

## Destination Reading: a Challenging Localization Project

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### Abstract

This paper focuses on Destination Reading, a multimedia curriculum learning program, and its use as a powerful learning solution for reading and writing acquisition, especially for bilingual learners and learners of English as a second language. This program reaches different types of learners with diverse text and teaching methods. Instruction allows for appeal by both auditory and visual learners as well as exploration activities, traditional question and answer exercises and activities in logical thinking. The rich content areas cover a variety of genres (poetry, news, schedules, technical, fiction and research) to work with students and help them foster a comfortable feeling.

Destination Reading has been designed following the findings in eight major topics of reading research: emergent literacy, phonemic awareness, phonics, fluency, vocabulary, comprehension, genre, and motivation. These areas guided the design of the program, and lay at the basis of its pedagogical philosophy.

The main aim of this paper is to discuss the main challenges that are inherent to the Spanish localization process of Destination Reading for its use as a support tool in the process of acquisition and improvement of learner's reading competence. In our presentation we will show how each of these eight major topics is to be dealt with in the localization process, and how this has a direct impact in the pedagogical design of the product, conditioning the localization of the existing elements and fostering the creation of new elements that address the idiosyncratic features of Spanish, or English as a second language. This detailed account of the localization process will draw a clear picture of the difficulties that are inherent the localization industry, and how they are coped with in order to develop ICT materials for first and second language learning.

We will finally pay special attention to Destination Reading as a high-impact learning solution that drive measurable gains and provide ELLs with the individualized support and guided instruction they need to improve reading proficiency, and how these characteristics are addressed in the localization process in order to create a unique multimedia learning experience.