BURLINGTON ENGLISH®

BURLINGTON
CAREER PATHWAYS
Getting Your Students Started

BURLINGTON
CAREER PATHWAYS
BEGINNERS

BURLINGTON
CAREER PATHWAYS
INTERMEDIATE

BURLINGTON
CAREER PATHWAYS
ADVANCED

A step-by-step orientation guide for training students how to use the BurlingtonEnglish program

Before you begin, please note that this document is best utilized by those who have already had initial training on BurlingtonEnglish.

The orientation is presented in an outline format so that facilitating and following it is easy and smooth.

- **Who should use the Program Orientation?**

  The Program Orientation can be used to train teachers on how to use the program and by teachers to train their students.

- **When should the Program Orientation be used?**

  The Program Orientation should be used when students and teachers first begin to use BurlingtonEnglish. It can also be used as a refresher for students and teachers who have been using BurlingtonEnglish, but need more training and practice with the program.

- **How long will it take to complete the Program Orientation?**

  It will take about three hours to complete the entire Program Orientation. This includes 50 minutes of hands-on practice. The Program Orientation can be divided into a few sessions. The pacing of the Program Orientation should be at the discretion of the trainer or teacher and is dependent on the level of the students and the time allotted.

- **Where should the Program Orientation take place?**

  The Program Orientation should take place in a lab where students will have access to the program, or in a classroom with the hands-on practice afterwards. Ideally, students should be able to practice in a lab what they learned on the same day they received the orientation.

Table of Contents

Prior to starting the Orientation, make sure Control Menu for all the students in the class is set to *Burlington Career Pathways Intermediate*.

1. Introduction

- Ask students to move away from their computers and to focus their attention on you while you demonstrate the program. Tell students they will have time to practice after the orientation and will be using the program regularly in the future.
- Tell students you are going to teach them the basics of the BurlingtonEnglish program and make sure they are using the program correctly.

2. WebMic

- Hold up the WebMic and explain that it is a BurlingtonEnglish WebMic.
- Demonstrate how to wear the WebMic correctly. Tell students that the microphone should be about two fingers away from and directly in front of their mouths.
- Emphasize that the program will not work if the WebMic is not positioned correctly.

3. Menu / Getting Started   See Screens 1 and 2: page 9

- Demonstrate the login process.
- Watch the introductory video with students.
- When you get to the Main Menu screen, explain that your computer has all the courses, but theirs will only have the courses that have been chosen for them.
- Explain that you will be using *Burlington Career Pathways* to demonstrate the program, but all the courses are similar, so if they can use *Burlington Career Pathways*, they can use any of the BurlingtonEnglish courses.
- Click on *Burlington Career Pathways Intermediate*. Explain that they will go directly to the Student's Zone. Read through the titles of the Modules.
- Click on Module 1: About Me. Explain that in this Module there is a short Introduction to the course, followed by three lessons.
- Click on Lesson 1: My Background. You are on the Intro tab, which is an Introduction to the lesson.

4. Instructions Button   See Screens 3 and 4: page 10

- Show students where the Instructions button is and click it.
- Tell them why it is important. It tells them what to do on each screen and how to use the program.
- Explain to students that the Instructions button automatically opens when they go onto a new screen. Show them how to turn this feature off by clicking the icon when the Instructions button is open.

Note: If the students are going to be using *Burlington Career Pathways Beginners* or *Intermediate*, there are translations for the instructions in their mother tongue. They can view the translations by clicking the Translation icon on the Instructions screen.

5. HelpSpots   See Screen 3: page 10

- Click on the Words tab.
- Point out the HelpSpots button. Explain that HelpSpots are there to help students learn how to use the program. There is a HelpSpot for every button on the screen.
- Click on the HelpSpots button. Tell students that in help mode, the screen freezes, turns gray and HelpSpots appear.
- Show students how to access the HelpSpots.
- Demonstrate a few HelpSpots on the screen.
- Click on the HelpSpot next to the word "background". Emphasize how much information this one HelpSpot gives.
- Emphasize the importance of HelpSpots. They are there to help the students. If students read every HelpSpot on every screen when they start using the program, they will be able to use the program without asking the teacher for help.

6. Words Screen (including Training and Practice)   See Screen 3: page 10

- Demonstrate how to record by clicking the red dot next to the word "background" and saying the word into the WebMic.
- Emphasize the process of recording by emphatically stating that when they are recording they must say every word, "One time, softly, slowly, and then wait for the green bars."
- Demonstrate by recording examples for five words, some correctly and some deliberately incorrectly, for example, too loud, wrong word, etc.
- Tell the students they have to complete the whole screen to get a score. If they do not do the whole screen, they will not get a score, their work will not be saved and their teacher will not know they did it.
- Press the Simulate tab. Tell students that once they have completed the whole screen, it will look like this.
- Point out the score and tell them that sometimes they will be sent to Training.
- Demonstrate Training Steps 1-3: Compare, Watch, and Listen.
- Click on Step 4: Practice. Tell them that they won't get the green bars here when they are recording. Instead, they get a message at the end that tells them if they have improved, or if they still need to work on that sound.
- After Training, click on the Practice tab at the bottom of the screen and show the students activities 1-3.
- Tell them that in order to get a score, they must finish the activity.

7. Practice 1 (Video screen)

- Click on the Practice 1 tab. Tell students that in the lessons in Module 1, Practice 1 always has a video. In other Modules it is a reading or listening activity.
- Explain that the video can be watched with or without subtitles. They can choose English or their mother tongue to view the subtitles. (Only English subtitles are available for Advanced students.) Click on the translation button to turn the subtitles on. Then click on the Play button and watch the video.
- Point out the two Exercise tabs at the bottom of the screen. Click on Exercise 2 and point out the instructions button at the top of the tab.
- Explain this is the specific instruction for this exercise.

8. Practice 2 (Role Play screen)   See Screen 4: page 10

- Click on the Practice 2 tab. Open the Instructions button and read the instructions out loud.
- Click on the Play button and listen to the entire conversation.
- Next, click on the Exercise tab and complete the exercise. Once you have completed the exercise, click on the Check button.
- Now show students how to choose a character. Choose Maribel. Tell students they must be patient while you record.
- Press the Record button and record the entire conversation taking the part of Maribel.
- Play the conversation back with your voice. Tell students it is good practice for having a real conversation and that they can also get to hear themselves having a real conversation.
- Explain that sometimes they will be sent to "Training", just like in Words.
- After Training, they are still not done. They must then choose the second character – in this case Mr. Hart – and record the conversation as Mr. Hart. Tell them they will be scored on both characters and the teacher will check that they recorded as both characters.

9. Portfolio Screen   See Screen 5: page 11

- Click on the Portfolio tab.
- Open the instructions button and read the instructions out loud.
- Explain that on this screen students complete a portfolio page about themselves and save it digitally on the BurlingtonEnglish website. Point out the Save to Portfolio button.
- Point out the Model tab at the bottom of the screen. The model provides students with an example of a filled-out portfolio page that they can refer to if they need help.

10. Exploring Career Clusters   See Screen 6: page 11

- Go back to the Menu and click on Module 2: Career Clusters.
- Explain that in this Module, students can explore 16 career clusters. The structure of this Module is different from that of other Modules in the course.
- Read the text of "Exploring Career Clusters" out loud. Then click on the Career Clusters button.
- Explain that students choose a cluster that interests them, and within it, they can read about professions that interest them. Click on Hospitality & Tourism.
- Demonstrate how to choose a profession by clicking on the Choose button. Choose Hotel Front Desk Supervisor.
- Point out that students can go into as many Career Clusters and explore as many professions as they want.
- Explain that students can save the information about professions that interest them in their digital portfolio on the BurlingtonEnglish website. Point out the Save to Portfolio button.

Hands-On Practice (30 minutes)

Assign Practice: Students will now practice what they have learned. Tell them to choose Burlington Career Pathways Intermediate and to click on Module 1: About Me, Lesson 1: My Background. Tell them to complete the Words screen with the Practice activities, as well as the Practice 1 screen. If a student finishes these exercises, tell them to move on to the Practice 2 and Portfolio screens. Remind them to use the HelpSpots. If there is time, they can move on to Module 2: Career Clusters.

Assist Students: Walk around to assist the students. Help students who have trouble recording by scaffolding it for them: Explain that they listen to the word and then click on the record button. When the red bar starts to flash, they say the word. If they have trouble, click the mouse for them and tap their shoulder as a signal to speak. Do this a few times until they get the hang of it. Then let them take the mouse and do it themselves. Continue scaffolding until they have successfully recorded 3-5 words on their own.

Regain Attention: After all students have completed the Words screen, stop Hands-On Practice and ask students to give you their attention. Tell them you are going to show them a few more important things they must know in order to use the program.

11. Wordlist   See Screen 7: page 12

- Tell students you will be showing them other parts of the program. Click on the Menu button and return to the course menu with the list of Modules. Click the Wordlist button on the bottom of the screen.

- Show them the Complete Wordlist and explain that it includes all the words and phrases in the level they are using. Point out the Links on the right side of the screen. Explain that by clicking a link, they will be taken to the screen where that word / phrase is used in context. Click on a link to demonstrate how they work.

- Point out and click on the Personal Wordlist. Explain to students that they choose which words they want to add to this wordlist. Demonstrate how to do this by going back to the Words screen and clicking the book icon to the left of the words. Now go back to the Wordlist and show them how these words now appear in the Personal Wordlist.

- Point out and click on the Focus Wordlist. Tell students that their teacher will assign words for them to add to this wordlist.

- Click the Practice tab and demonstrate the activities, quizzes, and games. Show students that they can choose to do activities, quizzes or games from their Complete, Personal or Focus Wordlists. Explain that it is better practice if they do the activities in their Personal or Focus Wordlists, as it is more focused practice on the words they need to concentrate on.

- Point out the Pronunciation, Comprehension and Spelling Difficulties. Explain that these Wordlists are generated by the program. When they make a mistake, the program keeps track and puts these words into their Difficulties Wordlists.

- Tell them that they will not have a lot of words in their wordlists in the beginning. It will take time for them to create and generate their Difficulties Wordlists.

Hands-On Practice (10-20 minutes)

Assign Practice: Allow students to work for about 10-20 minutes in their Wordlists.

Regain Attention: Stop Hands-On Practice and ask students to give you their attention. Tell them you are going to show them a few more important things they must know in order to use the program.

12. Progress   See Screen 8: page 12

- Click on the Menu button and return to the course menu with the list of Modules. Click on the Progress button on the bottom of the screen. Tell students that this is one of the most important buttons in the program.
- Demonstrate Progress for the Whole Course. Mouse over a skill to see which activities contributed to this score.
- Click on Module 1. You will see the Progress for Lesson 1. Explain that they receive progress for every exercise they complete.
- Explain that a blank line means they have not done an exercise yet.
- Tell students that if they want to see the actual screen with their results, they can click on the activity. They can view their first, last, and best tries.
- Tell students that if they want to get a higher score on an exercise, they can click on the Go To link to be taken to that specific exercise. Click on a Go To link to demonstrate.
- Tell students that they can use the Progress tab to:
  – check their progress
  – go back and redo exercises that they want to do better on
  – see which exercises they still need to do

Hands-On Practice (5-10 minutes)

Assign Practice: Remind students that they worked in Module 1, Lesson 1. Tell students to click on the Progress tab and to look at the Progress on the work they just did in class. Tell them to click on the Go To links as well.

Assist Students: Walk around to make sure students understand what to do.

Regain Attention: Stop Hands-On Practice and ask students to give you their attention. Tell them you are now going to review what they learned about how to use the program.

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13. Summary

Review and ask the students the following, so that as they answer, you can demonstrate (or have one of them demonstrate) the correct use of the program:

- Instructions
- HelpSpots
- Words and Training, and Practice Exercises
- Practice 1: Video Screen
- Practice 2: Role Play Screen

- Portfolio Screen
- Career Clusters
- Wordlists
- Progress

Note: In case you do not manage to complete the Program Orientation and not everything is covered, you can utilize the Student's Zone Tutorials, which can be found on the BurlingtonEnglish Main Menu, to teach students how to use the program, as mentioned in the Best Practices for Teachers.

See the corresponding Best Practices for Teachers' Checklist for all 14 Best Practices.

Screens

BurlingtonEnglish

BURLINGTONENGLISH
General English Courses

My Portfolio   Watch a Tutorial → Tutorials

ENGLISH IN AMERICA BEGINNERS   ENGLISH IN AMERICA INTERMEDIATE   ENGLISH IN AMERICA ADVANCED   EVERYDAY ENGLISH 1   EVERYDAY ENGLISH 2   EVERYDAY ENGLISH 3   ADVANCED ENGLISH

Extensions

CAREER PATHWAYS	CAREER WORDLISTS	CAREER COURSES		EXAM PREPARATION
		Series A	Series B	
	BARTENDERS	ADMINISTRATIVE ASSISTANTS	ACCOUNTING ENGLISH	PREPARE FOR CASAS
	CONSTRUCTION WORKERS	AUTO MECHANICS	AIR TRAFFIC CONTROLLERS	
	DAIRY WORKERS	BOOKKEEPERS	BANKING ENGLISH	BURLINGTONENGLISH LIBRARY
	FARM WORKERS	CHILDCARE WORKERS	BUSINESS ENGLISH	
	HOUSEKEEPERS	COOKS	CAREGIVERS' ENGLISH	READERS
	MILITARY	COSMETOLOGISTS	DOCTORS' ENGLISH	
	OIL WORKERS	DENTAL ASSISTANTS	ENGINEERING ENGLISH	
	PLANT / FACTORY WORKERS	ELECTRICIANS	FINANCE ENGLISH	
	RESTAURANT MANAGERS	FLIGHT ATTENDANTS	HI-TECH ENGLISH	
		H/VAC TECHNICIANS	HOTEL ENGLISH	
		NETWORK SUPPORT PERSONNEL	LEGAL ENGLISH	
		NURSING ASSISTANTS	NURSES' ENGLISH	

Burlington Career Pathways Course →

BurlingtonEnglish

BURLINGTON CAREER PATHWAYS
INTERMEDIATE

Modules →

MODULE

1. ABOUT ME
2. CAREER CLUSTERS
3. GETTING A JOB
4. ON THE JOB
5. EDUCATION

MODULE 1: ABOUT ME

LESSONS

INTRODUCTION

1. My Background
2. My Personality and Skills
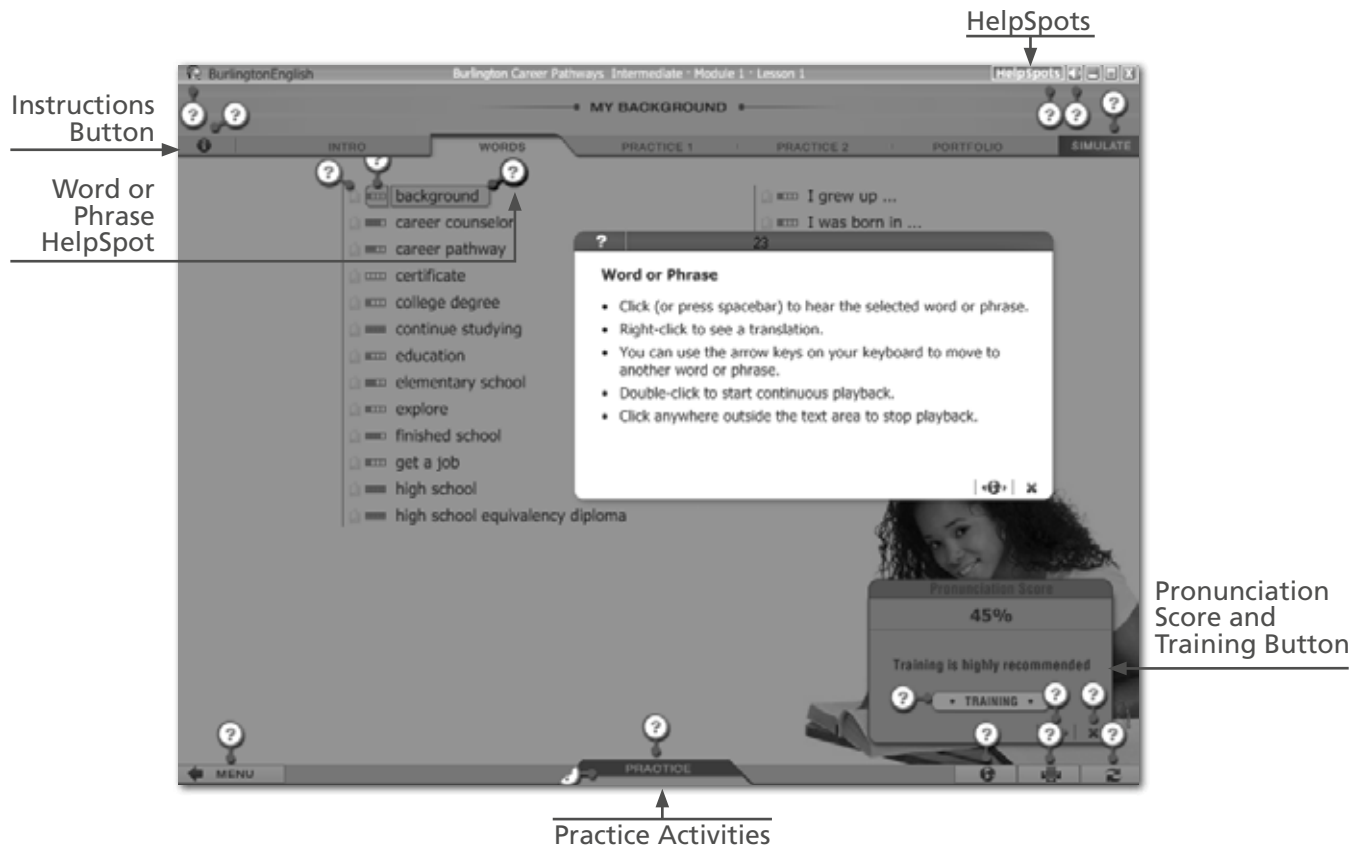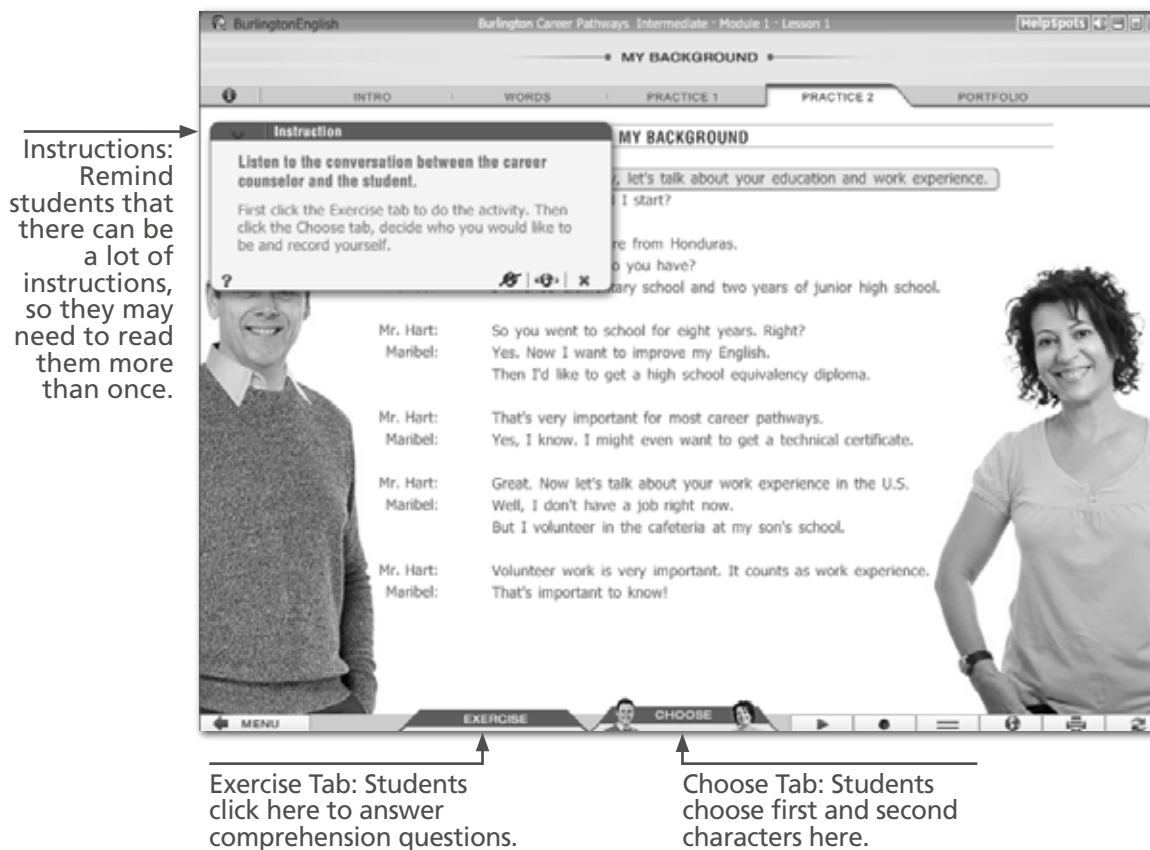3. My Values and Priorities

WORDLIST   PROGRESS   LAST LESSON

Tabs to access the Wordlist and Progress   Lessons

HelpSpots

Instructions Button

Word or Phrase HelpSpot

BurlingtonEnglish — Burlington Career Pathways Intermediate · Module 1 · Lesson 1 — HelpSpots

• MY BACKGROUND •

INTRO　　WORDS　　PRACTICE 1　　PRACTICE 2　　PORTFOLIO　　SIMULATE

background
career counselor
career pathway
certificate
college degree
continue studying
education
elementary school
explore
finished school
get a job
high school
high school equivalency diploma

I grew up …
I was born in …

Word or Phrase

- Click (or press spacebar) to hear the selected word or phrase.
- Right-click to see a translation.
- You can use the arrow keys on your keyboard to move to another word or phrase.
- Double-click to start continuous playback.
- Click anywhere outside the text area to stop playback.

Pronunciation Score and Training Button

Pronunciation Score

45%

Training is highly recommended

▾ TRAINING ▾

MENU　　PRACTICE

Practice Activities

BurlingtonEnglish — Burlington Career Pathways Intermediate · Module 1 · Lesson 1 — HelpSpots

• MY BACKGROUND •

INTRO　　WORDS　　PRACTICE 1　　PRACTICE 2　　PORTFOLIO

Instructions: Remind students that there can be a lot of instructions, so they may need to read them more than once.

Instruction

Listen to the conversation between the career counselor and the student.

First click the Exercise tab to do the activity. Then click the Choose tab, decide who you would like to be and record yourself.

MY BACKGROUND

, let's talk about your education and work experience.

I start?

re from Honduras.

o you have?

ary school and two years of junior high school.

Mr. Hart:	So you went to school for eight years. Right?
Maribel:	Yes. Now I want to improve my English.
	Then I'd like to get a high school equivalency diploma.
Mr. Hart:	That's very important for most career pathways.
Maribel:	Yes, I know. I might even want to get a technical certificate.
Mr. Hart:	Great. Now let's talk about your work experience in the U.S.
Maribel:	Well, I don't have a job right now.
	But I volunteer in the cafeteria at my son's school.
Mr. Hart:	Volunteer work is very important. It counts as work experience.
Maribel:	That's important to know!

MENU　　EXERCISE　　CHOOSE

Exercise Tab: Students click here to answer comprehension questions.

Choose Tab: Students choose first and second characters here.

Screen 5: Portfolio Screen

Tab to access Model Portfolio

Save to Portfolio button

Screen 6: Career Clusters

Choice of professions in a cluster

Wordlist Options

Links to hear and read the words in context

Tab to access Practice Activities, Quizzes, and Games for each Wordlist

Go To links: Students click on a link to revisit the exercise.

A blank line informs the student the exercise has not been completed.