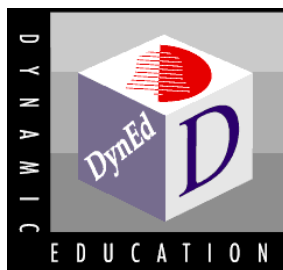




# Teaching English: A Brain-based Approach

## *Instructor's Guide*



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## Introduction

Welcome to *Teaching English: A Brain-based Approach*, a multimedia training course for teachers of English who wish to blend technology into their teaching. DynEd's brain-based, blended approach to language learning is built around a cognitive, neuroscientific learning theory called **Recursive Hierarchical Recognition**, or **RHR**. This learning theory differentiates DynEd's blended approach from other computer-assisted language learning (CALL) approaches which may or may not involve teachers and classroom support.



This course has three aims: (1) to orient and train teachers in the RHR learning theory; (2) to provide hands-on experience with DynEd's software and user interface so that teachers can better coach their students; and (3) to increase the oral fluency of teachers whose oral fluency in English needs to be improved. Given these aims, it's important to note that use of this course will vary considerably depending on the teaching background and English language proficiency of the teachers. In some cases, this course will follow-up or precede a formal training session. The course may also be used in graduate teacher-training programs where teachers need to better understand the theoretical and practical potential of technology in language learning.

This manual assumes a basic understanding of the content in the course. Instructors who plan to use the course for teacher training, should go through the course first, especially Units 1-4, so that they can better understand this manual and how to use the course.

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## Level

**Teaching English: A Brain-based Approach** is divided into 7 units. This course is for English teachers, both native-speakers and non-native speakers of English. All 7 Units assume a reasonable level of English fluency. Teachers below DynEd Placement Level 1.7 should use *New Dynamic English* to prepare for this course.

Placement Levels and the appropriate study path are determined by DynEd's **General Placement Test**. Once a teacher's level is known, the Path Manager will open the course or appropriate preparatory courses. As units are completed, new units and Mastery Tests will open automatically, or the instructor may choose to do this manually.

Once the program is underway, the **Records Manager** and **Intelligent Tutor** monitor and evaluate progress. The **Records Manager** also allows instructors to modify learning paths by locking or unlocking specific lessons and **Mastery Tests**. Please see the **Records Manager Guide** for detailed information.

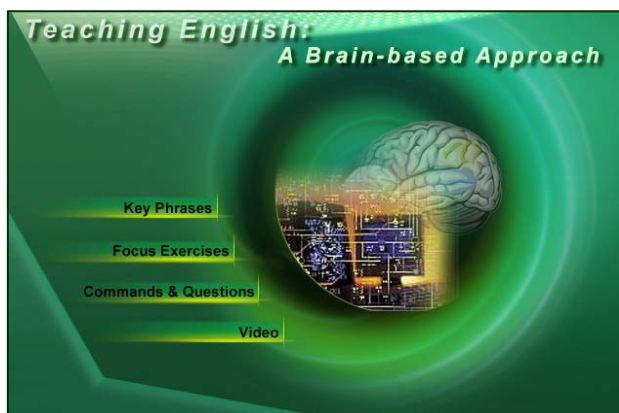
## Lesson Organization

Ideally, this course should be studied in sequence, beginning with Unit 1 which presents the learning theory. Unit 1 presents the framework for all the other units. To accomplish this, the instructor may lock Units 2-7 (which is the default) until the trainees have gone through all parts of Unit 1.

Depending on language proficiency, study frequency and study efficiency, each Unit requires several hours of study and practice. Units 1-3 have both *Presentations* and *Language Exercises*. Trainees should divide their time between both types of lessons, such as 20 minutes a day in Presentations and 10 minutes a day in Language Exercises.

**Presentations.** The presentations in each Unit introduce and explain both the learning theory and how to use DynEd courseware in a successful blend with classroom support.


In general, trainees should focus on one or two parts each day rather than try to rush through the course. For those who wish to improve their own English fluency and pronunciation, it's a good idea to practice saying some of the key sentences in each part; they should record their voice and listen to the playback, and then compare it to the model from the course. As explained in the course, students should do this without relying on text support. Using the text feature can interfere with the development of oral fluency, both listening and speaking. Recording a sentence without using the text feature requires the student to hold the sentence in short-term memory, which aids the development of chunking automaticity.



**Language Exercises.** These should be done each day, particularly the **Key Phrases**. This exercise improves oral fluency and pronunciation. It also gives trainees a better understanding of what their own students will experience when using SR exercises. At first it may be difficult, but with daily practice, trainees should be able to score 80 or above in each set of sentences. Focus Exercises, Vocabulary Practice and Commands & Questions can be done alternately, one each study session. The **Videos** give additional information about the courseware, how to study, and how to use Speech Recognition.

## The Shuffler™ Level and Completion Percentage

A unique feature of DynEd courseware is the *Shuffler*. As students answer questions and complete activities, the "Shuffler Level" (from 0.0 to 3.0) rises or falls, and the computer adjusts the depth or difficulty of the lesson accordingly. In some courses, this takes the form of additional sentences and comprehension questions at higher shuffler levels. A lesson is fully open when the shuffler level reaches a level of 2.0 or higher.

The **Completion Percentage** is shown in the *Student Records*. It is also shown by *meter icons*  that show under the Unit buttons when the mouse moves over the Student Records meter icon on the main menu screen. This indicates how much the student has studied and practiced each lesson. For more detailed information, please see the **Records Manager Guide**. In general, students should attain an 80-85% *Completion Percentage* in each lesson. For native-speaking teachers, set the Completion Percentage slider to 50%. For teachers who are using this course to also improve their English, the slider should be set to 80 or 100. This is explained in Unit 2 of the course.

## Scope and Sequence: *Teaching English – A Brain-based Approach*

Unit	Main Topics	Unit	Main Topics
<b>1</b>	<b>RHR Learning Theory</b> <ul style="list-style-type: none"> <li>• Part 1: Blended Learning Approach</li> <li>• Part 2: 4-Skills Path</li> <li>• Part 3: Memory Systems</li> <li>• Part 4: Concepts and Chunking</li> <li>• Part 5: Dimensions of Practice</li> <li>• Language Exercises and Video</li> </ul>	<b>2</b>	<b>Placement and Learning Path</b> <ul style="list-style-type: none"> <li>• Part 1: Placement Test Overview</li> <li>• Part 2: Taking Placement Tests</li> <li>• Part 3: Placement Records</li> <li>• Part 4: Tests and Progress</li> <li>• Part 5: Path Manager Basics</li> <li>• Language Exercises and Video</li> </ul>
<b>3</b>	<b>How to Study</b> <ul style="list-style-type: none"> <li>• Part 1: Orientation</li> <li>• Part 2: Lesson Types</li> <li>• Part 3: Presentation Lessons</li> <li>• Part 4: Support Lessons</li> <li>• Part 5: Study Sessions</li> <li>• Language Exercises, Video, and Mastery Test 1</li> </ul>	<b>4</b>	<b>Blended Classroom</b> <ul style="list-style-type: none"> <li>• Part 1: Blended Approach</li> <li>• Part 2: Language Framework</li> <li>• Part 3: Extension Activities 1</li> <li>• Part 4: Extension Activities 2</li> <li>• Part 5: Customization</li> </ul>
<b>5</b>	<b>Records Manager</b> <ul style="list-style-type: none"> <li>• Part 1: Overview</li> <li>• Part 2: Setting up a Class</li> <li>• Part 3: Adding and Editing Students</li> <li>• Part 4: Viewing Data</li> <li>• Part 5: Showing Progress</li> </ul>	<b>6</b>	<b>Intelligent Tutor</b> <ul style="list-style-type: none"> <li>• Part 1: Intelligent Tutor</li> <li>• Part 2: Study Scores</li> <li>• Part 3: Path Manager</li> <li>• Part 4: Parallel Study</li> </ul>
<b>7</b>	<b>Courseware Overview</b> <ul style="list-style-type: none"> <li>• Part 1: Design Overview</li> <li>• Part 2: Kids and School</li> <li>• Part 3: University and Adult</li> <li>• Part 4: Business and ESP</li> <li>• Part 5: Tests and Records</li> <li>• Video: Courseware Presentation</li> <li>• Mastery Test 2</li> </ul>		

## General Orientation

*Teaching English – A Brain-based Approach* can be used in a variety of classroom and self-study situations. It is best to use the program in frequent but fairly short (30-50 minute) sessions. These study sessions can be reinforced, reviewed and extended through periodic classroom or tutorial activities. The guidance and encouragement of a master instructor is highly recommended.

The program keeps detailed study records. It tracks the number of times trainees use the voice record and repeat buttons, for example, which helps to assess whether the course is being used effectively. This information is available to the Instructor through the **Records Manager** and **Intelligent Tutor**.

## Orienting Students

Before trainees begin to use the program, explain the function and purpose of each button on the [Control Bar](#). This is covered in Unit 3 of the course, and in a training video: *How to Study DynEd*. Students must know how to use the program to *practice* effectively. This means they should use the repeat button, the voice-record button, the playback button, and the text buttons appropriately. Their use of each button is monitored in the **Records Manager** and reflected in their Study Score which can be seen in their **Student Records** through the **Tutor** button.

## Mastery Tests

There are two mastery tests. The first **Mastery Test** covers units 1-3. The final **Mastery Test** covers Units 1-5. Both tests include items that use Speech Recognition. Detailed information about Placement and Mastery tests is included in Unit 2 of this course.

## Records Manager

DynEd's **Records Manager** is a tool for teachers and administrators that keeps and manages student and class records. It is required for **Mastery Tests**, for locking and unlocking lessons, and for assessing detailed study activities. For detailed information on installing and using the **Records Manager**, please refer to the **Records Manager Guide**. Units 2, 5, and 6 of this course focus on the **Records Manager**.

## General Classroom Guidelines

*Teaching English – A Brain-based Approach* is designed to be used with at least some classroom and instructor support.

### Classroom Role

Classroom and instructor support give trainees advantages not possible with multimedia alone. Some of these include:

- Group support and motivation.
- Opportunities for small and large group preview and review activities.
- Opportunities for individuals to make *short* oral presentations.
- Opportunities to analyze and discuss case studies and real experiences encountered by the participants.

### Teaching Activities: Presentations

Each unit consists of several parts, each with a different focus. With practice, students should be able to explain, question, and summarize the main points of each part. In class, the following activities are a useful way to check comprehension:

- **Extension:** Ask the students to relate the content to their own teaching and learning experience. This can be done in pairs or small groups.
- **Summarization:** Have students summarize or discuss the theory and important concepts included in each part. Extension Activities will provide suggestions of points to cover.

### Language Exercises:

Each unit includes several language exercises. These should be practiced regularly.

- **Key Phrases:** This exercise improves pronunciation and oral fluency if used regularly. They may be difficult at first, but with practice, trainees should aim to be recognized more than 70% of the time.
- **Focus Exercises:** These exercises give students practice with the kinds of exercises their students will experience. Trainees should do these exercises regularly, until they can do them almost automatically.

## **Instructor's Guide ~ Teaching English – A Brain-based Approach**

- ***Video:*** These videos present useful information about the courseware. Students should summarize the main points.
- ***Command/Question Practice:*** These exercises focus on important language structures and also help to improve pronunciation and oral fluency.



# Unit 1

## RHR Learning Theory

In this first unit, we present the underlying learning theory, Recursive Hierarchical Recognition, or simply RHR. This is the theoretical framework you need to understand. We also focus on some of the differences between traditional language learning and DynEd's blended model, which is a combination of computer-based practice and classroom activities.

Some of the points we focus on in this unit include: (1) how the brain learns (2) differences between text and speech (3) strengths and weaknesses of computers, and (4) sequencing the 4-skills. We demonstrate why traditional, text-based approaches are inefficient, and why DynEd's brain-based approach can transform and improve language learning.

**Goals:** To understand and be able to present the fundamentals of the RHR learning theory that is the basis for DynEd's Blended Approach. To develop confidence in using the courseware and language exercises, including the Control Bar and Speech Recognition.

### Part 1: Blended Approach

### Part 2: The 4-Skills Path

### Part 3: Memory Systems

### Part 4: Concepts and Chunking

### Part 5: Dimensions of Practice

### Language Exercises

#### Key Phrases w/SR

#### Focus Exercises

#### Video: Speech Recognition Overview

#### Command/Question Practice w/SR

Additional Resources: See TGT THEORY.PDF which is available in the Records Manager Documents. This includes published papers and references.

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## Summaries

### Part 1: Blended Approach

Traditional versus Blended Approach. Traditional approach is a knowledge-based approach. Fails to develop the automaticity required for effective communication.

In contrast, DynEd's blended model combines classroom or tutorial instruction with computer practice. The computer provides language input and practice activities, and the classroom provides the human element. In the blended model, the teacher's role is changed from a knowledge giver to a coach and communication facilitator.

### Part 2: 4-Skills Path

Part 2 focuses on the 4 language skills, their differences, and how they should be sequenced: the 4-Skills Path. Listening and speaking are the oral skills (temporal skills), and reading and writing are the written skills (spatial skills). Note that these are skills, not knowledge, so practice is important. Computers can provide and monitor that practice, and can change the way these skills are developed.

Key concepts developed include spatial and temporal skills, and *temporal tension*. The importance of *chunking* is introduced. Vocabulary should not be taught as discrete items. Rather, In the RHR approach, words are presented in phrases and in context whenever possible, with visual support. Fewer words are taught at first, but many more are remembered. This approach is more efficient because it develops the chunking skill, which is the key to fluency.

### Part 3: Memory Systems

When we learn something, our brain changes. In Part 3 we focus on memory systems and how the brain learns. From neuroscience, we know that there are different kinds of memory systems. The memory of events is different from the memory we use to carry out a skill, such playing the violin. Another kind of memory is long-term memory. This contains the basic facts of our lives and the world around us.

In RHR, language processing is an acquired skill. Yet traditional language education focuses on event memory, the memorization of facts, rules, and definitions. This is an important reason why traditional language education fails to develop automaticity. Even though students may have a large vocabulary and a good understanding of grammar, they may not be able to communicate. This is because they have not

developed the language processing skill which chunks language for fast processing. RHR develops that skill by using the fact that language is a system of patterns, and the brain is very good at recognizing and using patterns.

In the RHR approach, the key patterns of English are carefully introduced so that the brain learns to recognize and use them. The learning sequence is: (1) familiarization (2) recognition (3) comprehension (4) mastery and (5) automaticity. RHR accomplishes this sequence through the use of *multimodal input*, which is made possible by computers. Multimodal means to use involve multiple parts of the brain, such as sight, sound, and physical action.

### Part 4: Concepts and Chunking

Part 4 presents a different way of looking at language. This is developed further in Unit 4 of the course.

The ability to automatically recognize and process language chunks is the key to language fluency. In Part 4 we focus on language chunks, and the framework of language.

According to RHR, key patterns are built around concepts. For example, the phrase ‘for two hours’, expresses an interval of time. The phrase ‘at five o’clock’ expresses location in time. Another common concept is frequency, as in ‘sometimes’ or ‘every other day’. These concepts structure the patterns of language. They also structure how we sense and interact with the world.

Not all concepts are equally important for a language learner. Some occur very often in communication. The RHR learning sequence focuses on the concepts communicated most frequently and on the grammatical structures needed to communicate these concepts at each language level. Grammar is important, but RHR focuses on concepts first.

The hierarchical structure of memories and concepts is a key feature in RHR. The RHR learning sequence moves from basic concepts such as object and event to complex concepts. A complex concept may include many other concepts, such as “while he was driving home”. This phrase expresses an interval of time, but it has other concepts within it. (reference, actor, process, direction, etc.).

In RHR, the goal is for students to master the framework of the language. The trunk and branches of the language framework hold the language together. This framework helps students learn and remember vocabulary. It provides the patterns for chunking. Without mastering this framework, oral fluency isn’t

possible, even with a large vocabulary. The traditional overemphasis on memorizing lists of vocabulary items and situational phrases is inefficient and ineffective for most learners.

In the blended approach, classroom activities extend and personalize the concepts practiced in each lesson. Computer lessons provide the language framework, and lots of opportunities to understand and practice key patterns. In classroom activities, students should extend, personalize, and vary these patterns.

### Part 5: Dimensions of Practice

Acquiring a new skill requires practice. In Part 5, we focus on how to monitor and improve the quality of language practice.

In the blended model, teachers direct and coach students in how to practice effectively. To do this, DynEd monitors, measures, and analyzes the effectiveness of practice activities by using 4 dimensions.

The first dimension is the amount of practice, or total practice time. Without enough practice, progress will be very slow. DynEd monitors and scores student practice.

The second dimension is the frequency of practice. From neuroscience, we know that short, frequent practice sessions are more effective than long, infrequent sessions. New memories mean new neural connections. New neural connections require repeated activation. DynEd monitors and scores practice frequency.

The third dimension is the quality of the practice activities. The quality of a practice activity depends on the actions of the student. The overuse of text support, for example, is not an effective way to improve oral fluency. It reduces temporal tension. Recording and comparing student speech with the native model is an effective way to improve fluency. DynEd monitors and analyzes study activities. Study Scores, which are in the study records of each student, indicate how well each student is practicing.

The fourth dimension is the quality of the language being practiced. Language models that are well-designed and well-sequenced increase the quality of the practice. Practicing language models that are not well-sequenced or are too difficult is not effective. Appropriate concepts and language patterns are important so that the level of temporal tension is right for the student. Just practicing individual words or situational dialogs does not lead to oral fluency. Just because a class or activity is interesting doesn’t mean that it is effective.

Practice is necessary, but it can also be boring. When students are bored, they can change their focus or switch to another activity. Students should be alert when practicing, not too relaxed or too tense. Changing activities reduces boredom and refreshes the brain. It prevents input overload.

Changing focus can keep the brain engaged. This is also true for classroom activities. Working on the same activity for too long is not effective. Students get bored and stop processing the language input. Their brains get overloaded. Changing activities improves effectiveness. Variety provided by switching activities or changing the focus of an activity helps keep students involved.

Language acquisition takes time and lots of practice. Motivating students and helping them gain confidence is important. If there is no relationship between student practice and classroom activities, students may lose their motivation to continue practicing. In the blended model, both individual student practice and class activities play an important role. RHR provides a brain-based learning theory to help guide and improve this process.

### *Language Exercises*

**Key Phrases:** Students should practice repeating these exchanges exactly, *everyday*. They should experience *temporal tension* and from this experience learn how to coach their students. This type of exercise is important for developing both pronunciation and oral fluency. Coaching tips are explained in more detail in Unit 3 of this course.

**Focus Exercises:** Students should go through these sentences several times on their own until they are confident of each sentence. This type of exercise occurs in many DynEd courses.

**Command/Question Practice:** Students should practice these on their own. Speak clearly. This type of exercise occurs in several DynEd courses.

### **Video**

This video introduces and explains how the Speech Recognition exercises are designed. It's important that teachers understand this, both for their own practice and to better understand how their students can benefit from these types of exercises.

## Unit 2

### *Placement and Learning Path*

Good placement is essential for effective language learning. This Unit focuses on the placement process and setting up appropriate learning paths for students.

**Goals:** To be able to set up a class and give Placement and Mastery Tests. To be able to lock and unlock tests and lessons. To be able to view and manage basic study data and learning paths. To develop confidence in using the courseware and completing learning tasks, including Speech Recognition.

#### **Part 1: Placement Test Overview**

#### **Part 2: Taking Placement Tests**

#### **Part 3: Placement Records**

#### **Part 4: Tests and Progress**

#### **Part 5: Path Manager Basics**

#### **Language Exercises**

**Key Phrases w/SR**

**Focus Exercises**

**Video: Speech Recognition Overview**

**Command/Question Practice w/SR**

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## *Summaries*

### **Part 1: Placement Test Overview**

Part 1 focuses on DynEd's Computer-Adaptive Placement Tests for children and adults. These tests place students at the appropriate starting point in DynEd's learning sequence. They can also be used to determine overall language proficiency. For adult learners, there is also a speaking test, which measures oral fluency and pronunciation levels.

The tests are also variable length, which means the length of the test depends on student performance. The tests will stop once the placement level is determined. For students at a beginner level, the tests may finish after only 10 items. For higher level students, the tests take longer. The tests will continue until the placement level is reached, and then will stop. Unlike paper-based tests, computer based tests can adjust. This makes testing more efficient, and saves time, especially for lower-level students.

Definitions of the DynEd Placement Levels are in the Placement Test Guide, as well as correlations to other tests.

### **Part 2: Taking Placement Tests**

Part 2 focuses on how to give a Placement Test. There are several steps, beginning with the use of the DynEd Records Manager to set up a class. A Placement Test Guide, with detailed instructions about the test format and placement levels, is available through the Records Manager. Giving students a proper orientation is important, and requires sufficient time and preparation. Without a good orientation, the test results are not reliable.

To set up a class for the Placement Test, use the Records Manager. The Records Manager is the key tool for teachers. Unit 5 of this course focuses on the Records Manager in detail.

### Part 3: Placement Records

Part 3 focuses on the Placement Process after the Placement Test, and how to set up the initial study path. This involves the Records Manager, which is used to set up classes and place students into appropriate courses and lessons. It also directs and evaluates student progress.

Once the placement level is determined, appropriate courses and lessons must be unlocked so that students can begin to study. Using the Records Manager, teachers can unlock lessons manually or let the Path Manager to do it automatically, which is the default.

With the Placement Manager enabled, students are placed according to their individual placement level. If a teacher wants all students in a class to study the same lessons, the Placement Manager should be disabled.

To view the Placement Test records for a class in the Records Manager, open the class records and select the Placement Test. To see the scores for each part of the test, use the pull down menu to make the selection. The students can also see their placement test records in their Study Records. To see the Study Records, use the Option Pull-down menu.

### Part 4: Tests and Progress

Part 4 focuses on Study Records, Mastery Tests, and how to unlock lessons when the Path Manager is *disabled, which is not the default*. With the Path Manager disabled, teachers must lock and unlock courses and lessons for the class.

Mastery Tests can be unlocked automatically, or they can be controlled by the teacher. Unless a teacher changes the settings, Mastery Tests will open when students have a Completion Percentage of 80% for the lessons covered by the test. Teachers who want all students to take tests at the same time should disable the auto-unlock option for tests. If this is disabled, teachers must use the Records Manager to unlock the Mastery Tests whenever they choose to give a test. To unlock a test, use the edit function for the selected students and unlock the test. When the test is taken, it will automatically reload.

There are several important features of DynEd courseware that help evaluate how the students are using the courses. Two of these are the **Completion Percentage** and the **Shuffler**. The Completion Percentage is shown in the Student Records. This indicates how much the student has studied and

practiced each lesson. The Completion Percentage indicates the level of student activity in a lesson compared to the recommended number of learning events for that lesson. A learning event includes an action such as listening to a sentence, using the voice record feature, or answering a comprehension question. In general, students should at least an 80 percent Completion Percentage in each lesson, except in lessons below the Placement Level. This is the default setting.

### Part 5: Path Manager Basics

Once students have taken the Placement Test, a study path needs to be set up. Part 5 focuses on how to do this. In particular, the teacher must decide whether to use DynEd's Path Manager, which is the default, or disable it. Unit 6 of this course focuses on the Path Manager in greater detail.

The Path Manager has 3 parts: the Placement Manager, the Study Path Manager, and the Progress Manager. If enabled, the **Placement Manager** uses the Placement Level to open appropriate courses and lessons for the student.

When students enter a core course, the **Placement Manager** presents them with an entry test to confirm their study level. We call this test a Confirmation Test. It provides an entry level score for the lessons. If the score is above 85, the Placement Manager opens additional units at a slightly higher level for the student to study.

**Mastery Tests** are used to test mastery of lesson content. Mastery Tests are available for DynEd's core courses. The core courses include First English, New Dynamic English, English for Success, Dynamic Business English, and Let's Go.

The second part of the Path Manager is the **Study Path Manager**. If enabled, the Study Path Manager automatically unlocks new courses and lessons when a student is ready to advance. The Study Path Manager uses a combination of Completion Percentage and Mastery Test scores to determine when to unlock a lesson. To see the unlock requirements for a lesson, students can click on the lock icon in the study records.

The third part of the Path manager is the **Progress Manager**. The Progress Manager is used to generate progress reports. It uses Confirmation and Mastery Test scores to show progress. Unit 6 will focus more on the Progress Manager.

## Teaching English: A Brain-based Approach ~ Unit 3

For individualized study, DynEd's Path Manager automatically directs and manages the student's study path. New courses and lessons will open automatically when students have satisfied several requirements. For classes where students should study the same lessons at the same time, teachers should turn the Path Manager off. With the Path Manager off, the teacher must lock and unlock courses and lessons for the class.

### ***Language Exercises***

**Key Phrases:** Students should practice repeating these exchanges exactly, *everyday*. They should experience *temporal tension* and from this experience learn how to coach their students. This type of exercise is important for developing both pronunciation and oral fluency. Coaching tips are explained in more detail in Unit 3 of this course.

**Focus Exercises:** Students should go through these sentences several times on their own until they are confident of each sentence. This type of exercise occurs in many DynEd courses.

**Command/Question Practice:** Students should practice these on their own. Speak clearly. This type of exercise occurs in several DynEd courses.

### **Video**

This video introduces the Records Manager.



## Unit 3

### *How to Study*

This unit focuses on *how* students should study with the courseware. Before study begins, a good orientation is essential, including the setting of goals. Different types of lessons, and **Study Scores** are introduced and explained. Students need to know how to study each type of lesson. Their Study Scores are an indication of how well they are studying.

For more information, Teacher Guides for each course are available. There is also a document, “How to Study DynEd”, that can help teachers give a good orientation and ongoing coaching to students. This document is in the Records Manager.

**Goals:** To be able to teach students how to use the program effectively. To understand how different types of lessons are related and how to study each type of lesson. To be able to understand and explain a *learning cycle*.

#### **Part 1: Orientation**

#### **Part 2: Lesson Types**

#### **Part 3: Presentation Lessons**

#### **Part 4: Support Lessons**

#### **Part 5: Study Sessions**

#### **Language Exercises**

##### **Key Phrases w/SR**

##### **Focus Exercises**

##### **Video: Best Practices**

##### **Command/Question Practice w/SR**

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### *Summaries*

Especially during the first few weeks of study, coaching is important. This Unit focuses on the most important coaching points, including types of lessons and activities, and how to study in each.

#### **Part 1: Orientation**

Part 1 focuses on orienting students and the importance of coaching. Study data shows that most students don't know how to study effectively without a good orientation and continuous coaching. The most successful programs are those where students are continually coached, monitored, and reminded of good study practices. It takes time for students to change, and some students will resist change until they begin to see their improvement.

When introducing the program, demonstrate a variety of lesson types. Confirm that students can use the Control Bar and can navigate from lesson to lesson. In particular, confirm that they can record and hear their voices, and can compare their recording to the model in the course.

For lessons with Speech Recognition, demonstrate how it works and give some coaching tips about how to practice.

After students have practiced with the program, have them go to their Study Records. This is where you can talk about the structure of the course and how different types of lessons and tests are sequenced and organized. Introduce the various ways of tracking progress, including the Study Time, Completion Percentage, Scores, Level, and the Tutor. Explain what the Study Score is and how it's different from Mastery Test scores. For some students, it may take time to understand why developing automaticity and chunking skill is the key to language learning. At first they may be surprised that the emphasis is on mastering the language framework rather than memorizing a large number of vocabulary words. This period of adjustment is normal.

#### **Part 2: Lesson Types**

Part 2 focuses on different types of lessons in the courseware. These include Presentation Lessons, Support Lessons, and Review Lessons. Each lesson type has a different purpose, and Study Scores depend on how students study in each type of lesson.

### Part 2 continued

Once inside a course, the menu screens may show meter icons and show which lessons are locked or unlocked. The meters indicate the Completion Percentage for that lesson. To see the Completion Percentages for each part of a lesson, look in the Study Records. The Study Records also show which lessons are locked or unlocked. If a lesson is locked, click on the lock icon to see why it is locked. A message will indicate what to do to unlock the lesson.

Each course has several different types of lessons.

**Presentation Lessons** are the most important part of any course. Presentation Lessons introduce and develop the key language models. Whenever possible, the language models are presented in context, and are supported by visuals and comprehension questions. Presentation lessons should always be done first. Students should study these lessons often, until they master the content and can summarize and extend the content with confidence. In class activities, students should be able to display their mastery of the content. Oral presentations, pair activities, language games, and other group activities should be built around the content of the lessons.

**Support Lessons** follow up Presentation Lessons. They provide intensive practice activities such as asking questions or constructing sentences. In Support Lessons, students practice key language structures and vocabulary from the Presentation Lesson. Support lessons include lessons such as Question Practice, Focus Exercises, and Key Sentences. In this course, the Language Exercise lessons in each unit are all Support Lessons.

Students should be encouraged to alternate between the different types of lesson types in every Study Session. This improves their Completion Percentage and develops long-term memory. It also refreshes the brain and keeps students engaged. Students should go through the presentation lessons until the content is mastered and automaticity develops. In classroom or tutor follow-up activities, students should practice summarizing and extending the content with additional vocabulary and in a variety of contexts.

Sometimes Study Scores can be confusing because of the different lesson types. For example, if a study score indicates that a student isn't using the Voice Record feature enough, a teacher may be confused when the Records Manager shows that the student is using the Voice Record feature quite often in the course. This is because the Intelligent Tutor counts Voice Record activity differently in some types of lessons. If a

student isn't using Voice Record in the Presentation Lessons for example, but often uses it in Support or Review Lessons, then the student can get that message. To see how often the Voice Record feature is used in a specific lesson, use the Records Manager to see the data for that lesson.

A high study score means that a student is studying effectively according to the RHR learning theory. Different lesson types and courses require different learning activities. RHR recognizes that young children and older adults don't learn in the same way. The use of text support, for example, is quite different for young children who are beginning to read. Therefore, the Intelligent Tutor judges learning patterns differently in Let's Go and First English than it does in New Dynamic English.

### Part 3: Presentation Lessons

Part 3 focuses on how to study the Presentation Lessons, including the recommended learning sequence, how to schedule study for long-term memory development, and how to improve pronunciation. To see an orientation video, please look at the video in the Language Exercise part of this Unit.

When students first enter a Presentation Lesson, they will encounter new language patterns and vocabulary. They may already have a general understanding of the content. However, they will miss many of the details and will not be able to express the content themselves with any fluency.

In RHR, the recommended learning sequence for Presentation Lessons is a 5-step sequence: Preview, Comprehension, Focused Practice, Mastery, and Automaticity.

The Preview step is where students use the multi-modal language input to become familiar with and move toward recognition of new language patterns.

The Comprehension step is where students become confident with the meaning of the patterns and vocabulary. Once students are confident that they understand the language models, they may think they have finished the lesson. However, this learning is still short-term learning, and is passive. Comprehension isn't the same as being able to use the language with confidence. It's also important to realize that students may understand something on one day and then forget it a few days later. This should become clear in classroom activities, where the gap between comprehension and fluency is clear.



The next step, Focused Practice, involves production. This is where students use the Voice Record feature to practice saying key sentences. This is where the chunking ability is developed. For this to work, students should not rely on text support. Students should listen to a sentence, and then record it. To do this, they can break the sentence into parts. The teacher should demonstrate this process. For longer sentences, students will feel the *temporal tension*. This is important in the learning process. It also engages students. If students repeat sentences mechanically and rely on text support, the process is boring and inefficient. Repeating longer sentences and phrases without text support requires concentration. After a short time, some students will get tired. When this happens, they should move on to another part of the lesson or switch lessons. The brain has had enough and needs to process and consolidate the short term memories.

The Focused Practice step is very important. It should be repeated several times, on several different days. Focus on a few sentences each day. Focused practice is also important for improving pronunciation. After recording a sentence, students should compare their recording with the model from the course. This comparison process is very important, so make sure students know how and why to do it. This is where the brain's unconscious learning skill plays an important role. When comparing the recording with the model, the unconscious brain hears differences that the conscious brain student may not be aware of. With continued and frequent practice, new neural connections grow. These new connections can identify and process foreign sounds. As these connections develop and strengthen, students begin to hear the foreign sound patterns more distinctly. With continued practice and comparison with the model, pronunciation improves noticeably, though the success rate varies for each student. Research suggests that the brain is good at adjusting skill proficiency toward a performance model, in this case provided by the courseware. The key learning strategy is to set up a comparison of student production with the model from the courseware.

Focused practice is where students really begin to develop both their fluency and their pronunciation. Once these skills develop, they need to be reinforced. That's where the next 2 steps of Review and Intermittent Review become very important.

During Review and Intermittent Review, mastery of the language models slowly becomes automatic. This move toward automaticity takes time and should not be rushed. This is when memories are strengthened and consolidated. For students who need to develop reading and writing skills, use of the text-support feature can

now be introduced. Students can benefit from looking at the text and comparing the oral language with the written text and spelling. This shift in focus can help to reinforce the oral skills already developed and can help build new neural connections. However, for students who are already skilled readers of English, this shift of focus should be delayed. Be very careful about the timing. Introduction of text too soon can undermine the development of the oral skills. Reading and writing tasks are better left to classroom and extension activities that follow-up and extend the presentation lessons. This will be focused on in Unit 4.

It takes time for long-term memory to develop. Therefore, students should go through lessons multiple times, and on different days. Spending too much time in a lesson in a single study session is not efficient, and gets boring. It's better to go through part of a lesson in 10 6-minute sessions than 2 30-minute sessions. This pattern should be seen in the study records. Each day the student returns to a lesson, the memory strengthens.

### Part 4: Support Lessons

Part 4 focuses on how to use the Support and Review Lessons, including Speech Recognition.

In Question Practice lessons, students indicate word order by clicking on or saying a sequence of words or phrases. Examples of this type of lesson are in the Language Exercise parts of this course. When practicing these lessons, use the monitor button to hear your recorded voice and use the repeat button to compare your recording with the model.

In Dictation Lessons, which are not in this course, students first listen to sentences in sequence. Then they enter a dictation box where there are numbered sentences with blanks, and words at the top. When students click on a number, they hear the sentence. To enter a word into a blank, students can click on a blank and then click on a word, or they can click on a word and then click on the blank. The word will then appear in the blank. This type of exercise is useful for detailed listening, even for words like *a*, *an*, and *the*.

Another common type of activity is the click and drag exercise. Examples of this are in this course in the Language Exercise sections. Here the focus is on sentence construction and vocabulary. To see help for any lesson type, students can always go to the Help pull-down and click on This Lesson.

Fill-in exercises are also a common type of exercise. In New Dynamic English, students can enter an answer by clicking on the word or by saying the entire sentence with the word included. Saying the word by itself will not work.

### Part 4 (Continued)

In Speech Recognition lessons, it's important to coach students. A training video on Speech Recognition is available. If students are coached correctly, have a good microphone and are in a quiet enough room, the Speech Recognition exercises are very effective and motivating.

When speech is recognized, students will get visual feedback. Three or four green bars indicate a high confidence score. A red or yellow display indicates that the confidence is low, and students will get a hint as to which part of the sentence scored lowest. Doing these exercises regularly, a little bit each study session, improves both pronunciation and chunking.

Especially for students with pronunciation problems, be sure to have them compare their speech with that of the model. Setting up a comparison between the student recording and the model from the course helps the brain improve the student's pronunciation. This kind of comparison is a *feedback loop*. A feedback loop provides information to the brain about how to adjust performance. Feedback loops are an important and effective way that the brain learns.

Once students have a Completion Percentage of at least 80 percent in all of the Presentation and Support lessons, they should be ready to take the Mastery Test. Mastery Tests should be passed with a score of at least 85. Anything less than 85 indicates that students have not mastered the lesson content. The average Mastery Test score for a class should be 90 or above. If not, students should spend more time in the lessons. If their Completion Percentage is above 80 and they are still doing poorly on the Mastery Tests, the Completion Percentage should be adjusted in the Records Manager. Another reason for doing poorly could be that Study Scores are low. If students are not practicing effectively, Mastery Test scores will be low even if their Completion Percentage is high. In this case, the students need more coaching.

### Part 5: Study Sessions

Many students spend many hours studying. However, unless they are studying the right mix of lessons and courses, their time may not be used effectively. Part 5 focuses on how to schedule and structure study sessions.

Generally, short frequent study sessions are the most effective way to acquire a skill. For young children, a 15 to 30-minute session, 3 to 5 times per week can be effective. Anything less than twice a week may not show good results, or no results at all. This is because the learning isn't reinforced enough and neural connections in the brain don't develop. For older

students and adults, 45 to 90-minute sessions, repeated 4 to 6 times per week is recommended. For intensive programs, where students study several hours a day, encourage students to take short breaks and change activities and courses regularly. Too much time in a lesson at one time overloads the brain and is an inefficient way to learn. It's better to go through a lesson several times over several days and weeks. This develops long-term learning and automaticity.

Within a study session, students study several lessons, usually in intervals of between one and ten minutes, depending on age. It's important to vary activities, and move from lesson to lesson, provided that the lessons work together.

When a student has had enough of Lesson 1, he can go to Lesson 3 or Lesson 2 and spend some time going through parts of those lessons. Each lesson reinforces the others. Moving around in this way keeps students engaged. This approach also means that students will work in each lesson over a longer period to reach the Completion Percentage goal. Though the total study time may be the same, it is distributed over more days. This improves long-term memory. Finishing a lesson in two or three days is possible, but doesn't result in efficient learning. In this sense, fast is slow.

Study records indicate that many students do the same support or review lesson too many times in a row. To prevent this, DynEd's Intelligent Tutor temporarily blocks entry to these lessons when a student tries to enter it for the third time in a row. The lesson cannot be entered again until the student enters another lesson. This kind of guidance helps keep students actively engaged so that learning is optimized. This feature of the Intelligent Tutor, which is focused on in Unit 6, is called *Prescriptive Study*.

### Language Exercises

**Key Phrases:** Trainees should master this type of exercise. They should experience *temporal tension* and from this experience learn how to coach their students.

**Focus Exercises:** Trainees should go through these sentences several times on their own until they are confident of each sentence. This type of exercise occurs in many DynEd courses.

**Command/Question Practice:** Trainees should master this type of exercise Speech Recognition exercise. This type of exercise occurs in several DynEd courses.

### Video

This video introduces How to Practice effectively. This video can also be shown to students in an orientation.

## Vocabulary Exercise

### Written Exercise

#### 1. Write in the correct answer.

**automaticity   chunking   concepts   extension   iconic   multimodal  
parallel study   plasticity   repetition   skill memory   study score   temporal tension**

*Example: Frequency and duration are examples of concepts.*

- Teaching vocabulary in sentences or phrases helps develop the \_\_\_\_\_ skill, which is the key to fluency.
- Relying on text support can reduce \_\_\_\_\_ and delay the development of oral fluency.
- Computers allow for high quality \_\_\_\_\_ input, which helps builds new memories.
- The quality of a student's language practice is indicated by the \_\_\_\_\_ which can be seen in the study records by clicking on the Tutor button.
- Acquiring a new skill requires \_\_\_\_\_ , which builds \_\_\_\_\_.
- The use of simple graphics to provide visual support is an example \_\_\_\_\_ input.
- Activities that add to or vary vocabulary in a language framework are \_\_\_\_\_ activities.

#### 2. Match the phrases to the concepts or functions indicated.

*Example: Why don't we*

(i)

1. *by car or bus*

\_\_\_\_\_

2. *after arriving*

\_\_\_\_\_

3. *while driving*

\_\_\_\_\_

4. *to the front*

\_\_\_\_\_

5. *water boils*

\_\_\_\_\_

6. *more than enough*

\_\_\_\_\_

7. *working hard*

\_\_\_\_\_

8. *a red book*

\_\_\_\_\_

9. *could you...*

\_\_\_\_\_

- a. motion/direction
- b. sequence/point of time
- c. sequence/duration
- d. means
- e. countable object/attribute
- f. comparison/quantification
- g. process/manner
- h. event
- i. request
- j. suggestion

## Unit 4

### *Extension Activities*

This unit focuses on the relationship between computer-based practice and classroom or tutorial support. It is a mistake to think that individual practice by itself can keep most students motivated. Computer-based interactions are not the same as face-to-face interactions. In the blended approach, classroom or tutorial activities provide an opportunity to extend and personalize language models in a social context.

**Goals:** To be able to direct and facilitate classroom or tutorial activities that extend and personalize the language framework in the courseware. To be able to access and use Extension Activities. To be able to customize activities for specific purposes and vocations.

#### **Part 1: Blended Approach**

#### **Part 2: Language Framework**

#### **Part 3: Extension Activities 1**

#### **Part 4: Extension Activities 2**

#### **Part 5: Customization**

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### *Summaries*

#### **Part 1: Blended Approach**

In the blended approach, computer-based lessons provide language input and practice activities. This is where students build and master the language framework, upon which a large vocabulary and language fluency can develop. However, a language framework by itself is lifeless, like a human skeleton. It provides support, which is essential, but it has no life or personality. In the same way, in the blended model, extension and personalization activities are essential.

Classroom activities need to be designed with the specific needs and interests of the students in mind. For example, to extend a general lesson that deals with location, students preparing to work in a hotel can focus on a hotel lobby. So instead of saying “turn left at the corner,” students can say “turn left at the elevator.”

Traditional classroom activities generally fail to provide the necessary framework and practice necessary to build fluency. Teaching lists of vocabulary words or sentences without the conceptual framework to support them is inefficient. So the main point of this Unit is that classroom activities should focus on developing and extending the language, but always within the conceptual framework the students have practiced. This framework is especially important for students at lower proficiency levels.

In the blended approach, the computer lessons present the language models and provide intensive practice with those models. In the traditional approach is a knowledge-based approach. As a result, in class, students are unable to communicate. Without automaticity, they resort to memorization and performing scripts. When their memory fails, they feel ashamed and are discouraged. Learning a language this way is often painful and unsuccessful.

In the blended approach, things are different, even when students are working individually in the computer lessons. With the Records Manager, teachers and administrators can monitor, evaluate and direct student practice. The teacher knows exactly what each student has done, minute by minute. In their role as coach, teachers demonstrate effective practice strategies, and guide students to become better learners, which has benefits even beyond language learning. As facilitators, teachers set up and direct communicative activities in the classroom or in individual tutorial sessions. This is where the language framework comes alive. Students interact with each

other, and build confidence. They communicate and learn about each other. They adapt the language framework to their specific lives and needs. The focus is on the students as soon as possible.

The power of RHR comes from the extension and personalized development of the language models practiced in the courseware. Activities must be *related* to the language models in the courseware. When activities have little or no relationship to what students have practiced, the program is a mixed approach, *not* the blended approach of RHR.

In this Unit, we provide a *framework* for teachers, and sample activities. Classroom activities and lesson planning strategies are developed to support and coach teachers in the blended approach. We focus on the teacher and suggest ways to help better understand, develop, and support the blended approach.

### Part 2: Language Framework

In RHR, a language framework is built around a set of concepts, such as frequency, sequence, location, and quantity. These are the building blocks of the information which language communicates.

RHR's hierarchical language sequence moves from simple, concrete concepts to more complex, abstract concepts. As an aid to teachers, Extension Activities are provided for several courses. These are lesson plans and sample activities, along with sample language models. These can be accessed through the Records Manager.

In RHR, the primary focus of an activity is on concepts and meaning, not on grammatical forms such as adjectives or prepositions. Prepositions and adjectives are used, of course, but they are not concepts. They mark a word's form, but not the categories of meaning that use the form. As pointed out in Unit 1, *to* and *for* are both prepositions, but they mark different concepts.

Concepts generally occur in a contextual framework, not in isolation. For example, if we are talking about what we did yesterday morning, several concepts will naturally occur, and can be taught together because they *belong* together. This framework will probably include concepts such as: event, past time, point of time, sequence, duration, means, direction, and location. If we ask students to tell us what they did from the time they got up to the time they got to school, all of these concepts can be used. If several students make the same presentation, many of the same concepts will be used, but the information will be different. Though the conceptual framework is the

same, the information is personal and different for each student. However, if students merely repeat the same schedule that is presented in the courseware, it becomes 'memorization.' No communication takes place. No additional vocabulary is introduced. And it isn't interesting.

In a multilevel class, variation is especially important. Students at a higher level will use slightly more difficult structures and vocabulary, while lower-level students will express things in simpler ways. This adds variety and interest to the class. In the traditional approach, students do everything the same way, with little variation. In the RHR blend, by prescribing concepts and not specific structures, students can make choices about how to express the information. For example, one student may say *I take a bus to school* while another student says *I go to school by bus* or *I walk to school*. Teachers should focus first on the conceptual content, and then on the grammatical structures.

In the blended approach, students have *already* been introduced to the grammar through their computer-based lessons. In class, the teacher's role is to facilitate and correct the *use* of that grammar to express concepts. This is an inductive approach, where students *discover* rules and meaning rather than listen to a teacher's explanation. In RHR, multimodal examples do the teaching by guiding students to see and acquire the language patterns. This approach engages the brain and takes advantage of the mental force to make sense of things.

In the blended case, it's important that students practice the language framework *before* they use it in classroom activities. The language framework gives them their base. Without it, they are dependent on the teacher and short-term memorization.

If students have practiced with the courseware, they will be able to use the language framework they have practiced. If not, they need more practice or review. As they personalize the content, they will need to create new sentences. This is very different from repeating sentences from memory. Repeating memorized sentences is *not* communication. Repeating conceptual patterns but with different, personalized information is real communication. RHR calls this kind of repetition *deep repetition*. This deep repetition helps to build long-term skill memory.



### Part3: Extension Activities 1

For core courses, Extension Activities are prepared and available through the Records Manager. Using the Teacher Guides and Extension Activities help programs better coordinate and integrate courseware practice with classroom activities. Without this coordination, the blended approach loses much of its effectiveness. Students are then not able to extend and build on the language they have practiced. Program quality and student motivation are then much less.

Extension Activities have been prepared to help teachers design and organize class or tutorial activities. Extension Activities can be used for classes or for individual tutorials. To access the Extension Activities for a lesson, use the Records Manager.

Lesson plans are prepared for several sessions for each unit or lesson. Each session is slightly more difficult, but it based on the same material. In general, a class should spend several sessions for each unit in each course. The goal is mastery, not just going through the lessons.

Each session begins with a review of the study records and study path, along with coaching suggestions to improve practice. Once this coaching is done, the class can begin with an introduction and warm-up activity, which is provided.

For details on any of the listed activities, click on the Tasks and Activities tab. This gives expanded instructions and language examples for each activity. These activities have been carefully designed to work within the language framework that the students have practiced.

The Worksheet Tab brings up written handouts that can be copied and handed out to students as homework, or they can be done in class, as a group. The Teacher Guide tab gives the teacher immediate access to the Teacher Guide materials suitable for this Unit.

The Teacher Guide gives a quick summary of the language and main teaching points in each unit, along with teaching suggestions. This is particularly important for tutors who are not familiar with the courseware, but who are responsible for teaching classes or tutoring individual students.

In each class, there should always be a mix of review and current lessons. Not all students are at the same level, even if they are studying the same lessons. In

each class session, several activities should be carried out, each with a different focus. Paired work, short oral presentations, role-plays, dictations, and hot-seat activities provide variety. Don't let any activity go on for too long. Watch the students and monitor how engaged they are. For example, don't let paired activities go on for too long. You can switch pairs or change the focus of the activity, but a sense of timing is important. Provide feedback and some error correction, but not so much that the activities become teacher-centered. Encourage students to correct themselves. This keeps the class moving and prevents boredom.

In class, it's important to remember the *4-skills path*. Try not to overuse written instructions and examples. If written prompts are used, keep them short. For short writing activities, dictations are an excellent activity. They begin with listening and then move to writing, oral reading, and summarization. If students don't know what to do and cannot understand your instructions, *demonstrate* the activity. Once students have a model, they can figure out what to do. Too much instruction or explanation makes a class boring and puts students into a passive mode. *Show, don't tell*, is a good guide.

If students simply can't do what is asked of them, it means that they have not practiced with the courseware sufficiently, or they need additional coaching. Pushing students to go faster when they haven't built a foundation will only lead to frustration. If students cannot do something, go back and review previous lessons. In fact, review should be a part of every study session, and is built in to the Extension Activities.

### Part 4: Extension Activities 2

In Part 4, we focus on some sample activities from the Extension Activities, including Warm-up activities for English For Success.

Warm-up activities are a great way to review previous units and develop fluency. Because students are expecting this type of activity, they are also motivated to continue reviewing previous units, which is important. Students should not expect class activities to come from only one unit. Anything from a previous unit is fair and expected.

Oral presentations are important. Keeping oral presentations short and focused is a way to allow several students to take turns within a short time frame. Short oral presentations can be used even for students who are beginners. For beginners, an oral presentation might be to introduce themselves and say where they are from. This kind of activity can be used in several class sessions, depending on how well the students do.

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The key is to have students present about things they know from their own experience, and can be expressed within the language framework they have practiced.

In the RHR approach, written tasks should be done after oral tasks, not before. In general, students should not use notes when making a presentation, unless the notes are just dates or times. Students should not become dependent on written support.

Activities like oral presentations are a good way to improve student practice. In many cases, students resist practicing a unit many times. They think they are finished with a lesson when they understand the language. In the RHR approach, understanding is just the beginning. The goal is mastery and automaticity, so students should be able to complete classroom tasks with confidence and fluency. Class activities help students understand why it's necessary to go through each lesson multiple times. The goal isn't just to pass a mastery test. Classroom activities are a good reality check.

Interviews are also good activities. In class, students should work in pairs first, and then the teacher can select one student to interview another student in front of the class. In a tutorial situation, the tutor should interview the student directly and then have the student interview the tutor. This kind of activity can be followed up by a short writing assignment or a dictation. The goal is to add new vocabulary within the language framework of the lesson, which are summarized in the Teacher Guide. The Teacher Guides help teachers set up meaningful classroom activities that are directly related to the language models the students have been practicing.

In general, the Extension Activities follow the same basic structure for every study session. The session begins with a short review of the Study Records for the class or individual student. This is followed by suggestions about how to improve the Study Scores for the class. Then the class begins with a warm-up or review activity which should be fun and active. The Main Activities for the class have a different focus. Sometimes they are roleplays or dictations, and sometimes they are oral presentations. Pair and group work can be used with a class, but in a tutorial, the tutor and student work together as a pair.

Class activities help the teacher see how well students have been practicing. The teacher can also give useful feedback and error correction. This motivates students. Whenever possible, students should be given time to correct themselves. It's also important to know which errors to correct. Overcorrecting students can be

counterproductive and can make students afraid to speak. If students are using the courseware and practicing effectively, many errors will correct themselves.

When necessary, one way to provide error correction is to repeat what a student has said, but with the correction. For example, if a student says: "He hasn't went there before," the teacher can say, "Yes, he hasn't been there before." Another way is to make a short list of errors while students are interacting. Then review the list of errors at the end of the activity rather than interrupt in the middle. If the list is long, focus on the most important errors, and give students the chance to correct them.

### Part 5: Customization

Part 5 focuses on customization and integrating DynEd with other courses. In many cases, DynEd is used in situations where other materials are also used. In other situations, DynEd materials must be adapted to specific needs, such as for engineers, flight attendants, airline pilots, nurses, or bankers. In all of these situations, Extension Activities can be used to provide a language framework that can be adapted to the specific need.

In schools where textbooks or other materials must be used, it's important to coordinate DynEd lessons with these other materials. For example, vocabulary from other materials can be brought in to the Extension Activities. Dictations can be revised to include new vocabulary in a new context. However, the language structures should not be changed. The new vocabulary should be presented and placed within the language framework of the lesson. If this cannot be done, then that vocabulary item should not be included, unless it is essential. Adding unrelated vocabulary items to a lesson reverts back to the traditional way of teaching. For additional vocabulary work, supplementary reading and writing exercises can be assigned.

When using different sets of materials, it's important to note that the *sequence* of language structures do not need to match, provided that they are at the same approximate level. For example, if prepositions of location are introduced later in a textbook than in DynEd's spiral sequence, the textbook lesson will review and extend the DynEd material, which is good. Similarly, if a structure is introduced in a textbook earlier than in DynEd, the DynEd material extends and reviews the textbook material. In this way, different materials *complement* and *reinforce* each other. By having the language sequences slightly out of order, the two sets of materials can be even more effective,

provided that classroom activities are used to support both sets.

If a school's focus is primarily on individual vocabulary items, DynEd's program can provide a framework for fluency development. However, in the RHR approach, an overemphasis on vocabulary is discouraged. Tests and programs that focus on quickly building a large vocabulary work against the RHR approach. In RHR, the language framework comes first, and then the vocabulary. This is because the language framework supports the acquisition, storage and retrieval of vocabulary for active communication.

When DynEd is used alongside other materials, it's essential that at least some classroom time be used to extend and personalize the content. DynEd should not be used as a self-study course with no teacher or tutor support. If students use DynEd in a lab 1 to 2 hours a week, then it's important to use Extension Activities for at least 20-30 minutes, depending on the size of the class. The rest of class time can be used for other materials. If students are living in an English-speaking environment, such as in the United States, then there is less pressure to use Extension Activities. However, it's always important to coach and monitor students in how to practice with the courseware. Otherwise, students will not use their time effectively.

For vocational education, DynEd courseware provides an excellent language foundation. Since the focus of DynEd lessons is on concepts, it's easy to adapt Extension Activities to any vocation. For example, when nursing students describe their daily schedules or what they are studying, nursing vocabulary will naturally come in to the activity. When talking about food or preferences, flight attendants can role play and ask passengers what they prefer, chicken or beef. They can talk about vegetarian food and special needs. Pilots can talk about their flight schedules or airplane preferences.

Extension Activities have been designed as lesson frameworks. They can be adapted to any culture or job. Hot-seat activities, dictations, and oral presentations can all be set up so that the specific job vocabulary comes in to the lessons. If an engineer or policeman talks about what he is doing each day, he can bring in the necessary vocabulary. An engineer or policeman is an expert in his or her profession. Experience and long-term memory can be used in the classroom. If an airline pilot is planning for a trip, he can talk about taking on enough fuel and inspecting the aircraft. The teacher is there to guide, assist, and ask questions to elicit job specific language from the students. The class should

not just repeat back memorized language from the courseware.

Class activities should give students the opportunity to explain what they do and use their knowledge to fill in language gaps. If you ask a flight attendant about where passengers are seated, they will use the same language concepts as for locations on a city street. One passenger is seated next to a window, instead of next to a bank. Another passenger is across the aisle from a man with a beard, rather than across the street from a hotel. The concepts are the same. Similarly, IT engineers have to present a sequence of actions and ask questions. These activities can all be expressed or simulated in the classroom using the frameworks provided in the courseware.

It's important to realize that specific vocational language is not useful if a student's general language proficiency level is too low. In most cases, students need a general language proficiency level of at least 1.5 if they want to use English for a vocation. For engineers and managers, the recommended proficiency level is higher. Memorizing phrases may seem like a good way to prepare students for a vocation, but experience shows that most memorized phrases are forgotten. And in the real world, people don't ask questions the same way or use the same language that students have memorized.

Good pronunciation and the ability to handle general, frequent concepts is essential for all vocations. These skills are all developed by DynEd's general English courses, especially the early levels. Extension Activities for these courses allow for additional vocabulary that is useful for most vocations. Extension Activities can also be supplemented by maps, diagrams, and documents from a company, hotel, airline, or the web. For specialized reading and writing development, DynEd's eLective can also be used. For assistance, DynEd has curriculum specialists who can provide advice and consulting.



## Unit 5

### *Records Manager*

This Unit focuses on the Records Manager, which manages the study records for *all* DynEd courses and tests. This important tool is required for unlocking and locking tests and lessons, and for *monitoring* study activities for classes and individual students.

**Goals:** For trainees to learn how to use the Records Manager to set up and manage DynEd study. To understand how to view and manipulate data displays and create study reports. To be able to understand and explain the learning metrics used to monitor progress.

#### **Part 1: Overview**

#### **Part 2: Setting up a Class**

#### **Part 3: Add and Edit Students**

#### **Part 4: Viewing Data**

#### **Part 5: Showing Progress**

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## *Summaries*

### **Part 1: Overview**

In Part 1, we give an overview of the Records Manager, including how to start it. The Records Manager cannot be used unless it is licensed and then registered. Note that passwords must contain at least six characters, including a number and a letter.

When starting the Records Manager, you will see the Class Selection screen. The Help pull-down menu gives access to documentation and technical support, including the DynEd Analyzer.

Other points focused on include: (1) setting the begin and end dates for data; (2) add, editing, or deleting classes; (3) Administrator rights and security; and (4) updating the Records Manager and all DynEd courses.

In addition to class and teacher names and study details, *weighted study scores* (WSS) indicate how well a class has been using the program. This number is used for monitoring quality and identifying classes that need additional coaching. If a class is using several courses, the WSS is an average of the study scores for each course in proportion to the amount of time in each course. Unit 6 will focus on Study Scores in more detail.

The *Completion Percentage* is a measure of how active a student is in a lesson. Each lesson has a target number of learning steps that students should reach for that lesson. A completion percentage of 50 means that the student has completed 50 percent of the target number of learning steps for that lesson.

### **Part 2: Setting up a Class**

In Part 2, we focus on the details of how to set up a class. At the bottom of the List of Classes Screen, the Add or Edit buttons bring up the Class Information Screen. This is where the class is set up.

As students make progress, the *Study Path Manager* unlocks additional lessons. This feature saves teachers time, and is the default. However, if teachers want students to study the same lessons at the same time, this option should be disabled.

The *Progress Manager* sets up additional test data for programs that need to monitor and report short-term language progress. This is especially useful in schools where students are not using the programs intensively.

## Part 2 (Continued)

The *Options for Tests* sets up automatic unlocking of tests. For example, when students have reached an 80% Completion Percentage for *all* the lessons covered by the test, the test will unlock. If this feature is disabled, tests must be *manually* unlocked. If a teacher wants students in a class to take tests on the same day, this feature should *not* be enabled.

Generally, when a test is taken, it automatically *locks* so that students cannot take it again. If a student *fails* a test, this option automatically *unlocks* it again after a set number of days. This allows students to retake the test *once*. If a student fails the test for a *second* time, the auto-unlock function will *not* open the test again. If students are studying effectively, it isn't difficult to score 85 or higher on the test, which is a passing score. If the teacher wants the student to take the test again, the teacher must unlock it manually.

The *Courses* tab shows the list of licensed courses available for a class. Only *active* courses will be used by the Path Manager. Inactive courses will *not* be available. This is also where teachers should disable inappropriate Placement Tests for a class. Students should not be allowed to take both the General and Kids Placement Tests.

The *Students* tab sets options for students, and study-support features. For students to see their Tutor scores, for example, the *Tutor* option should be checked. If the *Support Language* option is checked, any translation support for a course, such as in the Help Screens, is enabled. The *Prescriptive Study* feature guides students to study more effectively. It disables the Fast Forward button in some lessons, and disables the Text Support (ABC) and Translation buttons until the Repeat button is used first. It also prevents students from entering some lessons more than twice in succession during a study session.

The *Options* tab allows the teacher to adjust the Completion Percentage targets. Depending on the language background of the class, the Completion Percentage targets can be changed by adjusting the *Recommended Study Time* slider. If the Mastery Test average for a class is less than 90% for students with a Completion Percentage of 80% or more, it indicates that the *Recommended Study Time* should be *increased*.

## Part 3: Add and Edit Students

Part 3 focuses on adding and editing students, monitoring study paths, passwords, and locking or unlocking lessons. When adding students to a class, the student names or ID numbers must be unique within the class. In the online version of the program, the *Find* feature will locate a registered student's class and records.

If a student is deactivated, the student will not be able to study, but their name and records will remain in the class.

*Home-Study* students can access the course through an Internet connection if the course has been installed onto their computer or if they have access to a USB drive with the courseware preinstalled. Home-study students must log-in and use a password to access the course. Home-study records will be added to the Records Manager whenever the student logs-in and is on-line. This synchs the records and allows for updates. If the Internet connection is not working, or is unavailable, students may study off-line for a limited period of time. When the student logs-in again, the records will synch and the student can resume study.

To lock, unlock, or disable lessons within a course, first be sure that the Class Data shows the correct course. Then select the *Edit* button for the individual student or for a group of students. Select the lessons to be changed, and click on the appropriate button. Then click on *OK*, which *saves* the change. Note that if a lesson or test is *disabled*, the Study Path manager will *leave* it locked. Only the teacher can unlock it.

To review an individual student's study records, select the student. The default view shows the *by-lesson* view. You can see detailed records for each lesson, including the dates and times studied. You can also see which lessons and tests are locked. To determine when the next Mastery Test or Lesson will auto-unlock, click on the red lock. It indicates what needs to happen before the lesson or test opens.

If you click on the '*by date*' button, you can see the study sequence for the course for each study session. If you click on the '*by date*' button from the All Courses records, it will show the study sequence for *all courses*. This view is useful to see how students structure their study sessions. For example, students should be changing activities during a study session. There should also be a mix of review and current lessons. At higher levels, students can switch from one course to another during the same study session. This approach

fosters long-term learning by more efficiently distributing study of each course. Parallel study distributes study hours over a longer period. What students *shouldn't* do is focus only on one unit at a time.

To launch an Extension Activity for a lesson, click on the icon next to the lesson. To see the *Study Score*, click on the Tutor button. The tutor screen gives detailed coaching information. This information is generally available to the student through their Study Records when they are using the course. This data can also be exported as a text document.

### Part 4: Viewing Data

The Records Manager tracks the study activities of students in great detail. In Part 4, we examine these study data details by looking at real data. Using this data, we can determine how well students are using the courseware, including number of repetitions in each lesson, quiz scores, voice-recording attempts, and Speech Recognition scores.

### Part 5: Showing Progress

Part 5 focuses on how to use the Records Manager to report progress. For efficient language learning, administrators and teachers should plan to schedule students for regular, frequent language practice. If possible, practice should be scheduled for *at least* 3 or 4 sessions per week. This will greatly accelerate the learning process.

For schools under pressure to show good results, more frequent practice will reduce the total time necessary to make measurable progress. This is both cost-effective and more motivating for students. In schools where English is the medium of instruction, an increase in language fluency can benefit all subject areas. Therefore an early emphasis on language development should be encouraged. Once English fluency begins to improve, performance in all other subject areas can accelerate.

In a 10-week course of study, 15 hours of language instruction is very little in terms of proficiency. If short-term progress needs to be demonstrated, achievement tests can be a better measure than proficiency tests. Achievement tests target a set of skills or materials and can measure short-term gains. In DynEd, the Mastery Tests provide such data.

The *Progress Manager* is a part of DynEd's Path Manager. The Progress Manager generates reports for teachers and administrators. To use the Progress Manager, both the Placement Manager and Study Path Manager should be enabled. As the Study Path Manager

opens new lessons, the Progress Manager presents students with Confirmation Mastery Tests to measure their initial comprehension level with the lesson material. When students finish the lessons and retake the Mastery Test, the Progress Manager reports the change in score.

In situations where students don't have enough time to complete a lesson, but the teacher needs to show progress, the teacher can have the students retake the most recent Confirmation Mastery Test to measure short-term progress. This requires that students study at least 10 hours in any course since first taking the test. Without enough practice time, it isn't reasonable to expect students to show progress. The teacher or administrator can now create a Class Study Report that summarizes the study activities and test gains for the class.

The Study Report gives detailed information about how often and how much students have studied. Study Scores and test scores are shown including Placement Test data and changes. Speech Recognition data is also included.

The Records Manager is a useful tool to help motivate students and teachers. The Study Reports for classes and individual students can be printed out and shared with parents. This data can help to identify both strengths and weaknesses. Students quickly learn that their efforts can be seen and analyzed. In some classes, teachers reward students who have high study scores. This can be a way to reward effort, even for lower-level students. Schools can even have competitions among classes, which can promote team work within a class. Students at all levels can compete.

According to RHR, improved oral fluency supports the written skills. Data from both university and middle school children continues to support this claim. In one controlled study of 120 middle school students, for example, the 60 DynEd students scored significantly higher in both listening and writing. The overall pass rate for the DynEd students was 92, significantly higher than the control group. Of course the nature of the tests used in any study is a big factor, so results will vary accordingly. An important issue facing all language programs is testing. A poorly constructed test that emphasizes vocabulary memorization or other skills unrelated to language fluency may have a negative bias that can work against change.

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## Unit 6

### *Intelligent Tutor*

This Unit focuses on more advanced features of the RHR system. It is intended for teacher trainers and program administrators who need a more in-depth understanding of the Intelligent Tutor, Study Scores, and the Path Manager. Contents of this Unit will not be included in the final Mastery Test.

**Goals:** For trainees to know the details of how the Intelligent Tutor analyzes study data, including Study Score calculation. To understand how the Path Manager sets up learning paths to facilitate parallel study and distributed practice.

#### **Part 1: Intelligent Tutor**

#### **Part 2: Study Scores**

#### **Part 3: Path Manager**

#### **Part 4: Parallel Study**

### *Summaries*

#### **Part 1: Intelligent Tutor**

The Intelligent Tutor provides information and recommendations about the study patterns of students. Based on an analysis of actual student usage and results in programs around the world, it examines the study data for each student and class. Metrics such as the Completion Percentage and Study Score provide valuable insights into the quality of student practice. Using these and other lesson-specific data, the Intelligent Tutor looks for key patterns that determine the effectiveness of language practice. Its judgments are based around the RHR learning theory. For example, for students who need to improve their oral skills, improper use of the 'text' button in certain lessons works against their goal, so the Tutor will show the message: *Too much Text button compared to Repeat button*.

The purpose of the Intelligent Tutor is to provide expert advice to learners about how to better use their practice time. Students are not only being evaluated by test scores, but by the quality of their practice. Study Scores are available to students at all times, and are calculated time the student studies. In addition to the Study Score, the tutor advises students how to improve their study.

The Intelligent Tutor is especially useful for program Administrators who need to monitor how well classes are being coached. This quality-control tool helps to identify both teachers who are doing exceptionally well and teachers who may need further training. Study Score averages are calculated for each class and can be seen in the List of Classes.

For security, DynEd has a system of password protection that allows for several layers of access and control of the records. A 'monitor' level password is available for those who wish to view the data but who should not have the ability to change or edit the data in any way. Of course it's important that passwords be protected and secure at all times.

#### **Part 2: Study Scores**

Study Scores are a measure of how well and how often students use the courses. These numbers are important because they help students focus on the quality of their practice, and not just test scores. Some of the questions students and teachers have about how Study Scores are calculated are addressed in this presentation. A Study Score Guide is also available through the Records Manager.

### Part 2 (Continued)

First, Study Scores are based on the following general factors: study frequency and time, comprehension, and level of activity. These factors are all important for language acquisition and skill memory. Even though a student may go on holiday, newly-formed neural connections will not strengthen without continued practice. Therefore, the Study Score may go down during periods of inactivity. Memories take an extended time to develop, so the Study Score looks for long-term learning patterns.

Some factors, such as study frequency, may cause the Study Score to change quickly. Good study frequency can increase the Study Score by 3 or more points. Poor study frequency can reduce the Study Score by 2 points. This reflects what's happening in the brain's memory system.

Other factors, such as the use of the repeat and voice record features, are based on how the student is using each lesson. These are calculated by looking at how often each feature is used within specific lesson types. For example, the use of the voice record feature is especially important in presentation lessons. Therefore, the use of this feature in presentation lessons is judged in comparison with the number of sentences heard and repeated.

When students first begin to study, these numbers can change quickly. However, once a pattern is established, it may take a long time to change the score. Therefore, it's important to coach students in the beginning so that they can change their study habits to quickly adjust their score. Again, this reflects what's happening in the brain's memory system.

Study Scores vary from course to course. For example, in Let's Go, there is no penalty for using text support. The Intelligent Tutor analyzes each course and lesson according to the structure of the lesson and the age and needs of the learner. In some courses, the maximum Study Score may be 12, and in other courses the maximum Study score may be 10. In all courses, a negative study score means that students are not using the courses as designed.

It's important to note that in some situations, students are not able to study more than once or twice a week. Therefore, the Study Scores will be lower, not because the students are poor learners, but because of the limitations in their schedule. Teachers should then revise their chart to better reflect the situation. For example, in situations where students can only study

once a week, the numbers in the chart can be reduced by 2 or 3. Tutor messages about poor study frequency or not enough study time can then be explained to the students and parents. Once-a-week study is better than no study at all. However, language progress will not be efficient, even if the students are enjoying the courses. If negative Study Score messages become discouraging, the teacher can use the Records Manager to disable the Study Score display for students.

When more than one course is used, the Weighted Study Score is the weighted average of study scores for all courses. The weighting is based on the amount of time students spend in each course.

The Weighted Study Scores for a class are based on the weighted study scores of students who have studied in the last 30 days and are not disabled. These are called Qualified students. A Qualified Class has five or more qualified students. Unqualified classes are not counted in a school or group's score. For more information about the Study Scores, please see the Study Score guide.

### Part 3: Path Manager

The Path Manager uses the Placement Test level to automatically set and manage student study paths. This system allows for an optimum level of study, including review. The Path Manager has 3 parts: the Placement Manager, the Study Path Manager, and the Progress Manager.

The Placement Manager can be turned off. However, for large numbers of students this is impractical unless all students are required to study the same lessons in the same order. This means that many students would not be studying at their optimum level. Some would be bored and others would find the material to be too difficult. The purpose of the Placement Manager and the Study Path Manager is to keep students studying at an optimum level.

Once the Placement Manager has opened up appropriate lessons for study, the Study Path Manager takes over. It is an Expert System that opens new lessons and courses for students when various study requirements are satisfied. One requirement for opening up new lessons is to pass all unlocked Mastery Tests that are below the Placement Level. This helps to insure that students are at the right level and guides them to balance review and current study. Therefore, when students begin to study at their Placement Level, they should also review any open lessons that are associated with an unlocked Mastery Test. There is no study requirement for these lessons, but it's a good idea for students to briefly



review them before attempting the mastery tests. These Mastery Tests must be passed before new lessons are unlocked. This review process should be done while the students also study the lessons at their placement level. This provides a balance between review and study at the student's current level in each study session.

In addition to passing Mastery Tests, students need a completion percentage of at least 50% in all parts of all lessons at their level. Once these conditions are met, additional lessons open so that students can begin to study new lessons while continuing to master and review their present lessons.

When students have a completion percentage of at least 80% in all lessons associated with a Mastery Test, the Mastery Test will open. A passing score is 85 or more. If a student fails a Mastery Test twice, the Path Manager will never unlock it. This alerts the teacher, who can unlock it after determining why the student has failed. No additional lessons or courses will open until this test is passed. If many students are failing, the Completion Percentage goals must be adjusted, or students should be given additional coaching.

In some cases, courses are *linked*, and new lessons will not unlock until a Mastery Test in *another* course is passed. This happens when courses should be studied in *parallel*. *Supplementary* courses, for example, need to be supported by *core* courses such as New Dynamic English which develop the general language framework. Studying courses in parallel leads to better long-term learning. It distributes the learning activities over a longer period of time, adds variety, and continues to build the general language framework necessary for fluency.

#### Part 4: Parallel Study

The Intelligent Tutor and Path Manager design a study path for each student. In Part 4, we focus on what makes an effective study path, for both computer-based practice and for classroom activities.

From neuroscience, we know that distributed practice is better than mass practice. Therefore, the Study Path manager guides students to study each lesson multiple times, on multiple days. According to RHR, students should not attempt to complete a unit or activity in one or two days. Instead, each study session should include activities from multiple lessons. Spacing out lessons in this way requires that other lessons be used in parallel. A forty-minute practice session may include six to ten periods of study from different parts of lessons or courses. This variety keeps up interest and helps to build long-term learning.

In contrast, forcing students to spend too much time in any lesson at one time creates boredom and fails to build long-term learning. Students who want to complete a lesson as quickly as possible will therefore often complain about the repetition, because it's too concentrated. This kind of mass practice approach should be discouraged.

At higher proficiency levels, students should study several courses in parallel. For example, students who study Dynamic Business English should study other courses in parallel, such as New Dynamic English, English by the Numbers, and Functioning in Business. This kind of parallel study has many advantages. In addition to providing variety, it allows the courses to work together.

If students don't have much time to study in a week, the number of courses must be limited. If not, practice activities will not be focused enough. However, in intensive courses, the number of parallel courses can be three or more. In programs where students study many hours in a week and have several classroom sessions, the use of parallel study is essential. It reduces boredom and distributes practice so that long-term learning is enhanced. In intensive programs, teachers should use additional materials and activities. This is especially true at higher language levels. Reading and writing assignments, along with student projects such as making short news bulletins, commercials, or short documentaries, can all bring out the creative side of students.

Balancing communicative activities with effective practice is important. One effective way to guide student practice is to provide a session checklist. A checklist can suggest several study paths through the open lessons and courses. This is particularly useful when students first begin to study. Another suggestion is to have students list their goals and evaluate their own progress. If better pronunciation is a goal, then this should be reflected in how they practice. If students want to increase their ability to engage in free conversation, then they should practice extending and personalizing the language in the lessons.

Extensive reading and writing assignments become effective and interesting at higher language levels. At all levels, dictations and worksheets provide a useful way to practice additional vocabulary within the language frameworks that students have practiced.

## Unit 7

### Courseware Overview

This Unit introduces the DynEd suite of courses. It summarizes the main features and purpose of each course and gives screen shots to show various exercise types.

This unit will help trainees select the DynEd course or courses that are most appropriate for their program.

**Goals:** For trainees to become familiar with DynEd's suite of courses, how they fit together, and how they differ from other courses.

#### Part 1: Design Overview

#### Part 2: Kids and School

#### Part 3: University and Adult

#### Part 4: Business and ESP

#### Part 5: Tests and Records

#### Video: DynEd Introduction

#### Mastery Test

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### Summaries

#### Part 1: Design Overview

There are significant differences between traditional, text-based approaches and the multimodal, blended approach that is based on the RHR learning theory. These differences are explained in Unit 1 of this course, and in the Theory and Research papers at DynEd's web site.

Some of the features that distinguish DynEd's core courses include the following:

- Visuals are not used as entertainment, but as aids to comprehension and recall. Fewer, simpler graphics are most effective at communicating meaning.
- DynEd's unique iconic approach helps the brain fill-in gaps and connect the language input to long-term memory.
- DynEd's patented shuffler helps to optimize the cognitive load in each activity. As a learner gains proficiency, the number of choices and the depth of the material increases. For learners having difficulty, the material recycles more often and with viewer variations. In this way, the programs respond to the learner and individualize both the presentation and the learning tasks.
- The learning sequence proceeds in a recursive, spiral fashion, not a linear approach. This spiral sequence develops long-term learning, with a balance between review and new material.
- The scope and sequence of the core courses develops language chunking skills that facilitate all 4 language skills, listening, speaking, reading and writing.
- DynEd's blended approach maximizes the effective use of technology, but recognizes its limits as well. The core courses are designed to work in a cost-effective blend with classroom or tutor support. This gives students the opportunity to extend and personalize the language content. To assist the teacher, Extension Activities and Teacher Guides are available through the Records Manager.
- And finally, learners can use DynEd programs with or without an active Internet connection. They can study on a network in a lab, or on a laptop at home.

#### Part 2: Kids and School

Part 2 gives an overview of DynEd core courses for kids and schools. These include *Let's Go*, *First English*, *English for Success*, and *New Dynamic English*. For more information you can also view DynEd's training videos and visit the DynEd web site.

### Part 3: University and Adults

Part 3 gives an overview of DynEd courses for University and Adult programs. These include *New Dynamic English*, *English by the Numbers*, *e-Lective*, *The Lost Secret*, *Advanced Listening*, *Clear Speech Works*, and *Test Mountain*. For more information you can also view DynEd's training videos and visit the DynEd web site.

### Part 4: Business and ESP

Part 4 gives an overview of DynEd courses for Business and Special Purposes, including Vocational English. These courses are in addition to the courses described in Part 3, for University and Adult programs.

These additional courses include *Dynamic Business English*, *Functioning in Business*, *Hospitality English*, and *Aviation English*. For more information, please visit the DynEd web site. The Business English Advantage Series Teacher Guide is also available through the Records Manager. This includes the Scope and Sequence for several of the courses and suggestions about how to use the courses in parallel.

### Part 5: Tests and Records

In addition to the courses, the DynEd system includes the award-winning Records Manager. This tracks and controls the study activities of classes and individual students. The system evaluates how effectively students use their study time. A detailed presentation of the Records Manager and Path Manager is in Units 5 and 6 of this course.

Within the Records Manager, DynEd's Intelligent Tutor evaluates and directs how students study. Study Scores, Completion percentages, and other proprietary metrics measure the effectiveness of how the courses are being used. Using these tools, Administrators can easily determine which classes and teachers are meeting their targets and can identify problems at an early stage.

DynEd's computer-adaptive Placement and Mastery Tests provide initial and ongoing data to measure progress. These are explained in Unit 2 of this course.

As a further teaching aid, DynEd's Path Manager places students into appropriate courses and manages their course of study. Extension Activities are available for most core courses, and these help teachers put together lesson plans and classroom activities. A detailed presentation of the Extension Activities is in Unit 4 of this course.

In closing, DynEd *specializes* in English. Our approach to English, through the RHR learning theory, is unique, and explained in Unit 1 of this course. Our mission is to help students develop the English language skills they need to succeed. We welcome your feedback, suggestions, and comments. Should you decide to use DynEd courseware, we hope this Teacher Training Course is a useful first step.

Thank you for your time and effort to learn about our products and approach.



## Appendix A: Using the Software

DynEd's courseware has been designed for ease of use by students and teachers. Nevertheless, before students begin to study on their own, it is important to introduce the basic functions of the program and to give suggestions about how best to study. For additional information, please consult the *User's Guide*.

### The DynEd Control Bar



The **Control Bar** appears at the bottom of the screen in each lesson and allows students to:

- Exit from a lesson
- Pause the program
- Record and playback their voices
- Repeat individual words and sentences
- See the written text and access the Glossary

Learners use the **Control Bar** to control the pace and focus of their learning experience. When students first use the program, encourage them to click the buttons and explore their functions. Here is a description of the function of each of the buttons:



When you want to hear something again, click the **Repeat** button. You can listen to each sentence or question as many times as you'd like.



Click the **Pause/Play** button whenever you want to stop for a short time or if you need time to answer a question. When the **Pause/Play** button is flashing green, the program is paused and will not move on to the next sentence. Click the **Pause/Play** button again in order to continue.



Whenever you click any **Control Bar** button, the **Pause/Play** button will begin to flash and the program will pause until you click the **Play** button again.



To see the spelling of a word or group of words, click the **Text** button. If you click a highlighted word, you will see a **Glossary** screen.



The **Voice Record** button lets students record themselves. Click it to start recording and *again* to stop the recording. Then click the **Voice Playback** button to listen to the recording. Students can then compare their voices with the model by using the **Repeat** button. This important feature helps students improve their pronunciation, intonation, and fluency.

Use the **Exit** button to leave a lesson at any time. You can then choose another lesson or quit the program completely.



The **Rewind** button allows students to go back in the program one frame at a time, for example to hear a previous sentence



The **Fast-Forward** button allows students to move ahead in the program one frame at a time. Students cannot fast-forward through an exercise or comprehension question. The program will pause until the question is answered.



When it is your turn to make a choice or to speak, the **Timer** will begin to time down.



### Pull Down Menus

The DynEd pull-down menus are at the top of your screen: **Options**, **Speech Recognition**, and **Help**.

Use the **Options** menu to:

- View Student Records
- Access the Glossary
- Adjust the volume on your computer
- Increase or decrease the pause between sentences

### Student Records

The Student Records show the time spent in each lesson, the number of study sessions, the Completion Percentage ([Completion Percentage](#)), Quiz and Test scores, and the Shuffler Levels ([Shuffler Level](#)). Teachers can access the Student Records through the **Records Manager**.

### Glossary

This provides alphabetical access to the Glossary screens for this course. The Glossary can also be accessed through the highlighted text whenever it occurs in a lesson.

### Levels

This allows the user to set or view the levels of the following controls:

*Volume:* The Volume settings enable the user to control the volume of the audio, as well as for sound recorded using the *Voice Record* feature.

*Pause Length:* The language of the courseware is natural language spoken at a normal pace. Students can, however, adjust the amount of time between each sentence. A longer pause gives students more time to process the sounds they have just heard and to access comprehension aids (repeat, translation, text on) if necessary. A shorter pause more closely approximates natural speech and provides more of a listening challenge.

### Help Screens

The Help screens can be accessed through the Help pull-down menu at the top of the screen. For bilingual versions, the Help screens are available with native language support.

## Appendix B: Sample Learning Path

There are 7 Units in this course. Trainees *at or above* **Placement Level 1.7** should begin in Unit 1 (RHR) and proceed through each unit as directed by the Path Manager. If their Placement Level is less than **2.7**, they should also study **New Dynamic English** Modules 5-7 in parallel to improve their oral fluency.

When a trainee has completed 50% of *all* the lessons in Unit 1, Unit 2 will open. Once in Unit 2, trainees should continue to review Unit 1 until reaching an 80% Completion Percentage. When trainees have completed 50% of *all* lessons in Unit 2, Unit 3 will open and trainees should continue to review Unit 2 *in parallel*. Once Unit 3 is completed with a 50% Completion Percentage, Unit 4 will open. Units 3 and 4 are particularly important and relate to each other.

When Unit 3 is completed with an 80% Completion Percentage, the first Mastery Test will open. To access the test, click on the Mastery Test link in Unit 3. Students must score at least an 85 to pass. *They will not be able to enter Units 5, 6 and 7 until they pass Mastery Test 1*, which covers Units 1, 2 & 3. When Units 4 and 5 are completed with an 80% Completion Percentage, the second Mastery Test will open. It tests the content from Units 1-5. To access Mastery Test 2, go to Unit 7 and click on the Mastery Test link.

In each Unit, trainees should cycle through the Presentations in order. For a fluent speaker of English, each Part takes between 5 and 15 minutes to complete. The language exercise lessons in Units 1-3 should be completed in parallel with the Presentations.

If an instructor wants to vary the order of the course, the Path Manager can be turned off and the units can be unlocked manually. Unit 7 can be used to give a brief presentation of DynEd. If so, it can be unlocked and accessed directly. However, it's important that the RHR learning theory be well understood before presenting DynEd courseware.

Note: Trainees should not begin study of **Teaching English: A Brain-based Approach** until their Placement Level is at least 1.7, or until they have passed **New Dynamic English** Module 5.