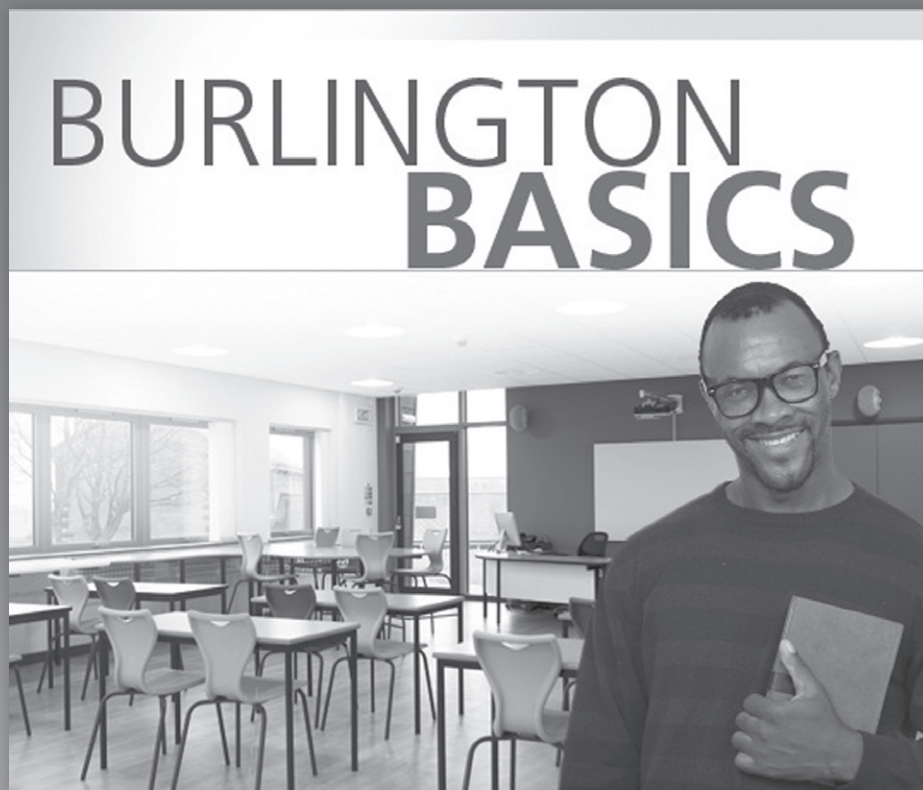# BURLINGTON ENGLISH®

BURLINGTON
BASICS

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.

Table of Contents

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

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 are going to 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: pages 8-9

- Demonstrate the login process.
- 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 *Burlington Basics* to demonstrate the program, but all the courses are similar and if they can use *Burlington Basics*, they can use any of the BurlingtonEnglish courses.
- Click *Burlington Basics*.
- Click Module 2: About Me. Explain that a module is like a chapter. Read through the titles of a few of the modules.
- Explain that for every module, there are 4-6 lessons. Show a few examples.
- Click Lesson 1: Getting to Know You. 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 the HelpSpots button. Tell students that in help mode, the screen freezes, turns gray and HelpSpots appear.
- Demonstrate a few HelpSpots on the screen.
- Click the HelpSpot next to the word "zero". 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.
- Point out that there are translations for the HelpSpots in the student's mother tongue. They can view the translations by clicking on the Translation icon in the HelpSpot.

5. Instructions Button   See Screens 3 and 4: pages 9-10

- Show students where the Instructions button is and click on it.
- Tell them why the instruction is important. It tells them what to do on each screen and how to use the program.
- Explain to students that the Instructions box automatically opens when they go to a new screen. Show them how to turn this feature off by clicking the icon when the Instructions box is open.
- Point out that there are translations for the instructions in their mother tongue. They can view the translations by clicking the Translation icon in the Instructions box.

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

- Click the HelpSpots button and open the HelpSpot for the word "zero" again. Read it out loud and demonstrate some of the things mentioned in the HelpSpots.
- Demonstrate how to record by clicking the red dot next to the word "zero" 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 three 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 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 the Exercise 1 tab. Tell the students that they have to match the sound to the image.
- Click 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 the Check button if there is one.

7. Listen

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

8. Role Play   See Screen 4: page 10

- Click the Role Play tab. Open the Instructions button and read the instructions out loud.
- Click the Play button and listen to the entire conversation.
- Next, click the pop up exercise and complete it. Once you have completed the exercise, click the Check button.
- Now show students how to choose a character. Choose Mia. Tell students they must be patient while you record.
- Press the Record button and record the entire conversation taking the part of Mia.
- 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. Miller – and record the conversation as Mr. Miller. Tell them they will be scored on both characters and the teacher will check that they recorded as both characters.

9. Portfolio   See Screen 5: page 10

- Click 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 completed portfolio page that they can refer to if they need help.

Hands-On Practice (30 minutes)

Assign Practice: Students will now practice what they have learned. Tell them to click the Menu button on the bottom of the screen and to click Module 7: Lesson 1: Making an Appointment. 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.

10. Wordlist   See Screen 6: page 11

- Tell students you will be showing them other parts of the program. Click 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 course. Point out the Links on the right side of the screen. Explain that by clicking a Link, they will be taken to the Words screen where that word / phrase was introduced. Click 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 a teacher can assign words for them to add to this wordlist if he or she chooses to do so.
- Click 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 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.

11. Progress   See Screen 7: page 11

- Click the Menu button and return to the course menu with the list of modules. Click 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 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 the Go To link to be taken to that specific exercise. Click 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 7, Lesson 1. Tell students to click the Progress tab and to look at the Progress on the work they just did in class. Tell them to click 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.

12. Summary

Review and ask the students about 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
- Portfolio
- 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

Screen 1: Main Menu

Modules

Lessons

Tabs to access the Wordlist and Progress

HelpSpots

Instructions Button

Word or Phrase HelpSpot

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

Practice Activities

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

BurlingtonEnglish · Burlington Basics · HelpSpots

Module 2 - Lesson 1 - Getting to Know You (29

WORDS 1 | WORDS 2 | LISTEN | ROLE PLAY | READ | PORTFOLIO | SIMULATE

Instruction

Read and listen to the conversation. Click the Exercise tab and do the activity. Then click the Choose tab. Decide who you would like to be and record yourself.

PERSONAL INFORMATION

irst name?

is Mia.

ast name?

Mia: Lang.

Mr. Miller: What's your phone number?

Mia: 7-2-6   9-0-3   1-5-4-8.

Mr. Miller: What's your email address?

Mia: mial@metromail.org.

MENU   EXERCISE   CHOOSE

Exercise Tab: Students
click here to answer
comprehension questions.

Choose Tab: Students
choose first and second
characters here.

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Module 2 - Lesson 1 - Getting to Know You

WORDS 1 | WORDS 2 | LISTEN | ROLE PLAY | READ | PORTFOLIO

My Portfolio

Words I Know
- ☐ zero
- ☐ one
- ☐ two
- ☐ three
- ☐ four
- ☐ five
- ☐ six
- ☐ seven
- ☐ eight
- ☐ nine
- ☐ email address
- ☐ first name
- ☐ last name
- ☐ phone number

Student ID Card

First Name

Last Name

Student ID Number

Phone Number

Email Address

MENU   MODEL   SAVE TO PORTFOLIO

Tab to access model Portfolio

Save to Portfolio button

		P		WORDS	TRANSLATIONS	LINKS
				cheese	queso	
				chicken	pollo	
				children	niños; hijos	
				classroom	sala de clases, aula	
				clean buildings	limpiar edificios	
				clean the house	limpiar la casa	
				clinic	clínica	
				close	cerrar(se)	
				closet	clóset, armario	
				clothes	ropa, prendas de vestir	
				cloudy	nublado	
				coffee	café	
				cold	resfriado	
				computer	computador	
				computer lab	laboratorio de cómputo	
				construction worker	trabajador/a de la…	
				cook	cocinar	
				cook	cocinero/a	
				cough	tos	
				country of birth	país de nacimiento	

Wordlist options

MODULE: All
LESSON: All
ALL WORDS
PERSONAL WORDLIST
FOCUS WORDLIST
PRONUNCIATION DIFFICULTIES
COMPREHENSION DIFFICULTIES
SPELLING DIFFICULTIES
SEARCH

MENU

PRACTICE
336 words

Links to hear and read the words in context

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

Module: About Me   Lesson: Getting to Know You

Selection:

Whole Course
1 Getting Started
2 About Me
   1. Getting to Know You
   2. Where Are You From?
   3. This Is My Family
   4. Grammar
   5. Review
3 School
4 Time
5 Shopping
6 Food
7 Health
8 Community
9 Work

	Time Spent	Activity	Tries	Best Score	First Score	Last Score	GoTo
Words 1	59:49	Practice	4	95%	76%	90%	
		Exercise 1	1	92%	92%	92%	
		Exercise 1	1	88%	88%	88%	
		Exercise 2	3	65%	52%	61%	
		Exercise 2	3	87%	69%	82%	
Words 2	64:07	Practice	4	64%	51%	60%	
		Exercise 1	0	---	---	---	
		Exercise 1	2	70%	56%	70%	
		Exercise 2	4	95%	76%	90%	
		Exercise 2	1	96%	96%	96%	
Listen	11:10	Practice	3	80%	64%	76%	
Role Play	39:14	1st Character	1	87%	87%	87%	
		Exercise	2	73%	58%	73%	
		Exercise	0	---	---	---	
Read	30:30	Read	N/S	N/S	N/S	N/S	
		Exercise	2	80%	64%	80%	
Portfolio	26:53	Practice	1	87%	87%	87%	
		Model	N/S	N/S	N/S	N/S	

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

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

CLICK ON an activity to see details. MOUSE OVER an activity for Skills information.

Different Screen Types that Appear in BURLINGTON BASICS

Grammar

Listen

Portfolio

Presentation

Read

Role Play

Speak

Words