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COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

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SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A
FOREIGN LANGUAGE, ONLINE MODALITY

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Introduction

My first scholar contact with English was when I was about 12 years old, in the wonderment of starting secondary school. Since I was told *English* would be one of my new subjects in the oncoming term, I even felt eager to discover what was coming. Moreover, just by chance my dad got one of those “cheap” books for me that used to be sold on the subway, which contained a lot of vocabulary and some “key” communicative expressions that were considered “*basic expressions*”. I remembered I spent some hours analyzing the book, “*seeing*” what was the methodology or the way the words were built. At start, I thought words in L1 were literally translated into L2 (English) just by pronouncing the letters in English; as for example, “*mesa*” should be read in L2 as [*em-i-es-ei*].

That shows a clear ignorance of the language and my parents who unfortunately did not have the chance to study higher levels since they came from the countryside to work and help my grandparents with the daily expenses back in their hometown were unable to guide me or correct me at all.

Then I realized that I could “*learn*” the vocabulary by memorizing the words in L1 and their literal translation in L2. I must admit I did a good job because I did memorized many entries that way.

When I got in secondary school, the method did not change quite a lot. The only advantage is that now there was an instructor and he could immediately help when there was trouble in finding the translation for certain daily words, but the class tasks were extremely limited to write repeatedly the word associated with a drawing that I was told to do then. After that, the teacher would write some basic dialogues on board and Ss had to write them on their notebooks. Then, the practice part came when the teacher asked us to repeat each line after him and once we were familiar with the utterances, he asked us to rehearse in pairs the given dialogue.

Finally, when we could do all this on our own without looking at the script is when the learning objective was fulfilled and then we could proceed to another topic such as the comparatives, verb *to be* and so on.

Mogahed M. (2014) mentioned: “*Translation has also been used to teach grammar.*” I could witness this in my early years learning English but I think it was totally decontextualized and lacked class

preparation, skill integration and many other ELT aspects that nowadays we incorporate in our classes. Now, teachers can show students equivalent and non-equivalent structures between L1 and L2, which is much more meaningful and can lead to understand the language and its functions in a better and easier way.

I also had the chance to enter to an English school where I would attend classes only on Saturdays for 3 hours, this help me a lot to “master” the language and also helped me a lot with the sessions at secondary. The topics seen in class at secondary used to be easier now that I have reviewed them in the English school.

The English school is named Centro Educativo Norteamericano (CEN), they used the Situational Structural Approach; I do not know if in the present time they have changed it. Nevertheless, with this method I learned English and it is based in choral and individual repetition once we have learned the intonation and word order shown by the teacher when he would wave his hands in the air as we were paying attention to him. That is how the first 12 months worked and then the class changed to using photocopies from a book named “**English this way**” which I presumed was written by the 60’s and it was no longer published so that is why the set of photocopies. There were some key techniques and classes that really inspired me to learn the language, my main motivation was to be able to chat with foreigners; one good thing from this school is that from time to time there were precisely native speakers giving classes. This was another reason for me to keep me encouraged to go on and besides that, I did enjoyed taking my classes despite the methodology were not concerned in learning styles, the use of flashy presentations, videos and stuff. Those teachers of mine used realia and sometimes flashcards or even posters to make up the situation that was going to be used in the development of the class. At this school, they sometimes integrated certain concepts such as contrastive analysis that implies identifying similarities, differences and mismatches between L1 and L2. Cross-linguistic influences of the other language in morphology, phonology and syntax. Teachers used to teach vocabulary using flashcards so that we could identify the words, as for example I remember as a young student, when I saw the signs I remember the signifier and signified perfectly, but in my mother tongue, it did not work quite correctly the language.

In the present work, I hand over my personal way of teaching and my concerns when I am delivering topics. It is true that every course, class, and every student has different needs and skills and it is our challenge to handle with them and do a good balance on the type of activities, resources, and

evaluation instruments that can reflect an adequate progress on the students' communication needs along with the standards required by the institution.

The participation in the specialization has provided me a sharper view on the types of activities and needs that our students face when they take this language courses. Also, this specialization has given me a better understanding on the different approaches that can be used when implementing new courses or when we face situations that demand a deeper understanding on the learners' skills and it is necessary to set up a combination of tasks that can promote and encourage a more committed effort on the students, but at the same time covering those learning outcomes established in the syllabus.

Chapter 1

1.1 Teaching identity and philosophy

In my new teaching practice, I am able use different theoretical foundations, principles, hypothesis, approaches, methods and techniques that lead me to properly detect troubles and issues that may affect the learning process. However, at the same time, it lets me use the proper tools and concepts in my class so that the main objective, make students acquire properly the use of language, is fulfilled.

I also learned the importance to incorporate and balance properly the different types of skills that have to be developed in our learners. This way they may achieve the required communicative and cognitive skills necessary in the different fields where English language is used from basic street information exchanges, lectures at the university, mandatorily facing job interviews, and even succeeding in business meetings or agreements.

It is certain that we are not going to cover every field of language and skill within a course but specific goals have to be chosen in every course trying to reach them using properly designed lesson plans.

Lesson planning has become more challenging since I am taking part in the specialization because I am more conscious about the learning outcomes and the way the learning process is developed. Now, with the help of the different theories, methodologies and approaches I feel more confident to propose more accurate and well-prepared objectives.

Incorporating technological tools allow two important things: the first one is an advantage for the teacher because he will have the chance to mark the exercises faster. The other one is that learners will be challenged and face situations that can be encouraging for them and what is more interesting is that they will not have to wait for getting their scores and this way they can keep track of their scores almost every single class.

Unfortunately, this demands more attention for the teacher in preparing those tasks because, as for example, that process will demand to “*adjust*” the readability level in the texts used for those purposes, or will require the design of a proper answer sheet in order to provide immediate feedback. I can also mention that the specialization has led me to constantly take into account the

reference of the material used in class, that is something I did not performed so often time ago but now I think is extremely necessary to quote the materials employed in our sessions.

Another aspect that has been affected after the specialization is that I need to constantly revise the methodology approaches, stuff regarding learning styles integrate more communicative tasks and student-oriented so that the focus of the class relies on their needs of communication and trying to take every single student into account so that he/she does not feel excluded and keep track of his/her progress constantly; and if possible providing some short and effective feedback at once.

1.2 Theory underlying my teaching practice and identity

In the next lines, it is presented a brief summary of the models, methods and theories that in a constant way support or play an important role in my sessions.

DELL HYMES' MODEL

Dell Hymes (1972) proposed the **Setting and Scene Participants Ends Act Sequence Keys Instrumentalities Norms Genre (SPEAKING)** model in order help to arrange activities related with speaking. It provides all the elements that are necessary to create meaningful activities. Students, in most cases, need to create material that supports their speaking, they can use a slip of paper with written in word, their mobiles or a flashcard that helps them improve their speaking. Hymes called the social dimension of the language, this is notorious when it is asked the learners to interact with the grammar and or vocabulary analyzed.

SOCIAL PRACTICE OF THE LANGUAGE:

This term is used by Secretaría de Educación Pública (SEP) since 2006 shows the importance that students can be involved in their own context, working on personal areas to know that with a diagnostic test; it is possible to work according to student's needs. In addition, the teacher can be able to contextualize and work with "realia" or "role play in order to provide meaningful examples and at the same time it can be used in the real world demonstrating the learner he can express his views and feelings.

SOCIOCULTURAL THEORY

Lev Vygotsky (1978), he created it and it is based in the interaction between social and cognitive factors, so this is the most productive approach because with the interaction, students can notice their goals and areas of opportunity, and at the same time, they can be able to do peer learning. It includes the theory of the mind, Genetic theory, the interaction between social and cognitive factors and cooperative learning, Mediation, and Private speech. I think that students learn in a better way if they work in teams taking distinct roles, this way they can experiment the different situations every people live in a certain context under certain circumstances.

Vygotsky stated: "the potential for cognitive development is limited to a "zone of proximal development" (ZPD). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop (Briner, 1999). A teacher or more experienced peer is able to provide the learner with "scaffolding" to support the student's evolving understanding of knowledge domains or development of complex skills.

COMMUNICATIVE LANGUAGE TEACHING

It is based in the communicative competence not in the linguistic competence; the overall goals are functional and have to do with the sociolinguistic strategy. It is based in the fluency or accurate use of language and teachers are viewed as guides. It uses communicative activities; Dell Hymes's (1972) publication about theory of communicative competence, mentions that the competence that you must use to communicate with other people is not only based in grammar, words and sounds, it also includes social knowledge. It refers to verbal and non-verbal communication as well. This method was closely developed by Jack C. Richards in 2006.

THE EXPERIENTIAL LEARNING

Kolb's Experiential Learning Cycle states that it is not enough to read or listen about other cultures for becoming intercultural: it is also fundamental to be confronted with new and unknown situations, to experience insecurity, fear, security, trust, sympathy and empathy (Humphrey, 2002)

This approach implies learning process based in a direct contact with real activities or materials that help to motivate students to go deeper and contextualize the situation. This is based into four stages, which are subdivided into two: the *prehension* (concrete experience and abstract contextualization) and the *transformation* (reflective observation and active experimentation).

In addition, Bloom's Taxonomy of Learning Domains, it helps to get the goals of the activities and understand in which way the boat is heading.

When reading activities or exercises are created, they should be updated and related with their interests and needs.

THE COMMUNICATIVE APPROACH

It is a model based on expressing through communication and conversations. In addition, it takes into account the following criteria: communicative interaction, authentic texts, language-learning process focus, subjective experiences (students), and language activities outside the classroom among many more aspects that allow the learner to become the center of instruction. It is necessary to take care of student's necessities and social context so that it cannot be easily damaged and used to boost or nurture the progress of the class as well.

TASK-BASED APPROACH

It is a sequence of learning activities or teaching cycle, it is based in pre-task (Introduction of the topic, task cycle (task spontaneous usage of the language), planning (teacher give input and advice), report (students combination between fluency and accuracy) and language focus (Analysis and practice). This approach is used for oral evaluation since it is necessary to prepare high-quality material to support students' presentation, Willis (2007)

SCHEMA THEORY

It tries to understand the idea of using previous knowledge, so it can be used in the following schema: content schema (past-new information), linguistic schema (decode words-parts of speech) and formal schema (rhetorical patterns).

The selection of specific cultural topics that students know may be difficult but it can be carried out successfully if the topic is presented properly and in a dosed way, Carrell (1983)

CALLA

It is an integrated approach, Chamot, A. U., & O'Malley, J. M. (1994), for all the skills which are taught through content areas such as science, math or history, in the target language. It uses the Cognitive Academic Language Learning Approach (CALLA). It implies the following process:

- a. Elaboration: talking about the topic.
- b. Planning: reading activities for reader-teacher including clear instructions.
- c. Monitoring skills: comprehension, paragraph per paragraph (main idea-sense)
- d. Self-evaluation: how to achieve the purpose of the reading.

INTERCULTURAL COMPETENCE

As Sabine McKinnon (2008) mentioned: *“intercultural competence is the ability to develop targeted knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions”*.

Since English must be seen as any people in world can speak a lingua franca and that it and they need to be aware of all accents they may face. They need to know the phonetical alphabet to pronounce correctly and be able to understand and become understood by any kind of speaker.

FIVE PRINCIPLES OF TESTING

According to Hughes A. (2003), good-quality tests should contain these features:

- ✓ Practicality: Testing must have a standardized time limit because it turns concise and precise and with the usage of rubrics it becomes easier to grade the exercises
- ✓ Reliability: the drills are reviewed consciously and tried repeatedly to guaranty they are evaluating properly what is intended.
- ✓ Validity: the exercises are completely familiar to students and they have a correct level of difficulty
- ✓ Authenticity: the contents of the drills are meaningful and completely clear.
- ✓ Washback: as Buck (1988) stated as a tendency to tailor classroom activities to the demands of the test, which is an influence on the design of the test that can be either beneficial or harmful.

TRADITIONAL ASSESSMENT

Formative assessment should be taken into account in every class, since it a nuclear task of the professor and it must be exercised continuously

On the other hand, summative assessment must be perfectly planned and scheduled so that it can be tracked easily and in a transparent way.

MEANINGFUL LEARNING

David Ausubel (1968) mentioned that understanding concepts principles and ideas are achieved through deductive reasoning. He mentioned that meaningful learning is opposed to memorization, at the same time Ausubel remarked that it is so important that teachers give a brief introduction of the topic that will be analyzed.

I think that it is so important to contextualize the teaching-learning process to engage and help students to remember a use their proper knowledge.

TEACHING WITH TECHNOLOGY

According to Collins and Halverson, (Collins R., 2009) USA is going to through “another revolution on the same scale as the Industrial Revolution. This is called the Knowledge Revolution, as they called it, it will be “filled” with personal computers, videogames, Internet and mobile phones and, like the Industrial Revolution, it will completely transform our life and structure of our schools.

It is necessary to be aware of our reality, and that the usage of technology in the classroom is a reality, students use it, so teachers must update or integrate their methodologies and techniques with the use of hardware and software.

Educational platforms such as Moodle, are extremely easy to use and help teachers to “get in” technological current and keep in touch with students in a more authentic and meaningful way and at the same time keeping track of how they are learning these days.

On the other hand, the use of apps related to review, study, consult requests regarding the use of language can be of great help since they provide a close and constant link between the language and the learner. It is a great advantage that nowadays you can have a bunch of consult materials in the palm of your hand such as dictionaries. I remember bringing my University of Chicago dictionary to my class and making the most out of it. Because it provided clear definitions, examples and even the phonetics using IPA (International Phonetic Alphabet), additionally, it had a specific section showing some idiomatic expressions between Spanish <-> English, they were of great help to me then because I could link closely my mother language and L2. It was much clearer and evident the practical usage of those expression in my regular life.

There is a huge challenge for us as teachers, deal with the correct use of technology in class, because it is necessary we can handle situations with linking the devices and sometimes it is necessary to act as a helpdesk to cope with issues regarding installation of apps & software.

Our learners tend to get distracted from class surfing the Web or in social networks that is the main reason some partners do not agree with the use or incorporation of this tools. I personally think there must be a certain moment when it is allowed to Ss to interact with these type of devices so that they can use them to round up the meaning, context, exploration or diffusion of the topic seen in class. Most times, it is hard to carry out since the implementation of these tools or resources are away of our reach or disposition because they have to do with hiring services, installing equipment and so on.

In the least cases, some Ss do not have access for some reason and that is when it is necessary to implement activities or handouts that can be used offline but they demand a strenuous preparation in order to be developed in class.

Finally, teachers end up finding, implementing methods to carry out the summative evaluation and in less proportion the formative evaluation because of the Institution's scholar schedules and the students' progress, attitude and commitment with the course. It is true that teachers ought to evaluate the knowledge and skills obtained in class but it is hard when they have to manage groups with 30-50 people. The objectivity, depth, extension and skills of the evaluation instruments is reduced because there is a limit in time to prepare the test, proofread it, apply it, grade it and perform the overall evaluation taking into continuous evaluation such as portfolio of evidences, online workbook results, marking the writing tasks and the list goes on.

For your server's opinion, the planning of the classes has not been taken into account seriously in some institutions and they rely on filling up templates with the "*theoretical*" information that must be placed there. So this requisite is accomplished and therefore the institution and the instructor get a tick and problem solved, everybody accomplishes; but what about the skills and knowledge?

There has not been a clear concern in this issue, if there was, our learners would care more for really learning and giving a proper dimension in the language acquisition process and consequently the expected levels of domain would be the desired ones. Moreover, in a parallel way teachers would feel more encouraged and concerned in giving their best in every session.

Chapter 2

2.1 A practical and useful lesson plan

The lesson is planned to be developed within a five-hour session to cover a whole unit that is divided into 4 lessons (A, B, C, D). Every session has a 30-minute break so there are 270 minutes to cover all lessons; the unit incorporates tasks for every skill and leads students to keep under the same contextual topic along the lessons. In chart No. 1, it can be found in the lesson plan identification cell in order to grasp a general overview of the development of the class carried out.

Lesson plan identification cell	
Author	Octavio Montes Campuzano
Educational stage	Professional - college
Title of your lesson plan	<i>“Social networks”</i>
Learning objective of the plan/competency	Read for main idea, word inference, and check understanding to finally react to some online behaviors either orally or in written form
Communicative skill considered	Reading and writing activities plus listening comprehension and oral production
State of the following options	Introduction / recycling of the topic
Functions	Learning about online activities and responsibilities
Main grammar structure	Present tense, tend and will for habits
Other grammar structures	Adverbs: <i>always</i> and <i>constantly</i> , for habits more noticeable or frequent
Brief description of the plan	Begin task with the following question: “Do you or your friends use a social network?” Ss raise their hand to reply; then I ask, “Do you ever worry about the things you post on your wall?” Then, I ask if they understand the title <i>“Online footprints”</i> . At the end of this part, we review the meaning

	of <i>digital dirt</i> and check if they care their impression on people on the contents they publish on the web.
Hours of the plan implementation	Five hours for development
Number of sessions	One – weekly session – Saturday
Contents required for the lesson	Reading and writing materials, listening practice and oral production
Link of the content	<u>Appendixes section</u> <u>Video: https://youtu.be/5BZgyUb3klU</u>
EEAILE tutor online	Rocío Salgado Perea

Chart No. 1

In this occasion, I decided to start the lesson and unit with the reading activity since I consider a good option to lead the class since it is the starting session of the course; and this point of the quarterly, Ss have not purchased or remembered they have to get their textbook for the first class. For this, I also have prepared the scans of the 10 pages of the unit in order to share them with the Ss. So that at least at this point, I am letting them use their mobile/tablet to follow the class with on their devices and this way they can answer the drills on their notebooks, consequently they will not lose their grade in continuous evaluation.

I do let my Ss use their mobiles for other purposes because I have even recommended some apps and dictionaries so that they keep practicing and using the language in other contexts. And for other purposes and under different conditions where they will have to develop higher cognitive skills, reflect on the form and also will force the pupil to select information and even negotiate meaning in case he faces or deals with audible or spoken material.

Reading					
Step of the lesson	Teacher activities	Students activities	Materials	Session No.	Evaluation
Information processing activity 5 minutes	T begins class with greeting Ss and then pops up a triggering question: <i>“Do you or your friends use a social network?”</i>	Ss basically reply verbally or rising their hands; it is expected 100% of Ss reply affirmatively	Board and markers	1	Topic understanding through simple questions like: a) Did you get the general idea? b) Do you understand the situation with Ms. S? c) Or by looking at their face expressions
Vocabulary introduction 8 minutes	T points out some key terms that appear in the text by writing them on the board and asking them if they know them and if not, T will proceed to exemplify or describe such terms	Ss attend T’s guidance and when asked reply to see if they know/use such terms	Textbook p16 , board & markers	1	Choral repetition and class verification of understanding
1st practice	T asks group to read	While reading individually, Ss	Textbook p16	1	Ss have to mention and

10 minutes		highlight unknown/difficult words on the textbooks			<p>associate in meaning to inappropriate online content or behavior; some keywords related to them may be: <i>gossip, obnoxious remarks about someone, photos of you or people drinking, smoking, etc.</i></p> <p>How does the example in the first paragraph illustrate the writer's argument?</p> <p>By asking Ss this, they need to re-read the text and find the proper piece of information that supports such idea.</p>
	T asks Ss to follow the instructions and coordinates the pair work	There are two phases here: the individual corresponds to	Textbook p16	1	T checks, grades the answers provided in exercise 1C on

<p>2nd practice or Social interaction</p> <p>12 minutes</p>	<p>assignment; T answers any doubts or misunderstandings while Ss perform the task.</p>	<p>check understanding by answering T or F in every sentence; the pair work task corresponds to exchange impressions and views on this subject</p>			<p>p16, the exercise might be considered for continuous evaluation</p>
<p>Grammar Focus</p> <p>10 minutes</p>	<p>T reminds SS to use previous expressions seen such as: “<i>Well, ... I think it’s....</i>” and also elicits ideas from the class to complete the prior sentence.</p>	<p>Ss follow T’s directions and try to employ the expressions reviewed. Ss answer after activity 1D the exercise 2A</p>	<p>Textbook p16 & 17</p>	<p>1</p>	<p>T verifies Ss usage of questions and statement questions to find out or check information or opinions</p>
<p>Summary</p> <p>5 minutes</p>	<p>T asks a couple of Ss present their answers to the class: activity 1D. T goes around the class, giving help as needed.</p>	<p>Ss discuss the questions in pairs and one pair (T chooses) comes to the front to present their views</p>	<p>Textbook p16 & 17</p>	<p>1</p>	<p>Collect deeper opinions and level or argumentation in their answers</p>

Chart No. 2

I trust this procedure will allow me to handle in a controlled way the presentation of cultural notes and be able to clarify questions about new vocabulary items that may appear in the progression of the class. This first unit is not intended to develop micro or macro-skills since it is also mandatory to

hand in the course regulations as well as the grading criteria and add an ice-breaking task so that learners feel more acquainted with his new partners.

Just like Hyland (2002) defined writing as *“the process whereas a person selects, develops, arranges, and expresses ideas in units of discourse.”* This is the setting necessary to let the learner express his views and interests; like a canvas for an artist. In this institution is requested to develop a portfolio of evidences and sincerely I let my pupils express their ideas freely but I ask them to incorporate some minimum tasks or drills so that they can *“practice”* while they are away from my room. I do not limit the writing task because I honestly think they ought to be skillful writing the usual things they live, enjoy and have trouble with; because that is one of the purposes of the language.

Writing					
Step of the lesson	Teacher activities	Students activities	Materials	Session No.	Evaluation
Information processing activity 5 minutes	T asks a Ss to read the lesson aims. T asks, <i>“What is an argument?”</i> T elicits “yes” questions from the class; e.g. <i>“They can see the applicant’s private life”</i>	Ss scan p18 to find three aims. Ss complete the activity A	Textbook p18	1	T verifies task progression and topic understanding; provides help when needed
	T shows model and	Ss complete the task on	Textbook p18	1	T explains and checks the correct contrasting

Vocabulary introduction 8 minutes	asks Ss to circle more expressions that contrast ideas.	their own by pointing out the contrasting expressions they find, e.g. but, however, on the one hand, on the other hand, whereas; while	Board & markers		words by writing them down on the board
1st practice 10 minutes	T asks Ss to review the grammar chart shown on page p18 letter C	Ss analyze it and if not clear ask T to clarify their doubts	Textbook p18	1	T checks and grades the answers given by the Ss. It may be considered in continuous evaluation, see Appendix No. 11
2nd practice or Social interaction 12 minutes	T monitors the class and helps if needed.	Ss in pairs proceed to solve exercise using the chart above shown in Appendix 3	Textbook p18	1	T verifies Ss' interaction and gives help if needed
Grammar Focus 8 minutes	T shows the chart on p18 where Ss notice the	Ss follow T's directions and answers exercise C	Textbook p18	1	T checks and grades the answers given by the Ss. It may be

	arguments and how they differ or look opposite from one to another				considered in continuous evaluation.
Summary 5 minutes	T asks Ss to write out their own script for a debate	Ss plan their arguments by writing “yes & no” reasons	Textbook p18	1	They will bring up their first draft next class. T will give feedback and correction on the essays handed in.

Chart No. 3

The set of listening activities shown below represent the usual and ordinary tasks ranging from general understanding, listening to specific information and in the most difficult case inferring to what is next after what has been listened. These activities try to set the learner into the proper atmosphere or context and lead him to become more comfortable with the topics and at the same time activate previous knowledge so that it gets easier as the recording goes on and the topic is developed along the class or session.

Additionally, I request my pupils to “train” their ear by listening to several kinds of audio programs such as podcasts, radio news, TV shows and many more sources of any kind of topic. This way their ear becomes more exposed to distinct accents and voice tones; this should be like taking his ears to a gym where there is a great variety of apparatuses so their listening comprehension will definitely be improved.

Listening practice					
Step of the lesson	Teacher activities	Students activities	Materials	Session No.	Evaluation
Information processing activity 5 minutes	Books closed – T writes on board: <i>“Is it fair for employers to check out job applicants online?”</i>	Ss reply to what T requests	Textbook, audio file, markers and board	1	Continuous eval. Marking drill 3C on p17
Vocabulary introduction 3 minutes	T defines <i>“debate”</i> for a future task	Ss pay attention and ask if the definition is not clear	Board, markers	1	NA
1 st practice 3 minutes	T plays 1B audio	Ss verify if their replies are mentioned on the track	Audio file, textbook	1	Board verification checklist
2 nd practice or Social interaction 6 minutes	T plays 1C audio	Ss answer individually 1C and then in pairs verify their answers	Audio file, textbook	1	Textbook marking for cont. eval.

Grammar Focus	NA	NA	NA	1	Main focus is on context and vocabulary (Formal verbs p17)
Summary 5 minutes	T leads Ss to the core topic in the unit: social networks ; by setting the scene and activating schemata and former knowledge	NA	NA	1	Drills shown on p16 & 17

Chart No. 4

Definitely, this skill is the queen of them all. This skill takes the individual to the top of the level of the use of language since it demands a great deal of cognitive skills and tricks to “survive” and let the speaker become understood and understand what the other speaker is expressing with a clear or not understanding of the context. The tasks used in this section are intended to foster, develop communicative skills that correspond to B1 or higher level.

The top activity, besides the other ones where the basic information exchange is clearly and necessarily set, is a debate. The topic is pretty hot and controversial since at the present time many job recruiters are using to decide if any candidate is right for certain position because of his “*digital life*”; this is because they visit the applicant’s social networks and judges his behavior online. I expect this task gives a lot of information where I can get to good conclusions at the end of the present work.

Oral production					
Step of the lesson	Teacher activities	Students activities	Materials	Session No.	Evaluation
Information processing activity 8 minutes	Ss will face to a kind of event that is not present in our culture: speed-friending, such event must be correctly described by T so that Ss	Ss follow T's directions and interact in pairs mainly	Textbook, markers, board and 1A, 2A audio files	1	Textbook drills for cont. eval.
Vocabulary introduction 10 minutes	T responds to Ss' new vocabulary doubts	If Ss do not know entries from text on p10 , they will ask about them	Textbook	1	T monitors and leads the activity
1st practice 4 minutes	T plays 1A track then asks Ss to perform 1B	Ss answer Q in 1A and proceed to interact in pairs	Textbook and audio file	1	T checks understanding and monitors the task assisting when needed
2nd practice or Social interaction 8 minutes	T asks Ss to develop 1D	Ss take 2-minute turns to ask each other questions	Textbook p10 & p144	1	Once Ss have competed

		derived from 1C			
Grammar Focus 12 minutes	T associates vocabulary (adj's) for describing people, 2A	Ss (in pairs) exchange views about the prompts on 2C	Textbook	1	T monitors the task and provides help when needed
Summary 8 minutes	The main purpose of the unit is to guide the learner to be able to talk about their friends and the way they interact using social networks	NA	NA	1	There are more drills where the speaking skill is practiced such as the drill 1D on p13 where the learner has to talk about his family's communication habits. Secondly, the most important speaking task is activity 3D on p17 where the learners have to present a short but very meaningful debate about the Q in 3A p17 .

Chart No. 5

Lastly, the [appendix No. 12](#) Foreign exchange emails I would assign it as homework in order to round up the task regarding the use of Internet and being in contact with people over a different mean of communication. Additionally, I explain the learners that this mean is the most common tool in companies and they should be aware on how to read and reply mails in an effective and accurate way. On the next session, I would collect it, ask Ss if they faced any trouble and I will proceed to mark it and get their score for continuous evaluation.

2.2 designing tools to assess the progress of students and evidences

For this section, an exercise has been outlined to how it can be taken from the textbook and modified to be used with a different way to mark and collect the scores, as it was mentioned it is just a sample of an exercise.

The text was taken from the Viewpoint 1 software out of the workbook section and in my case I copied the image and the saved it as a PDF format in order to manipulate it on Adobe Acrobat 9 Pro. The Adobe license was granted to the Instituto Politécnico Nacional, where your server also collaborates, and I proceeded to get the text and then adjust the drill in order to leave it as it is shown in the next lines.

Circle the best option to complete the conversations.

I. **A** How many times a day do you text your friends?
B Well, 1) _____ a reply whenever I get a message. So, I don't know – maybe 20 or 30 times a day. Mostly, 2) _____ plans by text. But 3) _____ if I want to have a real conversation or something.

II. **A** How do you keep in touch with your family when you're away from home?
B When 4) _____, we try to video-chat on the Internet. That way we can talk for free. And 5) _____, too. I like to keep in touch.

III. **A** Have you ever used the Internet to find a friend?
B Yeah. 6) _____ online to see if I can find my old school friends. 7) _____ someone every once in a while. It's fun to see what they're doing now. Occasionally 8) _____ them. But 9) _____ it often.

Ans. key

1)	a) I'll send	b) I'm sending	c) I send	A
2)	a) we make	b) we're making	c) we've made	A
3)	a) I call	b) I tend to call	c) I'm calling	B
4)	a) I'll travel	b) I travel	c) I'm traveling	C
5)	a) we email	b) we'll email	c) we're emailing	B
6)	a) I'm searching	b) I searched	c) I'm always searching	C
7)	a) I'll find	b) I'm finding	c) I found	A
8)	a) I'm contacting	b) I'll contact	c) contact	B
9)	a) I don't do	b) I'm not doing	c) I won't do	A

Then, I proceeded to prepare it using a predefined answer sheet template through the app named Zipgrade© which allows to scan the Ss' answer sheets from your mobile and you can "*instantly*" mark, register and save the scores on an Excel file for further usage along with other rubrics or assignments.

If I would have used online marking for this exercise, I would have adopted Kahoot© website to implement it, it is over a live assessment session but since it is the first session I still do not know if all my students own a mobile with access to the Internet and so I must be ready to cope this situation.

Initially, the session was considered to be delivered in one single session of five hours since the sessions are weekly. But it had to be delivered taking time of the second session because it was scheduled by the academic department during the week a new "Diagnostic test" from Cambridge; so I had to reorganize the lesson plan and include such evaluation

Fortunately, I could apply the brief Unit 1 quiz and I could collect the information of the drill using Zipgrade© app and it can be seen in the following images the way the information is photographed and analyzed computationally in order to get the marking score, highlight the correct and incorrect answers in every photograph and additionally provide the score.

The following images represent 4 samples of the images gotten from the Zipgrade© app, it is generated on PDF file and includes an extract of the answer sheet where the learner's name can be read; on the right it can be seen a chart contrasting the answer key and the learner's answers, showing the marks obtained in every drill. Then, at the bottom appears the learners' answer sheet cropped and on top of this image it can be seen the marking and the total score in that exercise. Additionally



Samantha Michelle N...

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	5.0
Puntos posibles:	9.0
% correctas:	55.6%

Name	Samantha Michelle N...		
Date		Period	

	ABCDE		ABCDE
1	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	11	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	12	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	13	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	14	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	15	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	16	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	17	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8	<input type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	18	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	19	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
10	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	20	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

#	Key	Stu	Pts	Poss
1	A	A	1.0	1.0
2	A	B	0.0	1.0
3	B	B	1.0	1.0
4	C	A	0.0	1.0
5	B	B	1.0	1.0
6	C	C	1.0	1.0
7	A	A	1.0	1.0
8	B	C	0.0	1.0
9	A	B	0.0	1.0



Nancy Marcelino D...

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	3.0
Puntos posibles:	9.0
% correctas:	33.3%

Name	Nancy Marcelino D...		
Date	June 2 nd	Period	14-2

	ABCDE		ABCDE
1	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	11	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	12	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	13	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	14	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	15	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	16	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	17	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8	<input type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	18	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	19	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
10	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	20	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

#	Key	Stu	Pts	Poss
1	A	A	1.0	1.0
2	A	B	0.0	1.0
3	B	A	0.0	1.0
4	C	C	1.0	1.0
5	B	B	1.0	1.0
6	C	A	0.0	1.0
7	A	B	0.0	1.0
8	B	C	0.0	1.0
9	A	B	0.0	1.0



José Juan González

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	5.0
Puntos posibles:	9.0
% correctas:	55.6%

Name	José Juan González		
Date	6-6-19	Period	19-2

	ABCDE		ABCDE
1	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	11	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	12	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	13	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	14	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	15	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	16	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	17	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	18	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	19	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
10	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	20	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

#	Key	Stu	Pts	Poss
1	A	A	1.0	1.0
2	A	B	0.0	1.0
3	B	B	1.0	1.0
4	C	A	0.0	1.0
5	B	B	1.0	1.0
6	C	C	1.0	1.0
7	A	A	1.0	1.0
8	B	C	0.0	1.0
9	A	B	0.0	1.0



Alberto Lopez

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	2.0
Puntos posibles:	9.0
% correctas:	22.2%

Name	Alberto Lopez		
Date	June 1 st	Period	

	ABCDE		ABCDE
1	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	11	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	12	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	13	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	14	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	15	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	16	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	17	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	18	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	19	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
10	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	20	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

#	Key	Stu	Pts	Poss
1	A	B	0.0	1.0
2	A	B	0.0	1.0
3	B	C	0.0	1.0
4	C	B	0.0	1.0
5	B	C	0.0	1.0
6	C	A	0.0	1.0
7	A	A	1.0	1.0
8	B	B	1.0	1.0
9	A	B	0.0	1.0

Samples of the answer sheets collected for quiz 1

The next image shows a sample of the other possibility to get the scores out of the same Unit 1 quiz but already on an Excel spreadsheet in order to be used with other evaluation criteria and in the end allow to “do the math” easier and faster. As it was mentioned it is possible to download a PDF file with the whole screenshots that include the learner’s answer sheet highlighting the correct and incorrect answers plus the score obtained, see Appendix No. 11.

QuizName	QuizClass	First Name	EamedPts	PossiblePts	PercentCorrect	KeyVersion	Stu1	Key1	EamedP1	PossP1	Stu2	Key2	EamedP2	PossP2	Stu3	Key3	EamedP3	PossP3	Stu4	Key4	EamedP4	PossP4	Stu5	Key5	EamedP5	PossP5	Stu6	Key6	EamedP6	PossP6	Stu7	Key7	EamedP7	PossP7	Stu8	Key8	EamedP8	PossP8	Stu9	Key9	EamedP9	PossP9	Stu10
Unit 1 Quiz n Level V		ALBERTO	5	9	#	A	A	A	1	1	B	A	0	1	B	B	1	1	A	C	0	1	B	B	1	1	C	C	1	1	A	A	1	1	C	B	0	1	B	A	0	1	
Unit 1 Quiz n Level V		ESMERALDA	3	9	#	A	A	A	1	1	B	A	0	1	A	B	0	1	C	C	1	1	B	B	1	1	A	C	0	1	B	A	0	1	C	B	0	1	B	A	0	1	
Unit 1 Quiz n Level V		MELANIE	5	9	#	A	A	A	1	1	B	A	0	1	B	B	1	1	A	C	0	1	B	B	1	1	C	C	1	1	A	A	1	1	C	B	0	1	B	A	0	1	
Unit 1 Quiz n Level V		DIEGO	3	9	#	A	B	A	0	1	A	A	1	1	B	B	1	1	B	C	0	1	C	B	0	1	A	C	0	1	A	A	1	1	A	B	0	1	B	A	0	1	
Unit 1 Quiz n Level V		RAFAEL	2	9	#	A	B	A	0	1	B	A	0	1	C	B	0	1	B	C	0	1	C	B	0	1	A	C	0	1	A	A	1	1	B	B	1	1	B	A	0	1	
Unit 1 Quiz n Level V		EDUARDO	3	9	#	A	B	A	0	1	A	A	1	1	B	B	1	1	B	C	0	1	C	B	0	1	A	C	0	1	A	A	1	1	A	B	0	1	B	A	0	1	
Unit 1 Quiz n Level V		EMILIANO	7	9	#	A	C	A	0	1	A	A	1	1	B	B	1	1	C	C	1	1	A	B	0	1	C	C	1	1	A	A	1	1	B	B	1	1	A	A	1	1	
Unit 1 Quiz n Level V		ESPITIA	7	9	#	A	C	A	0	1	A	A	1	1	B	B	1	1	C	C	1	1	B	B	1	1	C	C	1	1	A	A	1	1	C	B	0	1	A	A	1	1	
Unit 1 Quiz n Level V		MAX	6	9	#	A	A	A	1	1	B	A	0	1	B	B	1	1	A	C	0	1	B	B	1	1	C	C	1	1	A	A	1	1	C	B	0	1	A	A	1	1	
Unit 1 Quiz n Level V		JOVANI	5	9	#	A	A	A	1	1	B	A	0	1	B	B	1	1	A	C	0	1	B	B	1	1	C	C	1	1	A	A	1	1	C	B	0	1	B	A	0	1	
Unit 1 Quiz n Level V		FERNANDO	4	9	#	A	C	A	0	1	B	A	0	1	B	B	1	1	C	C	1	1	A	B	0	1	C	C	1	1	C	A	0	1	C	B	0	1	A	A	1	1	
Unit 1 Quiz n Level V		DANIEL	3	9	#	A	B	A	0	1	A	A	1	1	B	B	1	1	B	C	0	1	C	B	0	1	A	C	0	1	B	A	0	1	A	B	0	1	A	A	1	1	
Unit 1 Quiz n Level V		JOAN	6	9	#	A	B	A	0	1	A	A	1	1	B	B	1	1	C	C	1	1	A	B	0	1	C	C	1	1	C	A	0	1	B	B	1	1	A	A	1	1	
Unit 1 Quiz n Level V		ELIZABETH	6	9	#	A	B	A	0	1	A	A	1	1	B	B	1	1	C	C	1	1	A	B	0	1	C	C	1	1	B	A	0	1	B	B	1	1	A	A	1	1	
Unit 1 Quiz n Level V		OSVALDO	3	9	#	A	B	A	0	1	A	A	1	1	B	B	1	1	B	C	0	1	C	B	0	1	A	C	0	1	A	A	1	1	A	B	0	1	B	A	0	1	
Unit 1 Quiz n Level V		IAN	5	9	#	A	A	A	1	1	B	A	0	1	C	B	0	1	C	C	1	1	C	B	0	1	A	C	0	1	A	A	1	1	B	B	1	1	A	A	1	1	
Unit 1 Quiz n Level V		KARIM	5	9	#	A	C	A	0	1	B	A	0	1	B	B	1	1	C	C	1	1	C	B	0	1	C	C	1	1	C	A	0	1	B	B	1	1	A	A	1	1	
Unit 1 Quiz n Level V		JOSE JUAN	3	9	#	A	C	A	0	1	A	A	1	1	B	B	1	1	C	C	1	1	A	B	0	1	A	C	0	1	C	A	0	1	A	B	0	1	B	A	0	1	

Another advantage of using spreadsheets is that they can be used to create reports that are more detailed and link the data to high-level systems. Then, the data is collected on a single screen and they can possibly perform a deeper analysis on the ways that the evaluations should go so that this process becomes more reliable, faster, and easier to handle.

2.3 Performing and recording the activities

The recording was originally intended on May 18th, 2019. Unfortunately, there was a restriction for all the scholar system in Mexico City and the suburbs and the class was put off for May 25th, a week later. This caused a serious drawback in the progress of the recording because I have already established an agreement with a friend of mine who could not support me on the twenty-fifth and so I had to find a way to get the recordings on myself. For this, I had to google “how to record videos on two cameras on windows 10”, luckily, I found out a website titled: Streamlabs whose software, Streamlabs OBS, was the adequate tool to perform such task.

The issue was that it was the first class of the term, and at the same time it was the teacher's party celebration. Unfortunately, there was no back-up personnel in the school either for switching to a room with better light conditions and a working projector that could help me carry out my class in order to achieve with some of the aspects I had to cover and register on the video.

For the recording, I used the following equipment:

- my personal laptop with its built-in webcam
- an external webcam, brand: Logitech, model: C170
- software for recording on two cameras: Streamlabs OBS
- Sony Handycam with mini DVD media for recording
- All videos were recorded in mp4 extension file name @ 1054 kbps in the 960x540 resolution with stereo audio @ 116kbps

The video was edited using "Editor de videos" from Windows 10, such program I must admit I did not know how to use it and I had to figure out in a couple of hours how to crop the scenes and the class stages needed to be shown in order to "highlight" the contents of the lesson plan described before.

Chapter 3

3.1 Experience report

After sorting out May 15 class cancellation due to the high pollution levels in Mexico City, which additionally was the starting session of my course at UVM Hispano, I finally could carry out my lesson plan presented in this document. Unfortunately, the rhythm of the class was not the one intended with the tasks prepared.

I must set the reader in context in order to visualize the whole class panorama that I faced. The session has to start up with the instructor presentation and the course outline where the instructor has to hand in the class contract where everything regarding the evaluation criteria and the components in the evaluation for the theory session and for the laboratory session. This process can take up to 90 minutes because the students have to fill out and sign up a template where they give their consent that they have been informed of these aspects so that they are conscious from the very beginning what are the expectations and goals of the course.

This act represents a solid commitment between the pupils and the teacher along with the institution's vision, mission and values. In my personal point of view, this process should not be performed that formally since it is understood that the learners have completed their formative instruction. Moreover, the teachers should only focus on content and form plus designing and applying accurate evaluation instruments that are meaningful. Also, they have to cover the communicative goals required by the employers who are expecting to hire highly qualified personnel that can meet the company's expectations. Nevertheless, at the end of the day, teachers rely on tasks that also incorporate formative habits and there is a great deal of paperwork to do after every evaluation term and at the end of the quarterly.

Now regarding my teaching practice, it is necessary to be mentioned that the first obstacle that was necessary to dodge was the issue that the learners did not have the textbook. Despite, it is the start of the term, to solve this the pages of the topics (lesson A-D) were photographed previously since in your server's experience, this has happened every start of quarterly and the only thing that was not taken into account is that the projector and the classroom were totally incompatible to perform a presentation using slides. That is when it was thought to collect the students' e-mails at once and then send the images of the textbook so that the class could start the soonest. After such problem

solved, the class finally began and the learners were participative but unfortunately one of them was sharing his device to partner whose mobile phone was low in battery and he could not follow the directions given when they got the material. It was an unfortunate event because that way the two partners were not totally immersed in the task individually, either one of them could follow the class while the other one had to literally wait doing nothing.

This kind of situations are common in the classroom when learners forget their textbook; at this point it was planned to cope such issue projecting the images to everyone, in fact the Viewpoint series has a presentation software to be used in such situations or in order to focus the attention in the learner. The projector and highly lighted room were not considered in the planning because it is out of reach to your server and at the same time, it was not possible to switch to another room because the recording equipment had already been set and it might take a long time to reset it.

On top of that, the only person who could support the classroom switch and provide the audio equipment was late that day and just let the teachers sign up their attendance in their class card. Then, she left because it was the institutional celebration of the teacher's day so the teachers proceeded to go on with their classes on their own with no supervisor that day.

It is hard to keep track of the lesson plan because even the length and the type of questions that the students may formulate is out of reach. As it can be seen in the video, learners sometimes find way wider and unpredictable contexts where they get ideas, information or even apply the vocabulary items and structures. They also use them in stuff that has nothing to do with the sessions and the teacher must be aware of detecting such skips in context and try to bring them back to the contextual situation that was established previously.

Once the course of the class was running on, it can be seen that the learners could understand the meaning of the two critical terms in the drill: "*online footprints*" and "*digital dirt*". Such terms are the key vocabulary of the reading; the words were described and also mimics was employed to set up the meaning of "*footprint*" and it was linked to the context of the World Wide Web (Internet). When the term "*digital dirt*" was introduced, it was also used the word isolation in order to treat separately the terms and make it easier to get the meaning. When the learners read the text it was observed through simple questions about the main idea that they got the main message from the text and they were also to react with their initial views on this polemic topic.

By the time the 1C exercise was reached (true/false), their active schemata is ready because they initially worked individually in order to let them flow on their own. Then, it was requested to go to the social interaction phase where they exchanged views and agreed on the answer by sharing what they understood on their own and if it is necessary they negotiate meaning so that they come to an agreement on the best collective answer. Then, the correct answers are shown and in case they have trouble with them, it is explained and highlighted in the text the support for such ideas as in the False sentences.

The teacher constantly requested about their opinion on this topic and as it can be seen, the turn-in-speech was constantly taken by a couple of the students. It is important to mention that not all of the learners have the same level of domain and interest in the language so they become passive and allow the active students make use of the word without hesitation.

Particularly, I have made a reflection on the intrinsic motivation required for keeping a good and stable rapport and this way take the students to the learning outcomes that are established in the lesson plan. My main deduction addresses to the matter of only use L2 either in the room or on the hall for any purpose of communication of the learner. I think this is a real communicative demand that the learner must achieve. This “*need*” is the only resource that allows obliging the learner to pay attention to the expressions and communication goals that sure have been covered at any moment of the classes. Plus, it is a Level V were they are intended to pass a B1-B2 level it even it would allow the teacher to monitor the learners speaking skills out of the room. This way we get a bigger picture of their level of domain that can be taken into account for the overall grading or in substitution for a certain drill or even in compensation to one of those tasks that the learner missed because he was absent.

In the development of the class, I could notice the learners’ attitude to the language and barely three guys were really concerned in making an effort for taking part in class and accepted the challenge only speak English. In the evidence video, it is seen or heard that I invited and instructed some learners to “*Speak English*” because they were using L1.

One thing I would like to mention is that sometimes teachers have to play different roles in the class as in my case. In this session, when I asked the students to perform the task 1D on p10 it happened that one the students stood up and came to me to tell me such situation. I quickly gave a glance to

verify his comment and decided to play the role with him. At this point, it was not provided in the planning but since it is more important to keep the learner encouraged, I opted to play that role.

Additionally, I also contributed as moderator and as the presenter of information and I hope it is noticed that I tried to gain the students' confidence so that they feel free, comfortable and secure to interact with the language. At the same time, I let them be with the use of the language for their own needs, interests, and with his own skills.

Unfortunately, not all of the class stages were easy to register in the video, I must offer, and apology for not showing in detail and appropriately these aspects but the inconvenient of the high levels of pollution forced me to have less time to prepare accurately the material. It is clear that the tools, knowledge, techniques, tips from my partners and tutor, have been of great help either on reflecting on what is more important when preparing a class outcome or taking into account some particular aspect of any methodology analyzed in this specialization. I think the contribution has been of great help in my practice and I am sure it will be playing an important role when facing new teaching and learning objectives. I think I will have to get back over and over to see what is best for every course, session or term that will have to be delivered using the information provided by the EEALIE academia over this course.

I have to mention that for performing the recording of the video evidence it was used the webcam installed on my personal laptop and two additional cameras.

A second camera was connected to the laptop in order to take advantage of the equipment and a camcorder that I placed on the desk to have another "take" from the room while I was addressing to the learners. At the beginning, someone had already been invited to record but due to May 18 class cancellation this person was not able to support me on the 25th or later.

Facing this inconvenient, I had to find out a way to register my work. Therefore, I spent some time on the Internet trying to find a way to perform the recording using two cameras and I ran into the website: <https://streamlabs.com/> where I discovered the features of their software; so I downloaded the program, installed it, tested it and verified I could use it in my class. Such task was really challenging since I do not make a lot of videos and I had to figure out the situation.

Now, the only riddle was where I could place the laptop and the two cameras, which was somehow easy but I faced that there were not close electrical outlets in a suitable and close distance to plug in my laptop; that is why I could not change that much the perspective of my takes.

Chapter 4

4.1 Conclusions

It has been clear for your server that the contents, methods, and models presented here, plus all the observations and pieces of advice poured in the videoconferences have nurtured my teaching practice. At the same time, the participation and the contributions of the tutors have also become a point of reflection when preparing and implementing the lesson plans I have been designing lately.

The interaction with my partners is another aspect I consider of great importance and lets me perform a *zoom-out* in the English teaching practice in Mexico. This has given me a wider and closer view on the how my colleagues deal with quite different and very challenging problems that I must admit I have never faced.

That is the case of pupils that barely speak Spanish, and now they are getting their first contact with English and the Institution's goal is to take them to a B1 level within 6 semesters of instruction.

This challenge is not an easy task for my partners who will also have to adapt, prepare, design material that really becomes meaningful handy, and easy to be evaluated because of the size of the groups.

It is certain that the methodologies play a very important role in the understanding of the mind and the way the subjects acquire and use the language; but it is also true that there is no specific approach to deal with all of the groups. Language teachers have to maintain a close look and constantly do research on the discovery or implementation of tools that allow coping with certain teaching difficulties in the classroom.

I also could notice that not all of my teaching habits were wrong and that there are also areas that I have to dedicate more time. I need to revise them over and over or from time to time in order to set the right tasks, procedures, techniques or methodologies in every session despite the fact it would take longer to hand in my lesson plans but with a clear and responsible objective: provide the proper language acquisition instruments and or methodologies for my learners.

On the assessment area, I have always thought that multiple-choice tests do not "measure" the real understanding, use, and level of communication of the learners. That is why I consider taking into account more evaluation components so that there is an extensive collection of evidences such as

the portfolio of evidences that can represent in one of the ways they use the language in different contexts and at different levels of usage and with other individuals. At this phase, Ss may or may require using higher cognitive skills so this way we can have a holistic evaluation system.

After revising my video and making a reflection on my performance, I could notice that I use and integrate concepts seen along this year. It is grateful to know that my teaching has good characteristics but also has some aspects that can be improved, modified, integrated, and some will require a higher analysis in order to achieve the teachers' goal: *let the learners discover, use, and demonstrate his communicative skills.*

It is important to notice that our duties are quite numerous and demand a lot of time to prepare. That is something that will not be praised either by the same students or by the academic authorities that keep a record of our tasks; and that most of the time these registers are used to fill out administrative reports that merely make up the real results obtained in the classroom. This practice, belief, or ultimate resource should be deleted since the main purpose of education is not present at all and everything relies on getting the paperwork done for the supervisor, certifier, or even the academic department who will perform a checklist of the "*progress*" of the syllabus and then will claim that they objective has been fulfilled satisfactorily.

Additionally, I would like to add that the class preparation and performance, most of the time is disparaged and not taken into account in order to praise our labor reflected on good wages, this means that are the pay does not reflect the titanic effort required to design, implement and evaluate the learning outcomes.

Therefore, it derives on the kind of performance an instructor can offer and consequently he will try to find easier ways to plan, carry out the tasks, and evaluate the students' progress with less effort.

Something must be done to revert this, so that we can change positively our interest in teaching and the way we are performing it. Teaching has to be considered one those professions that everybody should have respect for because it not an easy task and all the preparation requires time, the time that we sometimes dedicate to our hobbies and family. In the end, we opt to go to our studio to prepare the lesson plan and handout because we are an example of rectitude and responsibility.

Chapter 5


5.1 Appendixes and APA style references

Appendix 1 LESSON D: Online footprints p16

Lesson D Online footprints

1 Reading

A Prepare Guess the meanings of *online footprint* and *digital dirt*. Then scan the article and find the explanations.

B  **Read for main ideas** Read the article. What examples of digital dirt can you find?



Future college students and employees, beware! Clean up that digital dirt – **now!**

When student-teacher Ms. S. posted a photo from a party on the wall of her social networking site, she had no idea of the consequences. Just weeks away from obtaining a teaching degree, Ms. S.'s diploma was withheld after school administrators viewed the photo and accused her of promoting underage drinking – a charge that she denied. Her case is not an isolated one. Increasingly, employees are being fired from their jobs and students are having their college applications rejected because of “digital dirt,” or inappropriate online content.

These cases highlight the need to be careful about the type of content you post online. Each time you post a photo or comment, or write a profile online, you create an image, or “online footprint,” of yourself that is difficult to erase. If you think your friends are the only ones checking your profile, think again. It's increasingly common for colleges and employers to look closely at the online pictures and profiles of actual and prospective students and employees. A survey conducted by ExecuNet reported that 83 percent of job recruiters regularly use Internet searches to find out more about candidates. Nearly half said they will reject candidates based on the “digital dirt” they find.

How can you still have fun online without making a bad impression on future college admissions officers and employers? Here are five basic steps you can follow.

1. **Check what's online already.** Type your name into several search engines to see your digital footprint. Then check all of your privacy settings, and remove anything you don't want others to see. If you have “friends” who are always posting off-color jokes or rude comments about you on your wall, then block their comments.
2. **Avoid writing anything you might regret later.** Don't badmouth a current or previous employer online. The same applies to teachers, professors, classmates, or co-workers.
3. **Create a positive online image.** The Internet is the perfect place to showcase your talents and skills. Use a blog or website to promote your work, research, and interests.
4. **Use a professional email address.** An employer or a college admissions officer is more likely to contact annsmith@cup.com than smoothiefan@cup.com.
5. **Join online groups selectively.** Instead of joining groups and campaigns with names like “Sleeping in class,” connect to a professional organization. When it comes time to apply for a job or place in college, you'll be glad you did.

Reading tip

Writers often begin an article with an example to illustrate their argument.

C Check your understanding Are the sentences true (T) or false (F)? Write T or F. Correct the false sentences.

1. Ms. S. was unable to graduate from college. ____
2. Her school said she was encouraging young people to drink. ____
3. It's becoming more common for employers to check people out online. ____
4. Eighty-three percent of job recruiters reject candidates with “digital dirt.” ____
5. The article recommends “unfriending” people who post rude comments. ____
6. The article suggests that you shouldn't join social network campaigns. ____

About you

D React Pair work What do you think of Ms. S.'s story? Have you heard of similar cases? Which advice in the article do you intend to follow?



2 Focus on vocabulary Formal verbs

A Find the verbs in bold below in the article. Match the two parts of the sentences to find the meanings. Write the letters a–g.

- | | |
|---|--|
| 1. If you obtain something, you _____ | a. say it is a good thing. |
| 2. If you withhold something (from someone), you _____ | b. say you didn't do it. |
| 3. If people accuse you of (doing) something, they _____ | c. don't want that person. |
| 4. If you promote something, you _____ | d. are sorry that you did it. |
| 5. If you deny (doing) something, you _____ | e. keep it and don't give it to that person. |
| 6. If employers reject a job applicant, they _____ | f. say you did something bad or wrong. |
| 7. If you regret (doing) something, you _____ | g. get or achieve it. |


B **Pair work** Take turns using the verbs above to ask questions about Ms. S.'s story.

"What happened before Ms. S. obtained her teaching degree?"

3 Listening and speaking But is it fair?

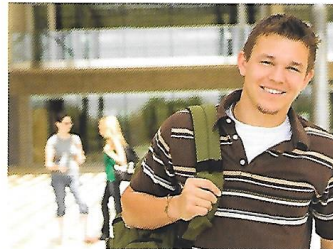
A **Pair work** Read the question below. How many reasons can you think of to support a "yes" and a "no" answer? Make two lists.

Today's online debate: Is it fair for employers to check out job applicants online?

B  CD 1.14 Listen to two people debate the question above. Who answers, "Yes, it's fair" and "No, it's not fair" to the question? Which of the reasons in your lists did they use?



Rosa says _____



Daniel says _____

C  CD 1.15 Listen again and write the two missing words in each sentence.

1. a. On the one hand, Rosa believes that what you do online shows your _____.
- b. On the other hand, Daniel argues that your online profile is _____.
2. a. Rosa says online profiles tell you what you won't see in _____.
- b. Daniel thinks social networking sites don't tell you what a person is like _____.
3. a. Rosa argues that it's _____ to recruit and train new staff.
- b. Daniel believes that everyone has a right to _____ in his or her free time.
4. a. Rosa says companies want people who will fit in and _____ with other people.
- b. Daniel argues that people behave in a different way _____.

About
you

D **Class debate** Prepare a response to the debate question with a partner, and then present your arguments to the class. How many people answer "yes"? How many answer "no"?

Writing Making judgments

In this lesson, you ...

- plan an argument.
- contrast ideas.
- avoid errors with *whereas*.

Task Write a script for an online debate.

Should employers judge applicants by their online profiles?

A Brainstorm Read the question above. Write three reasons to answer "yes" and three reasons to answer "no."

B Look at a model Read the debate script. Circle three more expressions that contrast ideas.

Many employers check the Internet for information about job applicants. However, this is not a fair way to judge a person. On the one hand, employers need people who will fit into the company. An online profile gives information that employers will not see on a résumé – for example, if the person is aggressive or has extreme views. On the other hand, an online profile is for friends, whereas a résumé is for employers. A résumé provides the most relevant details about qualifications and work experience. An online profile may contain information that employers should not use to judge an applicant, such as age or religion. In conclusion, while there are good reasons to check an applicant's online profile, it is not a professional document. For this reason, it is not fair, in my opinion, to judge candidates by their personal online profiles.

C Focus on language Read the grammar chart. Then use your ideas from Exercise A to complete the sentences below.

Contrast ideas in writing

On the one hand, employers need workers who will fit into the company.

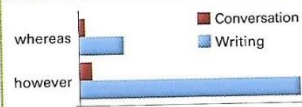
On the other hand, an online profile is for friends.

A résumé is for employers. **However**, an online profile is for friends.

A résumé is for employers, **while/whereas/but** an online profile is for friends.

While there are reasons to check an online profile, it is not fair to do this.

Writing vs. Conversation



1. Introduction: *Many employers* _____. *Some people think* _____. *However*, _____.
2. Say why it is fair: *On the one hand*, an online profile _____, *whereas* a résumé _____.
3. Say why it is not fair: *On the other hand*, an online profile _____.
4. Conclusion: *In conclusion*, *while* _____. *In my opinion*, _____.

D Write and check Now write your own script for the debate. Then check for errors.

Common errors

Do not start a sentence with *Whereas* to contrast ideas with a previous sentence.
An online profile is for friends. **However**, a résumé is for employers. (NOT ~~Whereas~~ . . .)

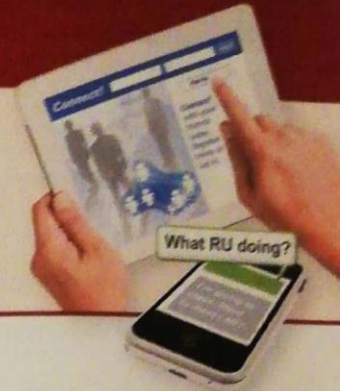
Unit

1

Social networks

In Unit 1, you . . .

- talk about friends and social networking.
- use the present tense, tend, and will to talk about habits.
- ask questions to find out or check information.
- use And, But, and So in follow-up questions.



Lesson A Speed-friending

1 Getting to know each other

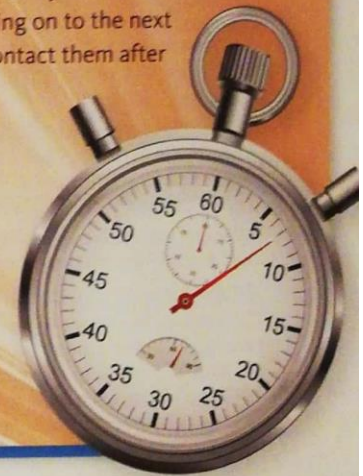
- A CD 1.02 Read the article. Why do people go to speed-friending events? What happens at this kind of event?



Make New Friends and Network Fast!

These days we live life in the fast lane. We insist on fast food, quick service, high-speed downloads, instant messaging, and immediate responses. So why should we spend time making new friends? At a speed-friending event, you have just a few minutes to ask and answer questions before moving on to the next person. If you find people you'd like to get to know better, you can contact them after the event. Here are the kinds of questions that people ask.

- 1 How do you like to spend your free time?
- 2 What music are you listening to these days?
- 3 What was your most valuable possession as a child? And now?
- 4 Can you say no to chocolate?
- 5 When did you last stay out after midnight? Where were you?
- 6 Who's your favorite celebrity?
- 7 Have you ever won a prize or a contest?
- 8 What word describes you best?



About you

- B **Pair work** Take turns asking and answering the questions in the article.
- C Write six interesting questions you'd like to ask at a speed-friending event. (For help with questions, see page 144.)
How often do you go out with your friends?
- D **Class activity** Hold a speed-friending event in class. You have two minutes to ask each person your questions.

2 Vocabulary in context

A CD 1.03 Listen. Tanya is describing people she met at a speed-friending event. Who do you think she will get in touch with again? Who won't she contact? Say why.

What can I say? Greg wasn't very **talkative**, and when he did talk, he seemed kind of **narrow-minded**.

Lauren was very **intelligent**, but she seemed kind of **eccentric** – you know, a little **weird**, but fun.

I thought Kayla was kind of **aggressive** – you know, a little too **pushy** for me. I bet she can be a **pain** at times.

Rickie seemed really **sweet** and **thoughtful** – but a little too **sensitive**, maybe? He got a little **touchy** about some of the questions.

Victor sounded really, you know, **self-confident** but in a nice way – not at all **arrogant**. And he was interested in my answers.

Emma was very **open-minded** and **relaxed** about things – pretty **laid-back**. And she had a good sense of humor. We laughed a lot.

Word sort

B Complete the chart with personality traits from Tanya's descriptions. Add more ideas.

I like people who are ...	I don't like people who are ...	I don't mind people who are ...
open-minded		

Vocabulary notebook
See page 19.

About you

C **Pair work** Do you know anyone with the personality traits in your chart? Take turns asking and answering questions.

A Do you know anyone who is open-minded?

B Actually, my sister is very open-minded. She always listens to new ideas.

3 Viewpoint What makes a good friend?

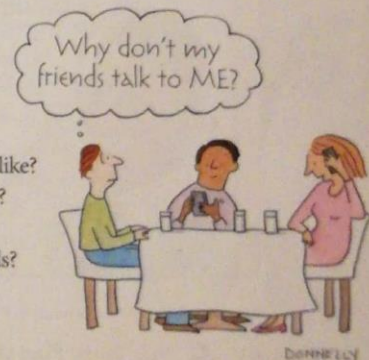
Group work Discuss the questions. Do you share the same views on friendship?

- Think of three good friends. How would you describe them?
- Are there things about your friends or people you know that you don't like?
- How do friendships differ? Is it possible to be equally close to everyone?
- Would all your friends get along if they met one another?
- What do you think about speed-friending as a way to make new friends?

"Well, ... my friend Martha is really sweet. She ..."

In conversation ...

You can use *Well, ...* to take time to think.



Lesson B Networking


1 Grammar in context

A Class survey Read the information. What percentage of your class uses these methods of communication every day? Vote on the methods you use, and complete the chart.

How do you keep in touch?

Most people use several different ways to keep in touch. Here are the percentages of young people who use these methods of communication every day.

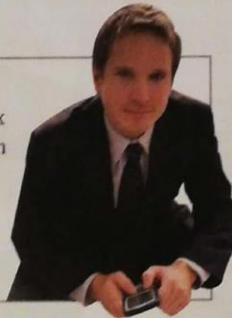
The percentage of young people who . . .	Your class
talk on a cell phone	70%
send text messages	60%
use instant messaging	54%
use social networks	47%
talk on a landline	46%
send email	22%

B  1.04 Listen. Four people talk about how they communicate. What methods of communication do they use?

We asked four people how they like to communicate. Here's what they said.

Jeff Gordon, 25

"I go on my social networking site five or six times a day. I'll log in when I'm taking a break. I like to check out my friends' pages and see what they're up to."



Victoria Garza, 40

"Personally I use email, but my kids are constantly texting. Occasionally my son will email someone like my sister, but with friends he tends to text."



David Smith, 31

"At work I'm on the phone all the time, but when I'm traveling, I normally use my laptop to make calls over the Internet. It doesn't cost anything, so . . ."



Sarah Wang, 19

"Every once in a while, I'll instant message with a friend. Some of my friends don't use IM, so mostly I just call on my cell to catch up with them."



About you

C Pair work Find things in the interviews that you do and don't do. Tell a partner.

"I go on my social networking site a lot, like Jeff. And I . . ."

2 Grammar Talking about habits

Figure it out

A Find sentences in the interviews with a similar meaning to the ones below. Rewrite the sentences, changing the words in bold. Then read the grammar chart.

1. With friends he **usually texts**.
2. Every once in a while, I **instant message**.
3. My kids **text all the time**.
4. When I **travel**, I normally use my laptop.

The present tense, *tend*, and *will*

Grammar extra
See page 145.

To talk about habits, you can use the simple present, the verb *tend*, or the modal verb *will*. Here, *will* does not have future meaning.

Mostly I **call** on my cell. I'm on the phone all the time. My friends **don't use IM**.
My son **tends to text**. He **doesn't use IM**. Occasionally he'll **email** someone.

You can use the present continuous for a "longer" activity that happens at the same time as another habit.
When I'm **traveling**, I normally use my laptop to make calls.

You can use *always* and *constantly* with the present continuous for a habit that is noticeable or more frequent than is usual.

My kids **are constantly texting**.

In conversation . . .

People often use *will* / 'll in statements to talk about their habits. Questions and the negative forms *will not* / *won't* are rarely used in this meaning.

B Complete the conversations with a correct form of the verbs given. Then practice.

1. A How do you normally catch up with your friends? By phone?
B Yeah. I _____ (tend / call) them when I'm taking my lunch break.
A Yeah? I _____ (not call) my friends much. We _____ always _____ (email) each other, so . . .
2. A How much time do you spend on your social networking site?
B I _____ probably _____ (will / spend) a few hours a day on it. I _____ (tend / use) it to make plans with friends. Mostly I _____ (check out) my friends' photos and stuff.
A Yeah? I'm not on one. But occasionally I _____ (will / get) invites from people. But I _____ (not reply) to them.
3. A What do you mostly use your cell phone for? Texting?
B Yeah. I _____ constantly _____ (text) my kids to find out where they are.
A That's funny. In my family, we _____ (not text) a lot. We _____ (tend / talk). Like, my sister regularly _____ (call) me after dinner when she _____ (watch) TV.

About you

C **Pair work** Write your own answers to the questions in Exercise B. Then take turns asking the questions and giving your own answers.


D **Group work** Prepare a short presentation about your family's communication habits to give to your group. Listen to your classmates' presentations, and ask questions.

"Mostly I text my friends and family. My dad'll text me when he's working, and . . ."

3 Speaking naturally Questions with answers See page 138.

Lesson C And why's that?

1 Conversation strategy Finding out or checking information

- A** How would you feel if someone "unfriended" you (removed you from their list of friends on a social networking site)? Would you take it personally and be offended?
- B**  CD 1.07 Listen. What does Stan think about "unfriending" someone? How do you think Alexa feels about it?



Stan I ran into Tammy today. She's really upset.

Alexa Oh, yeah? And why's that?

Stan Because I "unfriended" her.

Alexa Oh, that's awkward. How did she find out?

Stan I'm not sure, actually.

Alexa Huh. So why did you "unfriend" her?

Stan Well, it was nothing personal. It's just that every once in a while, you know, when I'm updating my profile, I'll remove people – if we haven't been in touch for some time.

Alexa But you emailed her, right? I mean, you let her know?


Stan No. I didn't think she'd be offended.

Alexa So you just delete people that you're not in touch with?

Stan Yeah. It's no big deal.

- C** **Notice** how Alexa asks some questions to find out new information. She asks other questions in the form of statements to check information or her understanding of what was said or done. Find examples of both types of questions in the conversation.

"And why's that?"
"But you emailed her, right?"

- D**  CD 1.08 Complete the rest of Stan and Alexa's conversation with the questions in the box. Then listen and check. Practice with a partner.

Alexa So has anyone ever "unfriended" you?

Stan You mean, taken me off their friends list?
I don't think so.

Alexa _____ It wouldn't bother you?

Stan No. I wouldn't mind at all. _____

Alexa It's not *bad*. It's just Tammy didn't do anything wrong.

Stan _____

Alexa Well, if they post obnoxious comments, for example.

Stan Hmm. _____

Alexa Well, yeah. That's probably a good reason, too.

Stan Right. _____

Alexa I don't know. Just make sure you never "unfriend" me! OK?

- a. So you think it's bad, then?
- b. And it's OK when you stop dating?
- ✓ c. So has anyone ever "unfriended" you?
- d. But you'd be fine with it if they did?
- e. So when *is* it OK, do you think?
- f. But what should I do about Tammy?

2 Strategy plus Linking with *And*, *But*, and *So*

CD 1.09 You can start questions with *And*, *But*, or *So* to link back to things the previous speaker said. It makes the conversation "flow."

She's really upset.

And why's that?

A CD 1.10 Underline the best question to continue each conversation. Then listen and check your answers. Practice with a partner.

- A Have you ever removed someone from your list of friends online?
 B Actually, I don't have one. I'm not on a social networking site.
 A And you just tend to add people? / So how do you keep in touch with people?
- A Do you think it's OK to "unfriend" people?
 B Oh, yeah. People do it all the time, I'm sure.
 A Yeah. But why do they do it? / So they never remove anyone?
- A What would you do if someone deleted you from their friends list?
 B It depends. I probably wouldn't say anything.
 A But you'd say something if it was a good friend? / And you'd call them, right?

About you

B Pair work Ask and answer the questions. Can you continue each conversation?

3 Listening and strategies Reasons for ending friendships

A CD 1.11 Listen to the first part of four conversations. What would each person say the problem is with his or her friendship? Number the issues 1-4. There are two extras.

- | | |
|--|---|
| _____ We've lost touch. | _____ My friend is two-faced. |
| _____ My friend is too serious. | _____ We can't agree on things. |
| _____ My friend posts annoying stuff on my wall. | _____ We don't like each other's friends. |

B CD 1.12 Listen again. Circle the best question to continue each conversation.

- | | |
|---|---|
| 1. a. So you don't agree on <i>anything</i> ? | 3. a. But why does she do that? |
| b. But do you agree on politics? | b. So does she talk about you behind your back? |
| 2. a. But she never posts photos, right? | 4. a. So you mostly call each other? |
| b. And does she post obnoxious comments, too? | b. So she just dropped you? |

C CD 1.13 Listen to the complete conversations. Check your answers. What solutions do the speakers have for their friendship problems?

About you

D Pair work Agree on six good reasons for ending a friendship and the best ways to do it.

- A Well, if you don't agree on anything, it's probably a good reason to end a friendship.
 B But do you only want friends who agree with you on everything?

Good reasons to end friendships

1. You don't agree on important issues.

The best ways to do it . . .

Unit 1, Lesson A

Grammar extra

Questions

	Information questions	Yes-No questions
present of <i>be</i>	How's your English class this year?	Is it fun?
past of <i>be</i>	Where was your mother born?	Were both your parents born here?
simple present	How often do your parents call you?	Does everyone in your family have a cell phone?
simple past	What time did you get up today?	Did you get up early?
present continuous	Why are you studying English?	Are you studying English for your job?
past continuous	Where were you living in 2010?	Were you living here?
present perfect	Which cities have you been to?	Has your family ever lived abroad?
present perfect continuous	How long have you been studying English?	Have you been studying English for a long time?
modal verbs	What should you say no to more often?	Can you say no to chocolate?

• *Who* and *What* can be the subject of an information question. They take a singular verb.
Who sits next to you in class?
What made you decide to study English?

• The subject can also be a question word + noun. The verb agrees with the noun.
What word describes you best?
Which cities are the most beautiful?

A Complete the questions. Use the forms on the left with the verbs in parentheses.

- | | |
|-----------------------------------|---|
| present of <i>be</i> | 1. Where _____ your family from originally? (be) |
| | 2. _____ your parents from another city? (be) |
| past of <i>be</i> | 3. What _____ your favorite game when you were little? (be) |
| | 4. _____ you good at sports as a child? (be) |
| simple present | 5. How many people _____ you _____ in your neighborhood? (know) |
| | 6. _____ your best friend _____ near you? (live) |
| | 7. Which friend _____ the most time at your house? (spend) |
| | 8. What _____ you and your friends _____ on the weekend? (do) |
| simple past | 9. When _____ you _____ home last night? (get) |
| | 10. _____ you _____ with your friends last night? (go out) |
| present continuous | 11. What _____ you _____ for exercise now? (do) |
| | 12. _____ you _____ enough exercise these days? (get) |
| past continuous | 13. What _____ you _____ at this time yesterday? (do) |
| | 14. _____ you _____ with your friends yesterday? (hang out) |
| present perfect | 15. How long _____ you _____ your best friend? (know) |
| | 16. _____ your best friend ever _____ you angry? (make) |
| present perfect continuous | 17. How _____ your English class _____ this year? (go) |
| | 18. _____ you _____ a lot? (learn) |
| modal verbs | 19. _____ you _____ English better than your friends? (can / speak) |
| | 20. In your opinion, how much time _____ you _____ practicing English every day? (should / spend) |

About you

B Write your own answers to the questions. Give as much information as you can.

My father is originally from Ecuador and my mother was born in Bolivia, but we live in Colombia now. My sisters and I were all born here.

Appendix 10: UVM lesson plan



DAILY LESSON PLAN FORMAT

TEACHER'S NAME: Eng. Octavio Montes Campuzano		LEVEL: ENGLISH 5	WEEK: 1 – 2 (7 hrs.)	UNIT: 1	CRN: 164/165	
CLO: Ss will review briefly through handouts the use of present simple and additionally will learn how to state sentences with "tend" and "will" for same purpose in order to talk about their habits. SUBSIDIARY AIMS: Ss will know about their new partners' customs and routines				BOOK: Viewpoint 1 LESSONS: A – D		
PREVIOUS KNOWLEDGE:	Ss have properly credited level 4	ANTICIPATED PROBLEMS:	Low/high level of domain of the language; class outcomes must be adjusted to meet group's interests	ANTICIPATED SOLUTIONS:	Quick review of previous knowledge, to sensitize about English importance in their professional and personal life.	
STAGE	PROCEDURE	INTERACTION	REFLECTION	TIME	MATERIALS	RESOURCES
OPENING	Ask students to greet the teacher and partners and introduce themselves	Student-teacher Student-student	Ss and T interact exchanging info about their daily life and personal info	35 min	Internet access, PC, projector, projector, remote, markers and eraser	Viewpoint 1 software and textbook, PDF handouts, audio files, LMS platform, OnCampus platform
DEVELOPMENT	Course scope; T introduces himself and describes the materials, expectations and goals of the course.	T		30		
	T asks Ss to introduce themselves and additionally say their major, place of residence, likes, etc.	T - Ss		35		
	Reading of the "Course rules" provided by the Language Department	T		5	speaking	
	T pops up the Q: "Do you or your friends use social networks?" p16	T - Ss		8	reading writing	Pronouncing separate words / sentences
	T points out some key terms by writing them on the board and asking them if they know them and if not, T will proceed to exemplify or describe such terms	T - Ss		15	reading	
	T asks group to read individually – Ss define <i>digital dirt</i> & <i>online foot print</i> - then proceed to work on drills 1C/1D p16	Individual work - pairs		18	writing listening	Pair talk in games
	Ss match expressions on 2A – T gives feedback and assist when needed p17	Individual - new pairs		20	speaking	Writing a paragraph based on guidelines
	Books closed - T writes on board: "How many reasons can you think of to support a 'yes' and a 'no' answer?" T defines "debate"	T - Ss		15	writing	
T plays 3B audio and checks previous Q, and proceed to lead 1B/1C drills p17	T - Ss		10	writing		
1D is explained so that Ss prepare for a brief debate at the end of the session	T		5			

	<p>T defines "speed-friending" after Ss listen to 1A on p 10 and asks Ss to work on p144 then perform a brief speed-friending event</p> <p>T shows new vocab items on p11 and asks Ss to categorize them into a chart in 2B on p11</p> <p>Ss briefly describe one of their best friends to each other covering the prompts in 3 on p11</p> <p>Books closed – Ss prepare a short survey regarding how their mates communicate – Ss will write results on board; then answer 1B on p12 while projection is in progress</p> <p>Ss contrast sentences on 2A on p13 with expressions on 1B</p> <p>T points out every grammar point on 2B by showing similarities seen in 1B and answering Ss' queries about this topic. Then Ss solve 2B</p> <p>T asks Ss "How do you check information?" and plays 1A audio on p14 while books closed – Ss describe the situation shown and notice the use of expressions in 1C; in pairs solve 1D</p> <p>T explains use of <i>AND, BUT & SO</i> over a listening drill (2A on p15)</p> <p>T plays 3A-C audios while books open; Ss follow directions</p> <p>Ss prepare a short debate about "Is it fair to check your digital dirt and online footprints?"</p>	<p>T - Ss - Ss</p> <p>Ss - Ss</p> <p>Group work</p> <p>Pairs</p> <p>Ss- Ss</p> <p>T - Ss</p> <p>T - Ss - pairs</p> <p>T - Ss</p> <p>T - Ss</p> <p>Group work</p>	<p>30</p> <p>10</p> <p>7</p> <p>20</p> <p>10</p> <p>15</p> <p>20</p> <p>10</p> <p>15</p> <p>30</p>	<p>speaking</p> <p>speaking - writing</p> <p>writing</p> <p>listening</p> <p>reading</p> <p>listening - writing</p> <p>writing</p> <p>listening</p> <p>speaking</p> <p>listening</p> <p>speaking</p>	<p>Listening for attitude</p> <p>Reading for specific information</p> <p>Listening for information</p>
CLOSING	<p>Do you agree on checking your online footprint? Why?</p> <p>Have you unfriended someone/ have been unfriended?</p>	<p>FORMATIVE EVALUATION:</p>	<ul style="list-style-type: none"> - Handouts and written drills proposed for every skill/topic - Individual composition and debate - Group discussion and delivery of the survey performed 		
EXTENDED LEARNING ACTIVITIES:	Students will write on their portfolio a description of their girlfriend/boyfriend describing the reasons he/she admires him/her; this composition should be at least 80 words long.				

Appendix 11: Zipgrade answer sheet / key& camera interface screenshots

Name		
Date		Period

A B C D E	A B C D E
1 ○ ○ ○ ○ ○	11 ○ ○ ○ ○ ○
2 ○ ○ ○ ○ ○	12 ○ ○ ○ ○ ○
3 ○ ○ ○ ○ ○	13 ○ ○ ○ ○ ○
4 ○ ○ ○ ○ ○	14 ○ ○ ○ ○ ○
5 ○ ○ ○ ○ ○	15 ○ ○ ○ ○ ○
6 ○ ○ ○ ○ ○	16 ○ ○ ○ ○ ○
7 ○ ○ ○ ○ ○	17 ○ ○ ○ ○ ○
8 ○ ○ ○ ○ ○	18 ○ ○ ○ ○ ○
9 ○ ○ ○ ○ ○	19 ○ ○ ○ ○ ○
10 ○ ○ ○ ○ ○	20 ○ ○ ○ ○ ○

Test Version: A ○ B ○ C ○ D ○

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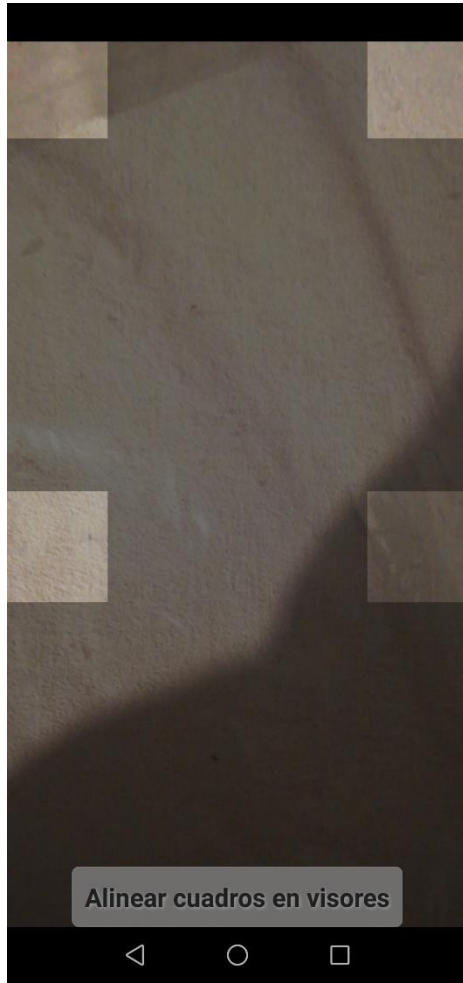
Rosendo Eduardo Salazar Diaz

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	7.0
Puntos posibles:	9.0
% correctas:	77.8%

#	Key	Stu	Pts	Poss
1	A	C	0.0	1.0
2	A	A	1.0	1.0
3	B	B	1.0	1.0
4	C	C	1.0	1.0
5	B	A	0.0	1.0
6	C	C	1.0	1.0
7	A	A	1.0	1.0
8	B	B	1.0	1.0
9	A	A	1.0	1.0

Name <i>Rosendo Eduardo Salazar Diaz</i>		
Date <i>June 1st 2019</i>	Period <i>19-2</i>	

A B C D E	A B C D E
x 1 ○ ● ○ ○ ○	11 ○ ○ ○ ○ ○
2 ● ○ ○ ○ ○	12 ○ ○ ○ ○ ○
3 ○ ● ○ ○ ○	13 ○ ○ ○ ○ ○
4 ○ ○ ● ○ ○	14 ○ ○ ○ ○ ○
x 5 ● ○ ○ ○ ○	15 ○ ○ ○ ○ ○
6 ○ ○ ● ○ ○	16 ○ ○ ○ ○ ○
7 ● ○ ○ ○ ○	17 ○ ○ ○ ○ ○
8 ○ ● ○ ○ ○	18 ○ ○ ○ ○ ○
9 ● ○ ○ ○ ○	19 ○ ○ ○ ○ ○
10 ○ ○ ○ ○ ○	20 ○ ○ ○ ○ ○



	A	B	C	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU						
	QuizName	QuizClass	First Name	EarnedPts	PossiblePts	PercentCorrec	KeyVersion	Stu1	Key1	EarnedPt1	PosPt1	Stu2	Key2	EarnedPt2	PosPt2	Stu3	Key3	EarnedPt3	PosPt3	Stu4	Key4	EarnedPt4	PosPt4	Stu5	Key5	EarnedPt5	PosPt5	Stu6	Key6	EarnedPt6	PosPt6	Stu7	Key7	EarnedPt7	PosPt7	Stu8	Key8	EarnedPt8	PosPt8	Stu9	Key9	EarnedPt9	PosPt9	Stu10							
1																																																			
2	Unit 1 Quiz n Level V	ALBERTO	5	9	#	A	A	1	1B	A	0	1B	A	0	1B	B	1	1C	C	1	1A	C	0	1B	B	1	1C	B	1	1C	C	1	1A	A	1	1C	B	0	1B	B	0	1B	A	0	1						
3	Unit 1 Quiz n Level V	ESMERALDA	3	9	#	A	A	1	1B	A	0	1A	B	0	1A	B	0	1A	C	0	1C	C	1	1B	B	1	1A	B	1	1A	C	0	1B	A	0	1C	B	0	1B	B	0	1B	A	0	1						
4	Unit 1 Quiz n Level V	MELANIE	5	9	#	A	A	1	1B	A	0	1B	A	0	1B	B	1	1A	C	1	1A	C	0	1B	B	1	1C	B	1	1C	C	1	1A	A	1	1C	B	0	1B	B	0	1B	A	0	1						
5	Unit 1 Quiz n Level V	DIEGO	3	9	#	A	B	0	1A	A	1	1B	A	1	1B	B	1	1B	C	0	1B	C	0	1C	B	0	1A	B	0	1A	C	0	1A	A	1	1A	B	0	1B	A	0	1									
6	Unit 1 Quiz n Level V	RAFAEL	2	9	#	A	B	0	1B	A	0	1C	B	0	1C	B	0	1A	C	0	1B	C	0	1C	B	0	1A	B	0	1A	C	0	1A	A	1	1B	B	1	1B	A	0	1									
7	Unit 1 Quiz n Level V	EDUARDO	3	9	#	A	B	0	1A	A	1	1B	A	1	1B	B	1	1B	C	1	1B	C	0	1C	B	0	1A	B	0	1A	C	0	1A	A	1	1A	B	0	1B	A	0	1									
8	Unit 1 Quiz n Level V	EMILIANO	7	9	#	A	C	0	1A	A	1	1B	A	1	1B	B	1	1C	C	1	1A	B	1	1A	B	0	1C	B	0	1A	C	1	1A	A	1	1B	B	1	1A	A	1	1									
9	Unit 1 Quiz n Level V	ESPITIA	7	9	#	A	C	0	1A	A	1	1B	A	1	1B	B	1	1C	C	1	1B	C	1	1B	B	1	1C	B	0	1A	C	1	1A	A	1	1C	B	0	1A	A	1	1									
10	Unit 1 Quiz n Level V	MAX	6	9	#	A	A	1	1B	A	0	1B	A	0	1B	B	1	1C	C	1	1A	C	0	1B	B	1	1C	B	0	1A	C	1	1A	A	1	1C	B	0	1A	A	1	1									
11	Unit 1 Quiz n Level V	JOVANI	5	9	#	A	A	1	1B	A	0	1B	A	1	1B	B	1	1C	C	1	1A	C	0	1B	B	1	1C	B	0	1A	C	1	1A	A	1	1C	B	0	1B	A	0	1									
12	Unit 1 Quiz n Level V	FERNANDO	4	9	#	A	C	0	1B	A	0	1B	A	0	1B	B	1	1C	C	1	1A	B	1	1A	B	0	1C	B	0	1A	C	1	1C	A	0	1C	B	0	1A	A	1	1									
13	Unit 1 Quiz n Level V	DANIEL	3	9	#	A	B	0	1A	A	1	1B	B	1	1B	B	1	1C	C	1	1B	C	0	1C	B	0	1A	B	0	1A	C	0	1B	A	0	1A	B	0	1A	A	1	1									
14	Unit 1 Quiz n Level V	JOAN	6	9	#	A	B	0	1A	A	1	1B	B	1	1B	B	1	1C	C	1	1A	C	1	1A	B	0	1C	B	0	1A	C	1	1C	A	0	1B	B	1	1A	A	1	1									
15	Unit 1 Quiz n Level V	ELIZABETH	6	9	#	A	B	0	1A	A	1	1B	B	1	1B	B	1	1C	C	1	1A	C	1	1A	B	0	1C	B	0	1A	C	1	1B	A	0	1B	B	1	1A	A	1	1									
16	Unit 1 Quiz n Level V	OSVALDO	3	9	#	A	B	0	1A	A	1	1B	B	1	1B	B	1	1C	C	1	1B	C	0	1C	B	0	1A	B	0	1A	C	0	1A	A	1	1A	B	0	1B	A	0	1									
17	Unit 1 Quiz n Level V	IAN	5	9	#	A	A	1	1B	A	0	1C	B	0	1C	B	0	1A	C	0	1C	C	1	1C	B	0	1A	C	0	1A	C	0	1A	A	1	1B	B	1	1A	A	1	1									
18	Unit 1 Quiz n Level V	KARIM	5	9	#	A	C	0	1B	A	0	1B	A	0	1B	B	1	1C	C	1	1C	C	1	1C	B	0	1C	B	0	1A	C	1	1C	A	0	1B	B	1	1A	A	1	1									
19	Unit 1 Quiz n Level V	JOSE JUAN	3	9	#	A	C	0	1A	A	1	1B	B	1	1B	B	1	1C	C	1	1C	C	1	1A	B	0	1A	B	0	1A	C	0	1C	A	0	1A	B	0	1B	A	0	1									
20																																																			



Samantha Michelle NY

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	5.0
Puntos posibles:	9.0
% correctas:	55.6%

Name: Samantha Michelle NY
 Date: _____ Period: _____

ABCDE	ABCDE
1 ○○○○○	11 ○○○○○
2 ●○○○○	12 ○○○○○
3 ○○○○○	13 ○○○○○
4 ●○○○○	14 ○○○○○
5 ○○○○○	15 ○○○○○
6 ○○○○○	16 ○○○○○
7 ○○○○○	17 ○○○○○
8 ●○○○○	18 ○○○○○
9 ●○○○○	19 ○○○○○
10 ○○○○○	20 ○○○○○

#	Key	Stu	Pts	Poss
1	A	A	1.0	1.0
2	A	B	0.0	1.0
3	B	B	1.0	1.0
4	C	A	0.0	1.0
5	B	B	1.0	1.0
6	D	C	1.0	1.0
7	A	A	1.0	1.0
8	B	C	0.0	1.0
9	A	B	0.0	1.0



Mariano Michelle Dasso

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	3.0
Puntos posibles:	9.0
% correctas:	33.3%

Name: Mariano Michelle Dasso
 Date: June 1st Period: 19-2

ABCDE	ABCDE
1 ○○○○○	11 ○○○○○
2 ●○○○○	12 ○○○○○
3 ●○○○○	13 ○○○○○
4 ○○○○○	14 ○○○○○
5 ○○○○○	15 ○○○○○
6 ○○○○○	16 ○○○○○
7 ●○○○○	17 ○○○○○
8 ●○○○○	18 ○○○○○
9 ●○○○○	19 ○○○○○
10 ○○○○○	20 ○○○○○

#	Key	Stu	Pts	Poss
1	A	A	1.0	1.0
2	A	B	0.0	1.0
3	B	A	0.0	1.0
4	C	C	1.0	1.0
5	B	B	1.0	1.0
6	C	A	0.0	1.0
7	A	B	0.0	1.0
8	B	C	0.0	1.0
9	A	B	0.0	1.0



Jose Jose Gonzalez

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	5.0
Puntos posibles:	9.0
% correctas:	55.6%

Name: Jose Jose Gonzalez
 Date: 6-6-19 Period: 19-2

ABCDE	ABCDE
1 ○○○○○	11 ○○○○○
2 ●○○○○	12 ○○○○○
3 ○○○○○	13 ○○○○○
4 ●○○○○	14 ○○○○○
5 ○○○○○	15 ○○○○○
6 ○○○○○	16 ○○○○○
7 ○○○○○	17 ○○○○○
8 ●○○○○	18 ○○○○○
9 ●○○○○	19 ○○○○○
10 ○○○○○	20 ○○○○○

#	Key	Stu	Pts	Poss
1	A	A	1.0	1.0
2	A	B	0.0	1.0
3	B	B	1.0	1.0
4	C	A	0.0	1.0
5	D	D	1.0	1.0
6	C	C	1.0	1.0
7	A	A	1.0	1.0
8	B	C	0.0	1.0
9	A	B	0.0	1.0



Alberio Lopez

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	2.0
Puntos posibles:	9.0
% correctas:	22.2%

Name: Alberio Lopez
 Date: June 1st Period: _____

ABCDE	ABCDE
1 ○○○○○	11 ○○○○○
2 ●○○○○	12 ○○○○○
3 ●○○○○	13 ○○○○○
4 ●○○○○	14 ○○○○○
5 ○○○○○	15 ○○○○○
6 ○○○○○	16 ○○○○○
7 ○○○○○	17 ○○○○○
8 ○○○○○	18 ○○○○○
9 ●○○○○	19 ○○○○○
10 ○○○○○	20 ○○○○○

#	Key	Stu	Pts	Poss
1	A	B	0.0	1.0
2	A	B	0.0	1.0
3	B	C	0.0	1.0
4	C	B	0.0	1.0
5	B	C	0.0	1.0
6	C	A	0.0	1.0
7	A	A	1.0	1.0
8	B	B	1.0	1.0
9	A	D	0.0	1.0



Matheo Alonso Nieto

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	3.0
Puntos posibles:	9.0
% correctas:	33.3%

Name: Matheo Alonso Nieto
 Date: Apr 1, 2018 Period: 19-2

#	Key	Stu	Pts	Poss
1	A	D	0.0	1.0
2	A	A	1.0	1.0
3	R	R	1.0	1.0
4	C	B	0.0	1.0
5	B	C	0.0	1.0
6	C	A	0.0	1.0
7	A	A	1.0	1.0
8	B	A	0.0	1.0
9	A	D	0.0	1.0

ABCDE	ABCDE
1	○●○○○ ○○○○○
2	●○○○○ ○○○○○
3	○●○○○ ○○○○○
4	○●○○○ ○○○○○
5	○●○○○ ○○○○○
6	○●○○○ ○○○○○
7	●○○○○ ○○○○○
8	○●○○○ ○○○○○
9	○●○○○ ○○○○○
10	○○○○○ ○○○○○

#	Key	Stu	Pts	Poss
1	A	D	0.0	1.0
2	A	A	1.0	1.0
3	R	R	1.0	1.0
4	C	B	0.0	1.0
5	B	C	0.0	1.0
6	C	A	0.0	1.0
7	A	A	1.0	1.0
8	B	A	0.0	1.0
9	A	D	0.0	1.0



Rosario Echandi Subram Días

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	7.0
Puntos posibles:	9.0
% correctas:	77.8%

Name: Rosario Echandi Subram Días
 Date: Jun 1, 2018 Period: 19-2

#	Key	Stu	Pts	Poss
1	A	C	0.0	1.0
2	A	A	1.0	1.0
3	R	R	1.0	1.0
4	C	C	1.0	1.0
5	B	A	0.0	1.0
6	C	C	1.0	1.0
7	A	A	1.0	1.0
8	B	R	0.0	1.0
9	A	A	1.0	1.0

ABCDE	ABCDE
1	○●○○○ ○○○○○
2	●○○○○ ○○○○○
3	○●○○○ ○○○○○
4	○●○○○ ○○○○○
5	○●○○○ ○○○○○
6	○●○○○ ○○○○○
7	●○○○○ ○○○○○
8	○●○○○ ○○○○○
9	●○○○○ ○○○○○
10	○○○○○ ○○○○○

#	Key	Stu	Pts	Poss
1	A	C	0.0	1.0
2	A	A	1.0	1.0
3	R	R	1.0	1.0
4	C	C	1.0	1.0
5	B	A	0.0	1.0
6	C	C	1.0	1.0
7	A	A	1.0	1.0
8	B	R	0.0	1.0
9	A	A	1.0	1.0



Rodríguez Calderín Ibar

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	7.0
Puntos posibles:	9.0
% correctas:	77.8%

Name: Rodríguez Calderín Ibar
 Date: Jun 1, 2018 Period: 19-2

#	Key	Stu	Pts	Poss
1	A	C	0.0	1.0
2	A	A	1.0	1.0
3	R	R	1.0	1.0
4	C	C	1.0	1.0
5	B	R	0.0	1.0
6	C	C	1.0	1.0
7	A	A	1.0	1.0
8	B	C	0.0	1.0
9	A	A	1.0	1.0

ABCDE	ABCDE
1	○●○○○ ○○○○○
2	●○○○○ ○○○○○
3	○●○○○ ○○○○○
4	○●○○○ ○○○○○
5	○●○○○ ○○○○○
6	○●○○○ ○○○○○
7	●○○○○ ○○○○○
8	○●○○○ ○○○○○
9	●○○○○ ○○○○○
10	○○○○○ ○○○○○

#	Key	Stu	Pts	Poss
1	A	C	0.0	1.0
2	A	A	1.0	1.0
3	R	R	1.0	1.0
4	C	C	1.0	1.0
5	B	R	0.0	1.0
6	C	C	1.0	1.0
7	A	A	1.0	1.0
8	B	C	0.0	1.0
9	A	A	1.0	1.0



Emiliana Pérez Amigo

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	8.0
Puntos posibles:	9.0
% correctas:	88.9%

Name: Emiliana Pérez Amigo
 Date: 01/06/18 Period: 19-2

#	Key	Stu	Pts	Poss
1	A	A	1.0	1.0
2	A	R	0.0	1.0
3	R	R	1.0	1.0
4	C	A	0.0	1.0
5	B	R	0.0	1.0
6	C	C	1.0	1.0
7	A	A	1.0	1.0
8	B	C	0.0	1.0
9	A	A	1.0	1.0

ABCDE	ABCDE
1	●○○○○ ○○○○○
2	○●○○○ ○○○○○
3	○●○○○ ○○○○○
4	○●○○○ ○○○○○
5	○●○○○ ○○○○○
6	○●○○○ ○○○○○
7	●○○○○ ○○○○○
8	○●○○○ ○○○○○
9	●○○○○ ○○○○○
10	○○○○○ ○○○○○

#	Key	Stu	Pts	Poss
1	A	A	1.0	1.0
2	A	R	0.0	1.0
3	R	R	1.0	1.0
4	C	A	0.0	1.0
5	B	R	0.0	1.0
6	C	C	1.0	1.0
7	A	A	1.0	1.0
8	B	C	0.0	1.0
9	A	A	1.0	1.0



Walter Oliver Jimenez

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	5.0
Puntos posibles:	9.0
% correctos:	55.6%

Name: *Walter Oliver Jimenez*
 Date: *1/5/19* Period: *19-2*

	ABCDE	ABCDE
1	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>

#	Key	Stu	Pts	Poss
1	A	A	1.0	1.0
2	A	B	0.0	1.0
3	B	B	1.0	1.0
4	C	A	0.0	1.0
5	B	B	1.0	1.0
6	C	C	1.0	1.0
7	A	A	1.0	1.0
8	B	C	0.0	1.0
9	A	B	0.0	1.0



Walter Oliver Jimenez

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	4.0
Puntos posibles:	9.0
% correctos:	44.4%

Name: *Walter Oliver Jimenez*
 Date: *1/5/19* Period: *19-2*

	ABCDE	ABCDE
1	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>

#	Key	Stu	Pts	Poss
1	A	C	0.0	1.0
2	A	B	0.0	1.0
3	B	B	1.0	1.0
4	C	C	1.0	1.0
5	B	A	0.0	1.0
6	C	C	1.0	1.0
7	A	C	0.0	1.0
8	B	C	0.0	1.0
9	A	A	1.0	1.0



Mavis Oliver Bonito

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	3.0
Puntos posibles:	9.0
% correctos:	33.3%

Name: *Mavis Oliver Bonito*
 Date: *1/2/19* Period: *19-2*

	ABCDE	ABCDE
1	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>

#	Key	Stu	Pts	Poss
1	A	B	0.0	1.0
2	A	A	1.0	1.0
3	B	B	1.0	1.0
4	C	B	0.0	1.0
5	B	C	0.0	1.0
6	C	A	0.0	1.0
7	A	B	0.0	1.0
8	B	A	0.0	1.0
9	A	A	1.0	1.0



Carolina Romero Orozco

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	6.0
Puntos posibles:	9.0
% correctos:	66.7%

Name: *Carolina Romero Orozco*
 Date: *1/2/19* Period: *19-2*

	ABCDE	ABCDE
1	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>

#	Key	Stu	Pts	Poss
1	A	B	0.0	1.0
2	A	A	1.0	1.0
3	B	B	1.0	1.0
4	C	C	1.0	1.0
5	B	A	0.0	1.0
6	C	C	1.0	1.0
7	A	C	0.0	1.0
8	B	B	1.0	1.0
9	A	A	1.0	1.0



JOHAN TEBASHCHU VEGAS

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	6.0
Puntos posibles:	9.0
% correctas:	66.7%

Name: JOHAN TEBASHCHU VEGAS
 Date: 3 May 18
 Period: 19-2

	ABCDE	ABCDE
1	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>

#	Key	Stu	Pts	Poss
1	A	B	0.0	1.0
2	A	A	1.0	1.0
3	B	B	1.0	1.0
4	C	C	1.0	1.0
5	B	A	0.0	1.0
6	C	C	1.0	1.0
7	A	B	0.0	1.0
8	B	B	1.0	1.0
9	A	A	1.0	1.0



Yarel Suarez

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	3.0
Puntos posibles:	9.0
% correctas:	33.3%

Name: Yarel Suarez
 Date: 1-06-2019
 Period:

	ABCDE	ABCDE
1	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>

#	Key	Stu	Pts	Poss
1	A	B	0.0	1.0
2	A	A	1.0	1.0
3	B	B	1.0	1.0
4	C	B	0.0	1.0
5	B	C	0.0	1.0
6	C	A	0.0	1.0
7	A	A	1.0	1.0
8	B	A	0.0	1.0
9	A	B	0.0	1.0



Elizabeth Rojas

Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	5.0
Puntos posibles:	9.0
% correctas:	55.6%

Name: Elizabeth Rojas
 Date: 1-06-19
 Period: 19-2

	ABCDE	ABCDE
1	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>

#	Key	Stu	Pts	Poss
1	A	A	1.0	1.0
2	A	B	0.0	1.0
3	B	C	0.0	1.0
4	C	C	1.0	1.0
5	B	C	0.0	1.0
6	C	A	0.0	1.0
7	A	A	1.0	1.0
8	B	B	1.0	1.0
9	A	A	1.0	1.0



Andrés Sandoval F. Rojas

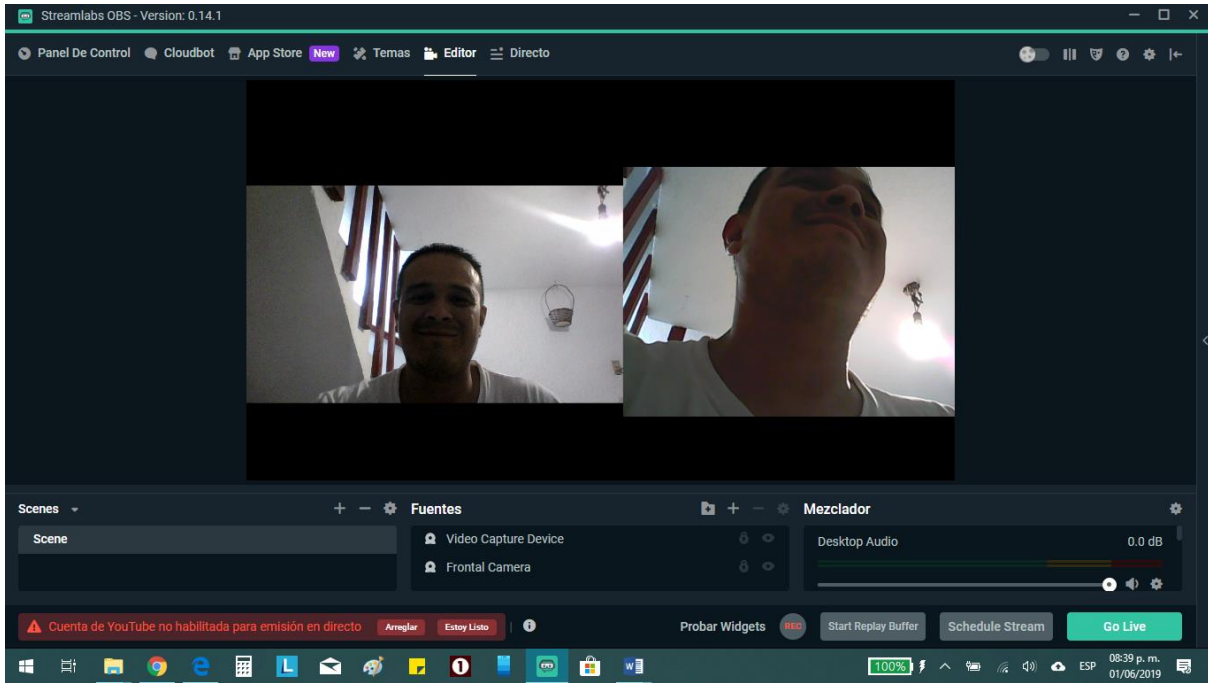
Estudiante:	
Evaluación:	Unit 1 Quiz may18
Puntos obtenidos:	3.0
Puntos posibles:	9.0
% correctas:	33.3%

Name: Andrés Sandoval F. Rojas
 Date: 1/06/19
 Period:

	ABCDE	ABCDE
1	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>

#	Key	Stu	Pts	Poss
1	A	C	0.0	1.0
2	A	A	1.0	1.0
3	B	B	1.0	1.0
4	C	C	1.0	1.0
5	B	A	0.0	1.0
6	C	A	0.0	1.0
7	A	C	0.0	1.0
8	B	A	0.0	1.0
9	A	D	0.0	1.0

Appendix 12: Streamlabs OBS user interface



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