

## *In-English*

### WHY AND HOW IT WORKS

- A. *In-English* is producing stunning results on CASAS scaled scores when used in video checkout programs combined with classroom and/or tutorials. **These results translate directly into benchmarks earned.** Data is available on request.
- B. There are identifiable reasons why *In-English* produces the results it does:
1. Vocabulary acquisition.
  2. A sequenced grammar which is consistent with the grammar used in the CASAS tests.
  3. An emphasis on questions.
  4. Increased time on productive task.
  5. The successful integration of points 1-4 so that learners can adapt what they have learned to new language environments.
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#### 1. Vocabulary Acquisition

- Critical to learning a second language and being able to function in that language is vocabulary acquisition. Rick Bourell's concept for teaching vocabulary is to show a scene, which introduces sentence structure and vocabulary in context. Then every word and expression in that scene is visually defined separately in the same or different context, captioned and pronounced. Video itself is a powerful medium presenting the meaning and context of a word or expression. When the audio and captioning are added, an integrated presentation is made that students easily learn. Early in testing this concept in his classes, Rick found that his students acquired vocabulary much faster than in prior classes he had taught. This rapid vocabulary acquisition has been proven repeatedly.

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- Approximately 1700 vocabulary words are included in *In-English*. There are 274 verbs in the infinitive form, approximately 154 adjectives, 55 adverbs and 111 common expressions in *In-English*. Colors, numbers, days of the week and months are all included. In addition, all prepositions, pronouns, articles, possessives, demonstrative pronouns, and all other determiners are included. Further, comparatives, superlatives, negatives, imperatives, conjunctions, and relative pronouns are all a part of the 1700 word vocabulary presentation in *In-English*.

### 2. Grammar / Structure / Usage

- The scene and vocabulary sections and the dialogs present the vocabulary and structure introduced in each unit of *In-English*. The language used appears natural. However, the grammar or structure in all segments of the videos and workbooks is controlled and presented in the traditional sequence; that is, present, past and future of verbs. In addition, basic structures such as questions, tag questions, embedded statements, relative clauses, negatives, imperatives, and exclamations are taught sequentially.
- We do not believe that there is a structure used in CASAS testing through level C that is not used and practiced in *In-English*.

### 3. An Emphasis on Questions

- In order to answer questions correctly, a learner must first understand the question. Questions are difficult for the second language learner. *In-English* incorporates where, who, what, when, why, whose, how much, how many, how long, do you \_\_\_\_?, will you \_\_\_\_?, can you \_\_\_\_?, etc. into its learning segments. Questions are asked constantly in the scene sections. The characters are constantly asking each other questions in the dialogs. The writing sections demand question formation. The conversation sections compel students to ask each other questions. The structure sections put questions in **BOLD**. The tests are designed to assess mastery of question formation.
- *In-English* continually questions students, teaches learners the meaning of questions, and shows them how to ask questions. Therefore, the students are prepared to understand and answer the questions on CASAS tests, other tests and in life situations.

4. **Time on Productive Tasks**

- Students who want to learn English and have access to the *In-English* video series for study at home have produced astonishing results. *In-English* is engaging enough to keep the learner's attention. The vocabulary section with its contextual approach and the layering of captioning and pronunciation makes it relatively easy for the learner to acquire and use far more vocabulary much faster than previously thought. If the student wants to replay a vocabulary item or any learning segment repeatedly, they can and they do.
- Early success is fundamental. With *In-English*, the student immediately understands that they are learning English. Therefore, they are willing to invest their time.
- The more time spent studying or practicing, the more is learned. English language learners study and practice more with *In-English*, thereby increasing their productive time on task.

5. **Skill Integration**

- *In-English* integrates vocabulary, structure, question formation, reading, writing, speaking and consistent and constant listening practice from the beginning to the mid-advanced level on the CASAS descriptor scales.
- In every situation where *In-English* is combined with classroom and/or tutorial and video checkout, the results are observable and measurable.