

# ELLIS

## Applied Research in ELLIS

### ELLIS Academic

In accordance with the requirements of the *No Child Left Behind Act*, ELLIS provides the following research information. This document highlights the research-based, pedagogical features of ELLIS' world-acclaimed line of English training software.





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## Executive Summary

The *No Child Left Behind Act* was signed into law in January of 2002, effecting sweeping changes and modifications to the *Elementary and Secondary Education Act* (ESEA) of 1965. One requirement is that instructional materials be rooted in scientifically based research.

This document, “Applied Research in ELLIS,” provides the research-based works that, when applied in ELLIS, make our programs some of the best in the field. This work represents the fulfillment of curricula requirements in the *No Child Left Behind Act*.

The research herein is based on more than 100 studies including benchmark studies spanning decades of research as well as some of the most current research in the relevant fields.

The information is presented systematically: 1) An explanation of a principle or theory in language acquisition and instruction; 2) A description of how that principle is applied in ELLIS; and 3) A list of some of the significant empirical and meta-research studies supporting that theory or principle.

ELLIS has a tradition of offering solid instruction through the best technology and teaching methods. A pioneer in technology and learning, ELLIS was the first educational product to use video and learning on the computer. The foundation of ELLIS instruction was originally developed over years of research and development with millions of dollars in grants from the Department of Defense. From those experiences, ELLIS was founded to bring better technology into education and English language instruction. It is the ELLIS blend of sound teaching methods combined with current technology that has made ELLIS the multiple winner of leading technology in education awards. Currently ELLIS is used in schools and learning centers across the US and throughout the world.

ELLIS has always sought to use solid teaching methods along with current technology. This blend provides schools and teachers with the tools for a learning environment that equals success.

## Product Description

ELLIS teaches English language skills for non-English speakers. A computer-based program, ELLIS uses a full multi media environment (to teach) including:

- Video-based language modeling
- Student controlled video and audio playback
- Voice recording and playback
- Interactive games and activities
- Assessment in the form of quizzes and tests
- Native language support to facilitate instruction

These and other features provide a rich learning environment. All lessons are provided to the learner in a consistent format allowing them to watch video for the context, repeat scenes, view text of the video, slow down conversation and then practice as much as they want. The ELLIS program includes instruction in Vocabulary, Listening, Pronunciation, Grammar and Communication skills.

As each student is different, so the amount of practice needed will vary. ELLIS contains hundreds of hours of instruction, making it both thorough in teaching and broad in scope.

The following descriptions and studies provide the scientific backing for ELLIS. The principles discussed are applied in a variety of methods and applications. ELLIS is proud to offer this material as support for a solid, successful teaching tool.

# ELLIS Academic: Content & Research

## Empirical Evidence

Becker, W. (1977). Teaching reading and language to the disadvantaged—what we have learned from field research. *Harvard Educational Review*, 47, 518-543.

Grace, C. (1998) Personality type, tolerance of ambiguity, and vocabulary retention in CALL. *CALICO Journal*. 15 (1-3): 19-45.

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

Kang, S. & Richard, D. (1995). The effects of computer-enhanced vocabulary lessons on achievement of ESL grade school children. *Computers in the Schools*. (11) 3, 25-35.

Liu, M. & Reed, W.M. (1995). The effects of hypermedia-assisted instruction on second language learning. *Journal of Educational Computing Research*. 12 (2): 159-75.

Marzano, R. J. (2001). *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Xin, J. F., & Reith, H. (2001). Video-assisted vocabulary instruction for elementary

## A. Vocabulary

- *Definition*

Studies have found that a lack of vocabulary is the main cause of reading difficulty in L2 learners and low achieving students (Seal 1991; Becker, 1977). For this and other reasons explicit vocabulary instruction is considered essential to second language acquisition. Studies show that contextualized vocabulary instruction is effective in “fostering the spontaneous use of vocabulary, listening comprehension, and recall of vocabulary definitions” (Kang, 1995). Additional studies have shown the importance of repetition in vocabulary learning as students often need to be exposed to a word anywhere from 4 to 15 times before learning it (Honig, 1996; Wysocki, 1984, as cited in Marzano, 2001). Other studies indicate the importance of learning words in their naturally occurring context (Wysocki, 1984; as cited in Marzano, 2001).

Employing the use of multiple modalities (text, audio, etc.) to learn the word also helps ensure mastery of new vocabulary items (Liu and Reed ,1995). One study in particular showed that students scored 34 percentile points higher using graphics to learn vocabulary words as opposed to those who used non-imagery techniques (Powell, 1980; as cited in Marzano, 2001). Video technology is especially effective in increasing the acquisition and retention of new vocabulary (Xin & Rieth, 2001). Students also earn and retain vocabulary more effectively when they have access to on-line translation glosses, irrespective of their learning style (Grace, 1998).

- *Application in ELLIS*

The ELLIS Academic Suite teaches thousands of words—*Intro* alone teaches over 2,000 words and phrases. Each word taught in ELLIS is *contextualized* into a video script. New vocabulary instruction often includes accompanying *graphics* and the option for *native language translation*. Students can also click on any new vocabulary word to *hear* it repeated in their native language to ensure accurate comprehension. They can then practice *saying* the

school students with learning disabilities. *Information Technology in Childhood Education Annual*.

### Meta-Research

Seal, B. (1991). Vocabulary learning and teaching. In Celce-Mercia, M. (Ed.), *Teaching English As A Second or Foreign Language*. (296-312). Boston: Heinle and Heinle.

### Empirical Evidence

Pienemann, M. & Johnston, M. (1987). Factors influencing the development of language proficiency. In D. Nunan (Ed.), *Applying Second Language Acquisition Research* (45-142). Adelaide: National Curriculum Resource Centre.

Pienemann, M. (1984). Psychological constraints on teachability of language. *Studies in Second Language Acquisition*, 6 (2), 186-214

### Meta-Research

Brown, H. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Upper Saddle River, NJ: Prentice Hall Regents.

Larsen-Freeman, D. (1991). Teaching grammar. In M. Celce-Mercia, (Ed.) *Teaching English as A Second of Foreign Language*. (pp 279-295). Boston, MA: Heinle and Heinle.

word and comparing their production to that of the native speaker as many times as they desire. The script dialogue appears at the beginning of each of the five skill sections. Numerous practice, play, and evaluation activities help ensure students receive *repeated exposure* to new words.

## 2. Grammar

- *Definition*

Adult grammar instruction should include explicit and balanced instruction on the form, meaning and use of grammar items (Brown 1994; Pienemann, 1984, as cited in Larsen-Freeman, 1991). Instruction in grammar should build from simple to more complex items (Pienemann & Johnston, 1987; as cited in Larsen-Freeman, 1991). It should also consistently recycle by introducing one aspect of a form and then returning to it later for further elaboration (Larsen-Freeman, 1991).

- *Application in ELLIS*

*ELLIS Academic* teaches grammar in context of the video dialogues so students can see the use of the grammar principle applied to realistic conversation. There are numerous pages of explicit grammar instruction especially in the Grammar Guide and Grammar Tutor of *Middle Mastery* and the Grammar Guide of *Senior Mastery*. ELLIS presents grammar in increasing levels of difficulty, beginning with simple grammatical forms and moving to more complex. Within the *ELLIS Academic Suite*, instruction of grammar items is recycled with more detailed information being added as the student progresses through the *Academic Suite*.

## Empirical Evidence

Morley, J. (1994). A multidimensional curriculum design for speech-pronunciation instruction. In J. Morley, (Ed.), *Pronunciation Pedagogy and Theory: New View, New Directions*. (66-91). Bloomington, IL: Teachers of English to Speaker of Other Language, Inc.

Pennington, M. (1994). Recent research in L2 phonology, implications for practice. In J. Morley (Ed.), *Pronunciation Pedagogy and Theory: New View, New Directions*. (93-108). Bloomington, IL: Teachers of English to Speaker of Other Language, Inc.

## Meta-Research

Brown, H. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Upper Saddle River, NJ: Prentice Hall Regents.

Richards, J. (1983). Listening comprehension: Approach, design and procedure. *TESOL Quarterly* 16, 153-168.

## 3. Pronunciation

- *Definition*

Pronunciation is a critical element of any ESL/EFL and Bilingual curricula (Brown, 1994). It is critical in the teaching of pronunciation to give attention to the production of and discrimination between individual segmentals (Richards, 1983, as cited in Brown, 1994). Secondly, the use of suprasegmentals—including specific attention to the stress, rhythm, and intonation of language production (Pennington, 1994). Pronunciation instruction should also strengthen the reciprocal listening-speaking connection, as “how you hear English is closely connected to how you speak English” (Gilbert, 1984, p.3; as cited in Morley, 1994).

- *Application in ELLIS*

### Segmentals

Each *ELLIS Academic* lesson teaches one individual phoneme of the International Phonetic Alphabet (IPA). In this intensive focus on individual segmental sounds, students are shown video examples of both female and male models producing the sound, as well as animated graphics indicating the exact articulatory setting of the lips, tongue, teeth, glottis, etc. in order to produce the sound. Students are given the ability to practice the sound in context of words, with the sound at the beginning, end, and middle of the word, and with that word in context of an authentic phrase. Students are also given the opportunity, in the practice section of each lesson, to repeatedly distinguish between similar sounding phonemes (minimal pairs). Students receive immediate feedback on their receptive responses. They can also practice producing the sound, and then compare their production to that of the ELLIS native speaker—thus increasing their ability to both hear and produce various individual segmental sounds.

*Master Pronunciation* is an entire ELLIS program devoted to the teaching of the individual segmental phonemic sounds of English. For each phoneme, there is explicit instruction on the articulatory setting—the explanation of which is translated into a variety of different languages. One function of *Master Pronunciation* allows students to draw direct comparison between similar sounding phonemes, helping students hear and understand differences between similar sounds. Using the record/playback feature, students can record their voice repeatedly and compare it to a native speaker. There are also a number

of minimal pair practice activities and tongue twisters with which students can master individual segmental sounds.

#### Suprasegmentals

The record/playback feature of ELLIS allows students to to isolated lines of texts, record those lines, and then compare their overall production to that of the native speaker. Opportunities for self-regulation such as this are key in the development of suprasegmental features.

### Empirical Research

Morely, J. (1991). Listening comprehension in second/foreign language instruction. In M. Celce-Mercia, (Ed.) *Teaching English as A Second of Foreign Language*. (106-122). Boston, MA: Heinle and Heinle.

Peterson, P. (1994). A synthesis of methods for interactive listening. In M. Celce-Mercia, (Ed.) *Teaching English as A Second of Foreign Language*. (81-105). Boston, MA: Heinle and Heinle..

### Meta-Research

Brown, H. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Upper Saddle River, NJ: Prentice Hall Regents.

Richards, J. (1983). "Listening comprehension: Approach, design, procedure." *TESOL Quarterly* 17 (2), 219-329

## 4. Listening

### • Definition

One of the most crucial preliminaries to oral proficiency in a second language is the development of listening skills (Morley, 1991). Students should focus on the development of both global and selective listening skills (Peterson, 1991, p.111). Current research literature suggests the listening skills of conversational discourse include the ability to:

1. "Retain chunks of language of different lengths in short-term memory.
2. Discriminate among the distinctive sounds of English.
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information.
4. Distinguish word boundaries.
5. Process speech at different rates of delivery.
6. Develop a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appeal for help, and signaling comprehension or lack thereof" (Richards, 1983; as cited in Brown, 1994, pg. 241).

### • Application in ELLIS

Listening comprehension is a central focus of each ELLIS lesson. Both the slow audio tab and video tabs focus on listening skills, as does the pronunciation section. Students may choose to listen to individual words, phrases, and lines of dialogue over and over. They may also manipulate the speed at which they listen to lines of dialogue. This aids in the recognition

## Empirical Evidence

Olshtain, E. & Cohen, A. (1991). Teaching speech act behavior to nonnative speakers. In M. Celce-Mercia, (Ed.), *Teaching English as A Second of Foreign Language*. (154-165). Boston: Heinle and Heinle.

Wolfson, N. (1989). *Perspectives: Sociolinguistics and TESOL*. New York: Newbury House/Harper & Row.

## Meta-Research:

Brown, H. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Upper Saddle River, NJ: Prentice Hall Regents.

Celce-Mercia, M. (1991) *Teaching English as A Second of Foreign Language*. Boston: Heinle and Heinle.

of word boundaries as well as increased ability for listening comprehension. The record/playback feature also allows students to listen repeatedly to whole lines of dialogue at normal production speed. This can increase students' ability to recognize and produce the intonational contours of natural speech.

Within the listening sections students are required to complete a variety of listening tasks. They must discriminate between similar minimal pairs, listen for the main idea, listen for discrete pieces of information, and listen to answer questions—thus developing both their global and selective listening skills. Students are also taught strategies for asking for language help, which is a key communicative skill to ensure future listening success.

## 5. Communication Skills

- *Definition*

Speech acts are culturally-based linguistic patterns of discourse occurring in a language. They include such situations as greetings, complimenting, and apologizing. Within these speech acts there are varieties of linguistic patterns which depend on cultural factors such as the age, status, and relationship of the people involved in the communication. One's ability to communicate effectively in a new language often requires knowledge of and adherence to these speech act formulas. Studies have shown that non-native students may fail to communicate effectively in these types of situations regardless of their use of correct vocabulary and grammar (Wolfson, 1989). As such, instruction in the English language would be incomplete with out devoted attention and explicit instruction on these culturally-based speech acts (Olshtain & Cohen, 1991; Brown, 1994; Celce-Mercia, 1991).

- *Application in ELLIS*

Each lesson in ELLIS contains explicit instruction on a speech act or culturally-based communication skill. In addition to being taught the language involved in the speech acts, students can also watch the video to see the speech act in motion. Thus students can see the non-verbal communication often involved with various speech acts, such as body language, eye contact, gestures, etc.

Students can also begin practicing isolated elements of speech production with the record/playback feature which allows them to record their voice and compare their production to that of a native speaker. Various classroom extension activities are given in each products' *Instructor Guide* to help teachers help students practice their communication skills away from the computer.

*Master Pronunciation* also devotes an entire section to the negotiation patterns (replies and responses) of a variety of communicative speech acts.

## Empirical Evidence

Thomas, W. & V. Collier, (1995) Acquiring a second language for school. In *Language Minority Students Achievement and Program Effectiveness*. Washington, D.C.: NCBE.

## Meta-Research

Brown, H. D. (1994). *Teaching By Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents.

Scott, W.A. & Ytreberg, L.H. (1990). *Teaching English To Children*. New York: Longman.

Watts-Taffe, S. & Truscott, D. M. (2000). Using what we know about language and literacy development for ESL students in the mainstream classroom. *Language Arts*, 77(3), 258-265.

## Empirical Evidence

Cradler, J., & Beuthel, R. (2001). *Technology Information Resource Needs Assessment*. Prepared for the Stanislaus County Office of

## 6. Meaningful Language & Use

- *Definition*

What makes language meaningful is two-fold: (1) It needs to be language that the student can relate to and use in his/her daily life and current situation (Brown, 1994; Scott and Yterberg, 1990; Watts-Taffe and Truscott, 2000), and (2) it needs to be personalized at some point (Thomas and Collier, 1995).

- *Application in ELLIS*

The language instruction in *ELLIS Academic* is organized into survival themes. For example, within the ELLIS lessons, students watch videos of—and are taught the language of—going shopping, interacting with peers and school teachers, going to the doctor, and daily routines—language critical to interacting with other English speakers in the United States. These highly relatable situations present the language to be learned in the lesson, which is eventually personalized in the Role Play practice activities, *Learner Response Book* exercises, and programs' various extension activities.

## 7. Standards-based Curriculum

- *Definition*

The content of a standards-based program is aligned to one or more set of accepted standards (goals and benchmarks for education), such as national, state,

Education and the California Learning Resource Network (CLRN). San Mateo, CA: Educational Support Systems.

### Meta-Research

Samway, K. D. (2000). *Integrating the ESL standards into classroom practice: Grades 3–5*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

Tileston, D.W. (2000). *Ten Best Teaching Practices: How Brain Research, Learning Styles, and Standards Define Teaching Competencies*. Thousand Oaks, CA: Corwin Press.

### Empirical Evidence

Allen, P., Swain, M., Barley, B., and Cummins, J. (1990). Aspects of classroom treatment: Toward a more comprehensive view of second language education. In Harley et al. (eds.) (1990). *The Development of Second Language Proficiency*. Cambridge: Cambridge University Press.

Genesee, F. (1994) Integrating language and content: Lessons from immersion. *National Center for Research on Cultural Diversity and Second Language Learning. Educational Practice Report*.

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or a particular organization’s standards. Research has shown that teachers are more likely to integrate new technology-based products into their curriculum if they are aligned with state standards (Cradler and Beuthel, 2001).

- *Application in ELLIS*

Each product in the *ELLIS Academic Suite* is correlated to numerous national, state, city and organizational standards. (Some examples of ELLIS correlations include: Texas, California, Florida, New York and Chicago Public Schools.)

## 8. Integrated Skills

- *Definition*

To integrate skills is to combine them in some way. Skills can be taught separately and still be integrated if they are presented and practiced using the same context. Integrating skill areas is an effective way of teaching English (Allen, et. al, 1990; Genesee, 1994).

- *Application in ELLIS*

Instruction and practice on listening, vocabulary, grammar, culture, and pronunciation skills are all combined around a central dialogue found on the script page in each ELLIS lesson.

## Empirical Evidence

Marty, F. (1981). Reflections on the use of computers in second language 1. *System* 9: 85-98.

US Congress, Office of Technology Assessment. (1995). *Teachers and Technology: Making the Connection*. Washington, D.C.: Government Printing Office. IX.

## 9. Record Keeping

- *Definition*

Record keeping is beneficial for providing learners and teachers with a profile of the learner's mastery of material (Marty, 1981) and can act as an "early warning system" to teachers of a student's need for additional learning help. (US Congress, Office of Technology Assessment, 1995, p. 73).

- *Application in ELLIS*

The *Instructor Utilities* program is the teacher management system in ELLIS that keeps detailed records of each student's progress and performance. Student reports can be viewed and printed by the teacher for either their own files or to give to the student. Detailed records are kept not only of students' first, last and highest test scores, but also of how many times they have clicked on each part of a lesson, how many times they have recorded their voice, which pages in the lesson students have seen, and how many times students have completed various practice activities. Within the program, ELLIS also lets students see their most recent test scores, and shows which lessons they have already seen so they can keep track of where they are in the program.

# ELLIS Academic: Methodology & Research

## Empirical Evidence

Genesee, F. (1994). Integrating language and content: Lessons from immersion. *National Center for Research on Cultural Diversity and Second Language Learning. Educational Practice Report*. 11

Marzano, R. J. (2001). *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Nunan, D. [Ed.] (1992). *Cooperative Language Learning and Teaching*. Cambridge: Cambridge University Press.

Wesche, M. and D. Ready. (1985). Foreigner talk in the classroom. In Gass, S. and Madden, C. (eds.), *Input in Second Language Acquisition*. Rowley, Mass.: Newbury House.

## Meta-Research

Baker, C. (1995). *A Parents' and Teachers' Guide to Bilingualism*. United Kingdom: Multilingual Matters LTD.

Brown, H. D. (1994). *Teaching By Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents.

## 1. Contextualized Language & Lessons [Scaffolding]

- *Definition*

Language should never be taught in a vacuum (i.e. without a meaningful context) (Baker, 1995; Brown, 1994; Chamot, et. al, 1999; Chamot and O'Malley, 1994; Tileston, 2000). By presenting language lessons in a format where students see how, when and where the new language is used, the language becomes easier to learn and remember (Marzano, 2001, p. 74; Genesee, 1994). Other studies have shown that increased contextualization leads to greater comprehension on the part of L2 students (Wesche and Ready, 1985; as cited in Nunan, 1992).

- *Application in ELLIS*

The video story of each ELLIS lesson constitutes the primary means of contextualizing the language that is taught in each skill area. However, each skill area lesson also offers additional scaffolding through use of images, additional practice conversations, and role-playing activities which review and extend the language in the lesson.

Chamot, A. U., Barnhardt, S., El-Dinary, P.B., & Robbins, J. (1999). *The Learning Strategies Handbook*. White Plains, NY: Addison Wesley Longman.

Chamot, A. U., & O'Malley, J.M. (1994). *The CALLA handbook: Implementing the Cognitive Academic Language Learning Approach*. White Plains, NY: Addison-Wesley Longman.

Tileston, D.W. (2000). *Ten Best Teaching Practices: How Brain Research, Learning Styles, and Standards Define Teaching Competencies*. Thousand Oaks, CA: Corwin Press.

### **Research Source**

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

### **Empirical Evidence**

Chapelle, C. (1997). CALL in the year 2000: Still in search of research paradigms? *Language Learning and Technology* 1 (1): 19-43.

## **2. Comprehensible input**

- *Definition*

Comprehensible input is essential for acquisition to take place (Krashen, 1985). For acquisition to occur, learners must be exposed to and understand the semantic content of language which is just above their current level of competence.

- *Application in ELLIS*

A multimedia environment such as ELLIS facilitates greater comprehension of input by providing a variety of learning supports (text with graphics, video with text, text with audio, occasional native language translations, etc.).

## **3. Interactivity & Transfer**

- *Definition*

The process of making input comprehensible through negotiated interactional modifications is thought to benefit language development (Hatch, 1978; Long, 1985). A multi-media environment replicates this negotiation process by providing learners with a range of on-line learning supports. These features

Hatch E. (1978) Discourse analysis and second language acquisition. In Hatch, E. (ed.), *Second Language Acquisition: A Book of Readings*. Rowley, MA: Newbury House.

Long, M.H. (1985) Input and second language acquisition theory, in S. Gass & C. Madden (eds.) *Input in Second Language Acquisition*. Rowley, MA: Newbury House.

### Meta-Research

Collentine, J. (1998). Cognitive principles and CALL grammar instruction: A mind-centered, input approach. *CALICO Journal* 15 (1-3): (1-18).

Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics* 11: (129-158).

allow learners to negotiate understanding of non-comprehensible input according to their own pace, needs and learning style (Chapelle, 1997).

- *Application in ELLIS*

Using ELLIS, students can easily navigate to material that is at their level. They control where in the program they go and what and where they learn. They can click on highlighted words, phrases, and grammar points unfamiliar to them to learn more; and choose from a variety of presentation, practice, and performance activities. There is also occasional native language translation they can choose to access to help ensure that they are not getting lost in the instruction.

### 4. Noticing

- *Definition*

Noticing plays a key role in converting input into intake (Schmidt, 1990). A multimedia environment enables features of the language to be made salient by providing hypertext links to explanations, definitions, tables, pictures, and examples. Such environments are particularly effective at facilitating the intake of grammatical structures that normally have little communicative value in input (Collentine, 1998).

- *Application in ELLIS*

Because ELLIS gives the student the opportunity to see the video dialogue interactions they are able to notice and discover patterns of communication on their own first, before being exposed to the instruction. Once they begin the instruction portion, students maintain full control and are actively engaged in the learning process as they choose where to spend their time, and how they best want to learn the material, either through the practice exercises, the role plays, the voice record feature, or the instructional pages. If students want to learn more any highlighted vocabulary word, idiomatic phrase, grammatical feature, cultural implication, or punctuation point they click on it to learn more. Clicking on the item will hyperlink them to additional explanations, definitions, tables, pictures, or examples of the item.

## Empirical Evidence

Aubusson, P., Fowill, S., Barr, S., & Perkovic, S. (1997). What happens when students do simulation-role-play in science? *Research in Science Education*, 27 (4), 565-579.

Marzano, R. J. (2001). *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. 73-74.

Robinson, D. & K. Kiewra. (1996). Visual argument: Graphic organizers are superior outlines in improving learning from text. *Journal of Educational Psychology*, 87 (3), 455-467.

## Meta-Research

Chamot, A. U., Barnhardt, S., El-Dinary, P.B., & Robbins, J. (1999). *The Learning Strategies Handbook*. White Plains, NY: Addison Wesley Longman.

Chamot, A. U., & O'Malley, J.M. (1994). *The CALLA handbook: Implementing the Cognitive Academic Language Learning Approach*. White Plains, NY: Addison-Wesley Longman.

Sims, R. R. (1995). *The importance of Learning Styles: Understanding the Implications for Learning, Course Design, and Education*. Westport, CN: Greenwood Press.

Tileston, D.W. (2000). *Ten Best Teaching Practices: How Brain Research, Learning Styles, and Standards Define Teaching Competencies*. Thousand Oaks, CA: Corwin Press.

## 5. Multiple Modalities [All Learning Styles]

- *Definition*

There are four basic learning styles: Visual, auditory, tactile, and kinesthetic. These styles of learning are preferences that individuals have about the way they learn best. For example, a visual learner will remember new material better if it is seen, rather than just heard (e.g. see a word written, not just hear it pronounced). Since teachers cannot control what types of learners they will be teaching, they should present lessons that meet the needs of all learning styles (Aubusson, Foswill, Barr, & Perkovic, 1997; Robinson & Kiewra, 1996; Chamot, et. al, 1999; Chamot and O'Malley, 1994; Sims 1994; Tileston, 2000).

- *Application in ELLIS*

The instruction, practice, and assessment in *ELLIS Academic* meet the needs of all learners by (a) offering audio support for written text, (b) offering textual support for audio instructions, and (c) combining modalities in tactile-kinesthetic activities (both on and off the computer).

## Empirical Evidence

Jenkins, J., Stein, M. & Wysocki, K. (1984). Learning vocabulary through reading. *American Educational Research Journal*, 21 (4), 767-787.

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

Marzano, R. J. (2001). *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

## Meta-Research

Chamot, A. U., Barnhardt, S., El-Dinary, P.B., & Robbins, J. (1999). *The Learning Strategies Handbook*. White Plains, NY: Addison Wesley Longman.

Chamot, A. U., & O'Malley, J.M. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. White Plains, NY: Addison-Wesley Longman.

## Empirical Evidence

Gardner, R. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.

## 6. Recycling & Reviewing

- *Definition*

Students do not learn new language that is heard, seen, or used only once. In fact, research shows that learners need to see/hear—and better yet, use—a word a minimum of six times to remember it (Jenkins, et. al, Honig 1984; as cited in Marzano, 2001). By recycling and reviewing (periodically re-teaching and practicing information from previous lessons), one can more confidently hope that students will retain what is being taught (Chamot, et. al, 1999; Chamot and O'Malley, 1994).

- *Application in ELLIS*

In *ELLIS Academic* students see videos several times in the context of a lesson. The script page is the basis of every skill area. Games, and Practice items also ensure students see lesson vocabulary and content multiple times before being tested. In addition to this, all of the off-line activities (the *Learner Response Books* and the Extension Activities in the *Instructor Guide*) are designed to review this same material again in other contexts. All of the lessons were also designed to recycle information from previous lessons. And the Role Play itself serves as a synthesis of the production of the four skills that precede it.

## 7. Motivating Activities

- *Definition*

When learners are not motivated to learn, they likely will not learn (Gardner, 1985). There are, however, many different sides to motivation—some are intrinsic to the individual, others are extrinsic. When absent, intrinsic motivation (“the desire to learn no matter how, when or where”) can often be inspired by the right kind of teaching. Extrinsic motivation usually comes from the anticipation of a reward, such as scoring points in a game.

## Meta-Research

Brown, H. D. (1994). *Teaching By Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents.

Lightbrown, P. & Spada, N. (1993). *How Languages are Learned*. Hong Kong: Oxford University Press.

Scott, W.A. & Ytreberg, L.H. (1990). *Teaching English to Children*. New York: Longman.

## Empirical Evidence

Long, M. & G. Crookes. (1986). Intervention points in second language classroom processes. *Working Papers*, 5. 2 Department of English as a Second Language, University of Hawaii.

Montgomery, C. & M. Eisenstein. (1985). Reality revisited: An experimental communicative course in ESL. *TESOL Quarterly* 19: 317-34.

Savignon, S. (1972). *Communicative Competence: An Experiment in Foreign-Language Teaching*. Philadelphia, Pa: Center for Curriculum Development.

## Meta-Research

Brown, H. D. (1994). *Teaching By Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents.

Lightbrown, P. & Spada, N. (1993). *How Languages Are Learned*. Hong Kong: Oxford University Press.

- *Application in ELLIS*

Each ELLIS Academic lesson contains a game which can be played as many times as desired. The intrinsic motivation for students of being able to control their learning by focusing on their specific needs, receive immediate feedback, and practice speech production in a non-threatening environment aids in their desire to learn (Brown, 1994; Lightbrown and Spada, 1993; Scott and Ytreberg, 1990).

## 8. Communicative Activities

- *Definition*

Communicative activities are those that offer the opportunity to participate in real-life, meaningful conversations where language is neither controlled nor corrected (Brown, 1994). In such situations, fluency is emphasized over accuracy, and personalization of the language and the language task is key (Lightbrown and Spada, 1993). Studies have shown that this type of instruction often leads to greater second language communicative abilities among students (Long & Crookes, 1986; Montgomery & Eisenstein, 1985, Savignon, 1972).

- *Application in ELLIS*

While true communicative activities cannot be carried out between a computer program and learner (yet), such conversations can be simulated, such as in the Role Plays in *ELLIS Academic*. The *Instructor Guides* for each product also offer several suggestions for students to engage in real communicative practice.

## Empirical Evidence

Bracewell, R. & Laferriere, T. (1996). The contribution of new technology to learning and teaching in elementary and secondary schools (Documentary review). Retrieved August 23, 2002 from <http://www.fse.ulaval.ca/fac/tact/fr/html/apport/impact96.html>.

Larsen-Freeman, D. and M. Long. (1991). *An Introduction to Second Language Acquisition Research*. Harlow: Longman.

Long, M. & Porter, P. (1985). Group work, interlanguage talk, and second language acquisition. *TESOL Quarterly* 19: 207-28.

Stevens, R., Madden, N., Slavin, R., & Farnish, A. (1987). Cooperative integrated reading and composition: two field experiments. *Reading Research Quarterly* 22(4).

## Meta-Research

Brown, H. D. (1994). *Teaching By Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents.

Holt, D.D. (1993). *Cooperative Learning: A Response to Linguistic and Cultural Diversity*. Washington, D.C.: Center for Applied Linguistics.

Marzano, R. J. (2001). *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

## 9. Collaborative Activities

- *Definition*

Research reports that students who worked in collaborative groups “significantly outperformed those receiving traditional instruction on standardized measures of reading comprehension, reading vocabulary, language mechanics, language expression and spelling” (Stevens, et .al, 1987; as cited in Nunan,1992, p. 3). Additional studies have shown that the increased discussion and communication occurring between students working together collaboratively leads to the development of students’ intellectual skills (Bracewell & LaFerriere, 1996). Collaborative activities encourage students to help each other learn (Larsen-Freeman and Long, 1991). In language learning, collaborative activities are especially effective simply because they require students to communicate with others, thereby practicing greater amounts and varieties of the target language than students in teacher directed classrooms (Long, 1985). Collaborative activities are also meant to help students share their strengths and improve their weaknesses by learning from those they have been assigned to work with (Brown, 1994; Holt, 1993; Marzano, 2001).

- *Application in ELLIS*

*ELLIS Academic* offers teachers the option of placing up to three students on the same computer, if desired. Many tasks, such as the roleplay, are ideal for group work (although they can certainly be completed alone as well). The *Learner Response Books* can also be completed with peer collaboration, and the extension activities are almost entirely designed for small to large groups.

## Empirical Evidence

Bos, C. S., & Vaughn, S. (1994). *Strategies for Teaching Students with Learning and Behavioral Problems* (3rd ed.). Boston: Allyn and Bacon.

Carroll, S. & Swain, M. (1993). Explicit and implicit negative feedback: an empirical study of the learning of linguistic generalizations. *Studies in Second Language Acquisition* 15: 357-86.

Hofmeister, A. M., & Lubke, M. M. (1988). Expert systems: Implications for the diagnosis and treatment of learning disabilities. *Learning Disabilities Quarterly*, 11, 287-291.

Lightbown, P. & Spada, N. (1990). Focus- on- form and corrective feedback in communicative language teaching: Effects on second-language learning. *Studies in Second Language Acquisition* 12: 429-48.

Pany, D., & McCoy, K. M. (1988). Effects of corrective feedback on word accuracy and reading comprehension of readers with learning disabilities. *Journal of Learning Disabilities*, 21, 546-550.

Sassenrath, J.M. (1975). Theory and results on feedback and retention. *Journal of Educational Psychology* 67: 894-899.

Van Dusen, L. & Worthen, B. (1995). Can Integrated Instructional Technology Transform the Classroom? *Educational Leadership*, 53 (2), 28-33.

## 10. Immediate Feedback

- *Definition*

Feedback is essential to language learning because students need to know whether their conclusions about the target language are right or wrong. The more immediate that feedback is, the better, so that students can both correct their mistakes and keep using the language they have mastered (Goldenburg, Rusell, & Carter, 1984).

Learners learn better when they must answer questions rather than simply read material and when they receive feedback on their responses (Pany and McCoy, 1998; Sassenrath, 1975). Learners provided with feedback outperform those given minimal or no feedback (Lightbown & Spada, 1990). Learners also remain more engaged longer on computer tasks with immediate feedback (Van Dusen and Worthen, 1995, p. 30; as cited in Gregiore et. al.). Learners who received explicit feedback were shown to perform better than those who were given implicit feedback (Carroll & Swain 1993). Additional studies indicate that of the most critical features determining the effectiveness of software used with at-risk students is the ability of the software to provide feedback to both students and teachers (Bos & Vaughn, 1994; Hofmeister & Lubke, 1988).

- *Application in ELLIS*

In the practice sections of each ELLIS lesson for all five skill areas, learners receive immediate feedback on their responses. In *ELLIS Business, Academic Middle, and Academic Senior*, learners are also given explanations as to why the answers are incorrect. Each ELLIS product also contains a game that gives immediate feedback to the learner on his/her

## Empirical Evidence

Thomas, W. & V. Collier, (1995). Acquiring a second language for school. In *Language Minority Students Achievement and Program Effectiveness*. Washington, D.C.: NCBE.

## Meta-Research

Brown, H. D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents.

Marzano, R. J. (2001). *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Watts-Taffe, S. & Truscott, D. M. (2000). Using what we know about language and literacy development for ESL students in the mainstream classroom. *Language Arts*, 77(3), 258-265.

## 11. Active Learning

- *Definition*

Learner-directed, active learning is a key ingredient in Constructivist learning theory (Brown, 1994; Marzano, 2001; Watts-Taffe and Truscott, 2000). Research shows that students perform better when they are active participants in the learning process (Thomas and Collier, 1995).

- *Application in ELLIS*

Students maintain full control and are actively engaged in the learning process in ELLIS as they choose where to spend their time, and how they best want to learn the material, either through the practice exercises, the role plays, the voice record feature, or the instructional pages. Students can easily go to navigate to material that is at their level. There is also native language translation available to help ensure that they are not getting too much information above their level.



# Effectiveness of Computer-Assisted Instruction & Research

## Empirical Evidence

Kulik, J.A., Bangert, R.L., & Williams, G.W. (1983). Effects of computer-based teaching on secondary school students. *Journal of Educational Psychology*. 75: 19-26.

## Empirical Evidence

Collins, A. (1991). The Role of Computer Technology in Restructuring Schools. *Phi Delta Kappan*, 73 (1), 28-36.

Grégoire, R., Bracewell B. & Laferrière, T. (1996). *The Contribution of New Technologies to Learning and Teaching in Elementary and Secondary Schools*. Schoolnet/Rescol. Retrieved August 23, 2002: from <http://www.fse.ulaval.ca/fac/tact/fr/html/apport/impact96.html>.

Van Dusen, L, & Worthen, B. (1995), *Can integrated instructional technology transform the classroom?* Educational Leadership, 53 (2), 28-33.

## Empirical Evidence

Cotton, K. (1992). *Computer-Assisted Instruction*. Northwest Regional Educational Laboratory Retrieved on October

## 1. Mastery in Less Time

Studies indicate that computer assisted instruction requires less time on task for mastery of target skills (Kulik, Bangert, & Williams, 1983).

## 2. Time on Task

The results of a two year study indicate that “students remain engaged” longer using computers because they enjoy working on computers, they can choose the pace with which they progress through the program, and they receive immediate feedback (Van Dusen and Worthen, 1995, p. 30; as cited in Grégoire, Bracewell, and Laferrière. 1996). According to this study, time-on-task is on average 20 percent higher when an integrated learning system is used correctly than in a traditional classroom setting.

Collins (1991) reports that: “In settings in which computers have been put at the disposal of students as part of some long-term activity or project, researchers have reported dramatic increases in students’ engagement” ( p. 29, as cited in Grégoire, Bracewell, and Laferrière, 1996).

## 3. Motivation

Increased motivation is often one of the byproducts associated with computer-based instruction in the classroom. One of the main conclusions of a three year study conducted by the Center for Research, Evaluation and Training (CREATE), in Burlingame, California, in cooperation with Apple, was

26, 2002: from <http://www.nwrel.org/scpd/sirs/5/cu10.html>.

Grégoire, R., B. Bracewell, & T. Laferrière. (1996). *The Contribution of New Technologies to Learning and Teaching in Elementary and Secondary Schools*. Schoolnet/Rescol. Retrieved August 23, 2002: from <http://www.fse.ulaval.ca/fac/tact/fr/html/apport/impact96.html>.

Guthrie, L. & Richardson, S. (1995). Turned on to language arts : Computer literacy in the primary grades. *Educational Leadership*, 53 (2), 14-17.

Sivin-Kachala, J., & Bialo, E. (1994). *Report on the Effectiveness of Technology in Schools, 1990-1994*. Washington DC: Software Publishers Association.

Underwood, J., & Brown, J. (Eds.). (1997). *Integrated Learning Systems: Potential Into Practice*. Oxford, UK: Heinemann/NCET.

US Congress Office of Technology Assessment (1995). *Teachers and Technology: Making the Connection*. Washington, D.C. : Government Printing Office.

## Empirical Evidence

Balatova, I. (1994). The impact of video on the comprehension skills of core French students. *The Canadian Modern Language Review*. 550:507-23.

Bationo, B.D. (1992) The effects of three feedback forms on learning through a computer-based tutorial. *CALICO Journal*. 10 (1): 45-52.

that students “are drawn to technology and are intrinsically motivated to use computers” (Guthrie and Richardson, 1995, as cited in Grégoire, Bracewell, and Laferrière, 1996). Increased motivation results from ease of error correction, semi-private environment, active control of environment, and the ability to work at one’s own pace (Underwood and Brown, 1999).

A report conducted by the US Congress, Office of Technology Assessment attributes the increase in motivation to the fact that technology: 1) “can be a key vehicle for stimulating learning, primarily because it creates environments and presents content in ways that are more engaging and involve student more directly than do textbooks and more traditional teaching tools” (US Congress, Office of Technology Assessment, 1995, 65; as cited in Grégoire, Bracewell, and Laferrière, 1996); 2) that it possesses an “interactive capacity” (ibid.); and 3) allows students to take part “in activities that invite them to create and share with others” (66).

An extensive review of literature (Cotton, 1992) also demonstrates that computer-assisted instruction improved students attitudes towards: themselves as learners, the use of computers in education, and towards computers in general, course subject matter, quality of instruction, and school in general. The study also found that computer-assisted learning results in “higher levels of self-efficacy, higher school attendance rates, and increased pro-social behavior” (Cotton, 1992). A review of 176 studies done between 1990 and 1994 also found that students studying in technology rich environments increased in positive attitudes towards learning and towards themselves (Sivin-Kachala & Bialo, 1994).

## 4. Multimedia Applications

The use of video is reported as having beneficial effects on language learning (Balatova, 1994). Similarly, the effects of computer feedback are shown to have positive effects on language learning (Bationo, 1992; Van der Linden, 1993). Positive effects of multimedia have also been found for learning vocabulary (Liu and Reed, 1995) and listening comprehension (Brett, 1997). The positive effects of making language items salient in a multi-media listening comprehension environment were found (Brett, 1998). Mann (1995) and Huan & Eskey (2000) both report that multimedia environments are effective when they present information with

Brett, P. (1997). A comparative study of the effects of the use of multimedia on listening comprehension. *System* 25 (1): 39-53.

Grégoire, R., B. Bracewell, & T. Laferrière. (1996). *The Contribution of New Technologies to Learning and Teaching in Elementary and Secondary Schools*. Schoolnet/Rescol. Retrieved August 23, 2002. from <http://www.fse.ulaval.ca/fac/tact/fr/html/apport/impact96.html>.

Grace, C. (1998) Personality type, tolerance of ambiguity, and vocabulary retention in CALL. *CALICO Journal*. 15 (1-3): 19-45.

Huan, S. & Eskey, D. (2000) The effects of closed-captioned television on the listening comprehension of intermediate English as a second language (ESL) students. *Journal of Educational Technology Systems*. 28 (1). 5-96.

Liu, M. & Reed, W.M. (1995). The effects of hypermedia-assisted instruction on second language learning. *Journal of Educational Computing Research*. 12 (2): 159-75.

Mann, B. (1995) Focusing attention with temporal sound. *Journal of Research on Computing in Education*. 27: 402-24.

MacArthur, C. A., Graham, S., Schwartz, S. S., & Schafer, W. (1995). Evaluation of a writing instruction model that integrated a process approach, strategy instruction, and word processing. *Learning Disability Quarterly*, 18, 278-291.

sound. Students learn and retain vocabulary more effectively when they have access to on-line translation glossaries, irrespective of their learning style (Grace, 1998). Computers have also been shown to be an effective way to increase phonological awareness and vocabulary identification (MacArthur et al., 1995, 1991a, 1991b).

MacArthur, C. A., Schwartz, S. S., & Graham, S. (1991). Effects of a reciprocal peer revision strategy in special education classrooms. *Learning Disability Research and Practice*, 6, 201-210.

MacArthur, C. A., Graham, S., & Schwartz, S. S. (1991). Knowledge of revision and revising behavior among learning disabled students. *Learning Disability Quarterly*, 14, 61-73.

Van der Linden, E. (1993). Does feedback enhance computer-assisted language learning? *Computers & Education*. 21: 61-5.

## Empirical Evidence

Kulik, J. (1994). Meta-analytic studies of findings on computer-based instruction. In Baker, E.L. and O'Neil, H.F. Jr. (Eds.), *Technology Assessment in Education and Training*. Hillsdale, NJ: Lawrence Erlbaum.

Kulick, C. C. & Kulik, J, A. (1991), Effectiveness of Computer-based Instruction: An Updated Analysis. *Computers in Human Behaviour*, 7, 75-94.

Grégoire, R., B. Bracewell, & T. Laferrière. (1996). *The Contribution of New Technologies to Learning and Teaching in Elementary and Secondary Schools*. Schoolnet/Rescol. Retrieved August 23, 2002 from <http://www.fse.ulaval.ca/fac/tact/ft/html/apport/impact96.html>.

## 5. Effectiveness Compared to Other Teaching Innovations

A review of 500 recent research studies also demonstrates that students who receive computer-based instruction also learn more (Kulik, 1994; as cited in Grégoire, Bracewell, and Laferrière, 1996). Assessments of students learning sight word recognition via computer technology consistently demonstrate the superiority of computer based learning technologies to traditional forms of teaching (Kulick and Kulick, 1991).

## Empirical Evidence

Barron, L. & Goldman, E. (1994). *Integrating Technology with Teacher Preparation*. <http://www.fse.ulaval.ca/fac/tact/fr/html/apport/impact96.html>.

Grégoire, R., B. Bracewell, & Laferrière, T. (1996). *The Contribution of New Technologies to Learning and Teaching in Elementary and Secondary Schools*. Schoolnet/Rescol. Retrieved August 23, 2002: from <http://www.fse.ulaval.ca/fac/tact/fr/html/apport/impact96.html>.

## Empirical Evidence

Grégoire, R., B. Bracewell, & Laferrière, T. (1996). *The Contribution of New Technologies to Learning and Teaching in Elementary and Secondary Schools*. Schoolnet/Rescol. Retrieved August 23, 2002: from <http://www.fse.ulaval.ca/fac/tact/fr/html/apport/impact96.html>.

US Congress, Office of Technology Assessment. (1995). *Teachers and Technology: Making the Connection*. Washington, D.C.: Government Printing Office.

## 6. Interactivity & Nonlinear Formats

Barron and Goldman (1994; as cited in Grégoire, Bracewell, and Laferrière, 1996) found that integrated media in technology “provides a richer base of information and a more effective vehicle for analysis and investigation than do linear videotapes, which are usually passively viewed” (91). In addition, “nonlinear linking of information makes it possible for a topic to be examined from multiple perspectives, that promote retention and transfer.”

## 7. Computer Literacy/ Narrowing the Digital Divide

A recent comprehensive report published by the US Office of Technology Assessment in 1995 emphasizes the critical importance of students becoming familiar and comfortable with technology to prepare for their future academic and professional careers. Doing so helps narrow the “digital divide” by helping students from low income backgrounds and those with limited exposure to technology better survive in a technologically-laden world (US Congress, Office of Technology Assessment, 1995; as cited in Grégoire, Bracewell, and Laferrière, 1996).



# Need For Technology Teacher Training & Research

## Empirical Evidence

Gregoire, R. & Bracewell R. & Laferriere, T. (1996). *The Contribution of New Technology to Learning and Teaching in Elementary and Secondary Schools*. Schoolnet/Rescol. Retrieved August 23, 2002 from <http://www.fse.ulaval.ca/fac/tact/ft/html/apport/impact96.html>.

Studies indicate that there needs to be a knowledgeable and trained teacher core in order to have computer-based learning technologies successfully implemented in classrooms. Whether for large or small scale projects, student learning outcomes have been shown to be higher when teachers are trained in the implementation and use of new software (Gregoire, Bracewell & Laferriere, 1996).

## A. How Applied

In addition to the *Instructor Guide* training resource distributed with each ELLIS product, ELLIS provides numerous training options for its users. Customers can choose from full to half day on-site training options, or training kits which include videos, CD's, and resources for training teachers and students in the use of each ELLIS product. Users may also obtain additional personalized help by contacting either support services at ELLIS, the training department at ELLIS, or their individual ELLIS distributor.

## Success Stories

### Salem-Keiser School District

When populations boom, schools often struggle just to keep students progressing through the most basic educational services. In many cases, the rate of growth far outpaces the school district's ability to adequately adjust special programs for increased student loads. Sometimes schools face the dilemma of continuing with programs designed and funded for much smaller populations. The solution? Increase spending or innovate to meet the new needs. Such was the case for the Salem-Keiser (Oregon) School District's bilingual and migrant programs.

"The district currently includes 22 elementary schools, 4 middle schools, and 4 high schools," said David Bautista, coordinator of bilingual and migrant programs for the Salem-Keiser School District. "With a total of more than 37,000 students, the district has seen dramatic growth in every area including English as a second language (ESL) students. Ten years ago we had 690 ESL students, today we have more than 3,500 and that number increases by about 18 percent each year. The majority of our ESL students come from Spanish-speaking countries, particularly Mexico, but we also have a fairly large community of refugees from The Ukraine."

This significant growth was not accompanied by a corresponding increase in ESL funding. In fact, as budgets became tighter Salem-Keiser School District found itself stretching each ESL dollar to meet the needs of more-and-more students. These limitations coupled with ambitious academic goals created an increasingly difficult ESL environment for students as well as teachers.

"We have a quickly growing number of ESL students at the high school level and only one or two teachers at each school," said Bautista. "Ideally, the best ESL instruction happens in small groups. But our growth and budget limitations created a situation where an ESL class of 44 students isn't uncommon. We expect students to progress from an ESL 0 level to ESL 4 in a very short time in order to meet the district's academic standards for graduation. Each student is required to do a senior project. This is asking a lot from an English speaker—imagine how hard it can be for someone who has only been in this country a short time."

Traditionally in an effort to improve ESL instruction, the teachers in Salem-Keiser School District's bilingual and migrant program used whatever resources they could get their hands on. This usually meant lots of printed material and virtually no multimedia structure. In their never-ending search for better ways to teach English to the growing number of students, teachers often approached Bautista with suggestions for new ESL instructional tools. Early last year, one suggested a program

called ELLIS.

“I came to Salem-Keiser from Arizona where we were quite a bit ahead of Oregon in terms of the availability and number of ESL instructional tools at our disposal,” said Bautista. “We used a number of different programs including ELLIS. When this teacher asked to look into it, I knew its value so approved the evaluation.”

ELLIS (English Language Learning and Instruction System) is an interactive multimedia environment for teaching English as a second or foreign language. ELLIS presents instruction through multiple media and by means of every research-validated method possible. This approach moves students beyond the role of passive listeners and viewers. In a classroom environment like Salem-Keiser’s where one-on-one instruction is virtually impossible, this hands-on approach gives students greater opportunities for self-paced learning. These multiple methodologies also help maintain interest, accelerate learning, and foster retention. Through ELLIS, learners do much more than simply listen; they read, speak, write, practice vocabulary and grammar, learn culture, practice, test, and review.

“As I suspected, the teacher absolutely loved ELLIS,” said Bautista. “One of the key features was the high level of native language support built into it. We have students representing 26 native languages beyond Spanish in our program so this individualized capability was a real benefit. We had some money earmarked for new books, which we divided and used half to purchase ELLIS. Halfway through the last school year, we installed ELLIS at one middle school and at one high school.”

ELLIS offers students comprehensive ESL instruction in an unthreatening format including native language support for more than 40 languages. It leverages graphics, full-motion video, digitized sound and voice recording, animation, and text to create an environment that accelerates and enhances learning. Its proven instructional methods include interactive role-play, context-sensitive translation, grammar and vocabulary, auditory and visual pronunciation tools, student voice recording and comparison, mastery tests, and skills tracking. With more than 2000 hours of available instruction (beginning to advanced learners), ELLIS provides a comprehensive, self-paced, and fully adaptable ESL solution.

“I fully expect ELLIS to make a difference in the two schools that will use it throughout the next school year,” said Bautista. “We would love to expand ELLIS into the other schools and are looking for more funding that will allow us to do that. It is a great addition to the curriculum that enables our teachers to separate students into smaller and more productive groups. Self-paced learning is the key that makes the lab time with ELLIS so valuable.

“The curriculum is great, the native language support really speeds up learning, and the back-and-forth feedback really helps the instruction stick,” said Bautista. “Letting the student’s speak into the microphone and then listen to the playback is the one feature that moved our ESL

program a major step forward. That’s what we were lacking with our large class sizes. With ELLIS in the lab, each student gets individualized feedback. Teachers are more comfortable and students are happy—that is the key.”

## Pershing County Reading Center

How can a small town, in a remote community, provide one of its state's most advanced and successful adult English as a second language (ESL) programs? In the case of the Pershing County Reading Center in Lovelock, Nevada, the key is finding and qualifying for government funds and using that money to implement the latest technology.

Lovelock, located 93 miles east of Reno, is a small agricultural community of 3,000 citizens. The Pershing County Reading Center was founded many years ago by a group of retired schoolteachers. The center originally taught local women (the wives and daughters of the county's large Hispanic migrant worker community) English as a vehicle to help them improve their lives. Over time, thanks to word of mouth, the center grew to also teach employability, workplace skills, and civics to help its students integrate into American society and obtain U.S. citizenship.

"About eight years ago, we applied for federal and state grants designed for adult ESL programs," said Lynn Christofferson, director of the Pershing County Reading Center. "Because of our small size and remoteness, I didn't have a lot of confidence that we would qualify for government assistance. But we did, and we've been using that money to improve the tools we use to teach ever since. Our program now offers any interested adult up to 10 hours of ESL instruction weekly. We typically have between 30 and 40 people enrolled at any one time. In a community this size, that's a pretty impressive number."

With the help of grant money, the Reading Center has gradually upgraded the teaching tools it uses. "By early 2000, we had two donated computers, a variety of textbooks, and an ESL video series," said Christofferson. "But in spite of all these resources, the patched-together approach just didn't seem to reach the students and get them excited about learning. We weren't seeing the test scores we wanted."

When a student enters the program, the center's staff evaluates him or her using the Nevada State CASAS (comprehensive adult student assessment system) test to place them in the proper curriculum. The most accurate measure of a student's progress is subsequent CASAS test scores.

"We decided to look for better solutions that would use the computers to build on each individual's CASAS competencies," Christofferson said.

After inquiring around the state's other adult ESL programs, the Reading Center found several programs that were using ESL software from ELLIS with great success. Upon these recommendations, and with additional grant money that allowed the center to purchase five new computers, the center contacted ELLIS.

"The other programs had such great things to say about ELLIS that I was pretty confident it would meet our needs," said Christofferson. "But I wanted to see for myself. We got the evaluation, and it was everything everyone said it was. We immediately saw an increase in the amount of time students were spending at the center. Where they used to spend their hour and nothing more, now they stay for 2 ½ or 3 and we sometimes have to beg them to leave."

## Merced City School District — Adult ESL Program

The central valley of California lies between Modesto and Fresno. With its agriculturally focused economy and strong population of migrant workers, this area fosters one of the state's most pressing English-as-a-second-language (ESL) needs. Merced City School District provides K-8 education for more than 11,500 students in 16 schools. Among the student bodies at 12 elementary schools and 4 middle schools, a full 40 percent are enrolled in the ESL curriculum. The district serves a predominantly low-income and ethnically diverse population. Seventy percent of the students receive some form of meal assistance. The intense ESL needs are the result of a nearly 40 percent Hispanic and 20 percent Asian population.

“One of the keys to helping our non-English-speaking children assimilate and benefit from the educational system is to involve their parents,” said Paul Guevara, director of special projects for Merced City School District. “We’ve found that the better we can do at helping the parent learn English and feel comfortable in our Americanized society, the better off the child will be. For this reason, the district has always offered adult ESL courses as part of our community education program.”

While the district has had an adult ESL program for some time, limited funding has prevented the program from reaching the numbers of parents it should and from providing the best instruction for the unique needs of the parents. The district needed more.

“The state has money set aside for adult ESL programs like ours; we need only to apply for it,” said Guevara. “And that is just what we did in 1999. We felt that one of the keys to improving our program would be to add technology. Children are so exposed to computers and the Internet in today’s classrooms that to truly benefit the young ones, we felt that the parents should have the same advantages as they learn English. The state approved our application and we began a process of revamping our adult ESL program by creating computer labs.”

While giving program participants access to computers was a major step, the program still lacked an effective tool to make those computers powerful allies as parents learned English. Guevara and his staff once again turned to the state for answers.

“We evaluated a few ESL software programs that were designated as recommended solutions by the state,” said Guevara. “But one program - ELLIS - really stood out from the rest. It serves a broader range of students because it offers the most interactive opportunities. With ELLIS, our adult ESL students not only hear the correct English pronunciation, they also repeat it back and listen to their own voices on the playback. It reinforces the concept with valuable practice.”

ELLIS (English Language Learning and Instruction System) is an interactive multimedia environment for teaching English as a second or foreign language. ELLIS presents instruction through multiple media and by means of every research-validated method possible. This approach moves students beyond the role of passive listeners and viewers. For an

adult ESL program like that at Merced City School District, this method maintains interest, accelerates learning, and fosters retention. Through ELLIS, learners do much more than simply listen; they read, speak, write, practice vocabulary and grammar, learn culture, test, and review.

Beginning in January 2000, the beginning-level adult ESL students used ELLIS in their instruction. The district has two computer labs running ELLIS on 14 PCs each. The course consists of daily classroom instruction (one class daily from 12:30 to 2:30 and another from 6:00 to 8:00), augmented with 40-minute self-paced session using the ELLIS software in the lab.

“With ELLIS fully implemented, our program is running smoothly and with great success,” said Guevara. “We have nearly 60 parents enrolled in two different classrooms. The classes are free, and we even provide transportation and babysitting if needed. After a parent completes our program, he or she can move on to the high school for more advanced ESL classes.”

The ELLIS curriculum offers students comprehensive instruction in an unthreatening format. It leverages graphics, full-motion video, digitized sound and voice recording, animation, and text to create an environment that accelerates and enhances learning. Its proven instructional methods include interactive role-play, context-sensitive translation, grammar and vocabulary, auditory and visual pronunciation tools, student voice recording and comparison, mastery tests, and skills tracking. With more than 2000 hours of available instruction (beginning to advanced learners) and native language support for more than 40 languages, ELLIS provides a comprehensive, self-paced, and fully adaptable ESL solution.

“The ability to individualize instruction has been what sets ELLIS apart in our book,” said Guevara. “Providing another avenue to learn through, beyond the classroom instruction, really speeds up the learning process and makes retention easier. ELLIS’ listen-and-repeat exercises force our students to use their listening skills more.” The additional modality offered by the technology enhances learning. It is impossible for the teacher to support each student on his or her own level, so ELLIS’ individualized and self-paced nature frees the teacher to give help where it is really needed.

“One thing that we didn’t realize when we started was that the adults want more than we were accustomed to providing,” said Guevara. “We’ve enhanced the lab experience by adding word processing to the mix. These people are literate in their native languages and want to be challenged as they learn English. In their minds, the more they use the keyboard, the better. So we provide that opportunity—and it really pays off. Their comfort level in the computer labs is amazing.”

As the district’s adult ESL program draws near the end of its second academic year, it continues to grow and move more parents into the advanced classes offered by the high school.

“The classes here are amazing to watch,” said Guevara. “There is a great spirit in the room. The adult students have built their own little

community, complete with regular parties to celebrate their accomplishments. They all interact, socialize, and have a true connection with one another. We've had some parents complete our program and then move through the high school curriculum to become very active as parents at the district level." These newly trained parents are more confident and are more willing to speak up, even if it is in their native tongue. "The bottom line is that the children in our school system are better off because their parents are more involved in the education process," said Guevara. "The adult ESL program is fundamental to making that a reality."

## Dallas Independent School District

Imagine one of the largest school districts in the United States. Now imagine one of that district's larger high schools with a sizeable population of non-English-speaking students. Finally, imagine a state-mandated English proficiency standard that students must meet before they are allowed to graduate. Now you have a slight concept of the everyday world of Anna McDaniel, teacher and world languages coordinator at Bryan Adams High School in the Dallas (Texas) Independent School District.

"We have a very active English as a second language (ESL) program here," said McDaniel. "With five full-time teachers, three aides, and nearly 200 students, we account for approximately 10 percent of the total student body. Most of our ESL students come to us with no English language skills whatsoever. Our goal is to provide the environment, tools, and opportunity that will allow them to pass the state-mandated TASS (Texas Assessment of Academic Skills) exam and graduate from high school."

With a diversity of native tongues, a variety of skill levels, and limited staff, one-on-one instruction simply wasn't feasible. McDaniel and her team tried a number of options to give students the maximum benefit. "We looked into new texts and tried bits and pieces of a number of ESL solutions, but were rapidly becoming paper pushers rather than teachers," she said. "Even the computer-based programs we looked at assumed that the students already knew how to read, and that approach caused problems. We needed something that was self-paced, motivational, and easily adaptable to each student's individual needs."

Thanks to the efforts of McDaniel's son, the school received from i2 Corporation 23 laptop computers that allowed the program to evaluate a number of technology-based ESL solutions.

"I tried a wide variety of ESL computer-based programs, but I wasn't satisfied with the total solution offered by any of them," said McDaniel. "I was particularly displeased with the lack of success and low level of accuracy with which my students were learning the English language. I now had computers, knew students were responsive to using computers, and wanted a program that would allow students to work at their own knowledge levels, at their own speed, and with their preferred learning methods."

In the search for an acceptable computer-based ESL solution, Mrs. McDaniel and her co-teacher, Gracie Lopez were introduced to ELLIS. "After seeing ELLIS in a demo we were very impressed," said McDaniel. "We both wanted the product. It provided all the individualized instruction features that we so desperately needed. The real challenge then was to convince the district of the same. Surprisingly, since we already had the laptops, the district was very willing to set us up as a pilot program for ELLIS."

ELLIS (English Language Learning and Instruction System) is an

interactive multimedia environment for teaching English as a second or foreign language. Instead of making students passive listeners and viewers, ELLIS presents instruction through multi media and use every research-validated means possible. ELLIS learners don't just listen; they read, speak, write, practice vocabulary and grammar, learn culture, practice, test, and review. The end result is a more confident, motivated, and satisfied learner.

"I've been enthusiastic about ELLIS from day one," said McDaniel, "and now the students are feeling the same. The program is easy to use, and it creates a fun environment. Even students who had not been attending school started to come back. Attendance is up because they have a lot more fun in the classroom. And because it is very self-contained, we as teachers can spend more quality time one-on-one with the students who need more attention."

The ELLIS curriculum combines graphics, full-motion video, digitized sound and voice recording, animation, and text in a comprehensive user-friendly environment. All of these elements come together to create an environment that accelerates and enhances learning. Its proven instructional methods include interactive role-play, context-sensitive translation, grammar and vocabulary, auditory and visual pronunciation tools, student voice recording and comparison, mastery tests, and skills tracking. With more than 2000 hours of available instruction (beginning to advanced learners) and native language support for more than 40 languages, ELLIS provides a comprehensive, self-paced, and fully adaptable ESL solution for programs like that at Bryan Adams High School.

"The single most effective tool in ELLIS is the voice recording feature," said McDaniel. "My students absolutely love hearing the correct English pronunciation and then repeating it back into the microphone. It not only creates a fun and interactive environment, but also helps them learn at a faster rate with more language accuracy." ESL students now move through the school's three-tiered program more quickly and are well prepared for their TASS exam.

"The individual successes in our ESL program are too many to mention," said McDaniel. "Our TASS scores have increased, attendance has gone up, and a number of students have moved on to college. In fact one of our ex-students is now working on a law degree at Texas Woman's University and several others have completed college and are now teachers. I'm really proud of our kids. Thanks to ELLIS, our ESL program is running at full steam. My staff and I are back to doing what we love-teaching-and the students are reaping the benefits. And that's what it's all about."



## Appendix: Scope & Sequence

The Scope and Sequence provides a quick easy reference for instruction in each lesson and skill in ELLIS and the location of specific skills throughout the program. ELLIS provides the Scope and Sequence to be used for curriculum planning, integration and correlation to local and state standards.

# ACADEMIC INTRO™

	Theme 1 Greetings and Introductions	Theme 2 Shopping for Food and Clothing	Theme 3 Public Transportation	Theme 4 Home and Family
Videos	1.1 Hi, Joe. How are you? 1.2 Olivia, this is my friend Joe. 1.3 Joe, where are you from? 1.4 See you later. Goodbye.	2.1 We need milk. 2.2 The 5 lb. bag of sugar is \$1.95. 2.3 How much is the chicken? 2.4 Does that shoe fit you? 2.5 I need new jeans. 2.6 The total is \$40.35.	3.1 Where can I get a taxi? 3.2 Let's go by bus. 3.3 The train leaves at 4:30. 3.4 Do you have the subway map?	4.1 Olivia, it's good to meet your family. 4.2 Can I get you something to eat? 4.3 What time is it, Olivia?
Vocabulary	<ul style="list-style-type: none"> <li>Greetings</li> <li>Family (1)</li> <li>Languages</li> <li>Cities</li> </ul>	<ul style="list-style-type: none"> <li>Money</li> <li>Food &amp; containers</li> <li>Clothing</li> <li>Adjectives: Size &amp; fit</li> <li>Weights &amp; measurements</li> <li>Dairy &amp; meat</li> </ul>	<ul style="list-style-type: none"> <li>Directions</li> <li>Transportation</li> <li>Places in the community</li> </ul>	<ul style="list-style-type: none"> <li>Family (2)</li> <li>Adjectives: Size &amp; height</li> <li>Furniture</li> <li>Physical feelings</li> </ul>
Grammar	<ul style="list-style-type: none"> <li><b>Be:</b> Affirmative &amp; contractions</li> <li>Subject Pronouns</li> <li><b>Be:</b> Yes/no questions &amp; short answers</li> <li><b>Be:</b> WH-questions</li> </ul>	<ul style="list-style-type: none"> <li>Simple present: Affirmative</li> <li>Simple present: Negative</li> <li>Simple present: Yes/no questions</li> <li>Demonstratives</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of location</li> <li>Simple present: WH-questions</li> <li>Verb + infinitive</li> <li>Modals of necessity: <b>have to</b></li> </ul>	<ul style="list-style-type: none"> <li>Simple present: More WH-questions</li> <li>Possessive adjectives</li> <li>Possessive pronouns</li> <li><b>Here vs. there</b></li> </ul>
Communication	<ul style="list-style-type: none"> <li>Greetings &amp; responses</li> <li>Introducing yourself &amp; others</li> <li>Saying goodbye</li> <li>Thanking</li> <li>Saying where you are from</li> <li>Giving background information</li> </ul>	<ul style="list-style-type: none"> <li>Expressing needs</li> <li>Making suggestions</li> <li>Talking about prices</li> <li>Buying clothing</li> <li>Expressing likes &amp; dislikes</li> <li>Paying for items</li> <li>Asking for help</li> <li>Offering help</li> </ul>	<ul style="list-style-type: none"> <li>Buying tickets</li> <li>Asking for transfers</li> <li>Giving &amp; following directions</li> <li>Asking for help</li> <li>Asking for clarification</li> </ul>	<ul style="list-style-type: none"> <li>Asking about time</li> <li>Telling time</li> <li>Excusing oneself politely</li> </ul>
Culture	<ul style="list-style-type: none"> <li>Formal vs. informal language</li> </ul>	<ul style="list-style-type: none"> <li>Metric vs. U.S. measurements</li> </ul>	<ul style="list-style-type: none"> <li>Tips on getting around in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>Social occasions</li> <li>U.S. school system</li> </ul>
Pronunciation	1.1 [u] oo you 1.2 [o] o no 1.3 [f] f from 1.4 [l] l late	2.1 [b] b bag 2.2 [i] ee need 2.3 [r] r for 2.4 [w] w want 2.5 [ʒ] j jeans 2.6 [e] ey okay	3.1 [æ] a can 3.2 [e] e let's 3.3 [ɪ] i ticket 3.4 [ʌ] uh subway	4.1 [aɪ] ai Hi 4.2 [θ] th something 4.3 [a] ah clock

# thematic scope and sequence

Theme 5 Looking for a Job	Theme 6 Banking	Theme 7 Health Concerns	Theme 8 Social Situations
5.1 What do you want to do? 5.2 My neighbor made cabinets and chairs. 5.3 I heard you have jobs available. 5.4 Richard, what are your skills? 5.5 I want you to work with us.	6.1 Can you help me open an account? 6.2 What is your date of birth? 6.3 May I withdraw some money from my account?	7.1 Mom, I have a headache. 7.2 We have an appointment at 3:00. 7.3 911. What is the emergency? 7.4 Let me get some information. 7.5 Bill, you need ten stitches. 7.6 Take two pills after you eat.	8.1 What are you doing this weekend? 8.2 Would you two like to come? 8.3 We're going to buy tickets for the game. 8.4 Let's all do something together soon.
<ul style="list-style-type: none"> <li>Days of the week</li> <li>Occupations</li> </ul>	<ul style="list-style-type: none"> <li>Months &amp; years</li> <li>Personal data</li> <li>Bank accounts</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the body</li> <li>Common illnesses &amp; their symptoms</li> <li>Temperature</li> <li>Points of compass</li> </ul>	<ul style="list-style-type: none"> <li>Weather</li> <li>Sports</li> <li>Movies</li> <li>Meals</li> </ul>
<ul style="list-style-type: none"> <li>Simple past: <b>be</b></li> <li>Simple past: Regular &amp; irregular</li> <li>Simple past: WH-questions</li> </ul>	<ul style="list-style-type: none"> <li>Modals: <b>would, should, could</b></li> <li><b>May</b> vs. <b>can</b></li> <li>Ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>Present progressive</li> <li>Imperatives</li> </ul>	<ul style="list-style-type: none"> <li>Simple future</li> <li><b>Be going to</b></li> </ul>
<ul style="list-style-type: none"> <li>Talking about work experience &amp; skills</li> <li>Telephoning for business purposes</li> <li>Interviewing for a job</li> </ul>	<ul style="list-style-type: none"> <li>Asking for help</li> <li>Giving personal information</li> <li>Saying dates</li> </ul>	<ul style="list-style-type: none"> <li>Making appointments</li> <li>Calling 911 in an emergency</li> <li>Describing injuries</li> <li>Describing symptoms</li> <li>Agreeing</li> </ul>	<ul style="list-style-type: none"> <li>Apologizing</li> <li>Making, accepting, &amp; declining invitations</li> <li>Making plans</li> <li>Stating opinions</li> <li>Talking about leisure activities</li> <li>Disagreeing</li> </ul>
<ul style="list-style-type: none"> <li>Job search strategies</li> <li>Interview etiquette</li> <li>Typical employment application forms</li> </ul>	<ul style="list-style-type: none"> <li>Types of bank accounts</li> </ul>	<ul style="list-style-type: none"> <li>U.S. health insurance</li> <li>Celsius vs. Fahrenheit</li> </ul>	<ul style="list-style-type: none"> <li>Social invitations</li> <li>Polite refusals</li> <li>Non-invitations</li> </ul>
5.1 [n] n nine 5.2 [m] m my 5.3 [u] u wood 5.4 [k] k kind 5.5 [t] t top	6.1 [ŋ] ng sing 6.2 [p] p pepper 6.3 [ɔ] aw draw	7.1 [v] v have 7.2 [a] ow how 7.3 [d] d did 7.4 [z] z is 7.5 [tʃ] ch stitches 7.6 [ʃ] sh wish	8.1 [y] y yes 8.2 [ɔɪ] oy boy 8.3 [s] s this 8.4 [g] g go

# ACADEMIC MIDDLE™

	Theme 1 Measurements at Home	Theme 2 Measurements in the Store	Theme 3 Small Talk Talking about the Weekend																																																
Videos	<ol style="list-style-type: none"> <li>You could add the rice.</li> <li>What time is it now?</li> <li>There's lots of time.</li> </ol>	<ol style="list-style-type: none"> <li>Is the quart-size milk on sale?</li> <li>How many apples are in a bushel?</li> <li>We need 1/4 cup tomato paste.</li> <li>We need enough pop for thirty people.</li> <li>Is there a dry cleaner around here?</li> </ol>	<ol style="list-style-type: none"> <li>What have you been doing?</li> <li>I went to Lake Joseph in the mountains.</li> <li>Have you taken geometry yet?</li> <li>Krista got through history.</li> </ol>																																																
Vocabulary	<ul style="list-style-type: none"> <li>U.S. measurements (1)</li> <li>Food &amp; spices</li> <li>Recipes &amp; cooking terms</li> <li>Numbers in measurements &amp; time</li> <li>Prepositions of time</li> <li>Expressions of time</li> </ul>	<ul style="list-style-type: none"> <li>U.S. measurements (2)</li> <li>Food &amp; containers (dairy, produce, canned goods, drinks)</li> <li>Numbers in measurements, prices, distance, &amp; length</li> <li>Points of compass</li> <li>Prepositions of movement</li> </ul>	<ul style="list-style-type: none"> <li>Sports &amp; recreation</li> <li>Weather &amp; temperature</li> <li>University classes, extracurricular activities, social life</li> </ul>																																																
Grammar	<ul style="list-style-type: none"> <li><b>Be:</b> Contractions, Yes/no &amp; WH-questions</li> <li><b>Do:</b> Contractions &amp; negatives</li> <li>Modals: Necessity, advice, ability, possibility &amp; permission</li> </ul>	<ul style="list-style-type: none"> <li>Conjunctions: <b>and, so, but, because</b></li> <li>Comparatives</li> <li>Superlatives</li> <li>Quantifiers</li> <li>Conditionals</li> </ul>	<ul style="list-style-type: none"> <li>Parts of speech: subject, object, adjectives &amp; adverbs</li> <li>Subject &amp; object pronouns</li> <li>Count vs. noncount nouns</li> <li>Stative vs. active verbs</li> <li>Using adjectives &amp; adverbs</li> <li>Possessive adjectives</li> <li>Possessive pronouns</li> <li>Adverbs of time, frequency</li> <li>Fragment vs. complete sentences</li> </ul>																																																
Communication	<ul style="list-style-type: none"> <li>Talking about food preparation (home cooking)</li> <li>Asking for the time</li> <li>Telling time</li> <li>Discussing amount of time</li> </ul>	<ul style="list-style-type: none"> <li>Expressing needs</li> <li>Asking for advice</li> <li>Talking about quantity</li> <li>Making suggestions</li> <li>Comparing size &amp; price</li> <li>Asking for directions</li> <li>Offering &amp; asking for help</li> </ul>	<ul style="list-style-type: none"> <li>Making small talk (weather, events)</li> <li>Giving &amp; receiving compliments</li> <li>Discussing leisure activities</li> </ul>																																																
Culture	<ul style="list-style-type: none"> <li>Metric vs. U.S. measurements (recipes)</li> <li>Popular foods</li> <li>Formal vs. informal ways of telling time</li> </ul>	<ul style="list-style-type: none"> <li>Metric vs. U.S. measurements (weight, volume, distance, &amp; length)</li> <li>Types of stores in the U.S.</li> <li>Saving money on food items</li> <li>Nutrition labeling in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>Subjects for small talk (weather, events)</li> <li>Making friends in the U.S.</li> <li>Concert etiquette</li> <li>Slang expressions (1)</li> <li>Common leisure activities</li> <li>Appropriate compliments</li> </ul>																																																
Pronunciation	<table border="0"> <tr> <td>1.1</td> <td>[tʃ]</td> <td>ch</td> <td>chops</td> </tr> <tr> <td>1.2</td> <td>[v]</td> <td>v</td> <td>five</td> </tr> <tr> <td>1.3</td> <td>[ð]</td> <td>dh</td> <td>the</td> </tr> </table>	1.1	[tʃ]	ch	chops	1.2	[v]	v	five	1.3	[ð]	dh	the	<table border="0"> <tr> <td>2.1</td> <td>[f]</td> <td>f</td> <td>loaf</td> </tr> <tr> <td>2.2</td> <td>[p]</td> <td>p</td> <td>pop</td> </tr> <tr> <td>2.3</td> <td>[r]</td> <td>r</td> <td>remember</td> </tr> <tr> <td>2.4</td> <td>[aɪ]</td> <td>ai</td> <td>buy</td> </tr> <tr> <td>2.5</td> <td>[θ]</td> <td>th</td> <td>thing</td> </tr> </table>	2.1	[f]	f	loaf	2.2	[p]	p	pop	2.3	[r]	r	remember	2.4	[aɪ]	ai	buy	2.5	[θ]	th	thing	<table border="0"> <tr> <td>3.1</td> <td>[b]</td> <td>b</td> <td>been</td> </tr> <tr> <td>3.2</td> <td>[w]</td> <td>w</td> <td>well</td> </tr> <tr> <td>3.3</td> <td>[i]</td> <td>ee</td> <td>see</td> </tr> <tr> <td>3.4</td> <td>[k]</td> <td>k</td> <td>keep</td> </tr> </table>	3.1	[b]	b	been	3.2	[w]	w	well	3.3	[i]	ee	see	3.4	[k]	k	keep
1.1	[tʃ]	ch	chops																																																
1.2	[v]	v	five																																																
1.3	[ð]	dh	the																																																
2.1	[f]	f	loaf																																																
2.2	[p]	p	pop																																																
2.3	[r]	r	remember																																																
2.4	[aɪ]	ai	buy																																																
2.5	[θ]	th	thing																																																
3.1	[b]	b	been																																																
3.2	[w]	w	well																																																
3.3	[i]	ee	see																																																
3.4	[k]	k	keep																																																

# thematic scope and sequence

Theme 3 Talk and about the Past	Theme 4 Greetings, Introductions, and Farewells	Theme 5 Asking Questions
<p>going this summer? in June. try yet? because of you.</p>	<ol style="list-style-type: none"> <li>Hi, guys. How's it going?</li> <li>This is Jessica Nell.</li> <li>It was nice meeting you, Jessica.</li> </ol>	<ol style="list-style-type: none"> <li>Which chapter are you on?</li> <li>Do you want to study with us?</li> <li>Are there any vending machines in the library?</li> <li>Do you know what photosynthesis is?</li> <li>Would you like to do something over the weekend?</li> </ol>
<p>a-curricular activities, &amp;</p>	<ul style="list-style-type: none"> <li>Leisure activities</li> <li>Work/study schedules &amp; activities (1)</li> <li>Common idioms used in small talk</li> <li>Public transportation</li> <li>Places in the community &amp; university (1)</li> </ul>	<ul style="list-style-type: none"> <li>Work/study schedules &amp; activities (2)</li> <li>Common university classes</li> <li>Biology terms</li> <li>Places in the community &amp; university (2)</li> </ul>
<p>ts, verbs, objects, ns ns rbs ncy &amp; manner sentence</p>	<ul style="list-style-type: none"> <li>Simple present &amp; present progressive</li> <li>Simple past &amp; past progressive</li> <li>Future tense: <b>will, be going to</b> &amp; simple present as future</li> <li>Expressions of time</li> </ul>	<ul style="list-style-type: none"> <li>Yes/no questions (<b>be, do, have</b>)</li> <li>Interrogative words (1): <b>what, who, whom, whose, which</b></li> <li>Tag questions (<b>be, do, have</b>)</li> <li>Interrogative words (2): <b>when, where, why</b></li> <li>Interrogative words/phrases (3): <b>how, how many, how far, how much, how often, how long, how about</b></li> </ul>
<p>ther, sports, current pliments ities &amp; current events</p>	<ul style="list-style-type: none"> <li>Using idiomatic greetings &amp; farewells</li> <li>Introducing yourself &amp; others</li> <li>Making small talk (weekend plans, work, leisure activities, meeting new people)</li> </ul>	<ul style="list-style-type: none"> <li>Asking for help &amp; clarification</li> <li>Asking for &amp; following directions</li> <li>Inviting &amp; responding to invitations</li> <li>Making &amp; accepting apologies</li> <li>Giving &amp; responding to opinions</li> <li>Making suggestions</li> </ul>
<p>(1) S. es ts</p>	<ul style="list-style-type: none"> <li>University life (1)</li> <li>Subjects for small talk (2)</li> <li>Identifying sarcasm</li> <li>U.S. national holidays &amp; popular vacation spots</li> <li>Making eye contact</li> </ul>	<ul style="list-style-type: none"> <li>University life (2)</li> <li>Dating</li> <li>Polite refusals</li> <li>Slang expressions (2)</li> </ul>
	<p>(Age Hi)</p> <p>4.1 [æ] a class</p> <p>4.2 [aʊ] ow down</p> <p>4.3 [aɪ] ai nice</p> <p>(Age Low)</p> <p>4.1 [æ] a dance</p> <p>4.2 [aʊ] ow down</p> <p>4.3 [aɪ] ai five</p>	<p>5.1 [ʌ] uh subway</p> <p>5.2 [s] s study</p> <p>5.3 [ɪ] i quiz</p>

# ACADEMIC SENIOR™

	Theme 1 Casual Introductions and Small Talk	Theme 2 Making Introductions	Theme 3 Registering for Classes	Theme 4 Shopping at a Convenience Store
Videos	<ol style="list-style-type: none"> <li>Melanee, I'd like you to meet Tyke and Carl.</li> <li>How do you and Kisha know each other?</li> <li>I saw <i>Journey of Fear</i> last week. It's great!</li> </ol>	<ol style="list-style-type: none"> <li>It's great to see you. How are you?</li> <li>How long has it been since we've seen each other?</li> <li>So, how's your tennis game, Lee?</li> <li>Well, I need to be going.</li> </ol>	<ol style="list-style-type: none"> <li>How many hours are you taking?</li> <li>I can't take that class this semester.</li> <li>What's your major?</li> </ol>	<ol style="list-style-type: none"> <li>What time is it?</li> <li>How late is the convenience store open?</li> <li>Do you want some crackers?</li> <li>Do you want a six-pack of root beer?</li> <li>Do you have a smaller bill to pay with?</li> </ol>
Vocabulary	<ul style="list-style-type: none"> <li>Casual greetings &amp; farewells</li> <li>Movie genres</li> <li>Greek &amp; Latin roots</li> <li>Prefixes &amp; suffixes: Form &amp; meaning</li> </ul>	<ul style="list-style-type: none"> <li>Formal greetings &amp; farewells</li> <li>Titles of respect</li> <li>Government offices &amp; elections</li> </ul>	<ul style="list-style-type: none"> <li>University schedules &amp; majors</li> <li>Descriptive adjectives (opinions about university classes &amp; professors)</li> </ul>	<ul style="list-style-type: none"> <li>Class assignments</li> <li>Expressions of time</li> <li>Physical feelings</li> <li>Convenience store items</li> <li>Money</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>Prefixes, suffixes, &amp; roots: Function &amp; use</li> </ul>	<ul style="list-style-type: none"> <li>Equatives</li> <li>Comparatives</li> <li>Superlatives</li> <li>Parallelism &amp; paired conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Modals: Permission, ability, possibility, advice &amp; necessity</li> <li>Using modals in questions (requests &amp; invitations)</li> </ul>	<ul style="list-style-type: none"> <li>Review: Yes/no &amp; WH-questions</li> <li>Dependent clauses: Noun, adjective, &amp; adverb</li> <li>Tag questions</li> <li>Questions in reported speech</li> </ul>
Communication	<ul style="list-style-type: none"> <li>Introducing yourself &amp; others: Informal</li> <li>Making small talk (apartment living, roommates, movies, common interests)</li> <li>Giving &amp; receiving compliments</li> <li>Inviting &amp; responding to invitations</li> <li>Expressing opinions</li> </ul>	<ul style="list-style-type: none"> <li>Introducing others: Levels of formality</li> <li>Using titles of respect</li> <li>Using pre-closings</li> <li>Discussing conditions at work</li> <li>Discussing common interests</li> </ul>	<ul style="list-style-type: none"> <li>Registering for university classes</li> <li>Discussing university scheduling, classes, professors, &amp; majors</li> <li>Expressing opinions</li> <li>Discussing unrealized plans</li> <li>Making suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Discussing class assignments</li> <li>Alternative ways of telling time</li> <li>Asking about location of items in a store</li> <li>Expressing needs</li> <li>Making purchases</li> <li>Discussing intentions</li> </ul>
Culture	<ul style="list-style-type: none"> <li>Sources &amp; strategies for locating jobs</li> <li>Résumé writing</li> </ul>	<ul style="list-style-type: none"> <li>U.S. driver's licensing requirements</li> <li>General U.S. driving laws</li> </ul>	<ul style="list-style-type: none"> <li>University systems &amp; procedures: Credit hours, tuition &amp; resident status</li> <li>Grants &amp; scholarships</li> </ul>	<ul style="list-style-type: none"> <li>Typical living expenses in the U.S.</li> <li>Transportation, entertainment &amp; dating expenses in the U.S.</li> <li>Budgeting &amp; saving money</li> </ul>
Pronunciation	<p>1.1 [ɪ] i it</p> <p>1.2 [t] t delighted</p> <p>1.3 [ʒ] j journey</p>	<p>2.1 [u] oo do</p> <p>2.2 [ʊ] u good</p> <p>2.3 [aʊ] ow sounds</p> <p>2.4 [g] g going</p>	<p>3.1 [f] f fitting</p> <p>3.2 [ʒ] j Joel</p> <p>3.3 [l] l Lee</p>	<p>4.1 [aɪ] ai assignment</p> <p>4.2 [aʊ] ow, wow</p> <p>4.3 [n] n find</p>

Theme 5 Job	Theme 6 Studying to Get	Theme 7 Budgeting for a Semester	Theme 8 Budgeting for a Month
<ol style="list-style-type: none"> <li>1. I'm looking for a job as a waiter.</li> <li>2. I think I'll give them a call.</li> <li>3. You can stop by for an interview.</li> </ol>	<ol style="list-style-type: none"> <li>1. I'm studying to take the written test.</li> <li>2. Who has the right-of-way at an intersection?</li> <li>3. Can you turn right at a red light?</li> <li>4. Give an example of unsafe driving.</li> </ol>	<ol style="list-style-type: none"> <li>1. Are you on a semester or a quarter system?</li> <li>2. How many credits can you afford?</li> <li>3. Are you a resident or a nonresident?</li> <li>4. Do you work part-time or full-time?</li> </ol>	<ol style="list-style-type: none"> <li>1. What kind of budgeting help do you need?</li> <li>2. Where do you eat?</li> <li>3. How much are utilities here?</li> <li>4. What expenses are left?</li> </ol>
<ul style="list-style-type: none"> <li>• Occupations &amp; skills</li> <li>• Job search terms</li> <li>• Classified ad terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Licensing terms</li> <li>• Traffic laws</li> </ul>	<ul style="list-style-type: none"> <li>• University registration terms</li> <li>• University expenses</li> <li>• University living arrangements</li> </ul>	<ul style="list-style-type: none"> <li>• Living expenses</li> <li>• Budgeting terms</li> <li>• Types of utilities</li> </ul>
<ul style="list-style-type: none"> <li>• Real conditionals</li> <li>• Unreal conditionals</li> </ul>	<ul style="list-style-type: none"> <li>• Gerunds: Form &amp; use</li> <li>• Verbs followed by gerunds only</li> <li>• <b>Go</b> + gerund</li> <li>• Infinitives: Form &amp; use (subject, object)</li> <li>• Verbs followed by infinitives</li> </ul>	<ul style="list-style-type: none"> <li>• Passive voice: Form &amp; use</li> <li>• Passive voice: Present, past &amp; future tense</li> <li>• Stative passive</li> <li>• Passive expressions with <b>get</b> &amp; <b>have</b></li> </ul>	<ul style="list-style-type: none"> <li>• Count &amp; noncount nouns in measurements</li> <li>• Definite &amp; indefinite articles</li> <li>• Quantifiers</li> </ul>
<ul style="list-style-type: none"> <li>• Requesting assistance</li> <li>• Expressing needs</li> <li>• Discussing job skills &amp; preferences</li> <li>• Offering advice</li> <li>• Asking for information</li> <li>• Making interview appointments</li> </ul>	<ul style="list-style-type: none"> <li>• Summarizing information from spoken &amp; written sources</li> <li>• Studying for a driver's test</li> <li>• Discussing traffic rules &amp; regulations</li> <li>• Offering encouragement</li> </ul>	<ul style="list-style-type: none"> <li>• Offering assistance &amp; advice</li> <li>• Discussing costs of higher education (tuition &amp; living expenses)</li> <li>• Expressing needs</li> <li>• Discussing preferences</li> <li>• Discussing school &amp; work schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for assistance</li> <li>• Stating opinions</li> <li>• Discussing necessity &amp; possibility</li> <li>• Offering advice &amp; information</li> <li>• Discussing pros and cons</li> </ul>
<ul style="list-style-type: none"> <li>• Sources &amp; strategies for locating jobs</li> <li>• Résumé writing</li> </ul>	<ul style="list-style-type: none"> <li>• U.S. driver's licensing requirements</li> <li>• General U.S. driving laws</li> </ul>	<ul style="list-style-type: none"> <li>• University systems &amp; procedures (2): Credit hours, tuition &amp; resident status</li> <li>• Grants &amp; scholarships</li> </ul>	<ul style="list-style-type: none"> <li>• Typical living expenses in the U.S.</li> <li>• Transportation, entertainment &amp; dating expenses in the U.S.</li> <li>• Budgeting &amp; saving money</li> </ul>
<p>5.1 [w] w want 5.2 [g] g great 5.3 [k] k could</p>	<p>6.1 [i] ee already 6.2 [z] z quiz 6.3 [ŋ] ng nearing 6.4 [m] m more</p>	<p>7.1 [h] h help 7.2 [f] f fee 7.3 [s] s state 7.4 [n] n anyone</p>	<p>8.1 [p] p help 8.2 [y] y your 8.3 [ʌ] uh much 8.4 [e] e expenses</p>

# thematic scope and sequence

Theme 9 Job	Theme 10 Asking for Technical Help	Theme 11 Discussing	Theme 12 Discussing Literature
<ol style="list-style-type: none"> <li>1. Why are you interviewing for this job?</li> <li>2. Do you have questions about this job, Elaine?</li> <li>3. Do you have a food-handler's permit?</li> <li>4. What is the work schedule?</li> <li>5. Do you have any questions, Kent?</li> </ol>	<ol style="list-style-type: none"> <li>1. I can't get into the program.</li> <li>2. I've got video, but I can't hear anything.</li> <li>3. Should I check the power cords?</li> </ol>	<ol style="list-style-type: none"> <li>1. Did you make it to the sales meeting?</li> <li>2. What can we do about the problem?</li> <li>3. What did the supervisor say?</li> <li>4. Do you agree with the solution?</li> </ol>	<ol style="list-style-type: none"> <li>1. Let's go over some of the important aspects of the novel.</li> <li>2. Who is the hero of <i>The Grapes of Wrath</i>?</li> <li>3. The story was consistent, without being predictable.</li> <li>4. Does everyone agree with Julia's opinion?</li> <li>5. Steinbeck's writing style is very simple and clear.</li> </ol>
<ul style="list-style-type: none"> <li>• Job interviews</li> <li>• Job skills &amp; requirements</li> <li>• Work schedules</li> <li>• Wage &amp; benefits</li> </ul>	<ul style="list-style-type: none"> <li>• Computers: Parts &amp; functions</li> <li>• Multimedia equipment</li> <li>• Idiomatic prepositional phrases</li> <li>• Phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Sales organizations: personnel &amp; procedures</li> <li>• Marketing plans</li> <li>• Sales proposals</li> </ul>	<ul style="list-style-type: none"> <li>• Story elements</li> <li>• Characterization &amp; plot</li> <li>• Literary criticism</li> <li>• Writing styles</li> </ul>
<ul style="list-style-type: none"> <li>• Present progressive</li> <li>• Stative verbs</li> <li>• Past progressive</li> <li>• Future progressive</li> <li>• Subject-verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions of place</li> <li>• Prepositions of time</li> <li>• Prepositions of location</li> <li>• Prepositions of movement</li> <li>• Phrasal verbs: Separable &amp; inseparable</li> </ul>	<ul style="list-style-type: none"> <li>• Subject &amp; object pronouns</li> <li>• Indefinite pronouns</li> <li>• Possessive pronoun vs. possessive adjective</li> <li>• Gender-neutral pronouns</li> <li>• Reflexive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Present perfect</li> <li>• Present perfect progressive</li> <li>• Past perfect</li> <li>• Past perfect progressive</li> <li>• Future perfect</li> <li>• Future perfect progressive</li> <li>• Past participles</li> </ul>
<ul style="list-style-type: none"> <li>• Interviewing for a job</li> <li>• Discussing job qualifications &amp; skills</li> <li>• Negotiating a wage</li> <li>• Asking about benefits</li> <li>• Planning work schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for &amp; giving technical assistance</li> <li>• Expressing needs</li> <li>• Discussing technical problems</li> <li>• Making suggestions</li> <li>• Solving problems through process of elimination</li> <li>• Giving &amp; following oral instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing concerns</li> <li>• Discussing possible solutions</li> <li>• Expressing strong opinions</li> <li>• Handling objections</li> <li>• Presenting arguments with objectivity</li> <li>• Making sales proposals</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing story elements, characters, plot &amp; writing styles</li> <li>• Participating in class discussions</li> <li>• Leading class discussions</li> <li>• Stating positive &amp; negative opinions about literature</li> <li>• Agreeing &amp; disagreeing</li> </ul>
<ul style="list-style-type: none"> <li>• Showing self-confidence in interviews</li> <li>• Acceptable questions for applicants to ask</li> <li>• Acceptable &amp; polite negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia equipment</li> <li>• Computer lab activities &amp; procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing ideas &amp; opinions with confidence</li> <li>• Expressing opinions &amp; objections without offense</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Grapes of Wrath</i> by John Steinbeck (historical &amp; cultural elements)</li> <li>• U.S. literature professors' expectations</li> <li>• Disagreeing politely</li> </ul>
<p>9.1 [v] v everything            9.2 [y] y yes            9.3 [t] t Kent            9.4 [ð] dh this            9.5 [e] e Kent</p>	<p>10.1 [e] ey okay            10.2 [w] w Wendy            10.3 [ae] a can</p>	<p>11.1 [ɔɪ] oy join            11.2 [s] s so            11.3 [d] d already            11.4 [h] h hurt</p>	<p>12.1 [r] r read            12.2 [tʃ] ch preacher            12.3 [p] p simple            12.4 [ʃ] sh social            12.5 [o] o so</p>