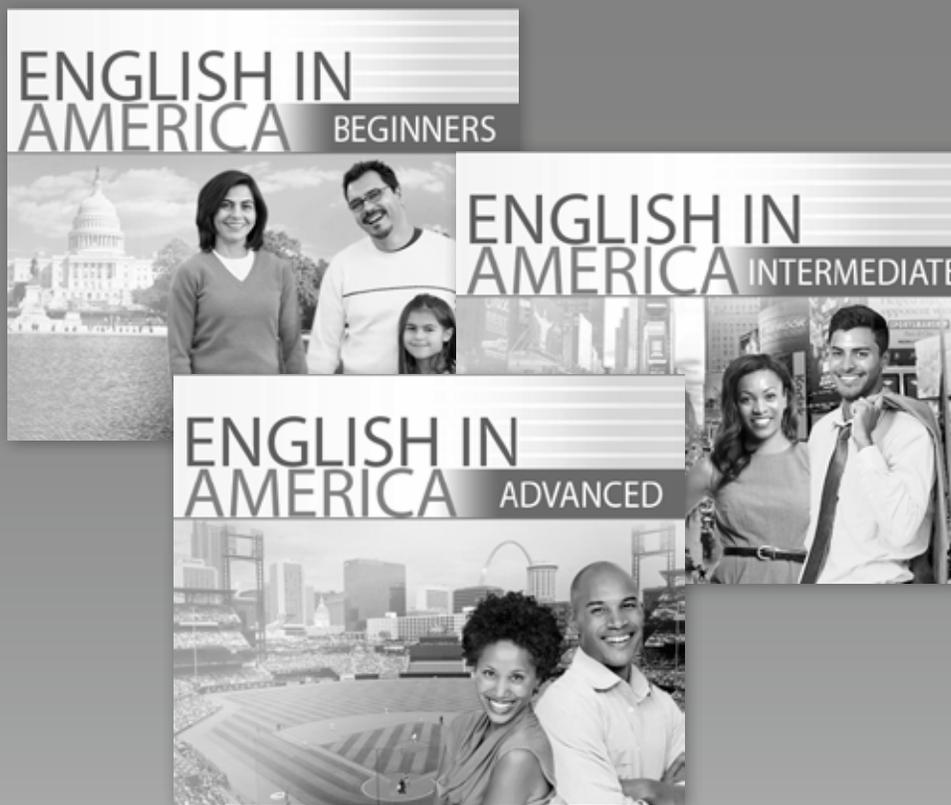




BURLINGTON ENGLISH®

ENGLISH IN AMERICA

Getting Your Students Started



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.

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Prior to starting the Orientation, make sure Control Menu for all the students in the class is set to *English in America 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 8

- Demonstrate the login process.
- Go over the login screen. Explain the differences between the possible choices – At School with My Instructor, At School Lab without My Instructor, Away from School – and explain to students that they should make their choice based on their location.
- Watch the introductory video with the 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 to use.
- Explain that you will be using *English in America* to demonstrate the program, but all the courses are similar and if they can use *English in America*, they can use any of the BurlingtonEnglish courses.
- Click on *English in America Intermediate*.
- Click on Module 1: Education. Explain that a Module is like a chapter. Read through the titles of a few of the Modules.
- Explain that a Situation is like a lesson in a chapter. For every Module, there are 2-4 Situations. Show a few examples.
- Click on Situation 1: Reporting an Absence. You are now on the Words screen.

4. HelpSpots See Screen 3: page 9

- 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 phrase “be absent”. 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.

5. Instructions Button See Screens 3 and 4: page 9

- Show students where the Instructions button is and click on 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 on the icon when the Instructions button is open.

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

6. Words Screen (including Training and Practice) See Screen 3: page 9

- Click on the HelpSpots button and open the HelpSpot for the phrase “be absent” again. Read it out loud and demonstrate some of the things it does.
- Demonstrate how to record by clicking on the red dot next to the phrase “be absent” and saying the phrase 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 improved, or if they still need to work on that sound.
- After Training, click on the Practice tab and show the students Activities 1-3.
- Click on Activity 4: Spelling. Tell students that in this activity, they get five hints to help them.
- Demonstrate spelling three words, with and without hints.
- Click on the Check button at the bottom of the screen to show them how to get a score. They can also see their mistakes.
- Remind them that in order to get a score, they must finish the exercise. They must also click on the Check button if there is one.

7. Listen

- Click on the Listen tab. Demonstrate the first Listening exercise – Listen 1, by clicking on the Play button and listening to the exercise. Answer it correctly.
- Now do Listen 2. Answer one or two of the questions incorrectly.
- Click on the Check button at the bottom of the screen.
- Show students that the red X means they got the question wrong.
- Click on the red X. They will be shown which is the correct answer, and the part of the dialogue where the correct answer can be found is played.

8. Role Play See Screen 4: page 9

- Click on the Role Play 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. Demonstrate how they can do each question by clicking on the numbers on the bottom left side of the Exercise tab, or they can open up the tab by clicking on the icon with the three lines and see all the questions at the same time. Once you have completed the exercise, click on the Check button.
- Now show students how to choose a character. Choose Carol. Tell students they must be patient while you record.
- Press the Record button and record the entire conversation taking the part of Carol.
- 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 David – and record the conversation as David. Tell them they will be scored on both characters and the teacher will check that they recorded as both characters.

Hands-On Practice (30 minutes)

Assign Practice: Students will now practice what they have learned. Tell them to click on the Menu button on the bottom of the screen and to click on Module 7: Healthcare, Situation 1: Scheduling a Medical Assignment. Tell them to complete the Words screen with the Practice activities, as well as the Listen and Role Play screens. If a student finishes all of the above exercises, tell them to move on to other tabs to explore. Remind them to use the HelpSpots.

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 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.

9. Wordlist See Screen 5: page 10

- 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 and Situations. Click on 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 on 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 on 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 on the Practice tab and demonstrate the Activities, Quizzes and Games. Show the students that they can choose to do activities, quizzes or games from their Complete, Personal or Focus Wordlists. Explain that 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.



10. Progress See Screen 6: page 10

- Click on the Menu button and return to the course menu with the list of Modules and Situations. 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 the 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 Situation 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 by looking at the Progress tab
 - 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, Situation 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.

11. 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:

- HelpSpots
- Instructions
- Words and Training, and Practice Exercises
- Listen
- Role Play
- Wordlists
- Progress
- Tutorials

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.

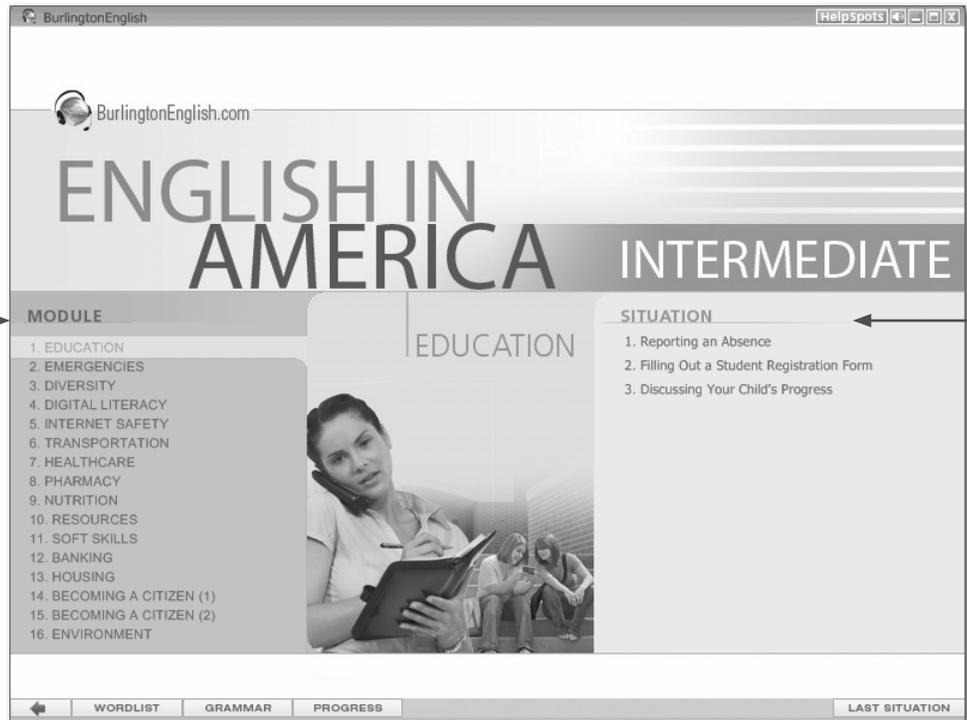
Screens

Screen 1: Main Menu



Tutorials
English in America series

Screen 2: Modules and Situations



Modules

Situations

Tabs to access the Wordlist, Grammar, and Progress

Screen 3: Words

HelpSpots

Instructions Button

Word or Phrase HelpSpot

Pronunciation score and Training button

Practice Activities

Word or Phrase HelpSpot

- 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

40%

Training is highly recommended

TRAINING

Screen 4: Role Play

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

MISSING A MEETING

...y School, Betty speaking.

...Franco. Ronaldo Franco is my son.

... your last name, please?

Betty: Thank you, Mrs. Franco. How can I help you?

Maria: I can't come to the parent-teacher meeting today. I'm sick. I have a high fever.

Betty: A high fever? I'm sorry. Get well soon! What grade is Ronaldo in?

Maria: Fourth grade.

Betty: And who is his teacher?

Maria: Miss Kelly.

Betty: I'll tell Miss Kelly.

Maria: Thank you so much. Bye for now.

EXERCISE

CHOOSE

Exercise Tab: Students click here to answer comprehension questions.

Choose Tab: Students choose first and second characters here.

Screen 5: Wordlist

Wordlist options

	WORDS	TRANSLATIONS	LINKS
COMPLETE WORDLIST	"all clear"	"fin de la alerta"	[Speaker icon]
	"The Star-Spangled Banner"	"The Star-Spangled..."	[Book icon] [Message icon]
	\$0.69	0,69 dólares, 69 centavos	[Book icon]
PERSONAL WORDLIST	\$1,200 a month	1.200 dólares al mes	[Speaker icon]
FOCUS WORDLIST	\$1.00	1 dólar	[Book icon]
	\$1.29	1,29 dólares, 1 dólar y 29...	[Book icon]
	\$5.99/lb.	5,99 dólares / libra	[Book icon]
PRONUNCIATION DIFFICULTIES	1%	1%	[Book icon]
	3 for \$2.00	3 por 2 dólares	[Book icon]
COMPREHENSION DIFFICULTIES	3 lbs. for \$1.00	3 libras por 1 dólar	[Book icon]
SPELLING DIFFICULTIES	3.8%	3,8%	[Book icon]
	35 miles an hour	35 millas por hora	[Speaker icon]
	4.02%	4,02%	[Book icon]
	5'10"	5'10", 5 pies y 10 pulgadas	[Book icon]
	9/11	11 de septiembre	[Book icon]
	911	911	[Book icon] [Speaker icon] [Message icon]
	a greater variety	una mayor variedad	[Book icon]
	a large variety of ...	una gran variedad de...	[Speaker icon]
	a nation was born	nació una nación	[Book icon]
	ability to multitask	capacidad de realizar varias...	[Book icon]

Links to hear and read the words in context

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

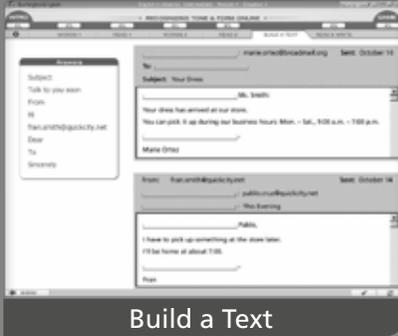
Screen 6: Progress

GENERAL	MODULE 2: Emergencies • SITUATION 2: Describing What Happens in Emergencies						
MODULE 1	ACTIVITY	TIME SPENT	NO. OF TRIES	BEST SCORE	FIRST SCORE	LAST SCORE	GO TO
Situation 1	WORDS 1	16:24					
Situation 2	Pronunciation		1	81%	----	----	[Link]
Situation 3	Match the Sound		1	77%	----	----	[Link]
MODULE 3	Match the English		1	88%	----	----	[Link]
MODULE 4	Match the Translation		1	75%	----	----	[Link]
MODULE 5	WORDS 2	27:29					
MODULE 6	Practice		1	71%	----	----	[Link]
MODULE 7	LISTENING 1	02:30					
MODULE 8	Practice		1	73%	----	----	[Link]
MODULE 9	WORDS 2	00:25					
MODULE 10	Pronunciation		1	78%	----	----	[Link]
MODULE 11	Match the Sound		1	74%	----	----	[Link]
MODULE 12	Match the English		1	85%	----	----	[Link]
MODULE 13	Match the Translation		1	72%	----	----	[Link]
MODULE 14	Practice		----	----	----	----	[Link]
MODULE 15	LISTENING 2	02:09					
MODULE 16	Practice		1	70%	----	----	[Link]
	PRESENT	01:53					

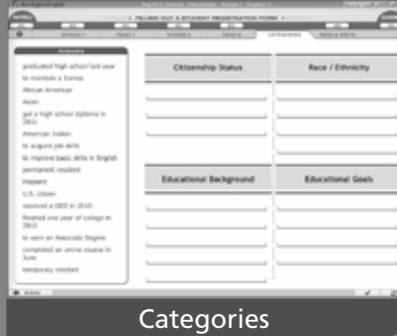
Go To links: Students click on a link to revisit the exercise.

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

Different Screen Types that Appear in ENGLISH IN AMERICA



Build a Text



Categories



Create



Get It Right



Let's Talk



Listen



Now Talk



Present



Read



Read & Write



Role Play



Words