Guidelines for using EDO as an Enrichment Course

Most commonly English Discoveries Online (EDO) is used in three main ways:

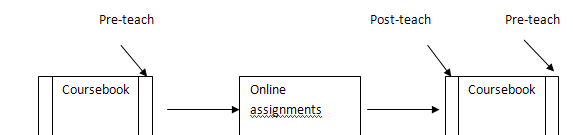
* as a purely Distance Course
* as part of a Blended Course where it is integrated with the institutions coursebook or curriculum.
* as part of a Blended Course where it is integrated with Edusoft’s printed material.

However, there exists a fourth way in which EDO can be used and that is as a standalone Enrichment Course, within an institution.

What is important to understand with EDO being used as an Enrichment Course is that although EDO is not integrated with any printed material, be they the institution’s coursebook or curriculum, or Edusoft’s printed material, EDO can still be an integral part of the course or program of study.

This document aims to ensure that although EDO may be used as a standalone, it does not get left alone. By following certain guidelines, doing certain activities and performing certain tasks, the institution and its teachers can ensure that EDO becomes integral albeit not integrated.

# Guidelines

* Work done on EDO should form part of the students’ overall assessment on the course and their final EDO grade should form a percentage of their overall grade. At a minimum the EDO grade would be constituted by the following EDO assessment criteria: EDO course completion, average component test scores, midterm and the course test.
* Students should complete the EDO components/units in the computer lab as a class where they are monitored by their teacher while doing the assigned work.
* If EDO components/units are done off-campus or in self-access, teachers should assign the computer component, give clear instructions and set deadlines for the completion of the work.
* Students can be assigned the EDO generic Worksheets (these can be downloaded from the TMS).
* Teachers should prepare students for the EDO component by doing pre-computer activities (a bank of such activities is listed below).
* Teachers should assign Focus Questions to be answered by students while working on the EDO component (a bank of such activities is listed below).
* Teachers should expand on the computer component by doing post-computer activities (a bank of such activities is listed below).
* Teachers should use the coursebook / local materials as their main course of study. Teachers should spend approximately 5 to 10 minutes doing the pre- and post-computer activities (see diagram below)  
    
  
* To maximize the effectiveness of this model, students could be assigned two tracks: a core track and a personalized track.
* **Core Track** – the same course for all students. In other word all students will do pre- and post-computer activities to introduce and expand on core materials.
* **Personalized Track** – a track based on individual language needs & placement test results. For this track there would be no pre- or post-computer activities.

**Activities**The following is a bank of generic activities that teachers can use for the following:

* to prepare their students before they do an EDO component (Pre-lab activities)
* to focus their students while working on an EDO component (In-lab activities)
* to expand on an EDO component (Post-lab activities)

In addition to helping motivate students while accessing EDO, these activities can also add value to the time students spend working through the EDO components.

|  |
| --- |
| Pre-lab Activities |
| Reading |
| 1) Write the name of the online unit on the board and brainstorm students’ associations with that topic. Elicit relevant knowledge they may have from the unit they are working on in class.  2) Write some quotations or controversial statements associated with the topic on the board and ask students to comment on them. (Note: these statements can even be taken from the unit itself)  3) Ask students to relate their own experience of the topic.  4) Bring in visual or aural materials related to the topic (pictures, pop songs, posters, etc.) and discuss them with the class.  5) Write key vocabulary from the unit on the board and help students design a concept map or categorize the vocabulary into parts of speech, opposites, and areas of meaning.  6) Ask students to predict listening/reading texts based on key vocabulary, phrases or titles from the texts.  7) Have students reconstruct reading texts or speaking dialogues from jumbled sentences or paragraphs.  8) Write key words or phrases from the text on the board. Split the class into groups and ask each group to start writing a story. After one minute you will say "SWITCH", and each group has to give its piece of paper to another group so the new one continues writing the story. When the paper gets back to the group that started the story, ask each group to give an end to it. After that, each group can read the story aloud.  9) Before using EDO tools to see the main idea of a text, ask students to point it out. Ask them what the reasons for saying that are, and if those reasons are supported in the text. |
| Listening |
| 1) Write the name of the online unit on the board and brainstorm students’ associations with that topic. Elicit relevant knowledge they may have from the unit they are working on in class.  2) Write some quotations or controversial statements associated with the topic on the board and ask students to comment on them. (Note: these statements can even be taken from the unit itself)  3) Ask students to relate their own experience of the topic.  4) Bring in visual or aural materials related to the topic (pictures, pop songs, posters, etc.) and discuss them with the class.  5) Write key vocabulary from the unit on the board and help students design a concept map or categorize the vocabulary into parts of speech, opposites, and areas of meaning.  6) Ask students to predict listening/reading texts based on key vocabulary, phrases or titles from the texts.  7) Show the TV component without sound and asking the class to guess the conversation/situation.  8) Before listening to the dialogues, tell students to write short conversations using the pictures of the characters that appear in the dialogues.  9) Write key words or phrases from the text on the board. Split the class into groups and ask each group to start writing a story. After one minute you will say "SWITCH", and each group has to give its piece of paper to another group so the new one continues writing the story. When the paper gets back to the group that started the story, ask each group to give an end to it. After that, each group can read the story aloud. |
| Speaking |
| 1) Write the name of the online unit on the board and brainstorm students’ associations with that topic. Elicit relevant knowledge they may have from theunit they are working on in class.  2) Write some quotations or controversial statements associated with the topic on the board and ask students to comment on them. (Note: these statements can even be taken from the unit itself)  3) Ask students to relate their own experience of the topic.  4) Bring in visual or aural materials related to the topic (pictures, pop songs, posters, etc.) and discuss them with the class.  5) Ask students to form sentences, short dialogues with key vocabulary and structures from the unit component they are about to study.  6) Have students reconstruct reading texts or speaking dialogues from jumbled sentences or paragraphs.  7) Before listening to the dialogues, tell students to write short conversations using the pictures of the characters that appear in the dialogues. |
| Grammar |
| 1) Before presenting grammar structures, show students flashcards or a set of images where a story is told. As you show each image to students, write a sentence on the board using the structure they are about to study. |
| Vocabulary / Writing |
| 1) According to the topic, write a word or a phrase on the board. Ask students to write as many words as possible using the letters that are in that word/phrase. For advanced levels, students can write only words that are related to the topic. For basic or intermediate levels, students can write any word that starts by that specific letter.  2) Write key vocabulary from the unit on the board and help students design a concept map or categorize the vocabulary into parts of speech, opposites, and areas of meaning.  3) Select vocabulary from the unit you are about to work on, and present it to your students by means of ludic activities such as matching games, bingo, cards, etc.  4) Ask students to form sentences, short dialogues with key vocabulary and structures from the unit component they are about to study.  5) Ask students to predict listening/reading texts based on key vocabulary, phrases or titles from the texts.  6) Write key words or phrases from the text on the board. Split the class into groups and ask each group to start writing a story. After one minute you will say "SWITCH", and each group has to give its piece of paper to another group so the new one continues writing the story. When the paper gets back to the group that started the story, ask each group to give an end to it. After that, each group can read the story aloud.  7) Pair-work: Each student writes answers related to a picture/text from the unit. Then, they switch their answers with their partners. Each student tries to find out what the questions are. Once they have finished, they share their ideas with their partners and see if the questions match the answer. |

|  |
| --- |
| In-lab Activities |
| Reading |
| 1) Ask students to check the answers to any pre-reading activities you may have set them.  2) Have students list words and phrases which they had difficulty with, devote class time to reviewing these words and phrases or have students help each other in pairs or small groups.  3) Make students create their own glossary including words that are difficult for them to pronounce or to know what they mean. |
| Listening |
| 1) Ask students to check the answers to any pre- listening activities you may have set them.  2) Have students list words and phrases which they had difficulty with, devote class time to reviewing these words and phrases or have students help each other in pairs or small groups.  3) Ask students to listen to the dialogues and write down the words they understand. After that, students can check spelling by using the tools from the platform (See Text, Dictionary) and write sentences using those words. In case of advanced students, they can write short texts including those words or expressions.  4) Make students create their own glossary including words that are difficult for them to pronounce or to know what they mean. |
| Speaking |
| 1) Ask students to check the answers to any pre-speaking activities you may have set them.  2) Have students list words and phrases which they had difficulty with, devote class time to reviewing these words and phrases or have students help each other in pairs or small groups.  3) Make students create their own glossary including words that are difficult for them to pronounce or to know what they mean. |
| Grammar |
| 1) Ask students to check the answers to any pre-grammar activities you may have set them.  2) Make students create their own glossary including words that are difficult for them to pronounce or to know what they mean. |
| Vocabulary / Writing |
| 1) Have students list words and phrases which they had difficulty with, devote class time to reviewing these words and phrases or have students help each other in pairs or small groups. |

|  |
| --- |
| Post-lab Activities |
| Reading |
| 1) Encourage students to perform role-plays based on material they have covered in English Discoveries Online.  2) Students can write, act-out or describe what they think might have happened before or after the events of the reading, listening or speaking texts.  3) Assign students writing activities based on the reading genres, e.g., writing a letter, postcard, article or story of their own.  4) Students can create material (comics, flyers, short stories) to practice what they have studied.  5) Students are given a chart with some information. In order to complete it, they have to ask other students until the chart contains all the information.  6) Ask students to write a fairytale using the images they see in a certain component. Before starting this activity, give students a bank of phrases or connectors that are common in this kind of text (once upon a time, suddenly, after that, later on, lived happy ever after.) This activity can be done in groups.  Extension Ideas:  Story:   * Write your own story on a similar topic. * Write a new beginning or end for the story. * Write an interview with one of the characters from the story.   Postcard:   * Imagine you are on vacation – write your own postcard about your vacation. * Write a vacation brochure/ad for the country in the postcard.   Note/Ad:   * Write a note on a similar topic or ad for a similar product.   Letter/Email:   * Answer the letter/email. * Write a letter/email on a similar topic.   Article:   * List the main points of the article. * Summarize the article in around 50 words. * Write a newspaper article on a similar subject. |
| Listening |
| 1) Encourage students to perform role-plays based on material they have covered in English Discoveries Online.  2) Students can write, act-out or describe what they think might have happened before or after the events of the reading, listening or speaking texts.  3) Students can produce their own answer machine messages, radio shows, interviews based on the different English Discoveries Online listening genres.  4) Students can create material (comics, flyers, short stories) to practice what they have studied.  5) Students are given a chart with some information. In order to complete it, they have to ask other students until the chart contains all the information.  6) Ask students to write a fairytale using the images they see in a certain component. Before starting this activity, give students a bank of phrases or connectors that are common in this kind of text (once upon a time, suddenly, after that, later on, lived happy ever after.) This activity can be done in groups.  Extension Ideas:  Answer Machine Message:   * Write a similar answer machine message or reply to the one you have just heard. * Record your message and play it to the class.   Radio Program:   * Interview: Act out the interview with a fellow student or write the script for a second interview with a similar person. * Ad: Write the script for an ad for a similar product or program. * Soap Opera: Act out the soap opera or write the script for the next episode. * News/Weather Report: Write a similar report for your town. * Call-in: What would you say if you were a caller for the program? Write down your responses or think of some new questions that the presenter might ask.   Video Clip:   * Write a continuation of the scene you have watched or a preceding scene. * Act out your script with fellow students. * Imagine you are interviewing one of the characters. Write down the questions you would ask them and the answers they might give. |
| Speaking |
| 1) Encourage students to perform role-plays based on material they have covered in English Discoveries Online.  2) Students can write, act-out or describe what they think might have happened before or after the events of the reading, listening or speaking texts.  3) Students can produce their own answer machine messages, radio shows, interviews based on the different English Discoveries Online listening genres.  4) Students select a famous person and put on a name tag pretending they are those people. They walk around the class asking other students some questions related to their character. The questions must have the structure studied in the lab.  Extension Ideas:   * Imagine what could have happened before or after the dialogue. Write the script and role-play it with a fellow student. * Rewrite the speaking dialogue using a different register. For example, transpose from formal to informal, friendly to unfriendly, etc |
| Grammar |
| 1) Encourage students to perform role-plays based on material they have covered in English Discoveries Online.  2) Students select a famous person and put on a name tag pretending they are those people. They walk around the class asking other students some questions related to their character. The questions must have the structure studied in the lab.  3) Ask students to design a game such as Tick Tack Toe. Each student writes 9 questions/sentences related to the grammar structure they just studied. There is a number on each mini-box. Each student has the chance to select one mini-box until there is a winner. If her/his answer is correct, s/he keeps that space.  4) Write some examples dialogues using the new grammar structure.  5) Read an article in the Magazine section of the community site and underline any examples of the grammar point you have just learned. Does the way this grammar point is used match the explanation that you read in the grammar component? If not, try to think why this might be. |
| Vocabulary / Writing |
| 1) Have students list words and phrases which they had difficulty with, devote class time to reviewing these words and phrases or have students help each other in pairs or small groups.  2) Assign students writing activities based on the reading genres, e.g., writing a letter, postcard, article or story of their own.  3) Students can produce their own answer machine messages, radio shows, interviews based on the different English Discoveries Online listening genres.  4) Students can create material (comics, flyers, short stories) to practice what they have studied.  5) Ask students to design a game such as Tick Tack Toe. Each student writes 9 questions/sentences related to the vocabulary/topic they just studied. There is a number on each mini-box. Each student has the chance to select one mini-box until there is a winner. If her/his answer is correct, s/he keeps that space.  6) Ask students to write a fairytale using the images they see in a certain component. Before starting this activity, give students a bank of phrases or connectors that are common in this kind of text (once upon a time, suddenly, after that, later on, lived happy ever after.) This activity can be done in groups. |

**The role of the teacher**

The role of the teacher should be clearly defined when using EDO as an Enrichment Course. The table below outlines what tasks the teacher should perform in such a course.

|  |  |
| --- | --- |
| **CLASSROOM (FACE TO FACE)** | **TMS** |
| **At the beginning of a course/semester:**   * Explain to students the structure of the course and what part EDO plays in it. In other words, what percentage the EDO grade will contribute to the overall grade. * Give an overview of how EDO works   **Daily:**   * Do pre- and post-lab activities * Verbally instruct students as to what EDO component they need to work on and clearly give the computer path. * Assign in-lab activities * Approach students proactively who are not completing EDO components   **End of course/semester:**   * Take students EDO grade and factor it into the students overall grade for the course | **Daily:**   * Monitor TMS Progress Reports   **Weekly:**   * Assign and Unassign Component Work for students   **End of course/semester:**   * At the end of the course/semester open and assign the EDO Course Test * Make sure students have taken the final course test * Lock the Matrix |

**Sample Enrichment lesson**

**Advanced 1: How smart are you?**

**Reading - Starting Young**

|  |
| --- |
| **Pre-lab Session** |
| Students will:   * Identify and categorize vocabulary related to learning a second language. * Predict and construct a reading text based on vocabulary from the text. |

1. Write the words “learning a second language” in a box in the middle of the board. Tell students to list as many words as they can associate with this concept. Give them a time limit of two minutes. Then ask them to suggest possible categories they could use to create a concept map, e.g. *methods, difficulties, areas of study etc.* to help them organize and remember vocabulary. Use their suggestions to draw a concept map on the board.  
2. Tell students they are going to do the Reading component from ***English Discoveries Online***. On the board, write the title of the reading passage “Starting Young” and some vocabulary taken from the text such as: *experts, easier, children, institutes, pronounce, interpreter, fluent, pattern*. Check that the students understand the vocabulary. Divide the class into pairs or groups and ask them to predict what the text will be about and to write their own version of the text.

|  |  |  |
| --- | --- | --- |
| **In-lab Session** | | |
| **Unit** | **Component** | **Summary** |
| Advanced 1:  How Smart Are You? | Reading - Starting Young | An article about a 7-year-old bilingual Russian girl who helps other Russian newcomers at her school. |
| Students will:   * Understand the main ideas and supporting details in the article. | | |

1. Either prepare handouts or write on the board the path you want the students to follow in that lesson e.g. **Advanced 1>How Smart are you?>Reading – Starting Young**.  
2. Tell students to do the Explore section of the Reading component and check their predictions by comparing the version of the story that they wrote in the Pre-lab Session with the actual ***English Discoveries Online*** text.   
3. While students are working, go around the class and help them with any problems in comprehension. Encourage them to use the different Explore options such as the “Hear Text,” “Key Words,” and “Main Idea.”  
4. While students are working, go around the class and make sure that students understand the Practice exercises.

|  |
| --- |
| **Post-lab Session** |
| Students will:   * Compare their predictions of a given text. * Reflect on the usefulness of different reading strategies. |

1. Ask students if their predictions proved correct and encourage students to share their versions with the rest of the class.  
2. Ask students to share their ideas on learning a second language. What is the situation like where they live?

­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_