

AURALOG - TELL ME MORE

AND

NO CHILD LEFT BEHIND ACT

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Language Learning using a Multimedia Method

I. Learning a Language

Today's world is one of increasing exchanges: this is clear as much in the commercial, industrial and diplomatic fields as it is in terms of demographic movement. The economy is now centered on a range of services for which oral and written communication skills are indispensable, thus giving languages an increasingly important role in our lives. Mastering the language of the country in which we live (whether we were born there or immigrated) is a necessity, and it has become more and more common for people today to study an additional language.

Pedagogical research into language acquisition has flourished in the last few years. The objective of this short study is not to list, compare or comment upon the numerous research papers published, but rather to try to summarize the issues faced by many language teachers. In the second part of this document, we try to resolve some of these issues by analyzing the ways in which a multimedia method for language acquisition – in this instance TeLL me More – can, when used as a classroom aid, be an effective teaching tool within the educational system.

Language acquisition is first confronted at infancy as children gradually acquire those languages spoken around them. This issue continues to be significant in adulthood: the need to communicate – to understand and express ourselves, both orally and on paper, in increasingly complex ways, acquiring new vocabulary, sentence structure and linguistic subtleties – is omnipresent.

Those with difficulties in terms of mother tongue acquisition, that is, who have not reached appropriate levels of comprehension and expression in their own language, are put at risk, facing difficulties in the workplace, limited possibilities of social inclusion and very few opportunities for personal development.

Society is thus confronted with a language issue that not only reflects a failure within the school system but is also the source of social problems. In fact, numerous studies have demonstrated that the more limited our verbal abilities are to accurately express and explain our feelings, the more likely we are to resort to physical expression and violence. Pilot programs are under way to attempt to educate juvenile delinquents by helping them, through reading and language lessons, to acquire new vocabulary that enables them to better express themselves verbally. For this marginalized section of the population, new methods must be found: system failures often create conflicts. These conflicts, in turn, lead to reluctance on the part of the student, who is no longer an active participant in the language learning process. It is therefore necessary to employ new tools that belong more to the student's than the school's world. Using audiovisual and computer technology encourages fun and interactive activities, which provide solutions to some of the problems arising from traditional teaching methods.

There exist different student profiles and different pedagogical approaches. All groups, whether scholastic or not, have their own personalities, and this naturally influences the teaching process. Teachers must work with these human, and therefore necessarily variable, elements to enable their students to **communicate: oral and written comprehension and oral**

and **written expression** are vital skills, as important in the student's mother tongue as in an additional language.

A. The Target

Before beginning the teaching process, we must have a good understanding of our target, recognizing both strong and weak points.

- How old is the student? Child, adolescent or adult?
- What is his/her social background? Will s/he be helped by his/her environment?
- Is the student working on his/her mother tongue? Or is s/he studying a language with the aim of living in a country where it is spoken? If so, is the student in an "immersion" situation in another country or does s/he live in a community that speaks his/her mother tongue?
- Is this his/her first additional language?
- Does the situation involve a "traditional" teaching approach within a scholastic environment?
- Does the student have access to other materials in addition to those offered by the school (television, for example)?
- Is the student failing one or more subjects?
- Is the student motivated?
- Does the student have a mental block to overcome (oral expression, for example)?
- Is the student able to take a pro-active approach when studying? Can s/he work autonomously? Or does the student need to be guided within a set framework, in which the resources made available to him/her are supervised?
- What is the student's language level: comprehension and expression abilities, for example, or command of language "tools," such as vocabulary, grammar and sentence structure?

B. Study Context

The study context is also extremely important: how much time is available to the student for studying? Will the student be working exclusively in a classroom or will s/he have computer access? If so, for how long? Does the teacher have access to a lab with sufficient workstations for all the students? Will the teacher be present during lab time? Is the study group large? Does the teacher have access to materials that enable him/her to vary the study experience (television, computer with overhead projector, lab)?

Different study contexts can complement one another.

- Teaching "traditional" lessons in a classroom
- Using multimedia resources on a workstation and projecting the work onto the board
- Presenting authentic material: video cassettes, television, newspapers, etc.
- Using multimedia resources in a language lab
- Installing resources on one or more workstations which can be used outside of class

- Students can work:
 - as part of a class
 - individually
 - in pairs
 - in small groups

- The teacher can:

- teach the class
- be present, guiding the students' work, while requiring them to work individually
- make the most of study time during which s/he is not there in person, providing the students with clear objectives and/or encouraging them to work on their own initiative

C. Possible Teaching Methods

There are numerous ways of teaching, and different methods that a teacher can use.

Two examples:

- The traditional approach

In the traditional approach, students begin with a theoretical introduction to the target language. In this method, class work is based on understanding and retaining new vocabulary, grammar rules and phonetics.

- A method based on a communicative approach

Students are immediately immersed in an authentic linguistic context that reflects everyday life. In line with current pedagogical trends, this method places emphasis on rapidly familiarizing students with the **sounds** of the language using recordings made by native speakers.

Subsequently, students apply **grammatical, lexical, phonetic** and **conjugation** rules they have already come across in different contexts. This allows them to **understand** and **assimilate** these concepts in order to use them in different communicative situations.

Teachers can choose to provide explanations using practical exercises in one of the following ways:

- In the initial stages, using an exercise or recording to spark a class discussion regarding a grammatical, lexical or cultural point.
- As a complement to the lesson, to illustrate a functional language pattern, or a grammatical, lexical, phonetic or cultural point that the students have encountered.
- As a support to the lessons, to consolidate what has been taught.
- To help students to revise throughout the year.
- To evaluate the students' skills.
- To create interactive activities.

D. The Importance of Oral Skills

In the last ten years, oral skills have become increasingly valued, and this new emphasis has revolutionized language teaching. The ability to understand and express oneself is now essential.

Oral work is the best teaching approach for students who find themselves significantly behind in terms of mother tongue acquisition. These students generally have an easier time accepting multimedia tools, which they are more familiar and comfortable with. Because they are behind, this group considers written material to be impenetrable, an unknown and unmanageable entity.

Certain mechanisms need to be put in place for students who are beginning a new language. These are both physiological (growing accustomed to new phonemes) and psychological (inhibition, fear of ridicule, shyness).

Another challenge which often proves difficult is teaching someone who has become used to pronouncing words incorrectly. This is often the case with immigrant populations who have had little to no formal instruction, and are self-taught.

Although oral work is an extremely important element of language acquisition (it is the only available means of acquiring a language for children or illiterate populations), teachers can have difficulty focusing upon oral activities in class. With limited time, and when dealing with large groups, teachers can neither provide one-on-one instruction, nor call upon all of the group members to speak. In this instance, new technologies can be a real asset to the teaching process.

E. Teaching Material

Teaching material, no matter the type, must meet certain criteria:

- linguistic rigor
- topics adapted to students' needs; these should involve subjects likely to interest students and communicative situations that are familiar to them
- levels of difficulty adapted to what students have already acquired and are currently studying
- following the pace set by the teacher
- providing clear pedagogical objectives

F. Student Tracking: Individuals and Groups

The language learning process can be broken down into four stages: 1) what has been acquired at the level of comprehension and linguistic production, 2) what is currently being acquired, 3) what has yet to be acquired, and 4) what ought to have been acquired but, for one reason or another, has not been assimilated by the student.

Each student, even with exactly the same explanations and teaching time, will work at his/her own rhythm. The difficulties for teachers in the classroom are: 1) to identify the problems encountered by their students, 2) to know how to motivate them, and 3) to provide explanations for the students having difficulties, without hampering those who are doing well and making rapid progress. These prove to be real challenges: it is impossible to tailor a lesson to each student when faced with a group situation.

In this instance, a multimedia method can prove extremely useful, notably when the teaching content can be adapted to each student's needs and when the teacher has access to detailed tracking of each student's work. Teachers can:

- Personalize the assignments for each student: assign exercises that focus on specific difficulties, while allowing more advanced students to revise material already studied or to look at new concepts.
- Have access to the detailed results of each student, particularly the number of attempts required to find the correct response; be able to listen to the work undertaken; and know whether the student needed to consult other resources (grammar, for example) in order to complete the activity successfully.

- Allow the student to measure his/her success: error tracking is a recognized method in language acquisition, but for it to work, students must know when they make mistakes and how to correct themselves.

II. TeLL me More's Potential Solutions to these Language Teaching Issues

The challenge for the TeLL me More multimedia method is to provide appropriate and comprehensive support for both teachers and students, regardless of the student profile, study context or pedagogical approach.

A. General Objectives of TeLL me More

The TeLL me More method for foreign language acquisition combines enriching, high-quality content with flexible and interactive multimedia technology. This method is intended to be used in the classroom, providing support for students within the school system.

Using a wide range of activities, TeLL me More aims at developing the skills needed to **communicate: oral and written comprehension**, as well as **oral and written expression**.

In addition to allowing students to discover the **culture** of the language in an authentic context, TeLL me More addresses the **grammatical, lexical, phonetic and conjugation** rules required to achieve this **objective**.

B. TeLL me More: Pedagogical Approach and Strategies of Acquisition

Fundamental Concepts of the Method:

The objective of TeLL me More is to enable students to express themselves effectively, mainly by instilling communicative skills that combine oral or written comprehension and oral or written expression.

Students are immediately immersed in an authentic linguistic context through the various **dialogues and videos**, which illustrate everyday and professional life. In line with current pedagogical trends, TeLL me More places emphasis on rapidly familiarizing students with the **sounds** of the language, using recordings made by native speakers.

Subsequently, students address the **grammatical, lexical, phonetic and conjugation** concepts previously encountered in context. This allows them to **understand** and **retain** these notions.

Finally, in order to **reinforce the knowledge they have acquired**, students will be required to apply it in a practical context. Throughout their course of study, students can also familiarize themselves with the **culture** and customs of the country or countries in which the target language is spoken, particularly by using the Cultural Texts, maps and corresponding activities.

TeLL me More places special emphasis on **oral expression**. Its **speech recognition technology** plays an invaluable role in this regard, enabling students to become accustomed to producing the phonemes and intonation specific to each language. Students listen to recordings and work on pronunciation skills, before continuing the development of their oral skills by practicing with the computer in a wide variety of activities.

A Wide Variety of Activities

In TeLL me More, each activity has been designed with a specific pedagogical objective in mind. Different activity combinations allow a teacher to use TeLL me More in the way that best suits his/her teaching methods.

➤ **a - Assimilating What Has Been Learned**

These activities are **guided exercises** used to help students assimilate grammatical and lexical structures, as well as phonetics.

They consist of:

- **Repetition Exercises** (Word Pronunciation, Sentence Pronunciation)
- **Substitution/Transformation Exercises** (Sentence Practice, Grammar Practice)

➤ **b - Putting the Rules into Practice**

These activities are **guided exercises** used to highlight specific functional components within a language.

They consist of:

- **Reflection on the organization of sentence components** (Word Order).
- **The use of vocabulary and grammar** in fill-in-the-blank exercises, which leads students to analyze a sentence in its entirety, in order to place the correct word (The Right Word, Fill-in-the-Blanks).
- **Vocabulary practice** with association exercises, which consist of matching a word with its synonym, antonym or a related image (Picture/Word Association, Word Association).
- **Reflection on vocabulary or grammar** using texts or lexical groups, in which students must identify words belonging to a specific grammatical or lexical group (Words and Functions, Words and Topics).

➤ **c- Mastering the Language**

These activities are designed to make use of students' knowledge through written expression.

They consist of:

- **Guided production**, involving the transformation of context (Text Transformation).
- **Semi-guided production**, in which it is necessary to write texts based on an image or video, or to write a summary of a longer text (Written Expression).

C. TeLL me More User Contexts

TeLL me More can be adapted to different user contexts depending upon:

- **the time and equipment available**
- **the objectives defined by the teacher**
- **a work formula that may or may not involve the teacher's presence**

1. *TeLL me More User Contexts: A Teaching Aid in the Classroom*

- At any moment during class time, teachers can illustrate their lessons by presenting an exercise or an audio extract.
- Teachers can assign work on all linguistic areas (grammar, structure, vocabulary etc.).
- The content, including exercises, of TeLL me More can be printed out, with or without solutions. It can be used as a teaching aid in the classroom, or, if the teacher does not have access to the language lab, as an extra exam or revision material.
- TeLL me More can remedy certain problems and can be very useful in case of difficulties in class: it enables teachers to present concepts to students using a tool (the computer) with which they are familiar. Students may be more resistant to these concepts when presented to them within a more traditional framework.
- Teachers can evaluate their students either to analyze their future needs or to give them a final assessment.

2. *TeLL me More User Contexts: In a Language Lab*

- Teachers can ask their students to revise specific Learning Paths, working on sections such as vocabulary acquisition, pronunciation of words or phrases, and grammar exercises.
- Teachers can assign work to be done individually (pronunciation, for example) that could not be undertaken in a group situation. This is particularly important for students who are afraid to express themselves orally in front of a group.
- Teachers can personalize their students' work, encouraging the best students to be autonomous and proactive.

3. *TeLL me More User Contexts: Group Activities*

- Using the Dialogue, students can work individually, actively communicating with the computer, or in a group, by putting the sound on mute and role-playing, with or without the text in front of them.
- Teachers can use a video to launch a class discussion. The video transcript and questions (either on screen or paper) can be used as an aid.
- Using the cultural module as a starting point, teachers can initiate a discussion.
- They can encourage small group activities, allowing students to work together, before presenting their results to the class.

D. Individual Work

- Students can focus upon a specific problem, or strengthen their knowledge during a workshop or outside class time.
- Teachers can ask their students to work on specific exercises. Alternatively, they can indicate a starting point in the program from where their students can progress independently, strengthening knowledge already acquired and/or finding out about new topics.
- Students work at their own pace, choosing to use resources deductively or inductively, according to their needs.
- Students can evaluate themselves by using the error tracking and listen again functions, as well as checking their results in the progress chart.

=> Students become active participants in the language learning process. Encouraged to think about the language, they acquire patterns and constructions that can also be used in more complex expressions.

E. Oral Consolidation

1. An effective method for improving oral expression

Teachers can use TeLL me More to provide students with oral practice.

- Individual work in a language or multimedia lab: this enables those students reluctant to speak in front of the class to practice their oral skills.
- Speech recognition technology pinpoints where students have made mistakes and gives them the option of evaluating their own results by listening again to what they have recorded. This enables students to strengthen their knowledge in a way that is impossible in a group situation.
- Numerous activities use speech recognition technology, thus facilitating not only work on listening comprehension and oral expression, but also vocabulary acquisition and contextualization of everyday situations.
 - Interactive dialogues: students practice speaking using the computer
 - Sentence pronunciation
 - Word pronunciation
 - Phonetics exercises
 - Vocabulary exercises with speech recognition and recordings.
- Teachers can listen again to the students' work using the tools, thereby spotting any problems that have arisen.

2. How does speech recognition work?

Auralog was the first company in the world to employ speech recognition for language learning purposes. Today, this technology is a fundamental aspect of the TeLL me More method.

TeLL me More places special emphasis on **oral expression**. Its **speech recognition** technology plays an invaluable role in this regard, enabling students to become accustomed to producing the phonemes and intonation specific to each language. Students listen to recordings and work on pronunciation exercises, before continuing the development of their oral skills by speaking with the computer in a wide variety of activities.

History of Speech Recognition

The teacher's voice and written text

Traditionally, students relied exclusively on written aids (textbooks, dictionaries, etc.) and had only one way of improving their pronunciation: reproducing their teacher's voice as closely as possible, which was their only reference.

Vocal recordings

It was with speech recordings that new technology started to have an influence on language teaching. As well as traditional written aids, students then had access to audio materials (cassettes, audio CDs, radio, etc.) and video aids (movies and TV programs in the target language).

To perfect pronunciation, a student could make a tape recording of his or her own voice and

play it back. Early tape recordings gave way to digital technology, but despite this improvement in sound quality, the technique was limited. It relied on the listening abilities of the student, i.e. on the student's sensory perception, which is highly variable from one person to the next.

Speech recognition

Surprisingly, it was not the appearance of the first CD-ROMs which presented a real breakthrough in language learning. In fact, the first language learning methods produced in this format consisted of nothing more than a simple transfer of the content of existing aids from their traditional formats.

It wasn't until the beginning of the 90's, with **Auralog's** launch of the first language learning method based on speech recognition technology, that language learning reached another stage in its development. It freed the student from the constraints of sensory perception and offered, in its place, a scientific evaluation of pronunciation.

Auralog allowed students to enter into a fluid, interactive dialogue with the computer and to obtain an automatic evaluation of their pronunciation. Thus, the computer became a precise, permanently-available and tireless coach.

Speech Recognition engines

Two criteria distinguish the various speech recognition engines:

- 1) The type of speech ("word-by-word" or "continuous speech") recognized by the software:
 - words pronounced **individually**, separated by moments of silence
 - **continuous** speech, allowing for a more natural pronunciation
- 2) Degree of dependence on the speaker:
 - a "**speaker-dependent**" system is adapted or adaptable to a given speaker who must familiarize the computer with his or her voice
 - a "**speaker-independent**" system can use speech recognition for an entire group of speakers. This group may include any person speaking the target language (regardless of age, sex, tone of voice, etc.)



The sentence is spoken fluidly. The analogical signal picked up by the microphone is converted into **numerical data** cleared of any interference. The signal identified by the computer can be displayed in the form of a **spectrogram**, known to speech recognition experts as a **sonagram**.

The phonemes

These are classified according to their acoustic, linguistic, syntactic and grammatical validity. Auralog's products use the most sophisticated speech recognition engines, allowing students to perfect the pronunciation of individual words or complete sentences, all at their own pace. What's more, "speaker-independent" software may be used by any speaker and bypasses the familiarization process.

3. SETS



With advanced speech recognition, the student can hold a real conversation with the computer, and the user's responses will guide the conversation. The student can adapt the speech recognition function to his/her own level by either increasing or decreasing the computer's margin of error. The user practices pronouncing a word or sentence, and receives a score which can be used to assess the accent, pronunciation and intonation.

Up until this point, speech recognition had been made to function for continuous speech, on complete sentences and independently of the speaker. The one remaining problem facing development teams was how, within a complete sentence, to pinpoint the word where a pronunciation error had occurred.

After several years of research, Auralog's software engineers perfected a technological development which enables the computer to automatically detect such an error within a sentence.

This exclusive technology has been termed **S.E.T.S. (Spoken Error Tracking System)**. By locating the weaknesses in the student's pronunciation, **S.E.T.S.** represents a crucial step forward in computer-assisted foreign language learning. Both **TeLL me More** and **TaLk to Me** are equipped with this technology.

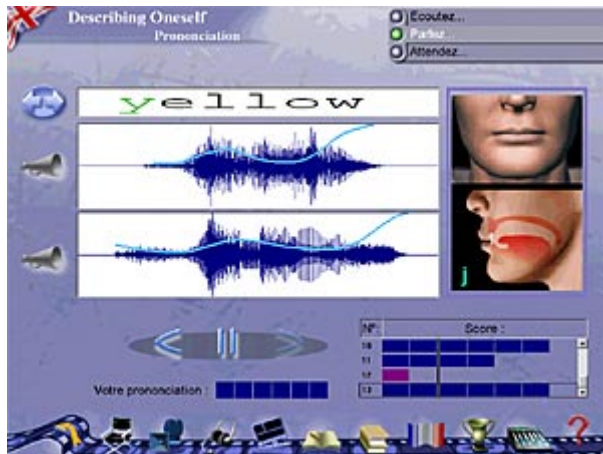
4. Waveforms and Pitch Curves

The software also allows the student to accurately visualize not only **pronunciation, but intonation** as well. Two types of display mode (waveform and pitch curve) are provided. The student can display them simultaneously or separately.

The **waveform** indicates the amplitude of the voice as a function of time (**the notion of energy**). It represents the sound intensity of the voice and gives a view of the structure of the pronunciation.

The **pitch curve** represents frequency variations in the voice. In tandem with the waveform, this curve enables students to make precise comparisons between his/her own intonation and that of the model (**high-pitched/deep**). This unique display mode is an innovation developed by **Auralog**.

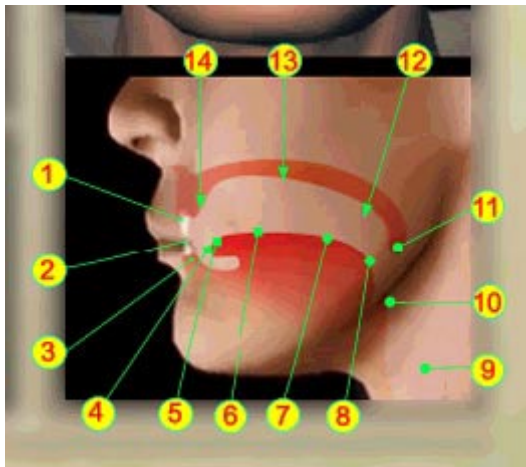
Auralog is the only software publisher to offer applications that evaluate pronunciation and intonation of both complete sentences and words, and which allows them to be visualized.



5. *Phonetic Animations*

Computer animations of individual phonemes allow students to observe articulations in close detail, and to reproduce them more accurately.

This exceptional technology helps students understand the articulations involved in producing certain sounds. This in turn facilitates recall, and leads to better reproduction.



- 1 - Upper incisors
- 2 - Lower incisors
- 3 - Alveolar ridge
- 4 - Tip of the tongue
- 5 - Blade of the tongue
- 6 - Front of the tongue
- 7 - Center of the tongue
- 8 - Back of the tongue
- 9 - Vocal chords
- 10 - Glottis
- 11 - Uvula
- 12 - Soft palate
- 13 - Hard palate/Palate
- 14 - Alveolar ridge

F. Educational Paths

The distinctive features of TeLL me More are its Educational Paths adapted to classroom teaching, and the possibility to enable teachers to alter and/or create their own Educational Paths. In TeLL me More, each activity has been designed with a specific pedagogical objective in mind. The different activity combinations allow teachers to use TELL ME MORE multimedia support to best suit their teaching methods and to personalize the students' language learning.

An Educational Path is a short course taken from the Guided Mode, combining a series of activities aimed at enabling students to acquire specific knowledge within a set time frame. Paths are created based on the following parameters:

- Time available to the student
- Topics: topics adapted to the age and ability of each student. Children work on topics which are familiar and interesting to them and which fit into the general scheme of their education.
- Grammatical, conjugation and lexical concepts; these can be referred to according to the material covered in class
- Progressive difficulty
- Degree of availability of resources, such as the glossary and grammar explanations

The TeLL me More method offers predefined paths, which teachers can either keep as they are or modify. Teachers can also, thanks to the tools available to them, create their own paths. The Educational Paths in TeLL me More were designed to reflect school work and educational programs followed by students, and are organized by level (i.e. number of years spent studying the language). Teachers have access to **detailed lesson descriptions** in order to target activities that will be useful to them.

The Educational Paths focus on specific functional language patterns, topics and cultural points studied in school and enable teachers to assign work related to communication (comprehension and expression) skills. This permits students to develop overall competence in terms of interactive communication.

These paths enable teachers to personalize the classes offered to each student. Rather than having to prepare an individual class for each student, teachers can simply assign work on the points that present difficulties to particular students. The detailed tracking enables teachers to check if a student's work has been completed, or if any difficulties have arisen.

3 Types of Predefined Paths are Available:

- **Functional Language Patterns** (focusing on assimilating grammatical points and putting the rules into practice)
 - Introducing oneself
 - Asking for information
 - Telling time
 - Expressing one's opinion
 - Quantifying
- **Thematic** (centered on practicing pronunciation and assimilating vocabulary)
 - Clothes and Accessories
 - Physical Descriptions
 - Housing
 - Careers
 - Work Environment
 - Abstract Thinking
- **Cultural**
 - History: The Civil War
 - Traditions: Thanksgiving

- Literature: Ernest Hemingway
- Geography: The Grand Canyon
- Art and Architecture: The Golden Gate Bridge
- Entertainment: Basketball
- Cuisine: Tex Mex
- Society and Economics: The Great Depression

G. Tools

The tools are available to:

- Students, to track their own work
- Teachers, to track their students' work, to suggest specific activities to them and create Educational Paths

1. Error tracking

Pedagogy tells us that making mistakes is an important step in language learning. A color-coded system is therefore in place to guide students through the learning process. A variety of resources are also available both to explain the nature of the mistakes made and enable their correction. Speech recognition indicates to students the word they have mispronounced in a sentence, so that they can work on this word, before re-pronouncing the whole sentence correctly.

2. Results Tracking

At any time, students can check to see how they are progressing on assigned work: graphs indicate the percentage of work completed versus the percentage of work remaining, as well as a student's personal success rate (overall or by activity).

3. Tutor Tools enables in-depth tracking of students' work

Using Tutor Tools, teachers can track each student's work:

- From an overall perspective, looking at progress made within the path.
- In detail, with access to the answers given for each exercise and with the possibility of listening to audio work undertaken by the student.
- Knowing which resources (grammar, glossary, etc.) students used to make progress.
- With the option of exporting the breakdown of results and comparing different students' tracking.
- With the option of using the results to calculate average scores, etc.

4. Evaluation: To Analyze Needs or Provide a Final Assessment

- **Analysis:** When teachers choose to evaluate students in order to identify specific needs, they can block access to translations and other resources. Tutor Tools enables teachers to see detailed student results: the number of attempts needed to complete an exercise, the resources used in order to find the correct answer, asking for the solution when unable to answer, etc. In this way, teachers can verify the knowledge acquired by their students, as well as the capacity of each student to be proactive in his/her language development.
- **Final Assessment:** When teachers choose to evaluate students in order to provide a final grade, they can distribute a guided path to their students, choosing to block (or not) access to translations and resources. This, in turn, enables them to verify what knowledge is acquired. Teachers can see detailed results using Tutor Tools, and can also print out exercises and organize tests on paper.

III. Appendix 1: Presentation of Auralog and its Working Methods

A. Auralog

- ⇒ Founding Date: 1987
- ⇒ CEO: Nagi Sioufi
- ⇒ Field: Multimedia publisher of language-learning solutions
- ⇒ Markets: Corporate Training, Education and Retail
- ⇒ International Distribution
- ⇒ American English, British English, Spanish (Castilian and Latin American), German, French, Italian, Dutch, Chinese, Japanese and Arabic.

Auralog, the first multimedia publisher in the world to apply speech-recognition technology to language learning, has over the years established itself as the world leader in its field, in particular with the TeLL me More series.

Auralog's range of products and services respond to the demands of three different markets: Education, Corporate and Retail.

Several product ranges are available: "**TeLL me More**," a Comprehensive Solution for teenagers and adults, and "**TeLL me More Kids**", specially created for children from the ages of 4 to 12.

Auralog relies on **cutting-edge technology**, a **recognized educational content**, a team of international, **multidisciplinary** employees and a large network of partners. Auralog works to create innovative solutions and one-of-a-kind educational aids which facilitate the language-learning process.

B. Staff

Committed to teaching foreign languages, Auralog counts more than 20 different nationalities. The 80 programmers and linguists, specialized in language education, work on the development of new products and content enrichment.

All employees working in the editorial team have a degree in languages and have passed rigorous editorial and linguistic tests.

The editorial teams are composed of native speakers, who guarantee linguistic quality, and non-natives, responsible for ensuring a sliding scale of difficulty in terms of language acquisition. Each year, Auralog also welcomes international students who undertake internships with the company for several months at a time. These future linguists bring with them both linguistic purity, and knowledge of the teaching methods employed in their countries.

Technological innovations require new studies, and for this reason, education and language teaching specialists keep a close eye on the market in order to facilitate language learning and the acquisition of an additional language.

C. Working Methods

Each activity within TeLL me More must first be defined by Auralog's staff, who must explain both its pedagogical aim (what skill does the activity target, for example, or what additional benefits does it bring in comparison with the exercises already in place?) and the guidelines for creating it (oral, written, number of wrong answers, minimum or maximum length of a sentence, choice of phonemes, work on grammatical constructions, etc.).

Each new activity is tested in Auralog's internal lab to confirm its pedagogical relevance.

Content creation first begins with the definition of a framework: which functional language patterns, themes, grammar points, vocabulary, difficulty level, etc. will be examined in this new activity?

Following this step, teams of three people (two native speakers and one non-native) work together in order to create the exercises within an activity. The activity is first validated by each person on paper, and then again on screen. The activity is then assessed in terms of its relevance within the product's framework. This assessment is carried out both by the team which created the activity and by a panel of students, who bring a fresh eye to the activity, and upon whom its impact is tested.

D. Our Offer: Comprehensive and Flexible Solutions

For educational institutions, our content is available both online and on CD-ROMs. In addition, we offer a **comprehensive range of software tools for teachers**. The software tools are designed to assure the management, follow-up and evaluation of training and various other services, including: tutoring, consulting, server hosting and technical and educational support.

E. Recognized Quality

The quality of Auralog's products and services has helped us win a number of international awards:

- **Professional Organizations:** the EDDIE Award in the United States, the IST Prize, the MIM d'Or in Canada, the European Union's EuroPrix (Special Jury Award the Prix Möbius in France, the Giga Maus and EMMA Awards (Education) in Germany.
- **Media Coverage:** *PC Magazine* in the United States, *Ordinateur Individuel* in France, *Computer Active* in Great Britain, *Family PC* in Spain .
- **Users:** Awarded the ECCSELL d'Or (best-selling product in Europe in the Educational Games category); the French Ministry of Education's Pedagogical Merit Award (2003); recognized by the Ministry of Education in Saxony and the University of Leipzig (Germany); best software in a study by the University of Leipzig for the Saxon Ministry (Germany, 2002); Curriculum online (Great Britain, 2003); Bollino di qualità awarded by Indire for TeLL me More Pro and TeLL me MoreV6 (network) (Italy, 2003) etc.

F. An International Presence

Today, Auralog's language methods are distributed in North America, Europe, Asia, Latin America and the Middle East. Available in more than thirty interface languages, they are adapted to the specific needs of each country.

Auralog has equipped thousands of schools and universities, including:

In the United States: Troy Middle School, Wilcox Middle School , Austin High School, Balmoral High School, Braintree High School, Cascade High School, Colonie Central High School, Desert Vista High School, Dickinson High School, Jackson Hole High School, Sandy Creek High School, St. Paul high School, Washington High School, Valley Christian Schools, Miami-Dade School District, Western PA Cyber Charter School, Florida State University, Rice University, West Point Academy...

And many others in most countries of the world.