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## Equalearning APP Curriculum

**Equalearning app** uses a sophisticated method of teaching English fluency by integrating many different teaching and learning styles. We have based our curriculum on the latest research on second language acquisition, keeping in mind all of the unique advantages and limitations of mobile learning. Given our experience and knowledge as TESOL/TEFOL professionals, we have created this application to help English language learners achieve higher levels of success both in and outside of the classroom. Our lessons will help students of all levels and ages achieve greater levels of fluency for a multiplicity of needs, from higher test scores to success socializing in a North American English immersion environment. It's important to keep in mind that these lessons are not meant to stand alone as the only means of achieving fluency. Rather, they are designed to supplement and assist English language learners by giving them specialized lessons on essential skills they typically miss in their regular English lessons, and if they are already focusing on these skills, these lessons will strengthen their abilities and further their success.

Ironically, we have found that English learning in many countries deemphasizes the most critical aspects of second language acquisition, which is listening and speaking in useful, practical, and contextualized lessons. Learning a second language, and finding the best learning methods can be quite challenging due to the vast array of language skills (such as writing, speaking, listening comprehension, etc.), as well as the vast number of teaching techniques and learning styles. Thus, **our app** helps English learners by not only combining many of the most useful learning techniques in fun and thorough lessons, but also focuses on the skills that are not only critical, but missing in many schools around the world.

The two keys to the success and uniqueness of our program are that they are highly interactive and follow an organized flow of activities. The order of each activity within each lesson have been designed to target certain skills at specific times in the learning process, which allows for the most effective and efficient learning technique possible. Further, every activity is designed to allow the students to stay active and continually achieve success so that they stay focused and engaged while developing useful skills. Research shows that not only is speaking and listening in context the most useful of language skills, but also the best way for students to acquire a second language. Therefore, the majority of activities in our lessons involve **audio/visual and**

**speaking tasks.** They also follow a path from targeted grammar/vocabulary lessons to “real-life” experience involving the targeted grammar/vocabulary.

Our lessons focus on four key modes of second language acquisition: **Strategic, Discourse, Grammatical, and Socio Linguistic.** Every lesson, and each activity within the lessons, integrates multiple language skills and learning methods. For example, each lesson begins by focusing on form by isolating certain grammar points so that students can clearly understand and focus on one aspect of the language, in what might be called an **inductive and explicit teaching method.** This done by combining traditional teaching methods with modern and professional videos, graphics, and technology. As the lesson progresses, the students will be taken through multiple types of activities and materials that move back and forth from passive to active activities, as well as explicit to implicit learning. By the end of the lesson students will be engaged in **deductive and implicit activities** that allow them to use English in a challenging and culturally contextualized experience. They will watch professional videos of Americans using the lesson targets in real conversation, as well as do activities in which they themselves use the language problem solving strategies that are the final step in comprehension, knowledge retention, and fluency. It’s difficult to teach both communication and form at the same time, but we have devised a system that not only does this, but uses one to help the other.

To get a better understanding of our **integrative and interactive method,** let’s take a closer look at the **layout and curriculum** of the lessons step-by-step:

- 1) First, each lesson begins with a video of a teacher explaining a **specific grammar point.** These professional quality videos use modern design and audio/visual techniques, which creates a fluidity from what the students are normally watching on the internet to our application. This fluidity is critical, as it makes the student feel the lesson conforms to what they would normally seek out on YouTube and other online language learning platforms. In fact, the quality of **Equalearning** lesson videos far surpass the vast majority of highly successful ESL lesson videos, which makes this program highly competitive. Then we take that one step further by combing it with an organized, interactive, and thoroughly designed series of lesson activities. In other words, we are not only providing the customer with what they are already seeking out, but far exceeding their expectations.

This video begins a multipart curriculum using an inductive and explicit teaching technique. It combines traditional teaching techniques with modern technology and research by isolating specific grammar points and focusing on their form in an efficient and entertaining professional video. This is a passive learning method, but the students stay focused and engaged due to the aesthetic qualities of the video.

- 2) **6 Listen and Repeat Exercises** - After the video, students move immediately from passive to active learning. Students will do a series of six activities in which they read and listen to a simple sentences combining the target grammar with different subject pronouns and target vocabulary words and expressions. After listening to a native English speaker say these sentences, the student will then record themselves saying the same sentence, then listen to themselves and compare their speech with the Native English speaker.

This listen and repeat strategy is based on modern research that suggests that this is a more effective way for students to develop fluency than having a teacher correct them. The basic reason behind this is that the students are given the chance to develop the ability to critique themselves, thus given them the greatest opportunity to correct their mistakes and improve. This also gives students control over their learning and success, which not only saves them from embarrassment and the fear of failure, but actually has proven to be a great motivator for the majority of students using this method. There are many prominent International English programs, such as Wall Street English, who use this method of learning with a high degree of success.

- 3) **EBook** – Next, the students will read an eBook that gives them a clear and easy way to understand visual aid explaining the information presented in the video. This eBook is designed to be both colorful and simple, so that the information presented does not overwhelm or confuse the student, while being enjoyable to look at. It does not present any new information about the grammar point, but allows the student to slow down and take time with the target grammar. It's very important that the student feels in control of the pace and material in the lesson, so that they can focus and enjoy the learning process.

Thus, the lesson returns to a passive and inductive learning activity that allows the student to create a clear mental image of the structure they are focusing on.

- 4) **Fill In the Blank** – The students then transition into a series of “fill in the blank” questions that cover the positive, negative, and question forms of the target grammar. These activities are designed to challenge the students in multiple ways, such as problem solving, comprehension, and memory retention. **The app** will check that the words are used and spelled correctly, and that the answers are complete. It’s important that the students write the words and expressions out, rather than answer multiple-choice questions, as it both aids in memory retention and ensures that the students are using deductive reasoning, which tests their comprehension.
  
- 5) **Question & Answer** – After the multiple-choice activities, the students then extend their comprehension and deductive learning with more challenging and interactive activities. The Q&A series of exercises begins by giving students a group of questions and answers that they read and listen to. This gives them the opportunity to experience the target grammar in action. After this, the students will then do activities in which they listen to a question or answer, and then must record themselves speaking a fitting response. This returns the students to not only active and interactive learning, and combines this with deductive comprehension skills.

This is a unique feature of this application, because it gives students an opportunity to apply the skills they are learning in an interactive and realistic activity. Also, it is an important feature that further extends and strengthens their understanding of this information they have learned so far in the lesson.

- 6) **Conversation Video** – Students will then watch an entertaining and realistic video of two Americans having a natural conversation using the target grammar in context. This professional quality video provides students with a chance to feel like they are sitting in on a real English speaking environment, which will prepare them and make them feel more comfortable with the possibility of meeting a native English speaker, or even being in an English speaking country.

As part of the curriculum, this video provides an essential connection between the lesson activities and the real world. After the students have had the opportunity of using the target language in a simulated conversation in the last activity, they will be able to take it out of the classroom and into the world. As has been the pattern of our learning method, the students return to a passive inductive style learning after have finished a series of interactive and deductive exercises. The prior activities have conditions students to be best able to listen to and comprehend the conversation in the video, which in turn builds their listening comprehension skills and their feeling of success.

- 7) **Listen and Repeat** – After the conversation video, students will then reengage in active integrated learning activities in which they listen to and record themselves repeating segments of the conversation video. This activity reaffirms what the student has heard in the video, and strengthens their comprehension of it by extracting and clarifying small parts and having them repeat it, which not only helps improve their pronunciation but also makes them think deeply about the conversation.
- 8) **Review** – After fully contextualizing the English lesson, the students then answer a series of review questions that affirm their comprehension and ability to think critically of the grammar and vocabulary used in the lesson. This review functions as both an assessment of their grammatical competence and a clear reaffirmation of the targeted grammar and vocabulary.
- 9) Finally, students will end the lesson by either **freely writing** or **speaking improvised sentences** using vocabulary and grammar from the lesson. This final step reinforces the emphasis of this English program as a tool that builds fluency and comfort in using English practically, thoughtfully, and effectively.

Diagram:

- 1) Grammatical Competence + Sociolinguistic Competence – passive, explicit, inductive
- 2) Grammatical Competence + Strategic Competence + Sociolinguistic Competence – active, integrated, inductive
- 3) Grammatical Competence – passive, explicit, inductive

- 4) Grammatical Competence – active, explicit, deductive
- 5) Grammatical Competence + Strategic Competence + Discourse Competence – passive then active, integrated, deductive
- 6) Sociolinguistic Competence + Discourse Competence + Grammatical Competence – passive, implicit, inductive
- 7) Sociolinguistic Competence + Strategic Competence + Discourse Competence – active, integrated, inductive
- 8) Grammatical Competence + Strategic Competence + Discourse Competence – active, integrated, deductive
- 9) Grammatical Competence + Strategic Competence + Discourse Competence + Sociolinguistic Competence – active, integrated, deductive