



AZIKSA

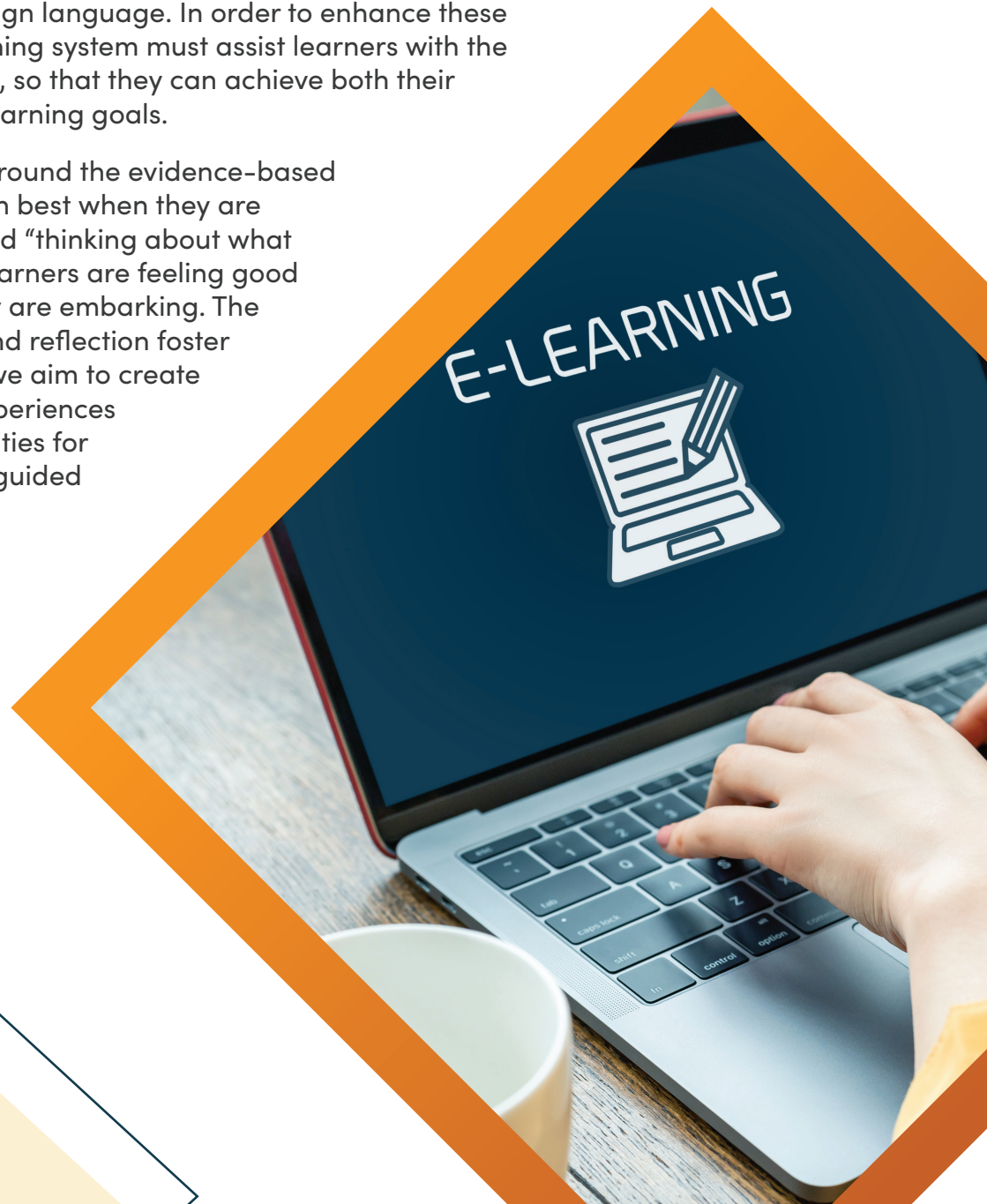
**LEARNING
EXPERIENCE
FRAMEWORK**

Aziksa Language Learning Platform.

Aziksa Learning Experience Framework (LXF) is a collection of research-based principles about how people learn, based on learning science. The framework is specifically designed to create and deliver effective and engaging learning experiences within Aziksa learning platform and can be used in different applications across asynchronous and synchronous digital and in-person teaching and learning.

There are many known and established cognitive factors such as verbal intelligence, phonological processing ability, and long-term memory capacity, which strongly influence the adult students' capacity to learn a second or foreign language. In order to enhance these cognitive factors, learning system must assist learners with the appropriate strategies, so that they can achieve both their cognitive ability and learning goals.

We built our solution around the evidence-based ideas that people learn best when they are "learning by doing" and "thinking about what they are doing" and learners are feeling good about the journey they are embarking. The right kinds of action and reflection foster effective learning, so we aim to create successful learning experiences that provide opportunities for "designed action and guided reflection".



Motivate	Practice	Align
How a learner feels impacts their engagement with the learning process.	What a learner does and how they do it impacts the quality of learning	How a student thinks about their learning impacts their ability to grow and improve.

There are three learner-centered principles we consider when designing and providing effective learning experiences—Motivate, Practice, and Align. Even though, they are presented here in a specific order, learning is a complex endeavor, with learners being motivated, practicing, and aligned with their goal all at once. Aziksa LXF platform have been developed from ground up to support instructors and students in applying the principles of the framework effectively in practice.





Motivate.

Students learn best when they are motivated and have the right attitude toward learning.

The principles in the LXF are the building blocks that make transformative learning experiences possible. While discrete, the principles are naturally interconnected, and using them together strengthens their impact on fostering effective learning. The research behind the principles enables our teams to combine unique delivery model with the science of how people learn to provide students with powerful effective learning experiences. The principles in this category touch on the inner world of the learner and refer to the fact that emotions play an important role in helping learners achieve success. They are highly interconnected both within the category and with the rest of the principles.

Intrinsic motivation.

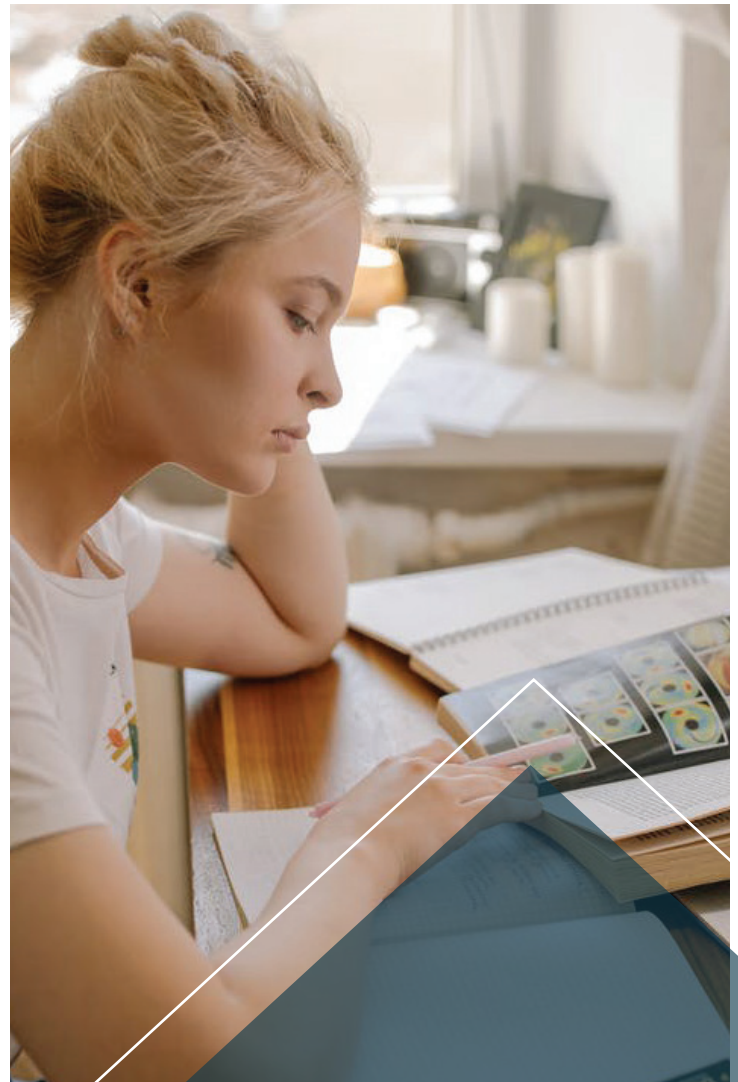
Students learn better when they are driven primarily by internal reasons than external rewards or consequences.

Self-regulated learning.

Students learn better when they take their own responsibility for learning.

Learning goals and mindsets

Students learn more when they are focused on mastery rather than performance and when they believe that they are capable of learning and growth.





Practice.

Students learn best when they learn by doing.

Applied practice is critically important to making sure that learning is usable and not inert. But in order to do, students must also know. The principles in this category inform the design of the active, applied practice that should be central to all learning experiences, and the instructional content that must support it. They include principles that inform what the student should learn and how the student should learn it.

Cognitive load.

Students learn better when the burden placed on working memory in the process of learning is managed appropriately.

Prior knowledge.

Students learn better when they can connect new knowledge to prior knowledge. Learners find it easier to understand and retain new knowledge when they integrate it with what they already know.

Modality.

Students learn better when practice and instructional content are delivered in a mode that is appropriate for their pedagogical needs. The right mode—used the right way—can help replicate authentic contexts and make concepts easy to understand, while the wrong mode can generate extraneous cognitive load.

Practice in context.

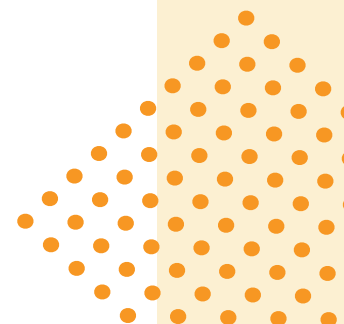
Students learn better when knowledge and skills are presented and practiced in context. It is particularly valuable when the context reflects settings and scenarios that are authentic to the work that students will engage in as practitioners and professionals in the field.

Desirable difficulties.

Students learn better when learning requires effort. Some learning tasks may feel hard for the learner but introduce difficulties that help promote long-term retention and transfer—and are thus “desirable.”

Deliberate practice.

Students learn from mindful, carefully planned practice with feedback—the opposite of mindless repetition.





Align.

Students learn best when they are thinking about what they are doing and feeling.

More beneficial than just “doing” alone, getting feedback, learning with others, and reflecting on the process of learning helps students succeed. This set of principles refers to the input students must receive throughout the process of learning—whether from the instructor, their peers, or themselves—in order to grow and improve.

Formative Feedback.

Students learn better when they receive input that helps them gauge and improve their performance. Formative feedback helps students understand their own progress and what they need to do in order to successfully achieve the intended learning objectives.

Social Learning.

Students learn better when they are exposed to different perspectives by working with others. Social learning provides a forum for cognitive processing, receiving feedback, and building community.

Metacognition.

Students learn better when they are aware of their own knowledge, thinking, and learning processes. This “thinking about thinking” helps students understand their own learning, choose strategies that will lead to success, and transfer learning to new contexts with greater confidence and control.



BUILT-IN LXF STRATEGIS IN AZIKSA

Learning science advises us that the innate ability and social experience or surrounding environment are factors affecting first language acquisition. Cognitive factors including memory (its forms and types), attention and awareness, and forgetting, affect second or foreign language learning. Metacognitive strategies, such as planning, self-monitoring, self-evaluation, and setting priorities also play a significant role in language learning.

Our end-to-end contemporary learning strategy is delivered via the learning portal on a web-based and mobile technology platform with the following strategies.

Audio Books

Audiobooks allow learners to hear fluent reading and experience books in a flexible format. Learners can listen to books above their reading level and may benefit from using audiobooks, as they are able to focus on their comprehension rather than decoding the text. Listening to books while reading along can also support Foundational Reading Skills, including for those whose Primary Language is not English.

Audiobooks allow adults to expand their Literacy Environment and engage with texts where and when they have time, supporting “mobile reading”. Encouraging greater exposure to academic and leisure content through audiobooks can support many literacy skills including vocabulary, syntax, and comprehension. Listening to audiobooks can also support Oral Communication Skills, including pronunciation and intonation, from hearing a model of fluent reading.

The screenshot displays an audiobook interface with three chapters. Each chapter has a title box, a text box with dialogue, and an illustration. Chapter 2 is titled 'Lunchtime' and shows Sally and Claire in a clothing store. Chapter 3 is titled 'Afternoon' and shows Paul in his office talking on the phone. Chapter 4 is titled 'Evening' and shows Sally and Paul in a clothing store.

2 Lunchtime

It is one o'clock. Sally and Claire are looking at skirts.
 'Do you like this one, Sally?' Claire says.
 'Yes, it's beautiful, but I never wear red.'
 'Do you like red?' Claire asks.
 'Yes, I do - but Andrew doesn't.'
 'Well,' Claire says, 'it's a beautiful skirt. You like red.'
 What do you want to do?
 Sally buys the skirt.

3 Afternoon

Paul is in his office.
 Ring ring!
 'What's that noise?' Paul thinks. He answers the phone. It is Andrew.
 'Hello, Sally?'
 'It's not Sally, it's Paul.'
 'Paul? Paul who? Where's Sally?'
 'Who's Sally? There's no Sally here.'
 'Huh!' Andrew finishes the call.

4 Evening

It is half past five. Sally puts on her new skirt.
 'Do you like it, Louise?' she asks.
 'Oh yes. It's very nice.'
 It is twenty to six. Paul arrives in Queen's Square. He looks for Sally. Is that Sally? He can not remember. He phones Sally.
 'Hello, Sally. It's Paul. I'm in Queen's Square.'
 'Hello, Paul. I'm coming.'

Sally's Phone Chapter 2

Sally's Phone Chapter 3

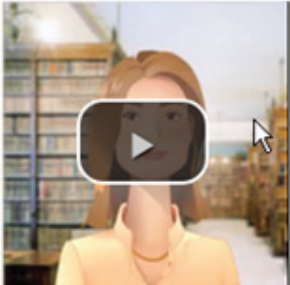
Sally's Phone Chapter 4

Accessible Vocabulary & Syntax

Using language that is accessible and appropriately leveled for each student allows all learners to feel successful and participate in learning. When instructors incorporate challenging but accessible Vocabulary words in their instruction, they create an environment where learners can build upon Foundational Reading Skills and feel comfortable practicing, applying, and expanding their knowledge.













Products can provide adaptive language that adjusts to the appropriate Vocabulary and Syntax complexity that can be read and understood by learners. They can also introduce features for learners to practice target words and grow their Vocabulary understanding.





1 At the beach

Listen to the explanations. Then click on the words in blue to hear their pronunciation. Listen, repeat and click on the red button to record your voice. Then click on the green button to listen to your recording.

 <p>beach</p>	 <p>pebbles</p>	 <p>sand</p>	 <p>cliff</p>
 <p>waves</p>	 <p>suntan</p>	 <p>sunblock</p>	 <p>bikini</p>
 <p>beach towel</p>	 <p>beach umbrella</p>	 <p>sunlounger</p>	 <p>lifeguard</p>

Now it's time to learn some vocabulary.
You're going to look at words related to the beach.
Note how we pronounce the letters
'u-a'
in 'lifeguard'.
Practise your pronunciation and then move on to the...

Audio controls: play, pause, volume

Clear Structure & Presentation

Using language that is accessible and appropriately leveled for each student allows all learners to feel successful and participate in learning. When instructors incorporate challenging but accessible Vocabulary words in their instruction, they create an environment where learners can build upon Foundational Reading Skills and feel comfortable practicing, applying, and expanding their knowledge.

Products can provide adaptive language that adjusts to the appropriate Vocabulary and Syntax complexity that can be read and understood by learners. They can also introduce features for learners to practice target words and grow their Vocabulary understanding.

Welcome to Unit 1!

In this unit you're going to:

- watch a video about Dallas and Tania interviewing a new housekeeper
- consolidate present and future tenses, and learn how to use reflexive pronouns
- learn vocabulary for household tasks, and some reflexive and non-reflexive verbs
- have a job interview with Dallas.

[Start the unit](#)

Competency-based Learning & Assessment


Competency-based learning is self-paced, focused on mastery, and centered around demonstrating learning outcomes and skills rather than where or how they were attained. Key elements include progression through demonstration of mastery, personalization, flexible assessment, and development of specific skills and dispositions.

Competency-based learning programs typically include asynchronous, self-paced activities and allow learners to have repeated attempts as part of the learning process toward developing mastery. For adult learners, high levels of success have been found by pairing competency-based learning with peer coaching/mentoring, ensuring instructor accessibility, providing additional support for goal-setting and monitoring, and/or providing a peer discussion board.

1 2 3 4 5 6 7 8 9 10 11 12

9 Listening

Listen to the report. Choose the correct words to complete the sentences.



1 Sometimes students at boarding school don't see their for ten weeks.

2 At 7:45 students .

3 Lunch is at twelve.

4 Students wear different clothes .

5 Students sometimes go at the weekends.

0:00 / 2:00

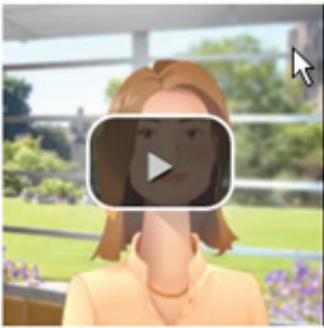
Next

Cultural & Life Experiences Connections

Understanding adults' lived experiences and cultural backgrounds and connecting them to instructional practices helps all learners feel like valued members of the community. When instructors and training programs integrate the life experiences and cultural knowledge learners bring to the classroom, they help students draw on their Background Knowledge to better understand and relate to the material. This strategy is one that supports the practice of culturally responsive teaching to improve Motivation and allow representation of all learners in the curriculum.

2 Watch the video story

Listen to the explanations. Then watch the video and move on to the next screen.



Now it's time to watch the video.
You can watch the video with subtitles or with no subtitles.
You can stop the video with the pause button, and move the bar to any point that you want to watch again.

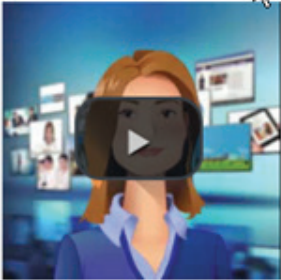


Experiential Learning

Experiential learning is learning by doing, which may include self-directed learning activities. Helping learners make sense of experiences is foundational to adult learning. There are four key elements of experiential learning: concrete experience, reflection and observation, development of new ideas, and experimenting with new ideas. Active participation in experiential learning benefits both learners and the community. Adult learners gain concrete experiences and reflect on them by comparing the new experiences with Background Knowledge.

Experiential learning helps learners to reflect on their knowledge, transfer Background Knowledge to a new context, acquire new ideas, improve Oral Communication Skills, and build a Learner Mindset.






And now ...
the conversation!
Click on the button
'Start conversation'
to start the video.
Listen to Mandy's first question

3 From home to work: practice

Click on **START CONVERSATION** and listen to Mandy. Then click on **START RECORDING** and record your answers. When you've finished, click on **LISTEN** to hear the whole interview.



START CONVERSATION

Mandy Excuse me. Can I ask you some questions?
You Tell Mandy that yes, it's OK.

Mandy Do you work in the town centre?
You Answer Mandy.

Mandy Do you live in the town centre?
You Answer Mandy.

Mandy Where do you live?
You Tell Mandy where you live.

Mandy How do you travel to work?
You Tell Mandy how you usually travel to work.


Guided Practice

Opportunities for students to practice skills in context, with instructor support and independently, helps to move concepts and ideas into Long-term Memory. Through guided practice, the instructor or facilitator gradually releases scaffolds, allowing learners to develop independence. When content information and processes are broken down into smaller chunks and learners are allotted practice time in between, learning is strengthened. This is particularly true for literacy instruction where guided practice reinforces Foundational Reading Skills.

Guided practice is most efficient when the instructor poses questions that require learners to rehearse, process, and recall the new material. For new material to be internalized and stored in learners' Long-term Memory, developers must facilitate this rehearsal and recall process.



Welcome to Unit 1!





My name is Annabell and I am your teacher for the course.

The main units of the course start with a video.

The video in this unit is a television show called *Mornings with Mandy*.

In this unit you're going to:

- watch a video about the chat show *Mornings with Mandy*
- learn the present simple tense and some prepositions
- learn vocabulary for places of work and places to live
- have a conversation with Mandy

[Start the unit >](#)

Immediate Feedback


Immediate feedback can improve a learner's confidence, self-awareness and enthusiasm for learning, which leads to increased Motivation. Feedback that is provided at the time of learning helps improve understanding, address misconceptions, reinforce strategies, and support retention in Long-term Memory. Effective, immediate feedback includes the following characteristics: it is timely, ongoing, formative, actionable, specific to the learner, and reflects a positive tone.

☰ 4. Pre-Intermediate Plus > 11. Best Brain In Britain

1 2 3 4

3 Check your understanding: 1

Watch the video again. Choose the correct names to complete the sentences. Check your answers and play the video clips.



- ✓1. 's a university lecturer.
- ✓2. answers the question about the mountain.
- ✓3. enjoys watching England play football.
- ✓4. wins the quiz show.

➔ Congratulations! You scored 4/4. That's excellent.

Providing Immediate feedback at the point of difficulty, after interactions, or at the end of a learning experience often results in increased engagement and supporting Long-term Memory. Feedback such as "Great job!", "Congratulations, you earned a badge!", or "Well done. You are moving to the next level" can have negative effects on intrinsic Motivation and should be replaced with immediate feedback at one of these levels to support learning:

Self-monitoring

When adults monitor their comprehension, performance, and use of strategies when learning they become more invested in their work, build their Metacognition, and actively participate in the process.

Welcome, Aki

Self-paced Learning

Continue where you left off...

6. Intermediate Plus/The New Housekeeper/video/

Level Completed: 1 | Progress Tests Taken: 4

Total Time Spent: 10:28:35

64.0 % Test Performance

5 min/day Learning Pace

1 60 Minutes

Arдор English Assessment

▶ Start

2 40 hours

6. Intermediate Plus

▶ Start

3 40 hours

1. Elementary

Locked

[More...](#)

Group Classes [Class Schedule](#)

One-to-one Classes [Class Schedule](#)

Units	Progress	Time	Score
+ The New Housekeeper	<div style="width: 64.0%;"></div>	01:16:00	76.67
+ A Cottage in the Country	<div style="width: 73.33%;"></div>	00:44:20	73.33
+ Read, Listen, Write	<div style="width: 100.0%;"></div>	00:14:39	100.00
+ Beat the Boss	<div style="width: 76.67%;"></div>	01:32:07	76.67

Speech-to-text

Speech-to-text takes the input from voice recognition and produces text. It recognizes the user's voice and translates it into digitized text, which is different from voice recognition that could produce actions. Speech-to-text can support adult learners with and without physical impairments, especially in Composition, while also increasing independence, decreasing anxiety, and developing a Learner Mindset with the error correction process embedded in the software.

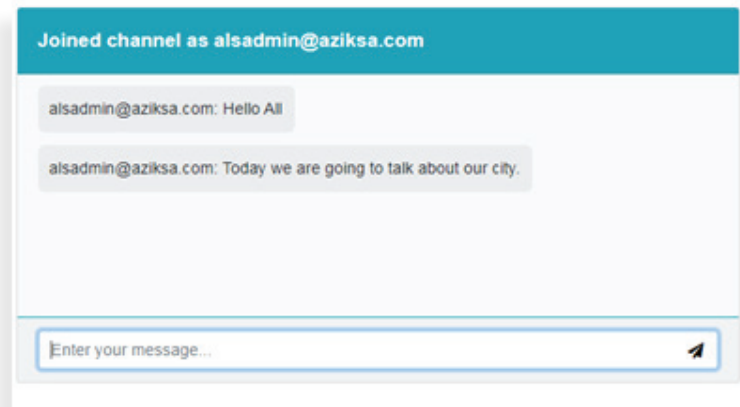
Integrating speech-to-text technology can provide support for Vision, mitigate the limitations of Working Memory, and increase learner autonomy. In the world of the adult learner, speech-to-text is seen in the use of virtual assistants, chatbots, meeting transcription, transcribing podcasts and interviews, learning languages, and communication with mobile devices.



The screenshot displays a video player interface. At the top, there are four numbered navigation buttons (1, 2, 3, 4), with button 2 highlighted. Below the navigation is a video thumbnail on the left and a larger video player on the right. The video player shows a scene with three people: a woman in a blue shirt, a woman in a silver top, and a man in a black jacket. Subtitles at the bottom of the video read: "Hello, Jessica. Pleased to meet you, too. Where do you come from?". To the left of the video player, there is a text box with instructions: "Now it's time to watch the video. You can watch it with or without subtitles. You can also click on the pause button whenever you like and move the bar forwards or backwards".

Text Chats

In synchronous chats with peers, students can practice Composition skills and view models of how others convey ideas through informal writing. When adult learners with different Primary Languages text chat in English with each other in real-time, research has shown that the complexity and sophistication of their language use increases, improving Oral Communication Skills as well.



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