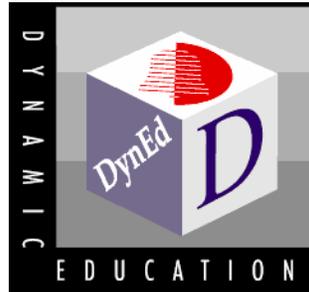




e-Lective

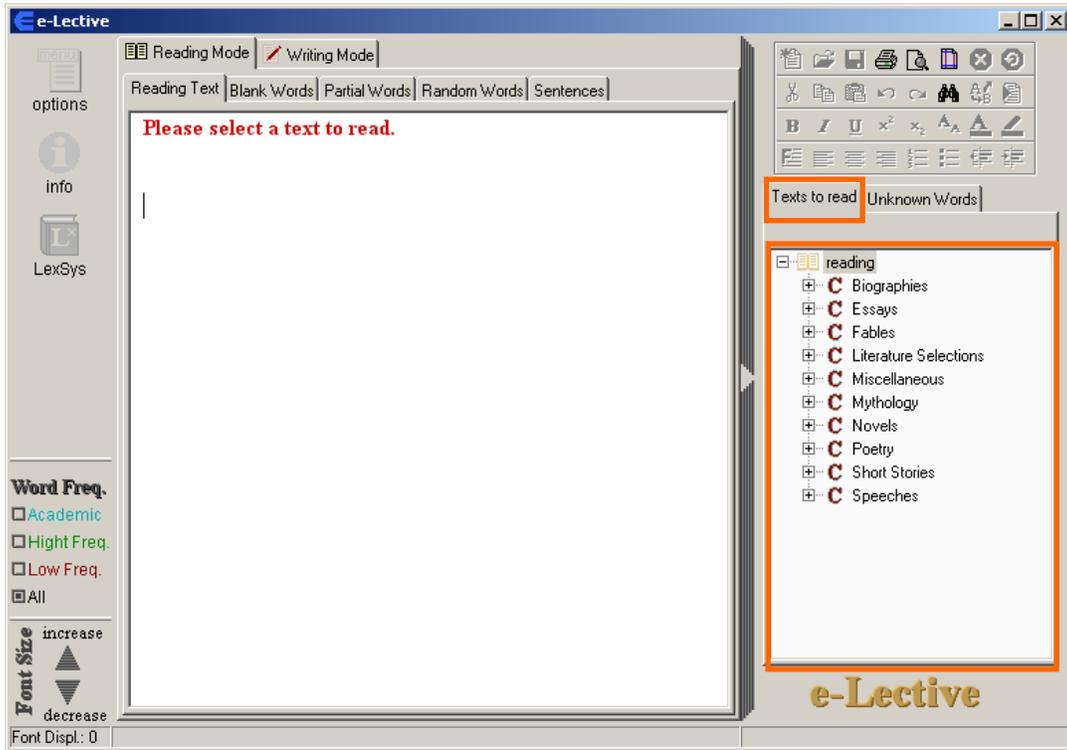
## *Student Mode Manual*



## Student Mode Functions

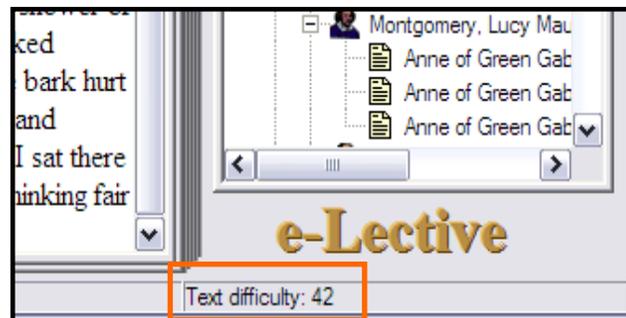
### Reading Texts

In Student Mode, the first thing students need to do is choose a text to read. The texts that have been selected by the teacher are listed in the panel on the right side of the screen. When you want to see the texts that are available, click the “Texts to read” tab. Click the boxes with the  to see a listing of texts within any of the categories: (e.g., Biographies, Essays, etc.).



To read a content text, you must first load the text into the system. On the right side of the screen, double-click the text you want to read from the “Texts to read” section.

- The text appears on the screen. You can move the slider on the right side of the text up and down in order to see the whole text.
- On the tool bar at the bottom, on the right side of the e-Lective main window, you see the difficulty of the text (in percentage). **See the image below.**

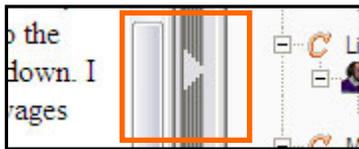


You can **increase/decrease the font size** by clicking the upward/downward arrow button at the bottom-left of your screen. If you want to change the font size of the text, use the buttons on the bottom-left corner of the e-Lective main window.



Under these buttons, you'll find the "Font Displacement". This indicates the size (enlargement/making smaller) in comparison to the original text.

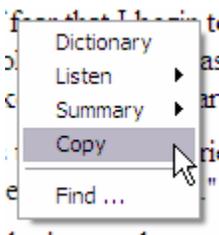
There is a button on the right-side of the text area. You can use this button to enlarge the text area and hide the panel on the right of the screen.



If you want to display the **Academic Words** in the text, click the appropriate box in the bottom-left of your screen. Use the same procedure for **High Frequency** and **Low Frequency** words.

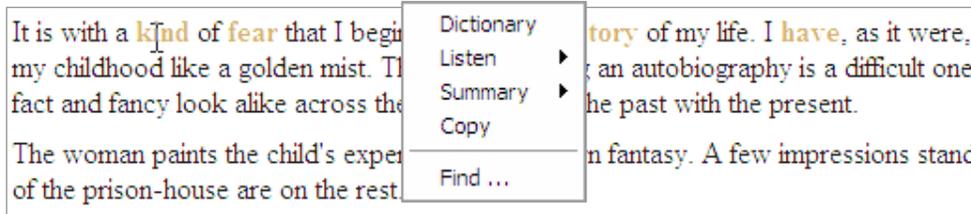


After you have selected a text, you can **access various functions** by right-clicking your mouse or touchpad. You will see options for *Dictionary*, *Listen*, *Summary*, *Copy*, and *Find*.

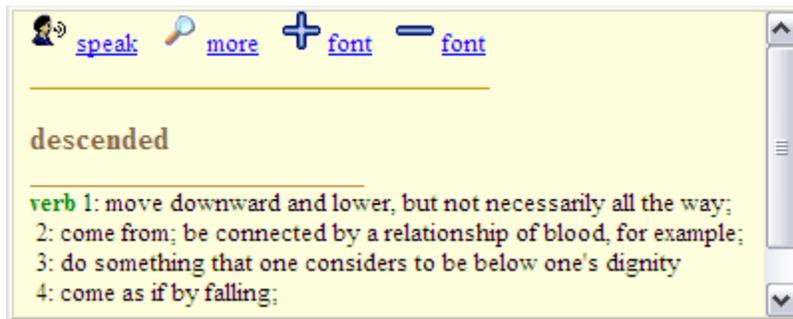


## Right-click Menu

**Copy and Find** operate in a similar way to most word processing programs. *Copy* copies words to the clipboard and *Find* allows you to find any word or text selection in the text.



When you access the **Dictionary** for a particular word, the entry for the integrated dictionary (WordNet) appears in its own window. You can enlarge the window by moving the cursor onto the bottom right corner until a double arrow appears. The box gets bigger as you drag out the arrow.



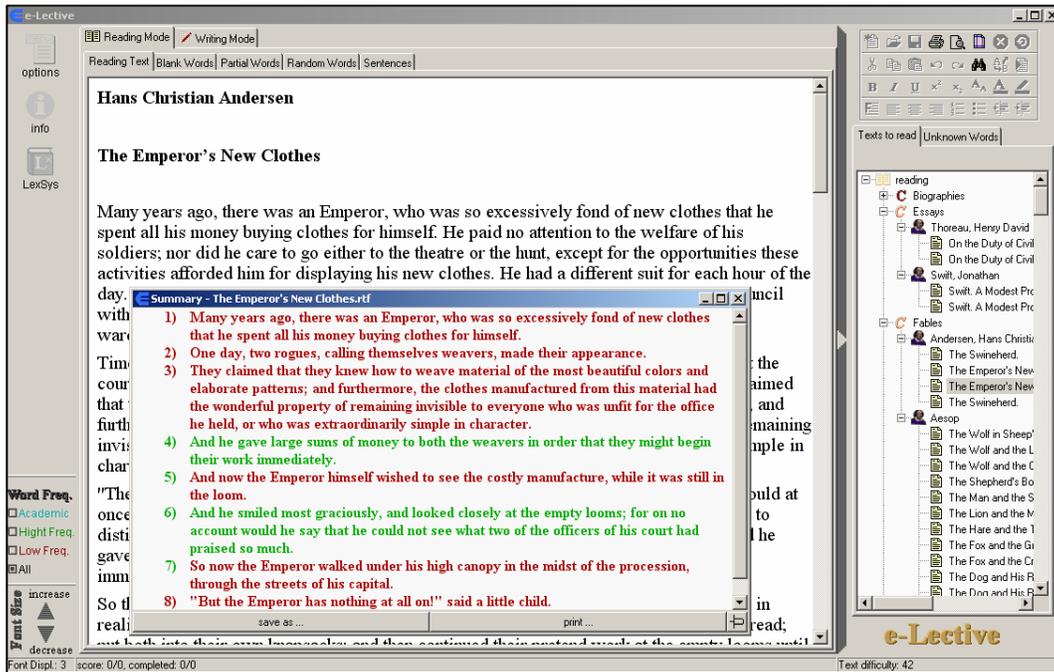
e-Lective will work with any electronic dictionary. Some dictionaries require you to paste the word into the dictionary window. With these dictionaries, double-click the target word and then paste the word into the dictionary window followed by *Enter*. In order to enter the target word into the e-Lective database, press *Alt + right click* and the word will appear in the Unknown Words list. See [Using Dictionaries](#).

When you click **Listen**, you are given choices about whether you want to listen to the whole text, selected text, the sentence, or the word the cursor is on. You can stop listening by clicking *stop listening* on the menu.

The **summary function** is designed to help you create summaries of the texts you have read. When you click *Summary* you see two options: *Main Ideas* and *Supporting Details*. When you click *Main Ideas*, the sentence in which the cursor is placed will appear in a pop-up box. Main Idea sentences appear in red (on some computers the first Main Idea sentence will appear in black and you can change it manually to red).

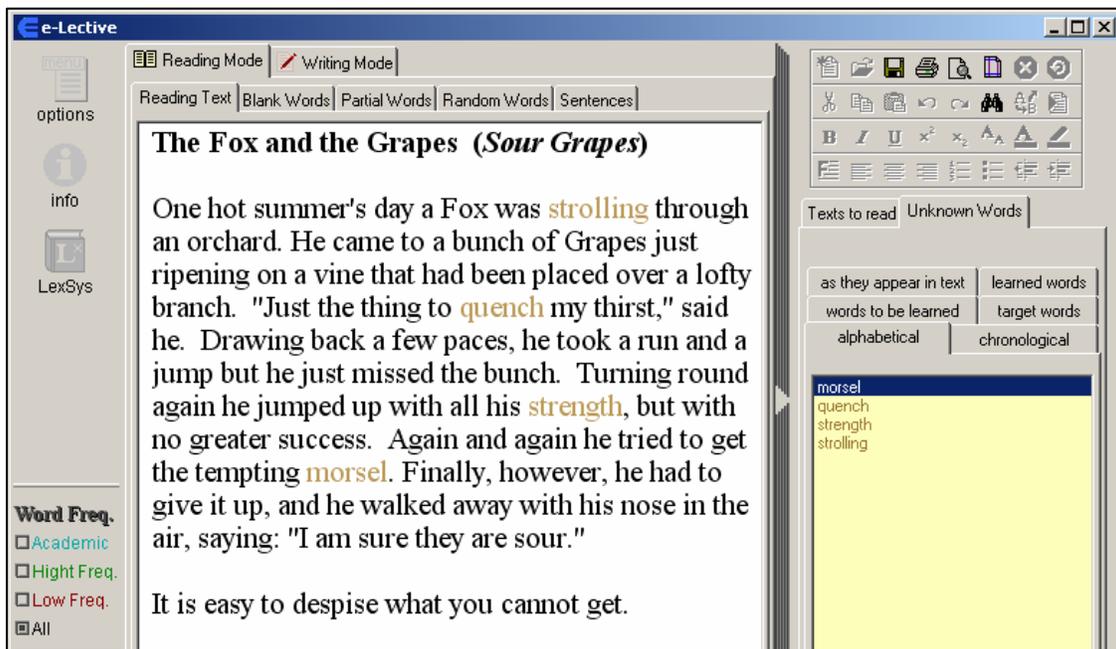
If there is an additional sentence in the paragraph that provides important information that supports the main idea, place your cursor in that sentence, right click, choose *Summary*, and then click on *Supporting Details*. The sentence will then appear in green in the pop-up box located under the Main Ideas sentence. In the same way you can change a *Supporting Detail* sentence to a *Main Idea* sentence.

When you have finished identifying Main Idea and Supporting Details sentences, you can edit the text and save or print it.



## Using Dictionaries

Every time you look up a word using the integrated dictionary or some other dictionary, e-Lective records this word on the right side of the screen. The database tracks the words you looked up as well as your progress in learning these words. To see the words you have looked up, click on the *Unknown Words* tab.



## Removing a Word from the Database

If you click on a word by mistake, or if you wish to remove a word from the database for any reason, you can do this by right clicking on the word in the Unknown Words list (right panel). Then click *Remove 'word'*

## Doing Practice Exercises

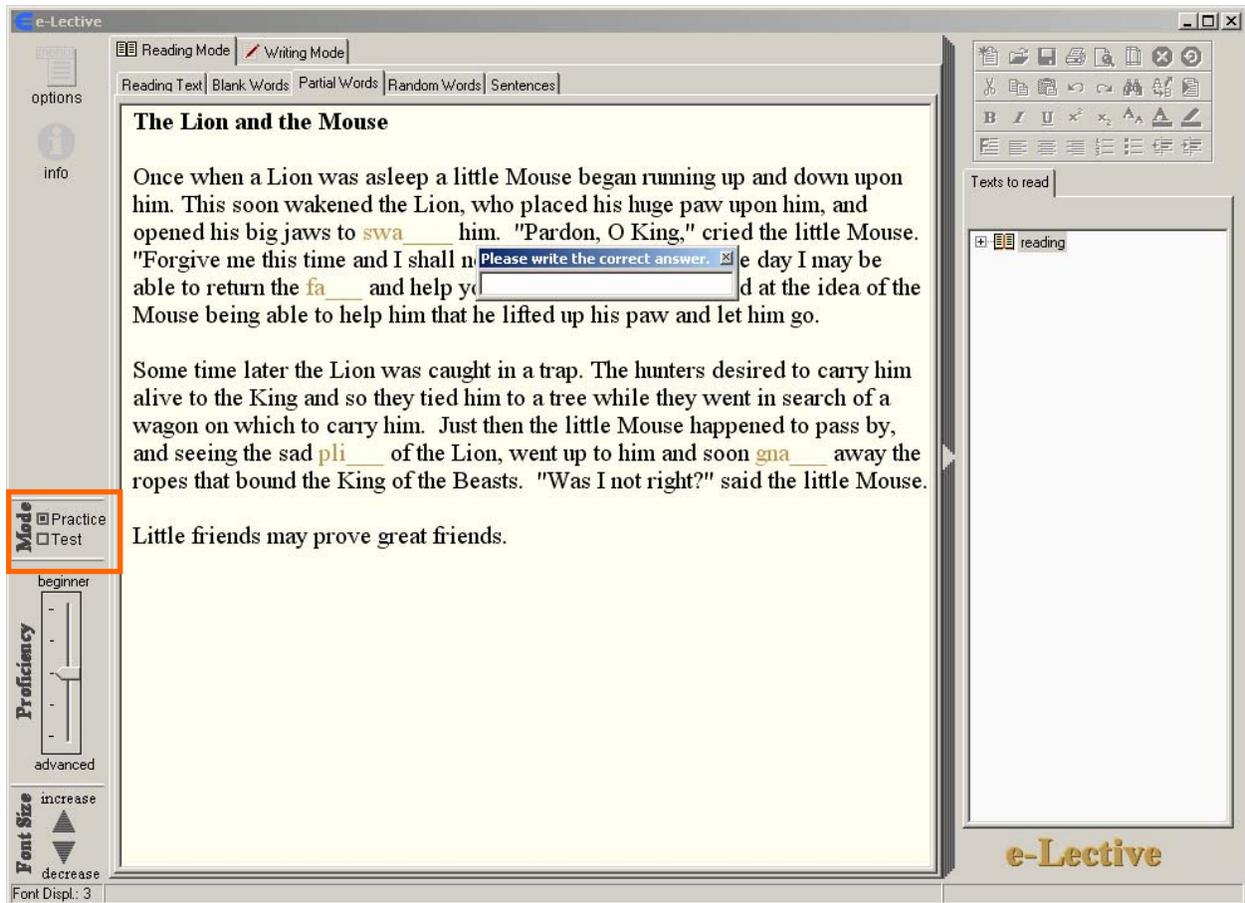
After you have read the text, or part of the text, you can do various **practice exercises** that allow you to test your knowledge of the words you looked up. The tabs for these exercises are at the top of the screen. To do these exercises in *Practice Mode*, select the appropriate box. You will notice on the left side of the screen two boxes, one for *Practice Mode* and one for *Test Mode*. The Practice Mode is the default and is active when you first open a practice exercise.

## Reading Mode

When you enter Reading Mode, you have a choice of four activities:



- **Blank Words** blanks out a selection of the words that you looked up in the text; when you right click the blank, you see a list of words. Click the word you think fits in the blank. The number of choices you get depends on the 5-point Proficiency Scale at the left of the screen. You can set this Scale from Beginner to Advanced (Levels 1 – 5).
- **Partial Words** removes some of the letters from the word. When you click the partially blank word, a pop-up box appears and you type in the full word. Again, how much of the word is blanked out depends on the Proficiency level you have chosen. For example, when the Proficiency Scale is set to Level 5, only the initial letter appears. At Level 1, the learner is required to supply only the final letter of the word. However, it is necessary for the learner to type out the entire word in the pop-up box so that the learner is practicing the entire word.
- **Random Words**: blanks out (by default) every 7<sup>th</sup> word in the text. Only words with at least four letters are blanked out in Random Words.
- **Sentences**: is similar to the Partial Words exercise except that the system selects sentences, containing the unknown words, from texts that are different from the one that the learner is currently reading. This allows the learner to practice these words in new sentence contexts.



## Doing Test Exercises

Students receive instant feedback on the correctness of their answers when performing the practice exercises. When you think you have learned the meaning of a word, you can do the **test exercises**. At the left of the screen, you will see the word: “Mode” with boxes for “*practice*” and “*test*” beside it. When you click “test”, the system switches to Test Mode. Within Test Mode, you can do the same four exercises as in Practice Mode.

The difference between Test Mode and Practice Mode is that in Practice Mode you get immediate feedback on the correctness of your choice; in Test Mode you don’t get immediate feedback. In order to get feedback, you need to first save your responses. Saving your responses enters them into your profile within the e-Lective system and also permits your teacher to see your responses.

Within Test Mode, e-Lective gives you the opportunity to check your answers to make sure that they are correct. A pop-up box prompts you to look over your responses and make any changes you think are needed. If you want to change an answer, right-click the word, write the correct word in the pop-up box, and click Enter. When you are happy with your answers, save the text by clicking the disk icon at the top right of the screen. After you have saved your answers, the system displays your results.

In order for the system to recognize that you have learned a word, you have to pass a test involving that word at Proficiency Level 3 or above. You can follow your progress in learning words by clicking on the *target words* (all the words you have looked up *in any text* at any point in time), *learned words* (words in *this* text that you have learned according to the criterion of passing a test at Level 3 or above), and *words to be learned* (words in *this* text that you have looked up but have not yet learned).

The default Proficiency Level for tests is **Level 3**.

### **Printing Unknown Words**

If you want to **print** or **review** the words you have looked up, click the “Reading Text” tab at the top left area of the screen. Click the printer icon at the top right of the screen. Choose *Unknown Words DB*. Choose “*preview*” to see either the list of words you have looked up or the integrated dictionary listings for these words. You can then save or print these words if you wish.

### **The Text Difficulty Index**

At the bottom right corner of your screen, you will see a number between 1 and 100. This number represents the difficulty of the text. Numbers close to 100 represent text that is likely to be difficult even for many native speakers of English whereas numbers closer to 1 represent very easy texts. The difficulty index is based on a combination of three aspects of a text:

- The proportion of high frequency words in the text
- Average number of words per sentence
- Average number of letters per word

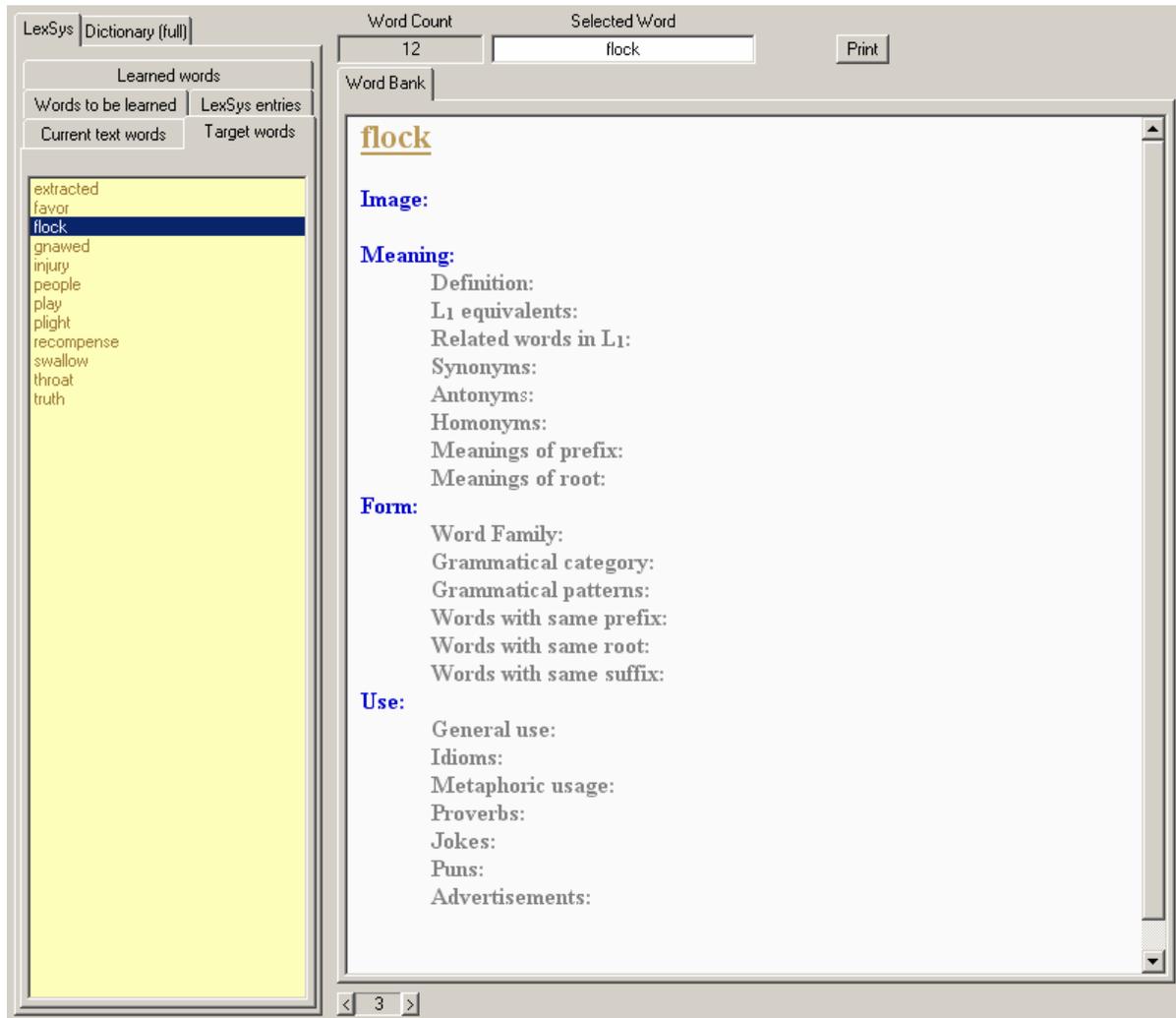
Occasionally, with very difficult texts, the difficulty index will exceed 100.

## Exploring Words in Depth within the LexSys Environment

At the left of your screen, you will see a button with the word “LexSys” on it. LexSys is short for “Lexical System.” When you click on the LexSys button, you open up an environment for exploring the meanings and uses of words, as well as their grammatical characteristics, in much more depth than when you just look up the word in a dictionary.

The default LexSys template provides an environment for users to create their own picture dictionaries, explore aspects of the meanings of words, the grammar or formal features of the words, and the ways in which the words are used.

Teachers can edit this template in Teacher Mode to include the aspects that they consider most useful for their students. Entries in the LexSys template are automatically saved.



An example of what a LexSys entry for the word *Revolution* might look like is presented below. The picture depicts the storming of the Bastille during the French revolution. The home language in this case is Spanish.

## Revolution

### Image:



### Meaning:

<b>Definition:</b>	a single complete turn; the overthrow of a government
<b>L<sub>1</sub> equivalents:</b>	<i>revolución</i> (in Spanish)
<b>Related words in L<sub>1</sub>:</b>	<i>volver</i> (to turn), <i>vuelta</i> (a turn or change of direction)
<b>Synonyms:</b>	turn, revolt
<b>Antonyms:</b>	
<b>Homonyms:</b>	
<b>Meanings of prefix:</b>	<i>re</i> = again, back
<b>Meanings of root:</b>	from Latin <i>volvere</i> = to turn or roll

### Form:

<b>Word Family:</b>	revolutionize (verb), revolve (verb), revolution (noun), revolutionary (adjective)
<b>Grammatical category:</b>	noun
<b>Grammatical patterns:</b>	revolution, revolutions
<b>Words with same prefix:</b>	revise, represent, replace, reuse, etc.
<b>Words with same root:</b>	revolt, revolve, revolutionize, evolve, devolve, involve ( <i>verbs</i> ) revulsion, evolution, revolver, volume ( <i>nouns</i> ) revolting, revolutionary, convoluted ( <i>adjectives</i> )
<b>Words with same suffix:</b>	acceleration, fluctuation, inspiration, etc.

### Use:

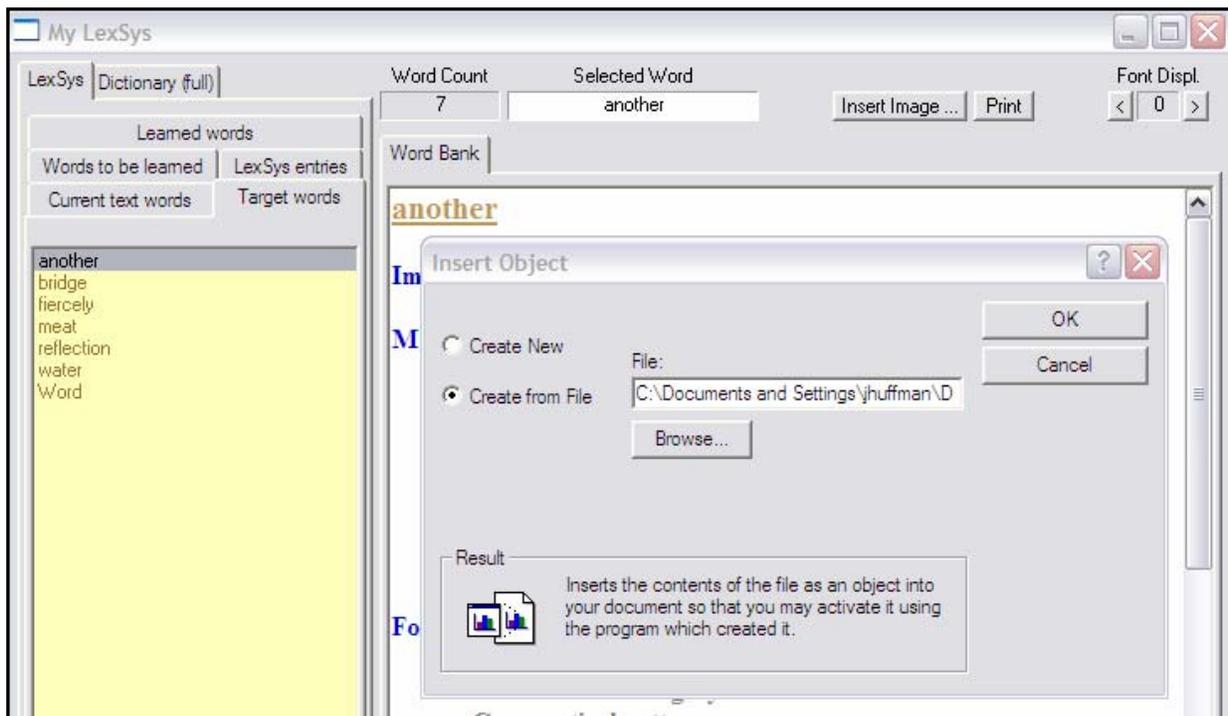
<b>General use:</b>	The earth makes one revolution around the sun every year. The Industrial Revolution brought great changes to human society.
<b>Idioms:</b>	
<b>Metaphoric usage:</b>	
<b>Proverbs:</b>	
<b>Jokes:</b>	
<b>Puns:</b>	
<b>Advertisements:</b>	Join the fashion revolution! Buy....

Suitable images to enable students to create their own picture dictionaries within LexSys can be obtained from various sources. You can use clip art images that come packaged with Windows or word processors or you can find suitable images on the Internet using the Image Search functions of search engines such as Google or Yahoo.

**Note:** *In a teaching environment, it is important to set filters on your search engine to avoid the possibility that inappropriate images will appear. In the absence of such content filters, it is recommended to restrict unsupervised Internet usage altogether.*

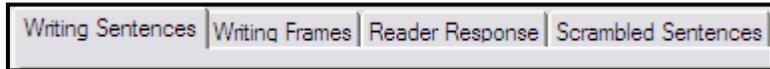
To use an Internet browser to insert images into LexSys, follow the procedure outlined below. Currently, only .bmp (*bitmap*) files are supported in LexSys. If your image is in a different format (*such as .jpg*), you must first convert the image to .bmp before insertion.

- Within LexSys, click on the Target Words tab to see the list of words that the student has looked up
- Click on the desired word
- Copy the word by highlighting it and clicking Ctrl + C
- Open your browser to the desired image search engine
- Paste the word into the search window
- Choose an appropriate image that depicts the meaning of the target word
- Save the image to your computer's desktop
- Within LexSys, click the **Insert Image** button
- From the window that appears, click the **Browse** button
- Navigate to your desktop and select the picture. Click **Open**



## Writing Mode

When you enter Writing Mode, you have a choice of four activities:



- **Writing Sentences:** The system asks you to select a text. You should choose a text that you have read and for which you have looked up some unknown words. When you choose a text, the system displays some or all of the words that you have looked up in that text and asks you to write a sentence with each one. You can vary the number of words by adjusting the Proficiency Level scale on the left hand side of your screen. When you have finished writing a sentence with each of these words, you can save your work by clicking the disk [save] icon at the top right of the screen. This allows your teacher to view your work.
- **Writing Frames:** Clicking on the Writing Frames tab displays a template for planning the writing of stories. When you select this template by double clicking it, the screen splits and suggestions for planning your story are presented in the bottom part of the screen. You can write in the top half of the screen and again when you are finished, save your work so that it can be viewed by your teacher.
- **Reader Response:** You have a choice of 5 templates in Reader Response. These are: Prior knowledge, Literal response, Personal response, Critical response, and Integrated response. They are all designed to help you probe deeper into the text so that you understand it better. Integrated response represents a combination of the other four types of response.
- **Scrambled Sentences:** This exercise works in a similar way to Writing Sentences. The system asks you to choose a text that you have read and then it presents a series of sentences from that text with the words out of order. If there are unknown words in the text you have chosen, the system will select sentences that contain one of the unknown words that you have looked up.

*The number of sentences can be adjusted by changing the Proficiency Level Scale on the left of your screen. Your job is to unscramble the sentences by putting the words in the correct order. Again, you can save your work by clicking on the disk icon when you are finished.*

## Editing and Formatting a Text

If you are unfamiliar with word processors you must read the following in order to understanding editing and formatting a text. If you are familiar with word processors you can skip this section.

To insert text you use the keyboard to type in the text, or you can copy and paste text segments from other files using the tool buttons, or the shortcut commands on the keyboard.

To edit and format the text you are currently working with, you can use the buttons on the toolbars in the following manner:

- **New:** click the New button to create a new text at any time
- **Open:** click the Open button to open one of the last texts you worked on
- **Save:** click the Save button to save a text
- **Print:** click the Print button to print a text. On the pop up menu you select **Current Text**.
- **Print preview:** click the Print Preview button to preview the text before printing it. On the Preview window you can see single pages. To see the next page you choose **Next**. To close the Preview window you choose **Close**
- **Page setup:** click the **Page Setup** button to set up a page for printing. On the Page Setup window you can make selections concerning paper size, orientation of the paper, margins of the text and you also can select the appropriate printer from a printer list.
- **Cut:** click the Cut button to remove a selected part of a text.
- **Copy:** click the Copy button to copy a selected part of a text.
- **Paste:** click the Paste button to insert the copied or cut part of a text in a new location.
- **Undo:** click the Undo button to cancel an accidental action (e.g. deletion of text).
- **Redo:** click the Redo button to redo the last canceled action.
- **Search:** click the Search button to search for a word in the current content text.
- **Find/Replace:** click the **Find/Replace** to find and replace a part of a text.
- **Insert:** this button is used to insert items to particular positions in the text. On the pop up menu you can select:
  - **Text:** to insert a text file into your content text
  - **Date (today):** on the pop up menu you select the formatted date item to insert into your text.
  - **Time (current):** on the pop up menu you select the formatted time item to insert into your text.
  - **Calendar date:** on the pop up calendar window you select the date item that you insert to your text and you press <Enter> on the keyboard.
  - **Object:** on the insert object dialog box you can make choices about the new object you want to insert to your text. You choose OK to make the choice valid or you choose Cancel to cancel the action.
- **Bold:** click the Bold button to apply bold characters to a selected text
- **Italic:** click the Italic button to apply italic characters to a selected text
- **Underline:** click the Underline button to underline a selected text
- **Superscript:** click the Superscript button to super scribe a selected text
- **Subscript:** click the Subscript button to subscribe a selected text
- **Font:** on the font dialog box you can make choices about the font of the text you have

selected. You choose OK to make the choice valid or you choose Cancel to cancel the action.

- **Font Color:** click the Font Color button to apply a certain color to a selected text
- **Background Color:** click the Background Color button to apply a certain color to the background of a selected text
- **Format** On the pop up menu you can select:
  - **Select All:** you select the whole text.
  - **Line spacing...**
    - **Single:** to set the selected paragraph(s) to a single line spacing
    - **One and a half:** to set the selected paragraph(s) to one and a half spacing
    - **Double:** to set the selected paragraph(s) to double line spacing
    - **At least ...:** to set the selected paragraph(s) to a given minimum value.
    - **Exactly:** to set the selected paragraph(s) to a given value exactly.
    - **Multiple ...:**
    - **Space before:** to set the space before the selected paragraph(s)
    - **Space after:** to set the space after the selected paragraph(s)
  - **(Un)protected:** protect or unprotect the selected text
- **Align Left:** to align the selected paragraph(s) to the left of the page
- **Align center:** to align the selected paragraph(s) in the center of the page
- **Align right:** to align the selected paragraph(s) on the right of the page
- **Numbering** On the pop up menu you can select:
  - **No numbering:** no paragraph numbering or bullets.
  - **1), 2), 3), ...:** numbering the selected paragraph(s) using Arabic numbers (1, 2, 3, ...).
  - **a), b), c), ...:** numbering the selected paragraph(s) using lowercase letters (a, b, c, ...).
  - **A), B), C), ...:** numbering the selected paragraph(s) using uppercase letters (A, B, C, ...).
  - **i), ii), iii), ...:** numbering the selected paragraph(s) using lowercase Roman numerals (i, ii, iii, ...).
  - **I), II), III), ...:** numbering the selected paragraph(s) using uppercase Roman numerals (I, II, III, ...).
- **Bullets** On the pop up menu you can select:
  - **No Bullets** no paragraph numbering or bullets.
  - **Bullets** Insert a bullet at the beginning of each selected paragraph.
- **Indent left:** You specify the indentation of a selected paragraph by moving it to the left.
- **Indent right:** You specify the indentation of a selected paragraph by moving it to the right

You can use also the shortcut commands on the keyboard as follows:

- Ctrl+A: select the whole text
- Ctrl+B: make the selected text bold
- Ctrl+I: make the selected text italic
- Ctrl+U: underline the selected text

- Ctrl+X: cut the selected text
- Ctrl+C: copy the selected text
- Ctrl+V: Paste the selected text
- Ctrl+Z: Undo
- Ctrl+Y: Redo
- Ctrl+Home: the cursor goes to the beginning of the text
- Ctrl+End: the cursor goes to the end of the text
- Home: the cursor goes to the begin of the line
- End: the cursor goes to the end of the line
- Delete: delete the selected text
- Page Up: move the cursor up one page
- Page Down: move the cursor down one page

## Menu

The objective of Menu is to help students modify parameters and options.

On the main Menu window we have following options:

*About e-Lective:*

*Speak Options:* you might want to modify the parameters for speaking. Specifically you can change the voice, the rate, the pitch and the volume of the sound. You might want to experiment with different voices in order to find the one that suits you.

To do so you take the following steps:

- Select **Speak Options** from the menu
- On '*Speech Settings*', set the appropriate speech parameter, and choose <**OK**> to set the changes or <**Cancel**> to cancel the changes.

*Summary:* Choose this option to see and/or change the content of the Summary Window.

*Preview Unknown Words:* Select this option to see the unknown words in an extra window, as a group of words separated with commas. The content of this window you can then print or save in a separate file. Firstly, you choose from the Unknown Words tab the classification you want to have (e.g. target words).

*Preview Glossary:* Select this option to see the unknown words with glossary in an extra window.

## Appendix A

### Content Texts

The texts packaged within e-Lective are listed below. These texts were chosen as examples of worthwhile literature that would likely be of interest to a broad sample of e-Lective learners. For example, some of the more difficult texts are used in high school literature courses in the United States (e.g. Thoreau's *On the Duty of Civil Disobedience*; Swift's *A Modest Proposal*). Other texts (e.g. *Aesop's Fables*) are obviously much shorter and less difficult and are likely to appeal to younger students as well as to learners of English.

Some of the texts within e-Lective have been edited to reduce the length and improve clarity (e.g. *On the Duty of Civil Disobedience*). Others have been modified to eliminate archaic expressions and sentence structures while still retaining challenging vocabulary (e.g. *Aesop's Fables*).

All of the texts packaged with e-Lective are out-of-copyright. A comprehensive collection of out-of-copyright literature in English is available through Project Gutenberg (<http://www.gutenberg.net/catalog/world/search>). Obviously, there are countless other Internet sites that provide excellent sources of texts in English (e.g. newspaper and magazine sites). The philosophy underlying e-Lective is that learners will acquire more of the target language when they read texts that are of interest to them. Therefore we encourage learners to explore the full resources of the Internet to find and read material that is of strong interest to them and that might be too difficult or frustrating to read without the supports provided within e-Lective.

<b>Genre</b>	<b>Author</b>	<b>Text</b>
<b><i>Biographies</i></b>	Helen Keller Harriet Beecham Stowe	The Story of My Life Sojourner Truth, The Libyan Sibyl ( <i>Atlantic Monthly</i> , April 1863)
<b><i>Essays</i></b>	Jonathan Swift Henry David Thoreau	A Modest Proposal On the Duty of Civil Disobedience (1849)
<b><i>Fables</i></b>	Aesop  Hans Christian Andersen	The Dog and His Reflection The Fox and the Crow The Fox and the Grapes The Hare and the Tortoise The Lion and the Mouse The Man and the Serpent The Shepherd's Boy The Wolf and the Crane The Wolf and the Lamb The Wolf in Sheep's Clothing The Emperor's New Clothes The Swineherd
<b><i>Literature Selections</i></b>	William Shakespeare	All the world's a stage (from <i>As You Like It</i> ) Friends, Romans, countrymen (from <i>Julius</i>

		<i>Caesar</i> Out, out, brief candle (from <i>Macbeth</i> ) Speechless death (from <i>King Richard II</i> ) To be or not to be (from <i>Hamlet</i> )
<b>Miscellaneous</b>	Sotirios Chascas Oscar Wilde	Sound and Light Phrases and Philosophies
<b>Mythology</b>	Charles Lamb Mary McGregor	The Adventures of Ulysses The Story of Greece
<b>Novels</b>	Frances Hodgson Burnett Lewis Carroll Sir Arthur Conan Doyle James Joyce Jack London Lucy Maud Montgomery Mary Shelley Jules Verne	A Little Princess Alice in Wonderland The Hound of the Baskervilles A Portrait of the Artist as a Young Man The Call of the Wild Anne of Green Gables Frankenstein Around the World in Eighty Days
<b>Poetry</b>	William Blake  Padraig Pearse  Robert Louis Stevenson	Songs of Experience (selections) Songs of Innocence (selections) The Mother The Wayfarer To a Beloved Child Summer Sun My Shadow
<b>Short Stories</b>	James Joyce Charles and Mary Lamb Edgar Allan Poe Mark Twain Oscar Wilde	Dubliners Tales from Shakespeare The Oval Portrait The War Prayer The Happy Prince and Other Stories
<b>Speeches</b>	Frederick Douglass  Sojourner Truth	The Meaning of July Fourth for the Negro (July 4, 1852) Ain't I a Woman? (1851)

## Appendix B

### A Summary of the Research Basis for e-Lective Language Learning

- Conversational fluency and academic language proficiency represent distinct aspects of proficiency in both first and second languages (L<sub>1</sub> and L<sub>2</sub>);
- Peer-appropriate conversational fluency is generally acquired within about two years by immigrant school-age students but at least five years are typically required for immigrant students to catch up to grade expectations in academic aspects of the second language;
- Academic language proficiency includes knowledge of the less frequent vocabulary of a language as well as the ability to interpret and produce increasingly complex written language. As students progress through the grades, they encounter far more low frequency words, complex syntax (e.g. passives), and abstract expressions that are virtually never heard in everyday conversation. Students are required to understand linguistically and conceptually demanding texts in the content areas (e.g. literature, social studies, science, mathematics) and to use this language in an accurate and coherent way in their own writing.
- Because academic language is found almost exclusively in written texts (and minimally in conversational interactions), we encounter this language primarily when we read. Therefore, reading extensively is of crucial importance for the expansion of vocabulary and the growth of reading comprehension abilities in both L<sub>1</sub> and L<sub>2</sub> (Day & Bamford, 1966; Elley & Manghubai, 1983; Krashen, 2004).
- Nation and Coady (1988) summarize the relationship between vocabulary knowledge and reading as follows: “In general the research leaves us in little doubt about the importance of vocabulary knowledge for reading, and the value of reading as a means of increasing vocabulary” (p. 108).
- In order to catch up to native speakers in academic language proficiency, second language learners are faced with a paradox: typically, their academic language proficiency lags behind that of native speakers for at least five years after they start learning the L<sub>2</sub>; consequently second language learners are unable to read texts that are at their grade level, cognitive level, or interest level with the same ease as native speakers. How then can they catch up when they are unable to read texts of the same level of difficulty or sophistication as the students they are trying to catch up to? If they do read these difficult texts, it is likely to be a frustrating and time-consuming process that again puts them at a disadvantage.
- Within the computer-mediated environment that e-Lective creates, listening and electronic dictionary supports are provided to help students *gain access* to written texts that would otherwise have been beyond their level of English proficiency. The fact that students can import and read texts that are of high interest to them also increases their motivation to read. These supports reduce at least some of the frustration involved in reading difficult texts. e-Lective also incorporates a learning system that supports students in *harvesting* the language they encounter in the texts they read. Thus, as students read texts that (ideally) are of high interest to them, they are enabled to internalize and reinforce their knowledge of the vocabulary in these texts. In addition, as students read more, they encounter an expanded

range of grammatical and discourse features of the language. This exposure expands students' awareness of these features of their second (or first) language. Writing supports within e-Lective further help students to deepen and consolidate their knowledge of the language.

## **References**

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