides the vocabulary and language structures needed for daily communication.

By combining aspects of discovery learning with more focused practice activities, "Let's Go" meets the needs of students with a wide range of learning styles and language abilities.

Each unit of "Let's Go" contains: Song, Vocabulary, Grammar, Phonics, and a Game, where students practice listening to, and, with the assistance of a multimedia headset, speaking English.

9.2 Needs of at-risk children

"Address . . . the needs of at-risk children and youth." From NCLB

DynEd courseware combines several capabilities to meet the needs of educationally disadvantaged students:

- An iconic approach which activates multiple processors of the brain simultaneously including: auditory, visual, conceptual, and orthographic; supporting meaning and fundamental skill development, comprehension, and eventually automaticity.
- Combination of icons, speaking and listening exercises, deep repetition – supported by a teacher and a classroom - builds on the strengths of each child's learning style.

9.3 Professional development

"[Implement] professional development activities for educators, including . . . in-service programs to improve the ability of teachers who teach in schools with concentrations of Native Hawaiian students to meet those students' unique needs."

DynEd International, Inc., supports comprehensive professional development and training around the world and across the United States.

Professional development from DynEd focuses on the effective integration of technology into the ELL classroom and helping teachers and administrators to eliminate variables in implementation such as:

- Scheduling of practice sessions using DynEd for optimum frequency and duration
- Quality and design of practice sessions supported by coaching, feedback, and suitable learning tasks.
- Sequencing of content and appropriate mix of skills so that the strategic support elements of language are developed in a well-designed learning path.
- Classroom sessions that provide extension and personalization of the language models, including the assignment of reading and writing exercises.
- Suitable technical infrastructure and support.

10.0 Evidence of Success

School: Anderson Village Elementary School & Adult Education Program
 Location: San Jose, CA
 DynEd Courses: *Let's Go*
 New Dynamic English

The Anderson Village Elementary School in San Jose, California, is a DynEd *Center of Excellence* that has been using our technology-based Solutions successfully to help students communicate in English.

Linda Levine, Anderson's *Title VII and Technology Coordinator*, was instrumental in setting up an English-language teaching program combining technology with English instruction. Since 1999 the ESL program developed from our partnership has achieved learning success.

The School's English-Learning Challenges

Linda's goal of helping learners acquire English as quickly and effectively as possible was based on the challenges the school faced by the end of the 1998-1999 school year:

- High student- and parent-body mobility
- Low standardized English-language proficiency test scores
- +68% of non-native English-speaking students (most speak Spanish and various Asian and Eastern-European languages)
- Few qualified ESL teachers
- Outdated technical equipment and a lack of teacher training in technology
- No appointed Technology Leader to make changes happen

Linda researched different learning and implementation options. She was looking for a set of solutions that were consistent with the school's learning environment and individualized learning approach, articulated in the school's motto: *Reach for the Stars!*

She found the necessary resources to set up a well-equipped computer lab and chose DynEd's Language Learning Solutions to provide her students with the content they needed.

She found in DynEd all the pieces that she needed to make the computer lab useful for her ESL purposes: a unique skill-based approach to practicing English, awarded Content, a powerful Records Manager, Assessment *Tools* (Placement Tests and Mastery Tests), Teacher Training, and Consulting services.

DynEd's Language-Learning Solutions

DynEd worked side by side with Linda and the school staff to find the most appropriate solution to their Language-Learning needs. Anderson Village Elementary were awarded *Center of Excellence* status for their innovative and effective use of DynEd's Solutions and the successful results they've been getting since starting the program in 2000.

These ESL children have been using *Let's Go* while ESL adults have been learning with *New Dynamic English*. Learners receive ESL instruction in class first and then practice their listening and speaking skills at the computer lab in frequent and short sessions. A big part of this success has been the frequent and strategic practice to achieve true language mastery.

Linda and her group of ESL teachers use the powerful *Records Management System* to organize classes, develop learning paths for students, and track individual study progress. They use the *Placement Tests* and *Mastery Tests* to place students appropriately in the content and decide when they're ready to move on to more challenging content.

The English-Learning Results

According to Linda, ESL teachers at Anderson Village experienced the following:

- Improved listening and speaking skills in English
- Increased use of English in different contexts (e.g., with Speech Recognition, in simulations, and in role-playings)
- Higher learner confidence and improved class participation
- Increased and better use of technology by learners and teachers
- More accurate assessment of the students' real language abilities with DynEd's
- Assessment Tools and open consulting among the team of ESL teachers
- Increased class-to-computer lab conjoined work among teachers that leads to better, more integrated ESL instruction
- Active interest shown by other ESL and native-speaking students to join the class and the range of activities done at the computer lab

Linda and her team of ESL teachers observed the following changes after using DynEd:

1. Many students have voluntarily given up play time and lunch time in order to study at the lab.
2. Both children and adults have taken charge of their own language-learning process in
3. new ways. For example, adults are developing an interest in learning keyboard typing to improve their employable skills. Children are interested in expanding their creative writing and literacy-development activities on the computer.
4. Children previously diagnosed as having language problems are finding joy in using computers to learn.
5. Teachers have noted that students who improved their confidence in managing computers well and who have helped other students use them to practice English, have also improved their own communication skills in English. This has impacted the way they interact with others.

11.0 Executive Summary of Applied Research in DynEd International

DynEd was founded in 1987 by the former director of the total immersion program at the Language Institute of Japan and a team of engineers. DynEd's founders created the world's first interactive multimedia language learning CD-ROM in 1988 and received a U.S. patent for this invention in 1991.

From its inception, DynEd has been dedicated to quality and integrity. With the improvement of English language education as its mission, DynEd has teamed with leading authors and publishers in the field of English Language Teaching and developed courseware in line with the leading theories of language acquisition.

DynEd has also developed an award-winning administrative software system that helps teachers monitor and assess student progress in great detail, opening the way for research initiatives that will serve to improve the implementation of DynEd programs in a wide range of circumstances.

In recognition of its quality, DynEd products have received numerous awards and been approved by the Ministries of Education in several countries, including China, France, Malaysia, Korea, Myanmar, and Turkey. DynEd's BEAS course is the only ELT program that has received ASTD Certification.

However, the most important testament to DynEd's quality has been the test of time, during which DynEd has benefited from many long-term users who have provided valuable feedback that has guided subsequent development.

Pedagogical Framework for DynEd

Fundamentally, each DynEd course is based on sound, time-proven approaches to language teaching, curriculum design, and human interface design. Evidence for the effectiveness of its courseware is based on over twenty-five years of experience in language programs from around the world and on recent findings in the neural sciences. DynEd also has access to the real-time study records of thousands of students from around the world.

What makes DynEd different is its unique approach to the design and use of multimedia in a blend with teacher-led classroom activities. However, wide variability in the implementation of this blended approach -- particularly its dependence on different teachers using it in very different circumstances -- makes definitive studies difficult. As a result, a more action-research approach has been taken, with feedback from clients incorporated into the courseware updates, Teacher Manuals, Mastery Tests, the Records Manager, and the Intelligent Tutor. Teacher-training seminars and focus groups have been another valuable source of constructive feedback.

As with most educational products, differences in implementation matter.

Some of the publications that have influenced or support the design of DynEd's core products are:

Adams, Marilyn J. (1990): *Beginning to Read: Thinking and Learning About Print*, Cambridge, MA: The MIT Press

Asher, James J. (1981) *The Total Physical Response (TPR): Theory and Practice*. New York Academy of Sciences.

Ball, E. W., & Blachman, B.A. (1991), *Reading Research Quarterly*, 26, 49-66

Bear, D., Invernizzi, M., Templeton, S. & Johnston, F. (1996) *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. Upper Saddle River, NJ: Merrill.

Brown, Robert Winston, (2003) *Learning, Hierarchical Storage, Assembly and Recall*. Proceedings of the 2003 ASEE/WFEO International Colloquium

Deacon, T.W. (1997) *The Symbolic Species: The Co-evolution of Language & the Brain*. NY: WW Norton

Downing, John (1979) *Reading and Reasoning*. New York: Springer-Verlag

Feldman, J. *Current Directions in Psychological Science: The Simplicity Principle in Human Concept Learning*. Copyright 2003 American Psychological Society
Blackwell Publishing Inc. 227-232

Hebb, Donald (1949) *The Organization of Behavior* Wiley

Honig, B. (1996) *Teaching Our Children to Read: The Role of Skills in a Comprehensive Reading Program*. Thousand Oaks, CA: Corwin Press

Joos, Martin: *The English Verb: Form and Meaning*. Madison, Wisconsin: University of Wisconsin Press, 1967.

Knowles, L. *On the Cusp: New Developments in Language Teaching* ESL Magazine, Issue 40, July/August 2004

Knowles, L. (2004) *The Evolution of CALL* Language Magazine, August 2004

Knowles, P. L. (1992) *Education and CAI*. Cross Currents, Vol. XIX, No. 1

Knowles, L. (2000) *Integrating Multimedia into Language Teaching* The Language Teacher, July 2000

Knowles, P. L. and Ruth Sasaki. (1979) *Story Squares: Fluency in English as a Second Language*. Cambridge, MA: Winthrop Publishers.

Krashen, S. (1982). *Principles and Practices in Second Language Acquisition*. Pergamon Press.

Krashen, S. (1985) *The Input Hypothesis*. London: Longman. Phonemic Awareness Instruction

Krashen, S. (1990). *Inquiries & Insights; L2 Teaching Immersion & Bilingual Education Literacy*. Alemany Press.

- LeDoux, Joseph.** (1996) *The Emotional Brain*. New York, Simon and Schuster
- Lidz, J., Gleitman, H., Gleitman, L.** *Understanding how input matters: verb learning and the footprint of universal grammar* *Cognition*, Vol. 87 (3) (2003) pp. 151-178 © 2003 Elsevier Science B.V.
- Oller, John W. Jr.** (1996) *Toward a Theory of Technologically Assisted Language Learning/Instruction* *Calico Journal* Volume 13, Number 4
- Pinker, Steven:** (1984) *The Language Instinct: How the Mind Creates Language*. William Morrow.
- Pinker, S.** (1997) *How the Mind Works*. W.W. Norton & Company, New York
- Pinker, Steven** (1994) *How could a child use verb syntax to learn verb semantics?* *Lingua*, 92
- Pinker, S.** (1984) *Language Learnability and Language Development*. Cambridge, MA: Harvard University Press
- Pinker, Steven:** (1999) *Words and Rules: The Ingredients of Language*. New York, Basic Books
- Restak, Richard M., M.D.** (1994) *The Modular Brain*. Macmillan, New York
- Shukla, Mohinish.** (2003) *Revealing the Workings of Universal Grammar*. *Journal of Bioscience* | Vol. 28 | No. 5 | September 2003 | pp535-537
- Snedeker, Jesse.** (2000) *Cross-Situational Observation and the Semantic Bootstrapping Hypothesis*. E Clark (ed) *Proceedings of the Thirtieth Annual Child Language Research Forum*. Stanford, CA Center for the Study of Language and Information
- Song, S., Miller, K., Abbot L.F.** (2000) “*Competitive Hebbian Learning Through Spike-timing dependent Synaptic Plasticity.*” *Nature America Inc.* <http://neurosci.nature.com>
- Stevick, Earl** (1980) *A Way and Ways*. Rowley, MA: Newbury Press.
- Stevick, Earl:** (1982) *Teaching and Learning Languages*. Cambridge University Press; Cambridge.
- Ulman, Michael T.** “Contributions of memory circuits to language: the declarative/procedural model” *Cognition* [doi: 10.1016/j.cognition.2003.10.008](https://doi.org/10.1016/j.cognition.2003.10.008)
- Wilkins, D.** (1976) *Notional Syllabuses*. London: Oxford University Press.
- Yalden, Janice.** (1983) *The Communicative Syllabus*. Pergamon Press; Oxford

12.0 White Papers

Lance Knowles, DynEd International, Inc, lknowles@dyned.com
First Published in **ESL Magazine**, July 2004.
www.eslmag.com (c) Modern English Publishing

12.1 On the Cusp: New Developments in Language Teaching

This is an exciting time in the field of language teaching. Yet many ESL/EFL professionals are either unaware of or remain indifferent to developments in other fields that are of fundamental importance to language teaching, such as the evolving role of computer assisted language teaching (CALL) and recent learning theories based on neuroscientific studies of the brain.

New areas of research outside the profession have barely made a dent in how ESL/EFL teachers and academics approach the classroom and materials development, while language teaching conferences and professional journals continue to focus on many of the same issues that have preoccupied the profession for at least the last thirty years. This inwardness, I suggest, threatens the integrity and competence of the profession, especially in relation to those countries, such as China, where more efficient English language teaching solutions are being sought.

Evolving Role of CALL

Nowhere is fundamental change more apparent than in the area of computer assisted language learning. This is a major breakthrough because it allows learners to interface with the target language in new ways, especially with listening-based activities that should be at the heart of language learning.

Well-designed multimedia lessons can now *coordinate* visual, auditory and contextual inputs in ways that a book or language laboratory cannot. It is now possible for true beginners, for example, to receive and actively interact with optimal language input from the very first lesson with little or no need for text support. By displaying a simple picture or icon, such as a book, a triangle or a number, the learner can process the foreign-sounding phrase and immediately know the meaning. No need for text. No need for explanation.

Using CALL, visual and auditory input delivered in a well-ordered sequence can lead the learner to understand the grammar, syntax and vocabulary of the target language with no need for text support. Learners can interact with the presentation, with their interactions recorded into their study records and even influencing the pace and level of the presentation. This is not an insignificant development given the role that text and textbooks have played in traditional approaches to language teaching.

For years people in the profession have said that listening is the key skill, yet most ESL/EFL classes remain dependent on text and reading activities as their primary source of language material. Even during listening exercises, for example, many teachers still ask questions to the class while those questions are displayed on a screen or in a textbook when a better strategy would be to reveal the text *after* the students have answered each question, or not at all, depending on the situation and proficiency level of the students.

This dependence on text is unfortunate because research clearly shows that reading and listening skills use different pathways within the brain. In addition, the auditory pathway is considerably faster, involving language processors rooted in the brain's cerebellum, which is far more involved in auditory processing than in any other species.

According to one neuroscientist,

“At the rate words are presented in speech, the speaker or listener must be able rapidly to generate associated words and avoid letting earlier associations interfere. The cognitive search process must be as rapid but as shallow as possible. Any slight tendency to perseverate would entirely derail the process.” [Deacon]

Exposing students to auditory input along with text support sets up a competing set of inputs, making it more difficult to develop the auditory processing speed necessary to decode incoming speech. As another neuroscientist, Richard Restak says, “Competition between sensory channels can also prove disruptive.” [Restak]

When students are studying a lesson, they should, therefore, be coached not to rely on text until *after* they have developed their ability to understand and repeat the key sentences. And this is difficult, because many students (and teachers) find the use of text to be a comfortable way to learn, because it gives time for conscious analysis. Though it may be comfortable, research indicates that it isn't effective. Again, with well-designed CALL lessons, dependence on text can be reduced and the effects on learning can be measured with a fair amount of control.

Listening and speaking skills both involve complex sequences of neural processes and need to be developed in a step-by-step sequence, moving from short, simple phrases to longer, more complex sentences. Students who say they *need* to use text as a support have generally been placed too high and should be encouraged to focus on easier material, at a level where they can process the language input without text.

Wiring the Brain for English



Learning involves changes in the brain. Electrochemical changes and new connections between neurons must occur for learning to take place. Some of these changes happen quickly, and some of these changes happen over a period of days or weeks. One very important advantage of multimedia study is the fact that many parts of the brain are activated at once. Having students listen, look at a visual display, process the information, and then record it can activate several areas in the brain and facilitate long-term learning. This is far different than looking at a list of words or sentences and then trying to memorize them.

As the famous neuroscientist Thomas Hebb said:

Neurons that fire together, wire together.

CALL multimedia language exercises can provide this kind of learning activity, again and again, with detailed record-keeping to monitor student activity.

Multimedia is, like the name implies, *multi*-modal. A media-rich multimedia lesson gives students practice in using visual and other contextual clues to process the incoming language. The rapid *integration* of visual, contextual, conceptual, and auditory input, all within the constraints of working memory and without the distraction of text is the basis for developing listening and speaking skills.

Memory, Learning and Practice

Neuroscientists now refer to two different types of memory: declarative (explicit) and procedural (implicit). Declarative memory is used to remember specific events or facts, and procedural memory involves the learning of a sequence of actions or skill acquisition. Though much of the mental lexicon of a language depends on declarative memory, which deals with facts and events, the mental grammar of a language depends on procedural memory, a “distinct neural system”[Ullman] which deals with motor and cognitive skills.

Procedural memory depends on a network of neural structures, including cerebellar structures, that execute relatively automatic subroutines. Neural research suggests that these subroutines are instrumental in rapidly pre-processing sequences of rule-governed sounds. These are especially important in developing listening comprehension, where processing speed is critical.

There is simply no time to reflect on or search for rules to decode what one is listening to. Automaticity is required, and this kind of skill acquisition requires practice and *operational* understanding as opposed to conscious knowledge – which can even interfere by diverting one’s attention and losing track of what is being said.

This underscores the importance of learning techniques that develop procedural memories and unconscious routines. This is especially true for listening and speaking development. Practice is the key and should predominate in any language learning

environment. Repetitive, interactive exercises, though seemingly mechanical, play an essential role in this type of learning and can better prepare language students to more confidently participate in classroom-based, communicative activities such as oral presentations, role-plays and paired activities where well-practiced language routines can be personalized and extended with relative success and confidence.

Language Learning is Skill Development

One of the failings of traditional language learning practices is the attempt to treat language learning as a body of knowledge to be consciously learned. Though conscious learning certainly plays some part in language learning, studying grammar and memorizing vocabulary is *not* the way to learn language efficiently. This approach fails to address the larger issue of procedural memory and skill acquisition which is at the heart of language learning and which CALL can address.

Learning to communicate in a second language is like learning how to play a musical instrument. Primarily, it involves a set of sensory and cognitive skills interacting with language input and long-term memories that are retrieved and utilized unconsciously in the working memory. As pointed out above, skills development requires effective practice, and this practice must be done on a regular, frequent basis.

For language learning, the most effective practice involves multi-modal, coordinated inputs that progress from listening to speaking, to reading and then to writing: the *4-skills path*. Once again, CALL lessons can play an important part in providing this kind of practice, especially the repetitive practice that is at the heart of skills development. Listening to a sentence several times in succession, voice recording and playback, and speech recognition exercises where students practice making questions are all examples of this kind of repetitive practice.

Studies of the brain and long-term memory formation show that repetition strengthens and even builds neural connections and subassemblies that process language. But repetition needn't be defined as parroting the same thing over and over. There are different kinds of repetition. One kind of repetition, 'shallow' repetition, is the repeating of an exact phrase or group of phrases.

However, since language processing involves the use of a large number of processors to decode the sounds and syntactic elements of language, it is helpful to recognize the fact that though sentences may vary on the surface, their underlying structure may be the same. This allows for a different kind of repetition, 'deep' repetition.

Deep repetition involves the repetition of the *conceptual* content rather than the surface details. For example, when focusing on one aspect of the life of a fictitious character, such as their daily schedule, one may repeat the content at a deep level without using any of the same content words by shifting the communicative focus to the lives of each student and *their* daily schedules. This kind of deep repetition involves many of the

same conceptual processors and helps to wire in the neural assemblies necessary to process that set of concepts in the target language.

Varying the learning modality is another way to get useful repetition. By following the “*4-Skills Path*” students can practice communicating a set of concepts (information) in different ways. First, content is introduced in a suitable context through multimedia-based listening and speaking activities which are followed up by classroom activities.

After going through a lesson several times on different days -- moving from limited comprehension to full comprehension -- students begin to summarize portions of the lesson, ask and answer questions about the lesson and then make short oral summaries. These activities are then extended through paper-based reading and writing exercises, either by adding details or by personalizing the content, while still respecting the underlying conceptual content. Integrating the 4 skills in this way provides deep repetition without boring students with repetitive tasks that are needlessly tedious.

This 4-skills learning sequence provides repetition that employs many of the same language processors, brings in new vocabulary and grammar, and brings in additional neural processors (orthographic, etc.) that help to build long-term learning. In other words, the linking and sequencing of listening, speaking, reading and writing activities can provide the type of repetition necessary for skill development – but without the sense of mechanical parroting – though a certain amount of shallow repetition is necessary as well.

Shallow repetition can and should be provided through interactive exercises that employ such interactive technologies as speech recognition, which students return to again and again, despite the fact that the tasks are blatantly repetitive. Using the music metaphor, shallow repetition is like the practicing of musical scales and should be done frequently, as a part of every practice session.

Sequencing Language Models

Perhaps the most difficult area for teachers to develop is the language syllabus itself. What is it that students should be practicing? What is the learning path? Should the focus be on vocabulary and situational phrases that must be memorized and then pieced together somehow when someone needs to communicate? We all know students who think that the key to language learning is to learn as many vocabulary items as possible. Yet we also know that even if one knew every word in the dictionary, one still couldn't understand a single sentence if the underlying rules of syntax and grammar could not be applied unconsciously. We also know that learning vocabulary items is often an exercise in frustration, because so much is forgotten so quickly.

Again, neuroscience has something to teach us that supports the work of previous writers such as Wilkins (1976), who looked at the underlying conceptual and functional structures of language. In particular, brain research shows clearly that there are highly localized parts of the brain that are conceptual in nature. Poke someone in the brain at

just the wrong place, and that person will not be able to determine the relative size or shape of something [Restack].

A key factor in the success of a well-designed ESL/EFL course is the selection of *optimal* input so that language kernels are presented and developed in a learning path supported by student experience and knowledge about the world, including knowledge of content areas such as math and science, not just daily life. Whether we are requesting, suggesting, or explaining, language inevitably involves the exchange of information, much of which can be broken down into concepts such as time, manner, frequency, direction, and degrees of certainty. These concepts are generally marked by a relatively small set of words and grammatical constructions. This set of language elements has great power, because it governs how words and phrases are combined and interpreted – and they occur with great frequency.

Rather than focusing on the uniqueness of each utterance, learners need to focus on the similarities. This can only happen if the language presentation is designed to show those similarities – especially important at lower proficiency levels. Order prevails through the application of rules and markers. For example, the verb markers *have+V(n)* and *be+V(ing)* always occur in the same order: *have been arriving*. There are no exceptions. In English, one cannot say: *is having arrived*, where the markers are reversed. And we cannot use more than one modal, as in *will must go*. Instead, we say: *will have to go*, which has the same meaning. Regardless of the verb, these rules still apply and tell us how the verb is being used and interpreted – and all this is done unconsciously by neural assemblies that operate like a chain of little subroutines in a software program.

It isn't that language diversity and richness comes from a large vocabulary. Rather, it comes from the variations and combinations of a smaller set of vocabulary and language routines which are processed and applied automatically and then adjusted and interpreted to meet the situation. Fine adjustments and interpretation are based on other sensory input such as visual information, context, vocabulary, and previous knowledge – and employ symbolic thinking of a kind that is unique to humans.

But in terms of processing speed, it is a minor adjustment to something done before, like shooting a basketball, or picking up a telephone. Each action is unique, but is appended to a learned sequence that functions like a template. The action sequence is the same, but the final adjustments, though critical, allow for learning and memory efficiency.

To see the power of combination, it's useful to point out that just five numbers: 1, 2, 3, 4, 5 can be arranged in 120 distinct sequences.. If we do the same thing with ten numbers, the number of distinct sequences is 3,628,800. This illustrates how powerful a small number of language items can be, since the combinations are enormous. However, the application of a single rule to the above set of numbers, such as to require that larger numbers must follow smaller numbers reduces the number of possible combinations to just 1, a clear example rule-governed simplicity.

In the search for a Universal grammar that underlies all languages, the evidence mounts that this grammar is largely conceptual and biological in nature. How we perceive and experience the world shapes language. Organizing the world into time, space, objects with properties, motion, forces and causality are universal and are how we construct the reality about which we communicate.

In this regard, we must also not to forget the essential role that visual input and context play in language. The visual display of an icon such as a triangle activates many areas of the brain. The recognition of a familiar object, or icon, activates knowledge, concepts, and associations about that and similar objects – and are utilized to decode the meaning of a string of sounds. Examples of this ‘iconic’ approach can be found in *First English* and *English For Success*, multimedia courses which were designed for school-age children and take advantage of what the students already know to help bootstrap the language learning process.

With repetition and appropriately sequenced examples, a multimedia lesson that employs a visual, “iconic approach” can be particularly useful in helping learners comprehend and acquire the underlying grammatical-semantic language structures that are thought to be universal and embodied in the brain.

From this perspective, the grammatical-semantic underpinnings of English are like the trunk and branches of a tree. In contrast, the vocabulary and expressions are like the leaves. There are many leaves on a tree, but without the branches, they just drift to the ground.



The trunk and branches are therefore the key elements in a syllabus: the grammar and syntax related to the concepts we need to express. And just like a tree, some branches are offshoots of others and deal with higher level of detail or abstraction not suitable for the beginner. The key point here is that developing the trunk and branches is far more important than piling on lexical items that have nowhere to go but short-term memory.

Furthermore, from our experience, it seems that the branches, when exercised, become sticky. When specifying size or shape, for example, the brain seems conditioned to look for lexical items that will fit onto that branch. Once there, these items have the tags necessary for quick retrieval. This argues against the traditional use of word lists to be memorized. Instead, lexical items should be presented so that their grammatical function

and conceptual meaning are clearly marked. Once the main branches of the tree are established, elaboration and extension of the language to suit the specific needs of the learner, including the building of a rich vocabulary, becomes increasingly efficient.

Emerging Blended Model

Countries with a growing demand for fluent speakers of English are increasingly impatient and dissatisfied with traditional methods of instruction. This has led to large scale, government-sponsored research initiatives that are redefining the role of language teachers and looking for ways to use technology to increase efficiency and cut costs. With the rapid pace of change, teacher training programs will need to redefine their curricula and bring in new areas of expertise.

As the advantages of multimedia and CALL are becoming clear, language education is moving toward a blended model -- a blend of computer and the classroom. The computer provides the necessary language input and practice activities, and the classroom provides the human element and language extension. This combination allows learners to approach language study much more effectively. With training in how to integrate CALL into their lessons, teachers can finally put into practice many of the theories of language acquisition that have developed over the years and which are now finding support in research from other fields, particularly the neurosciences.

References

- Adams, Marilyn J.** *Beginning to Read: Thinking and Learning About Print*. Cambridge, MA: The MIT Press, 1990.
- Deacon, T.W.** (1997) *The Symbolic Species: The Co-evolution of Language & the Brain*. NY: WW Norton
- Feldman, Jacob.** “The Simplicity Principle in Human Concept Learning.” *Current Directions in Psychological Science* (2003): 227-232
- Hebb, Donald,** *The Organization of Behavior* Wiley, 1949.
- Joos, Martin:** *The English Verb: Form and Meaning*. Madison, Wisconsin: University of Wisconsin Press, 1967.
- Krashen, Stephen.** *The Input Hypothesis*. Beverly Hills: Laredo, 1985.
- LeDoux, Joseph.** *The Emotional Brain*. New York, Simon and Schuster, 1996.
- Lidz, Jeffrey, Henry Gleitman and Lila Gleitman.** “Understanding How Input Matters: Verb Learning and the Footprint of Universal Grammar.” *Cognition* 87.3 (2003): 151-178.
- Pinker, Steven.** *How the Mind Works*. New York: W.W. Norton & Company, 1997.
- Pinker, Steven.** *The Language Instinct: How the Mind Creates Language*. New York: William Morrow, 1994.
- Pinker, Steven** *Words and Rules: The Ingredients of Language*. New York: Basic Books, 1999.
- Pinker, Steven** (1994) *How could a child use verb syntax to learn verb semantics?* *Lingua*, 92
- Pinker, S.** (1984) *Language Learnability and Language Development*. Cambridge, MA: Harvard University Press
- Restak, Richard M., M.D.** (1994) *The Modular Brain*. Macmillan, New York
- Shukla, Mohinish.** “Revealing the Workings of Universal Grammar.” *Journal of Bioscience* 28.5 (September 2003): 535-537.
- Wilkins, D.** (1976) *Notional Syllabuses*. London: Oxford University Press.
- Ulman, Michael T.** “Contributions of memory circuits to language: the declarative/procedural model” *Cognition* [doi: 10.1016/j.cognition.2003.10.008](https://doi.org/10.1016/j.cognition.2003.10.008)

Lance Knowles, DynEd International, lknowles@dyned.com
First Published in **Language Magazine**, August 2004

12.2 The Evolution of CALL

Computer Assisted Language Learning (CALL) is an emerging force in language education. Despite its awkward beginning and the on-going resistance of many in the language teaching community, it is maturing and showing that it can be a powerful tool in the hands of experienced teachers.

In its early days, CALL was driven by technology and technologists. Proponents of CALL tended to focus on the “Computer Assisted” portion of the acronym rather than the “Language Learning” portion. Technology seemed to offer solutions that could be plugged-in and delivered through a box and game-like interactions. Learning would be fun and relatively effortless, and the role of teachers would diminish.

However, technical limitations and the lack of a reliable delivery and support infrastructure led to an adventurous but unstable environment where much money was wasted. Institutions invested in systems that were either underutilized or were used in ways that had little if any benefit for education other than to keep students occupied and labs appearing to be modern. As for teachers, they were seldom consulted or provided with training, partly because there were few in academia with relevant experience and partly because teachers, with justification, regarded CALL with scepticism and fear. There was an implicit belief that teachers and CALL were competing for the same role -- CALL versus classroom-only -- rather than in a partnership where each approach “assisted” the other.

What was missed by many was the recognition that the most effective use of technology is not just to do old things in new ways. Rather, the real opportunity was to examine how the new tools of technology had broken through the page and text barrier, allowing the development of a new range of listening-based interactions. This created theoretical opportunities for fundamental changes in language learning, including a rethinking of the relationship between the four skills and the learning synergies between them. What was needed was a learning theory and a model to *guide* the application of technology.

Multi-Modal Learning

Recent research in the neural sciences has provided many insights into how learning takes place and how language learning may be optimized. In particular, it supports the view that multimedia exercises can be designed to take advantage of how neural processes work together in the learning process. Figure 1, for example, is an oversimplified diagram that shows how various processors in the brain communicate with the *working memory*, which is instrumental in the learning process. The key point in the figure is that multiple processors, such as the visual, auditory, conceptual, phonological,

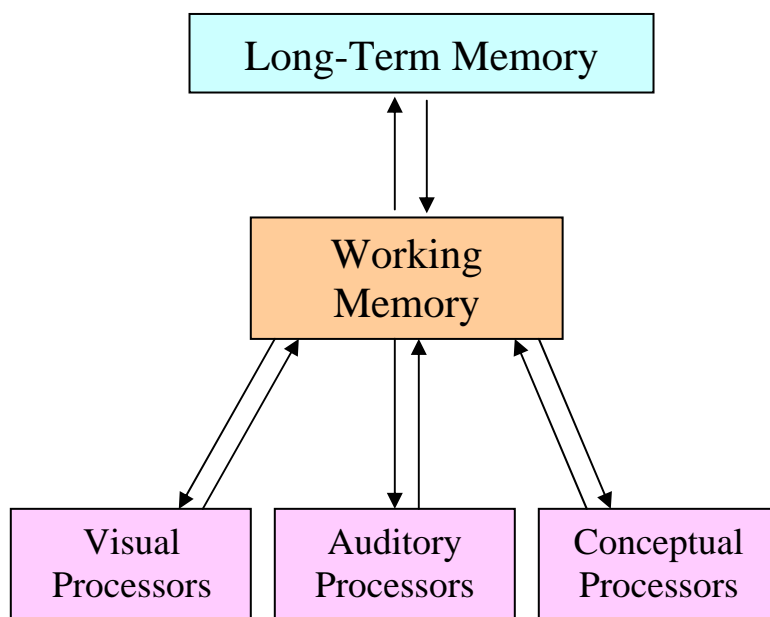


Figure 1

orthographic, and many others, are involved and can be activated in well-designed activities. Research shows that these processors work in parallel in the unconscious and interact with the working memory and long-term memory to piece together and interpret language -- along with the sensory input that accompanies and supports language.

Neuropsychologist Donald Hebb was one of the first to hypothesize that learning involves the alteration of neural connections. His ideas are often summarized by the phrase: “neurons that fire together wire together,” and this is just what CALL allows and promotes. For language learning, a key element is the synchronized activation of the auditory, phonological, and visual systems in the brain, especially important for listening and reading development. These distinct systems work together with grammatical and conceptual processors to decode sensory input into meaningful language. Damage to any one of them, or the connections between them, can severely limit the ability to learn one or all of the language skills.

Laboratory research has revealed that much of this sensory and language processing is extremely fast, especially for listening and speaking skills, and is beyond conscious control. There is simply no time to reflect on or search for rules when one is listening. Automaticity is required, and this kind of skill learning requires practice of a kind that has not been provided in sufficient quantity or quality by textbook-based instruction.

Practice Makes Perfect

The neurolinguist Steven Pinker says that competence comes from practice, and automaticity comes with *copious* practice. When learning to read, Pinker says, children need practice at connecting letters to sounds, not just immersion in a text-rich environment. He goes on to say:

Without an understanding of what the mind was designed to do in the environment in which we evolved, the unnatural activity called formal education is unlikely to succeed. ([How the Mind Works](#) 342)

Without question, effective practice is the engine that drives long-term learning, but what are the elements of effective practice? The nature of how neural processors work together and how long-term memories are formed provides valuable insights for both designing lessons and coaching learners how to use effective practice strategies. The activation of multiple processors at the same time, for example, increases the probability that neurons will wire together to form the neural structures and neural pathways necessary to lead from comprehension, to automaticity, and to long-term learning. This rewiring takes time and is an unconscious process that involves both declarative (i.e., memory of events and facts) and procedural memory (i.e., skill memory, especially involving sequences such as the playing of a piano scale).

Research shows that long-term learning generally requires frequent repetition over an extended period of time. Long-term learning doesn't happen overnight when one crams to pass a vocabulary quiz or consciously memorize a dialog for the next day. Short, frequent practice sessions repeated over a longer period of time appears to be the most efficient way to increase language proficiency.

Of course language learning also depends on the quality and comprehensibility of the language input being practiced. Language models need to be at a suitable level of comprehensibility, and this is where placement and on-going testing are essential. If students are not working with language in an optimum range of comprehensibility, their practice is inefficient and in some cases counterproductive.

Once students are placed, a well-designed multimedia lesson can deliver optimum language through a fluid combination of visual, auditory, and contextual inputs. It can present and coordinate these inputs in ways not previously possible. In addition, it can interact with learners and gather data about their level of comprehension and activity.

With careful sequencing and extension of the language models, students can be guided to where they recognize, comprehend, and can respond appropriately to the modelled language patterns and to variations of those patterns without the need for immediate text or translation support. Then, if they practice saying and recording the language models, they can activate yet another processor, the phonological processor, though this processor would also have been used to some degree in the listening phase.

As listening and speaking fluency develop, the student can then focus on text, both reading and writing – the 4 skills path. It is interesting to note that in comparison with listening and speaking, reading and writing processors are relatively slow. Listening and speaking fluency can support the learning of reading and writing skills, but reading fluency can slow down and interfere with the development of listening skills, in part because the slower but stronger reading processors will dominate and cause the listening processors to swerve off course, interrupting the automatic decoding mechanisms that must be developed.

Following the 4-skills path provides repetition and multi-modal reinforcement that leads to long-term learning. It can also increase motivation, especially if the content is varied and extended at each step. Taken together, and repeated over a suitable length of time, these multiple inputs facilitate long-term learning, not only of vocabulary, but also of the unconscious decoding mechanisms that break down and tag chunks of language for their grammatical and syntactic properties. Without these mechanisms, few sentences of any length can be understood even if the definitions of each word are known.

Blended Learning

Guided by research, learning theories, and by actual classroom experience, CALL is now moving toward a blended model where the multimedia computer provides the necessary optimal input and practice activities, and the classroom provides the human element where the language models come to life and are extended in a social context.

Viewed from this blended model, both classroom and multimedia activities play an essential role. Without the social environment of the classroom, learning is tedious, unmotivating, and too restrictive to meet the needs of learners. Typically, drop-out rates are reported to be 80 percent or more in e-learning environments where little or no classroom support is available.

On the other hand, without the effective practice provided by well-designed, media-rich courseware, language learning is slow, painful and discouraging, a fact borne out by the results of traditional language learning models which suffer from a lack of practice and an overemphasis on memorization and conscious rule learning that is soon forgotten.

In our experience, the blended model can reduce language-learning time significantly, in some cases by 50 percent or more, depending primarily on the following variables:

- Scheduling of practice sessions for optimum frequency and duration.
- Quality and design of practice sessions, supported by coaching, feedback, and suitable learning tasks.
- Sequencing of content and an appropriate mix of skills so that the strategic support elements of language are developed in a well-designed learning path.
- Classroom sessions that provide *extension and personalization* of the language models, including the assignment of reading and writing exercises.
- Suitable technical infrastructure and support.

Once a suitable infrastructure is in place, teacher training is generally the most important factor in the success or failure of a CALL initiative. In the blended model, where practice is emphasized more than ever, students need to be coached and monitored. The quality and design of practice sessions must be supported by coaching and feedback, and this is most effective when provided by a teacher who knows the student and has a good idea about what differentiates effective practice from inefficient practice, the kind that wastes valuable time and de-motivates students.

Well-designed programs can assist the teacher, both in providing coaching and in pointing out practice strategies and materials that are useful at various stages of the learning process. A good records management system can also analyze the study data to identify students who are practicing in inefficient ways, such as not recording or using speech recognition exercises often enough, or those who have other problems that need early intervention. This can be a big time saver for overworked teachers who deal with large numbers of students.

In our own courseware and in our Records Manager, we have developed a new metric, the *Completion Percentage*, to assess how well students are utilizing each lesson. The Completion Percentage is a measure of the number of *micro-learning-steps (MLS)* that a student has completed. Taking our cue from the neural sciences, we define a micro-learning-step to be any one of the following: (1) listening to and comprehending a language utterance, (2) recording and monitoring an utterance with comprehension, (3) processing information and completing a task in the target language, and (4) reading or writing a sentence or phrase with comprehension in the target language.

To further assist in the monitoring and coaching of students, we have developed specialized software, the *Intelligent Tutor*, which combs through the details of each student's learning activities and summarizes the results so that teachers can identify which students need additional coaching. In addition, the *Tutor* provides specific suggestions about *how* the class and individual students within the class might improve their practice strategies.

Assessment

Given the problems inherent in implementing large-scale CALL programs, price and accountability are also important factors. A higher-priced product with value can end up being much less expensive, per student, than a lower-priced product with little or no learning value. Quality and effectiveness matter and they can and should be demonstrated. This can be done in a well-designed pilot program or by examining data that supports the claim of a courseware provider.

For CALL courseware developers such as DynEd, the challenge is to continue to create and support lesson designs and activities that can optimize language learning and show quantifiable benefits. Feedback from well-informed teachers, students, test results, and study records from around the world continue to suggest new patterns and provide ample opportunities for further research in this very exciting field.

References

Adams, Marilyn J. *Beginning to Read: Thinking and Learning About Print*. Cambridge, MA: The MIT Press, 1990.

Feldman, Jacob. “The Simplicity Principle in Human Concept Learning.” *Current Directions in Psychological Science* (2003): 227-232

Hebb, Donald, *The Organization of Behavior* Wiley, 1949.

LeDoux, Joseph. *The Emotional Brain*. New York, Simon and Schuster, 1996.

Lidz, Jeffrey, Henry Gleitman and Lila Gleitman. “Understanding How Input Matters: Verb Learning and the Footprint of Universal Grammar.” *Cognition* 87.3 (2003): 151-178.

Pinker, Steven. *How the Mind Works*. New York: W.W. Norton & Company, 1997.

Pinker, Steven. *The Language Instinct: How the Mind Creates Language*. New York: William Morrow, 1994.

Pinker, Steven *Words and Rules: The Ingredients of Language*. New York: Basic Books, 1999.

Shukla, Mohinish. “Revealing the Workings of Universal Grammar.” *Journal of Bioscience* 28.5 (September 2003): 535-537.

Ulman, Michael T. “Contributions of memory circuits to language: the declarative/procedural model” *Cognition* [doi: 10.1016/j.cognition.2003.10.008](https://doi.org/10.1016/j.cognition.2003.10.008)

Lance Knowles, President and Director of Courseware Development DynEd International

Lance Knowles is among the world's foremost experts on the development and use of multimedia ELT courseware. As the founder and President of DynEd International, he has personally led the design of more than ten multimedia courses, including the world's first interactive language learning program on CD-ROM in 1987, and the award-winning course, *New Dynamic English*.

13.0 Sample U.S. State Correlation

13.1 English Language Proficiency Standards for Virginia Public Schools

DynEd Course: “English for Success” Ages: 11-17, Grades: 6th-12th

13.1 ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR VIRGINIA PUBLIC SCHOOLS

English for Success (ages 11-17)

General Description:	<i>English for Success</i> is a multimedia course that prepares students ages 11-17 to use English in school and in school subject areas including math, science and history.
Grade Levels:	Ages 11-17
Proficiency Level:	Basic through lower intermediate
Course Description:	<i>English for Success</i> consists of 10 units. Language development skills move from basic through lower-intermediate in Units 1-10. Each unit has five lessons designed to guide learners through interactive review, content presentation, and practice in various multimedia formats.
Computer-based Tools:	Speech Recognition
Computer-based Resources:	Multilingual Glossary, On-screen text, Help, Translation (for some languages)
Teacher Tools:	Records Manager allows teachers to monitor individual and class learning and suggests remediation.
Assessment:	DynEd General Placement Test, Records Manager, Score-based quizzes, Mastery Tests
Teacher Materials:	Instructor’s Guide

English for Success (ages 10-17)

Limited English Proficiency Level 1

Below are general descriptions for each of the skill areas for students achieving at proficiency level 1.

Oral (Listening/Speaking): Students at proficiency level 1 can comprehend simple statements and questions. They understand the general idea of basic messages and conversations. Additionally, students at proficiency level 1 can comprehend language consisting of basic vocabulary and grammatical structures in face-to-face conversations. Students at proficiency level 1 can initiate and respond to basic statements and engage in basic face-to-face conversations with more fluent speakers.

Oral Language	<i>English for Success</i>
LEP 1.1 The student will demonstrate growth in the understanding and use of oral language.	
a. Understand a few words, phrases and/or sentences with basic English grammatical forms.	Units 1 – 6 <i>Warm-Up, School-Life, School-Subject, Language Extension, Speaking-Up</i>
b. Speak with a few words, phrases, and/or sentences with basic English grammatical forms.	Unit 3 Time clauses/phrases Unit 2 Subject/Verb/Object <i>Speaking-Up</i> with Speech Recognition
c. Answer simple questions with one- and two-word responses.	Unit 1 Introductions and Greetings, Describing people and things Unit 2 Schedule and Sequence <i>Speaking-Up</i> with Speech Recognition
d. Ask and answer questions using simple sentences or phrases.	Unit 1 Yes/no and Wh-questions Unit 2 Information questions, Schedule and Sequence <i>Speaking-Up</i> with Speech Recognition
e. Respond to simple directions.	Audio instructions throughout program
f. Retell familiar stories and participate in short conversations.	<i>Speaking-Up</i> with Speech Recognition and even-numbered <i>School Subject</i> lessons
g. Demonstrate comprehension of basic oral presentations and instructions.	Interactive response to Audio instructions throughout program <i>Speaking-Up</i> with Speech Recognition

Oral Language	<i>English for Success</i>
LEP 1.2 The student will develop oral communication skills.	
a. Communicate basic needs and wants.	Unit 1 Yes/no and Wh-questions Unit 2 Information questions <i>Speaking-Up</i> with Speech Recognition
b. Use common social greetings and simple repetitive phrases.	Unit 1 Introductions and Greetings, Information questions Unit 2 Information questions, Schedule and Sequence <i>Speaking-Up</i> with Speech Recognition
c. Respond to factual questions about texts read aloud.	Unit 1 Yes/no and Wh-questions Unit 2 Information questions <i>Speaking-Up</i> with Speech Recognition

Reading: Students at proficiency level 1 can understand basic material. They can understand the general message of basic reading passages that contain simple language structures and syntax. Students at proficiency level 1 rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple language containing high frequency vocabulary and predictable grammatical patterns. Students at proficiency level 1 are beginning to use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, cognates, and text context.

Reading	<i>English for Success</i>
LEP 1.3 The student will understand how print is organized and read.	
a. Hold print materials in the correct position.	Observe on-screen text
b. Identify the front cover, back cover, and title page of a book.	Observe on-screen text
c. Follow words from left to right and top to bottom on a page.	Observe on-screen text
d. Use a text to match voice with print, to associate word, and basic phrases with their written forms.	<i>School-Subject, Language Extension, Speaking-Up</i>

Reading	<i>English for Success</i>
LEP 1.4 The student will demonstrate an understanding that print and signs convey meaning.	
b. Use common social greetings and simple repetitive phrases.	Unit 1 Introductions and Greetings, Describing people and things Unit 2 Schedule and Sequence <i>Speaking-Up</i> lessons with Speech Recognition
c. Read and explain own writings and drawings.	Unit 1 Describing people and things, Explanation, Adjectives, Prepositions of location and direction <i>Speaking-Up</i> lessons with Speech Recognition
d. Use pictures to make predictions about text.	<i>School Life, School Subject</i>
e. Apply background knowledge to text.	Teacher's Guide Extension Activities
f. Use prior knowledge to interpret pictures.	All pictures in <i>Warm-Up, School-Life, School-Subject, Language Extension, Speaking-Up</i>
g. Begin to self-correct.	Speech Recognition
LEP 1.5 The student will read and demonstrate comprehension of fiction/nonfiction.	
a. Answer factual, simple questions about what is read.	Unit 3 <i>School Subjects: Geography 1 Quiz</i>
b. Create artwork or a written response that shows comprehension of a selection.	Teacher's Guide Extension Activities
c. Name characters and identify setting in stories.	All Units <i>School-Life</i>
d. Recognize beginning and end of narratives.	Observe on-screen text
e. Recognize middle of narratives.	Observe on-screen text

Writing: Students at proficiency level 1 can express basic personal needs and compose short passages on familiar topics. Basic vocabulary and structures in simple sentences and phrases are characteristic of student writing at this level. Errors in spelling and grammar are frequent and characteristic of language production at this stage.

Writing	<i>English for Success</i>
LEP 1.6 The student will write to communicate ideas.	
b. Produce several simple sentences on a topic.	<i>Speaking-Up</i> lessons with Speech Recognition
LEP 1.7 The student will use English grammatical constructions.	
a. Use basic grammatical constructions in simple sentences.	Unit 1 Subject/verb agreement, present simple, present progressive
LEP 1.8 The student will use English punctuation and spelling conventions.	
a. Capitalize words at the beginning of sentences.	On-screen text throughout
b. Use periods and question marks at the end of sentences or questions.	On-screen text throughout
c. Use phonetic spelling.	Unit 3 <i>School-Life</i> spelling one's name <i>School-Subject</i> vocabulary <i>Speaking-Up</i> lessons with Speech Recognition

Limited English Proficiency Level 2

Below are general descriptions for each of the skill areas for students achieving at proficiency level 2.

Oral (Listening/Speaking): Proficiency level 2 students can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word-order patterns in simple sentences. They demonstrate a detailed understanding of short conversations and messages but only have a general understanding of longer conversations and messages. Students at proficiency level 2 can initiate and sustain a conversation although they often speak with hesitation and rely on a known vocabulary. They typically use the more common verb tense forms (present, past, and future), but make numerous errors in tense formation and proper selection of verbs. They can express some details and nuances by using appropriate modifiers. They can use word order accurately in simple sentences, but make errors when using complex patterns. Extended communication is typically a series of short, familiar structures. Students at proficiency level 2 often have to repeat themselves to be understood. They rely on familiar structures and utterances. They use repetition, gestures, and other nonverbal cues to sustain conversation.

Oral Language	<i>English for Success</i>
LEP 2.1 The student will continue to demonstrate growth in the understanding and use of oral language.	
a. Use standard English inconsistently, but is understood when speaking.	All <i>Warm-Up, School-Life</i> lessons <i>Speaking-Up</i> with Speech Recognition
b. Ask and respond to questions using phrases and/or simple sentences.	All Units Yes/no, Wh-questions
c. Restate and execute one-step oral directions.	Audio instructions throughout program
d. Restate and execute multi-step oral directions.	Unit 3 <i>School-Life</i> Asking for directions
LEP 2.2 The student will develop oral communication skills.	
a. Converse on simple topics.	All Units <i>School-Life</i>
b. Participate in classroom discussions.	All Units <i>School-Life</i>
c. Recite rhymes, songs, and simple stories.	<i>Speaking-Up</i> Speech Recognition
d. Prepare and deliver short oral presentations.	<i>Speaking-Up</i> Speech Recognition
e. Retell stories and participate in short conversations.	<i>Speaking-Up</i> Speech Recognition
f. Orally identify the main points of simple conversations and stories that are read aloud.	<i>Speaking-Up</i> Speech Recognition
g. Restate in simple form the main idea of oral presentations using subject matter content.	<i>Speaking-Up</i> Speech Recognition

Reading: Students at proficiency level 2 can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend passages written in basic sentence patterns, but frequently have to guess at the meanings of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages.

Reading	<i>English for Success</i>
LEP 2.3 The student will apply knowledge of how print is organized and read.	
a. Read from left to right and top to bottom.	On-screen text throughout course
b. Match spoken words with print.	<i>Warm-Up, School-Life, School-Subject, Language Extension, Speaking-Up</i> Speech Recognition
c. Identify letters, words, and sentences.	All text in <i>Warm-Up, School-Life, School-Subject, Language Extension, Speaking-Up</i>
LEP 2.4 The student will read, comprehend, and analyze fiction and nonfiction.	
a. Answer simple, factual questions about what is read.	Unit 1 Yes/no and Wh-questions Unit 2 Information questions <i>Speaking-Up</i> with Speech Recognition
b. Create artwork or a written response that shows comprehension of a selection.	Teacher’s Guide Extension Activities
c. Use knowledge of the story and topic to read words.	<i>Warm-Up, School-Life, School-Subject, Language Extension, Speaking-Up</i>
d. Name characters and tell about the setting of a story.	Unit 1 Yes/no and Wh-questions Unit 2 Information questions
e. Recognize the beginning and end of narratives.	Observe on-screen text
f. Recognize the middle of narratives.	Observe on-screen text

LEP 2.5 The student will begin to apply phonetic principles.	
a. Use knowledge of consonants and consonant blends in words.	<i>Warm-Up, School-Life, School-Subject, Language Extension, Speaking-Up</i>
b. Use vowel sounds in decoding single syllable words.	<i>Warm-Up, School-Life, School-Subject, Language Extension, Speaking-Up</i>
c. Use basic word patterns.	<i>Warm-Up, School-Life, School-Subject, Language Extension, Speaking-Up</i>
LEP 2.6 The student will demonstrate interpretation and analysis of literature.	
a. Name characters and tell about the setting of a story.	Unit 9 History: Aristotle, Alexander, Cleopatra, Ramses the Great
b. Recognize the beginning, middle, and end of narratives.	Unit 9 History: Aristotle, Alexander, Cleopatra, Ramses the Great
LEP 2.7 The student will use meaning clues and language structure to expand vocabulary when reading.	
a. Use pictures.	Unit 3 Geography 1: Earth, Directions, Time Zones
b. Use knowledge of the story and topic to read words.	Unit 1 Geography 1: Earth, Directions, Time Zones
c. Use knowledge of sentence structure.	Unit 1 Subject/verb agreement, Simple present Unit 2 Subject Verb Object, Present progressive Unit 3 <i>there</i> : existential Unit 5 Future Unit 7 Infinitives, Passive, Direct/Indirect Object, Past Unit 8 Modals, Time clauses Unit 9 Conditional
d. Reread and self-correct.	<i>Speaking-Up</i> with Speech Recognition
LEP 2.8 The student will locate information in reference materials.	
b. Use pictures and charts.	Unit 10 Math 3: Time Units, Temperature Units, Units of Weight and Distance
c. Use dictionaries and indices.	Computer-based Glossary

Writing: Students at proficiency level 2 can write simple notes, make brief journal entries, and write short reports using basic vocabulary and common language structures. They can express ideas in the present, future, and past tenses. Frequent errors are characteristic of this level especially when the students try to express thoughts that require more complex language structures.

Writing	<i>English for Success</i>
LEP 2.10 The student will write to communicate ideas.	
a. Write multiple sentences around a topic.	Unit 7 Geography 2: Planet Earth, Land and Water, Locations Unit 1 Subject/verb agreement, Simple present Unit 2 Subject Verb Object, Present progressive Unit 3 <i>there</i> : existential Unit 5 Future Unit 7 Infinitives, Passive, Direct/Indirect Object, Past Unit 8 Modals, Time clauses Unit 9 Conditional
b. Use descriptive vocabulary.	Unit 2 Adverbs of frequency Unit 4 Adjectives
c. Use prewriting and planning strategies to organize information before writing.	Teacher's Guide Extension Activities
e. Use available technology.	Computer-based Glossary
LEP 2.11 The student will use English punctuation and spelling conventions.	
a. Use end punctuation.	<i>All text in Warm-Up, School-Life, School-Subject, Language Extension, Speaking-Up</i>
b. Capitalize first words in sentences and proper nouns.	<i>All text in Warm-Up, School-Life, School-Subject, Language Extension, Speaking-Up</i>
c. Use apostrophe for known contractions and possessive nouns.	Unit 1 Contractions, <i>be, do</i> , negation
LEP 2.12 The student will print legibly.	
a. Form letters.	<i>All text in Warm-Up, School-Life, School-Subject, Language Extension, Speaking-Up</i>
b. Space words and sentences.	<i>All text in Warm-Up, School-Life, School-Subject, Language Extension, Speaking-Up</i>

DynEd International, Inc.

DynEd is a leading developer of multimedia English learning solutions for pre-K through adults. DynEd's award-winning solutions help learners worldwide to achieve English proficiency in schools, businesses, training organizations, and government agencies. DynEd content is approved by the Ministries of Education in Malaysia, France, Italy, Korea, Thailand and Greece; and correlates to national and state learning standards in the U.S. Corporate headquarters are located at 1350 Bayshore Hwy, Suite 850, Burlingame, CA 94010; telephone 800.765.4375; and fax 650.375.7017; www.dyned.com. Global offices are located in Japan, China, Hong Kong, Malaysia, U.K., France, and U.S.A.. DynEd reaches over 70 countries through an extensive authorized channel partner network.

DynEd Awards & Honors by product **Rated by Educators for Educators -- from Independent Organizations**

First English (Primary and Secondary)

- 2004 EDDIE Award for Best Software: Upper Elementary
- 2004 Technology & Learning Magazine's Award of Excellence

Let's Go (Primary)

- 2004 EDDIE Award for Best Software: Early Elementary
- 2004 BESSIE Award for Best Elementary: ESL
- 2003 French Ministry of Education's Seal of Approval Reconnu d'intérêt pédagogique
- 2003 EDDIE Award for Best Software: Early Elementary
- 2003 BESSIE Award for Best Early Elementary: ESL
- 2000 French Ministry of Education's Seal of Approval Reconnu d'intérêt pédagogique
- 1998-1999 Technology & Learning Magazine's Best ESL School Software Award of Excellence
- 1998 EDDIE Award for Best Software: ESL Elementary Education
- 1998 Media & Methods' Award Portfolio Winner
- 1997 California Instructional Technology Clearinghouse's "Desirable" Rating (second highest)
- 1997 EDDIE Award for Best Early Elementary Education: ESL
- 1996-1997 Technology & Learning Magazine's Best ESL School Learning Software Award of Excellence
- 1996 Finalist for the Japanese Multimedia Grand Prix

English for Success (Primary and Secondary)

- 2004 EDDIE Award for Best Software: Junior High School
- 2004 BESSIE Award for Best High School: ESL
- 2003 EDDIE Award for Best High School: ESL
- 2003 BESSIE Award for Best Middle School: ESL
- 2003 French Ministry of Education's Seal of Approval Reconnu d'intérêt pédagogique
- 2003 Children's Software Revue All Star Award
- 2003 EdPress - Distinguished Achievement Award: Instructional Materials Software
- 2003 Finalist for the Software & Information Industry Association Codie Awards in the Best K-16 Educational Special Needs Solution category

New Dynamic English (Secondary, Tertiary)

- 2004 EDDIE Award for Best Software: High School
- 2003 French Ministry of Education's Seal of Approval Reconnu d'intérêt pédagogique
- 2003 BESSIE Award for Best High School: ESL
- 1998 EDDIE Awards for Best ESL Courseware for Secondary School Students
- 1997 California Instructional Technology Clearinghouse's "Exemplary" Rating (highest rating)
- 1997 Finalist for the Japanese Multimedia Grand Prix

The Lost Secret (Tertiary, Business)

- 2000 French Ministry of Education's Seal of Approval Reconnu d'intérêt pédagogique

Business English Advantage Series (Post Secondary, Business)

- 2003 E-Learning Courseware Certification, (ECC) American Society for Training and Development (ASTD). DynEd is the first e-learning company to earn ECC standing, which designates DynEd's BEAS as the highest quality content and technology for training worldwide.

Dynamic Business English (Post Secondary)

- 2003 French Ministry of Education's Seal of Approval Reconnu d'intérêt pédagogique

Advanced Listening (Post Secondary)

- 2004 Technology & Learning Magazine's Award of Excellence
- 2004 BESSIE Award for Best Post-Secondary: ESL
- 2003 Finalist for the Software & Information Industry Association Codie Awards in Best Postsecondary Education Instructional Solution category
- 2003 French Ministry of Education's Seal of Approval Reconnu d'intérêt pédagogique
- 2003 BESSIE Award for Best Post-Secondary ESL

English By The Numbers (Secondary, Business)

- 2003 French Ministry of Education's Seal of Approval Reconnu d'intérêt pédagogique
- 1997 California Instructional Technology Clearinghouse's "Desirable" Rating (second highest)

Clear Speech Works (Secondary, Business)

- 2002 EdPress - Winner - Distinguished Achievement Award for Instructional Materials (Software)

Español Dinámico (Secondary)

- 1997 EDDIE Award for Best Foreign Language Software Course in Middle School
- 1997 California Instructional Technology Clearinghouse's "Desirable" Rating

Dynamic Classics: Robin Hood (Primary and Secondary)

- 1997 California Instructional Technology Clearinghouse's "Desirable" Rating (second highest)

Firsthand Access (Primary and Secondary)

- 1997 California Instructional Technology Clearinghouse's "Desirable" Rating (second highest)

Records Manager (all DynEd courseware)

- 2002 EdPress - Winner - Distinguished Achievement Award for Educational Technology (Administration)