



BUILD ENGLISH FAST™

1 Prepare the brain to "hear" English.

Through English sound training exercises, your students' brains become "wired" to hear and quickly process the phonemes of English.

2 Practice English language skills, intensively.

Your students make fast English improvement by practicing the right language skills, intensively: 1000s of times, more than any other intervention.

3 Guide students as they read aloud.

Our software "listens" to your students as they read and speak English aloud, offering them support with decoding and pronunciation right when they need it.



3 Steps to Fast ELL Results

Build English Fast™ with your students by using patented, neuroscience-designed software.

The Build English Fast™ solution consists of:

Fast ForWord® +  reading assistant™

Step 1: Prepare the brain.

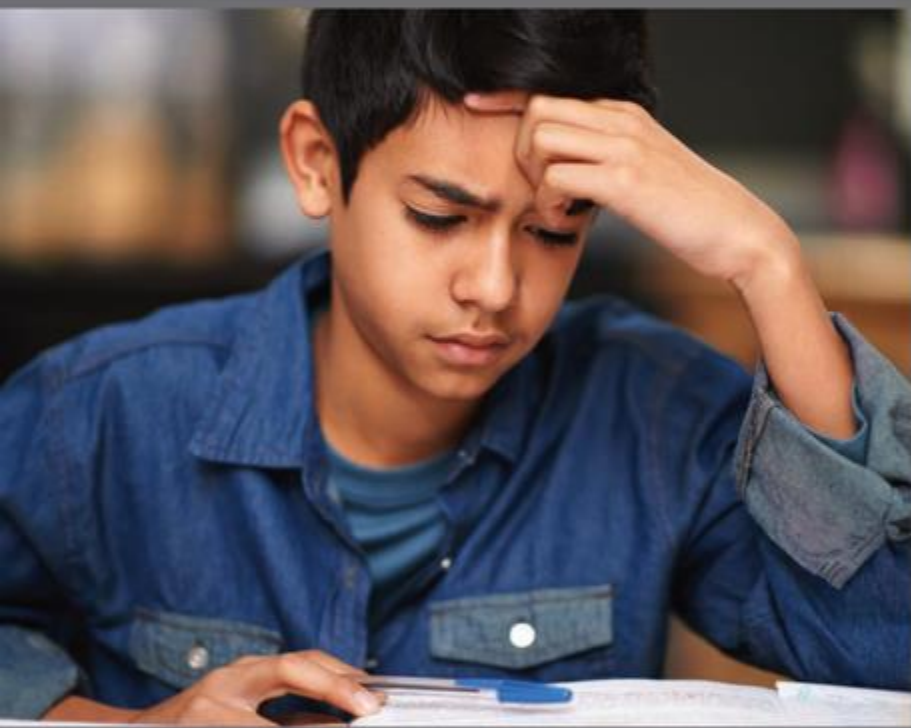
Sounds of the world's languages differ greatly, e.g., English has 44 phonemes and Spanish has 21. By 6 months old, your students' brains are wiring to sounds of a language other than English. Our software uniquely targets the phonemes of English to build the foundational skills required for all literacy. With brains "wired" for English, listening comprehension and all language development happens faster and easier.

Step 2: Practice English skills, intensively.

Using game-like technology designed by neuroscientists, your students complete 1000s of trials practicing grammar, academic vocabulary and listening comprehension skills needed for fast ELD improvement – more practice than is achieved by other interventions or teacher-directed work. Our exercises infinitely adapt to each student to keep them motivated, but challenged just enough.

Step 3: Read English aloud, with support.

Students need to apply their newly learned language fundamentals as they read texts aloud. Your students get nonjudgmental support from the only software that uses speech recognition technology to "listen" to their English pronunciation, decoding, etc., offering support just when they need it. It includes over 300 non-fiction and fictional reading selections across genres with embedded vocabulary support.



Why do ELLs struggle with reading?

"Students with limited or no English speaker proficiency need instruction in recognizing and distinguishing the sounds of English as compared or contrasted with sounds in their native language."

"Instruction for ELLs in oral language knowledge, skills, and abilities must be explicit, intensive, and extensive."

"Oral proficiency in English (including oral vocabulary, grammar, and listening comprehension) is critical for ELLs to develop proficiency in text-level English reading comprehension."



– CA Department of Education

English Language Development Skills Addressed

Listening

- Advanced listening accuracy
- Multi-step directions
- Language comprehension
- All forms of English grammar
- Vocabulary
- English phoneme discrimination

Speaking

- Oral reading of texts of various complexity
- Supported practice speaking English aloud
- Speech production of multisyllabic words
- Repeated readings to build English language oral and reading fluency

Reading

- English phonemic awareness
- Word analysis: suffixes, prefixes, root words
- Close reading
- Figurative language
- Academic vocabulary
- Answer questions about key details in a text (reading comprehension)
- Abstract reasoning
- Summarization

Writing

- Spelling
- Grammar
- Basic and academic vocabulary
- Recognizing, ordering, and constructing sentences
- Paragraph completion and ordering

#1

English Language Development software on What Works Clearinghouse™



FAQs

What educators say...

“ELLs understand English more quickly”
“They focus better during instruction”
“Students retain more of what they learn”
“They participate more in class”

What age range is this good for?

Students K-12, at all English levels.

Is there a pre-test?

Yes. An assessment called Reading Progress Indicator is given automatically to each student. It determines where each learner should start and places them in the correct starting exercises. After completing a specific amount of time and percentage of the content, it will test each student again to see how they have improved.

How do I monitor progress?

Online progress reports allow you to see every single grammatical error made, every single error made on speech sound discrimination, errors made as a result of vocabulary confusion, and what each student is good at vs. areas of struggle.

Do ELLs need to be able to read to use these programs?

No. The students do not need to read yet in either the native or second language. There are exercises that have no written letters, making it appropriate for pre-readers and readers alike.

Can this help with native language delays?

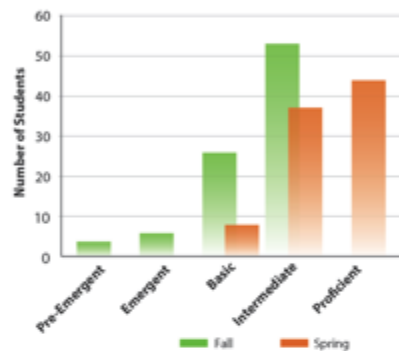
Yes, the Build English Fast™ software helps build the entire language network in the brain so it helps both native and second (English) language development. It improves the brain's ability to process language overall.

What about special needs students who are second language learners?

The Build English Fast™ technology has been studied extensively with students with special needs and now has been found to be extraordinarily effective with ELL students. For a child to be appropriate, he/she simply needs to have at least the language skills of a three-year-old in the native language and be able to use a computer or iPad® with headphones.

How often do I use the Build English Fast™ products with my students?

It is recommended that students use the program a minimum of 20-30 minutes/day, 5 days/week.



68% of the Intermediate students moved up to Proficient in less than a school year

BUILD
ENGLISH
FAST™

Ready to Build English Fast™ with your students?

For more information contact:

Phone: 1300 203 104 | Email: info@LearnFastGroup.com.au