Online Materials to Aid in Language Learning

Terrence Nevin Siders Vogt[1] & Alma Daniela Otero Sosa[2]

Abstract

The Language Centre at Mexico City's National University of Education Sciences (Universidad Pedagógica Nacional) has begun to implement blended learning in its courses to increase contact hours with the foreign language under study. Aware that the classroom hours are insufficient for students to obtain the B1 level on the Common European Framework of Reference, which is a new requirement for graduation at the bachelor's level, the Centre decided in the autumn semester of 2015 to draft online lessons that would increase by fifty percent student contact time with English. This article overviews the planning and implementation of this project, where 60 lessons were written that supplement each one of the twelve units in the Centre's five courses. After presentation of sample lessons from each of the five courses, reports on the follow up interviews with teachers are presented and analysed. The interviews revealed that most of the objectives were fulfilled. Success at this stage represents a steppingstone toward creation of a learning platform that will host virtual learning objects. The article closes with recommendations for further advancement.

Key Words: Online learning, blended learning, content-based language learning, lesson design

1. Introduction

The Language Centre at Mexico City's National University of Education Sciences (CEAL at UPN) has taken up the challenge of blended learning in its foreign language courses to address long-recognized student needs for more contact hours than the two classroom sessions per week can provide. Moreover, design and implementation of online tasks are a steppingstone toward creation of a proper learning platform that will host virtual learning objects. This article reviews the planning and implementation of this project and its follow up, so that other educational institutions may implement similar projects and avoid some pitfalls.

2. Rationale

The CEAL language centre offers classes that are programmed for 64 hours per semester. Although the teachers are acutely aware that four 64-hour courses in two years is insufficient to obtain certification at the B1 level of English, they set out from the premise that students in higher education will feel engaged by online tasks, (per Conrad and Donaldson, 2004). These are the reasons why the Centre decided to create online tasks that would increase by half the number of contact hours with English.

---

[1] Universidad Pedagógica Nacional, Carretera al Ajusco 24, ColoniaHéroes de Padierna, Delegación Tlalpan, C.P. 14200, Ciudad de México. tnevin@upn.mx, 52 55 5630 9700, extension 1281
[2] Universidad Pedagógica Nacional, Carretera al Ajusco 24, ColoniaHéroes de Padierna, Delegación Tlalpan, C.P. 14200, Ciudad de México.

The teacher meetings held to prepare the second semester of 2015 agreed to several aims for the online activities.

- To contribute to the goal of students completing the CEFR B1 in two years.
- Two hours of online work per week, complementing four classroom hours, would amount to one third of contact time with the language.
- Complement the purpose of learning academic language and skills, especially because these are minimal in any textbook adopted.
- To support the overall department goals of fostering critical thinking, autonomous learning, interculturality, and mobility.
- The manner of implementation will be based on the blended learning model.
- To create a learning management system, most likely a Moodle-based platform.
- The residents from foreign countries should aid in creating the materials.
- CEAL's Self-access Centre is a place where the students can interact with the materials during the university's working day.
- In addition to the principles agreed upon, the lessons can not only offer practice in what has been taught, but also can allow for discovery of language yet to be taught.

2.1 Student profile

The tasks must take into consideration the fact that many UPN students had limited access to internet previous to their college years, particularly those with a rural background which represent a significant minority of the student population. While the great majority have used mobile devices, like high school youth everywhere their experience is in playing games, listening to music, and copying texts for homework assignments. Learning to write original works is an unfamiliar challenge to all social strata. All students have taken mandatory English classes in junior high school, albeit under the expectation that no learning will occur for a great number of reasons, prominent among them the lack of qualified teachers. Nonetheless, it is an exposure to foreign language studies. Indigenous students have, moreover, studied Spanish as a second language, and the CEAL has an even higher proportion of this population than the University at large.

2.2 Design

Most of the CEAL staff shares the principles of content-based language learning, such as that put forward by Murphey (1997) in the chapter entitled Content-Based Instruction in an EFL Setting: Issues and Strategies. Combined with the recommendations of the reader response approach of Probst (1984) and Siders Vogt (2011) that expression does not occur in the absence of intent, the lesson design pattern is to request that the students express their opinions on the topic before and/or after interaction with the online websites.

In line with the recommendations of Willis's task-based sequence (1998), the instructions are to plan, research and prepare a report. To the purpose of engaging the online learner, (Conrad and Donaldson, 2004) the report is analytical, requiring not a recapitulation, but rather a reformulation of the information found and an expression of one's appreciation of the findings. Of course, at the lowest level that appreciation is expressed with stereotyped affirmations employing *love* and *like*, while the highest level teaches the U.S.-style five-paragraph essay for a formal comparison-and-contrast. The reader will notice that the sample tasks have no single correct answer, but rather elicit opinions that can be justified despite the linguistic limitations beginners confront, (Conrad and Donaldson, 2004: chapters 1 and 2). A different way to say this is the traditional adage to adapt the task rather than to modify the text, advice which justifies presenting the student with texts that are authentic in every sense: unedited, in its own environment, and prepared by and for native speakers. The manner in which the task difficulty increases is by requiring more extensive review of contents, greater rigor in justification of rationale, expanded freedom to search, or rounds of revision. Most of the fifth level lessons (although not the sample here) culminate with a summation stage which indicates compilation and consolidation previous to presentation. Given that these are college level courses aiming to develop academic skills, most of the tasks are based on organizing new information and argumentation in favour of a decision taken for selection among the data.

Furthermore, since greater mastery of a language permits greater freedom of choice, some of the lessons offer options for dealing with the lesson's theme, (see the example below, which offers no less than three Options, given the complexity and sensitive nature of the theme). In the upper levels that prepare for A2 certification, the academic training becomes more explicit, for instance the U.S.-style five-paragraph essay is the topic of one lesson and is practiced in a handful of subsequent lessons, (likewise in the Level 5 example). A further model is use of the APA style in construction of the sections and the citations.

In summary, each lesson requires an online search, which is preceded by or consolidated into a presentation of the student's views on the topic. In keeping with the tempo set by the course book, the online complements generally respect the pattern of assigning more extensive written composition skills in even-numbered Units. The above-mentioned 64-hour courses are organized into 16-week semesters. Given that the textbook series has 12 Units in each book, the online tasks were written for a weekly rhythm. Continuing research during implementation has shown that blended learning also shares many justifications with the flipped learning model. Flipped teaching, or the flipped classroom, is a novel approach to learning in which students learn new content by performing online tasks, such as watching video lectures or working with virtual learning objects. They can work these in the Self-access Centre or at home. This frees problems traditionally assigned for homework to be done in class, where the teacher can provide more personalized guidance and interact with the students, thus creating a more student-centred scenario.

3. Sample Online Tasks

In this section we offer a sampling of the online tasks that range in level from pre-A1 to A2. All of them were derived thematically from the course book Units, often from one of the four Lessons within those Units. The following samples are presented to demonstrate each lesson's rationale and thematic relationship to the corresponding course book lesson, its objective and skills to be developed, and instructions for student interaction with the sources.

3.1 Sample 1

This first sample is a lesson on professions in the middle of the first level. The rationale is for students to match data from disparate sources, which leads to an objective of finding information from one source that meets the needs of the other, thus requiring lexical skills as well as attention to critical thinking in a foreign culture. The links are to Canada, in an effort to diversify the experience beyond the U.S. and U.K. The student instructions therefore direct a simultaneous search for general and specific information. Those instructions are to bring together information from one site with relatively unchanging institution in another that changes daily, by taking a decision as to which detail from one is appropriate to the other. The reader will appreciate that the instructions are in as simple an English as possible, occasionally supported with translation in parenthesis of words that certainly will not be transparent. One of the links is to a section of an online newspaper, so the contents will always be fresh and different; the other is an institution that will change little from year to year.

CEAL Online Tasks for Level 1

Week 7

This week's online activity combines two topics in Attitude 1's Unit 4: professions from Lesson 1 with academic disciplines from Lesson 2.

Instructions

- Look at the website below for the Toronto Sun newspaper. This link is for the section with advertisements for employment: *classified job ads.*
- Find ten very different jobs.

- Look at the other website below, it is for the University of Toronto. It is the page with listings for all the bachelor's programs (*licenciaturas*).
- Find bachelor's programs that prepare for five (at least five) of the jobs you chose.

Toronto Sun CLASSIFIEDS
http://classifieds.torontosun.com/toronto/employment/search

University of Toronto Programs of Study
http://www.utoronto.ca/programs/programs-of-study#/undergraduate-programs

3.2 Sample 2

Because developing writing skills are crucial to academic life, our example from Level 2 is a writing composition lesson. The course book lesson focuses on informal writing skills, but in the online complement these are directed toward a formal composition. The textbook lesson features travel, but since this topic is repeated often in the series here it is broadened out to pastimes in general. The objective is to go through several pastime websites and apply the learning's from recent lessons to critique their authors. The websites that were chosen boast having collected the best data on hobbies.

CEAL Online Tasks for Level 2
Week 8

The online activity for Week 8 applies to a formal topic the composition skills of informal writing in Unit 8 of Attitude 1.

Instructions

In this activity you critique other people's ideal pass times.

- On the websites below there are very long lists of pastimes, or hobbies. Each site has some hobbies that are related to travel, the theme of Unit 8, but there are many other ideas, too.
- Look up at least six of them. Write your opinion of how interesting they are, and other aspects also.
- Use the information on prepositions in Unit 7 Lesson 1.
- Use the information on adjectives in Unit 6 Lesson 2, Unit 5 Lesson 4, Unit 5 Lesson 2, and Unit 4 Lesson 3
- Use the information on frequency in Unit 5 Lesson 2.

The Greatest List of Hobby Ideas
http://hobbyideas.webs.com/

The Massive List of Hobbies
http://www.stormthecastle.com/the-list-of-hobbies.htm

100 cheap hobbies – spend time not money
http://freeintenyears.com/frugal-tips/100-cheap-hobbies/

3.3 Sample 3

The technology in the sample lesson for Level 3 is not a search, but a student exchange via one of the most recent and most popular applications. The course book theme of environmental conservation is applied to an academic setting in which the students are to propose inclusion of this topic into the national curriculum. The academic skills involved are interviewing, data collection and reporting.

CEAL Online Task for Level 3
Week 8

This week's online activity applies the analytical skills in Attitude 2's Unit 8 to an academic topic on conservation.

Instructions

- Collect your classmates' e-mail addresses or Whats App accounts.
- Interview your classmates on what degree programs they are studying.

- Calculate what percentage of your class is enrolled in each program. Enter the data in Excel and create a pie chart.
- Next, interview your classmates on the number of ways they can think of to introduce topics on conservation into their curricula. You can start with the ideas in Lessons 1 and 3, but there are many, many more!
- Total the number of ideas per degree program. Enter this data in Excel and create a bar chart.
- Report your findings in class.

3.4 Sample 4

One of course book topics in Level 4 presents a collection of memorization tricks bound together under a pop psychology trademark. While the mental tools themselves are usually sound, the commercial package has received mixed reviews from experts. Considering that terms like "scientifically proven" are used loosely in everyday life, this lesson offers an opportunity to learn what "scientifically reliable" research consists of. The lesson objective is for the students to judge for themselves its value and render a studied opinion, which requires analytical skills.

CEAL Online Task for Level 4
Week 5

The online activity for Week 5 reinforces the topic on Brain Gym in Unit 5 of Attitude 3.

Instructions

Part 1

Look at Lesson 3 on Brain Gym, because this program has educational goals.
Look at Brain Gym International's website below.

Brain Gym International
http://www.braingym.org

Look at the words for comparatives and superlatives on Lesson 2. Go to the research page below. According to the Frequently Asked Questions (FAQs), is this research reliable? In your opinion, is this research reliable?

Brain Gym Studies
http://www.braingym.org/studies

Part 2

Google "Brain Gym exercises."
In the pages it calls up, are these reliable sites?

Part 3

There are many other programs and institutions similar to Brain Gym.
Search for them. Are the pages that come up scientifically reliable?

3.5 Sample 5

As the highest level course taught in the Centre, Level Five collects several analytical skills from previous lessons to argue a provocative issue via a U.S.-style five-paragraph essay, which had been presented earlier in this level. Also, the source material chosen is much more extensive than preceding levels. This particular lesson is unique in that it offers three options for the student to choose from.

CEAL Online Task for Level 5
Week 8

This week's online activity applies the analytical skills from Lessons 3 and 4 of Unit 8 in Attitude 4 to recent issues.

Instructions

Lessons 3 and 4 look at controversial issues. What do you think of them? Choose a topic in one of the Options below and prepare an exposition on your view.

To remember how to make a five-paragraph essay, refer back to the online lesson for Week 6.

Option 1

One of the topics of concern in education is why the proportions of student genders inverted in only half a century. Why do women now outnumber men in schooling in general, and higher education in particular?

- Consult these online books and google any other appropriate websites.

    Why Do Women Outnumber Men in College?
    http://www.nber.org/digest/jan07/w12139.html

    The Rise of Women
    https://www.insidehighered.com/news/2013/02/21/new-book-explains-why-women-outpace-men-education

    Why don't More Men Go into Teaching?
    http://www.nytimes.com/2014/09/07/sunday-review/why-dont-more-men-go-into-teaching.html

Option 2

The issue of women in non-traditional roles is taken up in Lesson 3. Men can also participate in non-traditional professions, such as sewing.

- Consult these online books and google any other appropriate websites.

    Engendering Economics: Conversations with Women Economists in the United States p. 154
    https://books.google.com.mx/books?id=ZhGEAgAAQBAJ&pg=PA154&lpg=PA154&dq=men+in+sewing&source=bl&ots=7M6RTTjVBL&sig=rBLYBF5_Qu1PQBvvMJPWm3I3cXE&hl=es-419&sa=X&ved=0CDgQ6AEwBTgKahUKEwjHnZOWvLvIAhUH6YAKHT3RDSU#v=onepage&q=men%20in%20sewing&f=false

    We Are in This Dance Together: Gender, Power, and Globalization at a Mexican Garment Firm p. 48-51, etc.
    https://books.google.com.mx/books?id=TyCcAgAAQBAJ&pg=PA48&lpg=PA48&dq=men+in+sewing&source=bl&ots=3-eL6JBE-R&sig=cziuooqMts83vifVGY0t_kTRuuI&hl=es-419&sa=X&ved=0CCwQ6AEwAzgKahUKEwjHnZOWvLvIAhUH6YAKHT3RDSU#v=onepage&q=men%20in%20sewing&f=false

Option 3

If the gender issues in Options 1 and 2 do not interest you, you can consider applying the various points of view presented in Lesson 4 to the recent scandal in FIFA.

- Consult these online articles and google any other appropriate websites.

FIFA scandal: US Securities Commission Investigates Company Dealings – Report: SEC Reportedly Examining Whether Effective Bribes Passed Between FIFA-linked Bodies and US Commercial Partners in Breach of Foreign Corrupt Practices Act
    http://www.theguardian.com/football/2015/jul/18/fifa-scandal-us-securities-commission-investigates-company-dealings-report

Fresh Arrests Likely in FIFA Corruption Scandal, says US Attorney General
    http://www.theguardian.com/football/2015/sep/14/fresh-arrests-fifa-loretta-lynch-us-attorney-general

FIFA Corruption Crisis: Key Questions Answered
          http://www.bbc.com/news/world-europe-32897066

4. Results of Implementation

By the end of the fall semester most of the CEAL teachers affirmed having used the online tasks at least occasionally; only one teacher used other online tasks of his own authorship. Interviews with the teachers revealed that most of the objectives were met; details are shown item-by-item in the balance of this section. The Centre's "aims for the online activities" listed above formed the basis of the interviews, enriched with issues that arose during implementation, such as the inevitable and necessary concern of appropriateness to level.

Worthy of mention is the fact that three of the agreements were excluded from the survey questions. "Contributing to the goal of students completing the CEFR B1" is too early to measure after only one semester. The specifics of the blended learning model have yet to be appropriated by CEAL teachers beyond the Coordinator and the two authors of this article. Implementation of a "learning management system" is more administrative than academic in nature; the pragmatic reality is that the materials were written in Word and distributed directly to the teachers by e-mail.

Five of the teachers responded to the end-of-semester interview fully, the materials writer (who took time off from teaching so as to have the time and energy for writing) responded to the issues within his area of expertise, and one teacher gave a global response that he has created his own online materials which he assigns.

Teachers reported their positive appreciation of the tasks. The specific comments indicated that they were complete, amenable with instructions appropriate to each level, contextualized, and covered the lexis and syntax of the lessons.

4.1 Increase Contact Time

As stated above, the primary motivation for online work is to expand opportunities for "contact time with the language," aiming for a 2:1 ratio: two classroom hours to one hour online. The materials writer concentrated on creating self-contained tasks, because the pressure to create five self-contained activities per week (without leaving other responsibilities unattended) did not allow for sufficient creative energy to flesh them out, with the result that time estimations took second place.

While the impression from behind the keyboard was that the great majority of the activities would not fill out two hours, most of the responses to the interviews were inconclusive on this crucial issue. Yet the two classroom teachers who gave direct responses strongly asserted that "Most students and teachers said activities took longer than the expected 2 hours. Most of them had positive reactions in general, though." The other repeatedly emphasized that the activities obligated dedicating a great amount of classroom time to feedback, so much as to prevent assigning of any other kind of activity. The only other teacher to share an observation that may address this matter did not assign the tasks as homework, but rather carried them out in class. She reported that they took up the entirety of one of the two sessions for the week, a total of two hours.

4.2 Academic Language and Skills

Another crucial concern is for the online work to foster learning of academic language and skills. The teachers responded quite positively to this aspect, offering these comments.

"These activities covered the academic purpose, because the students were forced to integrate new lexis into the task, but before integrating that new lexis student had to look the new meanings up." Also, "students claim they have strengthened search skills."

4.3 Fostering Critical Thinking

Another priority for the Centre's teaching in general is to foster critical thinking. One response was that the tasks achieve this "to a great extent," while the others took the perspective of student discovery about the language itself. We note that these latter answers overlapped so much with the following topic of autonomous learning that some are reported there.

4.4 Autonomous Learning

Most of the CEAL's teachers are passionate in promoting autonomous learning. So it is striking that although the responses to this question were decidedly positive, they were one-dimensional. For instance: "Students have to resolve them consciously noticing new lexis and syntax in order to learn new language."

4.5 Interculturality

The single response to the question of whether the tasks promote cultural awareness and practice sensitivity was unquestionably equivocal. It stated that the online activities "did expose students to some extent to different cultures and viewpoints, [I am] not sure that was enough to actually foster interculturality."

4.6 Self-access Center

CEAL's Self-access Centre is designed to be a place where the students can interact with the materials for the length of the university's working day. It was originally built in the late nineties under a British Council program, and remodelled a few years ago under another sponsorship, yet has gone almost entirely unused for its entire history. Therefore promoting its use forms becomes a priority for any tech-related initiative.

However, the results did not follow this expectation — albeit surprisingly in two different directions. On the one hand, the three teachers who did assign the tasks did not specifically direct their students to go to the Centre, and on the other hand one teacher did use it precisely because she took her entire class there, and it took the full two hour session to complete them (as reported above under the issue on the length of time.)

4.7 Expanding Horizons

The online lessons were devised to allow for discovery of language beyond the course book. The single response to this concern was a categorical statement that "untaught language was ever present," referring to the online resources.

4.8 Other Issues: Tasks as Tasks, Linguistic Skills

A handful of the teacher responses brought up other issues that merit reporting separately.

The questions conspicuously disregarded inquiring into the quality of the tasks themselves, yet the respondents fortunately addressed this aspect of their own volition, and were quite positive. One gave the overall impression that "These activities have the form of task-based tasks, insofar as they are not mechanical."

More specifically, the teachers mentioned that the activities have clear goals and were meaningful and interesting for their students. They liked the way the activities were organized and also mentioned that the instructions were clear and in accord with the level taught.

A teacher who only worked with the activities twice noticed how they offered learners a great deal of academic language and skills, yet pointed out that the listening skill was particularly absent. She emphatically recommended increasing the amount of authentic listening tasks, "since this is the weakest, even [forgotten], among academic skills."

The responses to the question on learner autonomy received this comment on the issue of diverse learning styles: "These activities provided students tools to fulfil the lesson objectives and also promoted learning in a different way because they not only practice lexis and syntax, but also have to work in an online environment."

That same question on learner autonomy also brought in a comment that touched on a connection to classroom learning: the tasks "instructed students to look up words beforehand and bring the meanings to the classroom. Classroom activities were similar to the online ones, for conveying academic skills and language, and for deploying social practices."

The same response which affirmed that "most of the activities were tremendously challenging" was however mitigated by the comment that "most of them [students] had positive reactions in general, though."

The author was concerned that the tasks might appear to be very difficult, and followed up with an inquiry into the source of the complexity. The response was that the language in the instructions "was pretty down to A1/A2, [it was] the actual sites [that] had way more complex structures." On this matter it should be mentioned that two or three of the lessons included texts which required glosses, one lesson analysed a complex structure, and several in the highest level presented and practiced the foreign format of the five-paragraph essay. These were designed as deductive language development exercises, but otherwise the great majority of lessons focused attention on meaning rather than syntax.

Concerning the principal aim to free classroom time for other activities, the results were decidedly mixed. One teacher used the totality one of the two weekly sessions to take her students to the Self-access Centre, and another complained in the interview that evaluation absorbed a great deal of classroom time. The latter made the wise recommendation to build mutual evaluation into the lessons. To this end the majority of lessons had included at the end an instruction to share with two or three classmates, with the intent of fostering meaningful interaction. However, the interview revealed that teacher's concern was in the area of error correction, revealing the classic divergence between fluency versus accuracy.

5. Conclusions

The Language Centre has committed itself to this project year after year. It was able to take off in 2015 because one teacher has for several years researched independently into the principles on how to make them and on this occasion resisted the pressure of student demand and took time off from classes so as to concentrate his creative energy.

Therefore for the authors of this article it is heartening to hear the teaching staff's reports that students feel engaged with these online tasks. This impression must be attenuated by awareness that the teachers themselves were not organized into evaluating the learning — although the one who took her class to the Self-access Centre did so at the moment.

The lessons were written from a content-based approach. Although the CEAL's aims did not specify any particular approach, the interviews show conclusively that this aspect was well accepted by students and teachers, because they fostered student involvement.

Another of the CEAL's aims was for the teacher aides from foreign countries to assist in creating the materials. The balance must acknowledge that this did not occur.

As far as more theoretical matters, the goal for the manner of implementation to be based on the blended learning model can be said to, at best, be partially attained. Blended learning specifies a unified design for the various times and spaces, and these online activities are undeniably an exercise in retrofitting: the course book series had been adopted the previous year and these tasks were written as a complement. Likewise, the aim of creating a formal learning management system is more ambitious than what was accomplished. Despite being knowledgeable in Moodle, the materials writer wrote in Word and delivered them by e-mail because the transfer process from one format to the other requires a great time investment.

In fact, the transfer onto Moodle or any other platform would require a full redesign of each lesson into a virtual learning object, which has a format that is much more elaborate and detailed than the online activities made in the latter half of 2015. Therefore the distinction between online activities and VLOs is now even clearer for the staff; VLOs are much more complex, composing them requires detailed design charts.

A final word on this design aspect is that the tasks for Levels 1 to 4 were delivered by e-mail, as stated above. The other level that features activities written by another teacher uses Google Sites.

6. Recommendations

In sum, when they are revised the online activities should include more listening tasks, glosses or other scaffolds to website contents, mechanisms for teacher evaluation, and be redesigned as virtual learning objects which will be doubly useful because this will facilitate transfer onto a platform.

Also the design evolved during the creative process, so a review is necessary to polish a uniform design. The collection must be revised to make improvements in content as well as style corrections. More prominence must be given to the mutual evaluation aspect, emphasizing that the aim in almost all of the lessons in levels 1 to 3 is fluency, while the proportion of lessons focusing on accuracy rises in the final two levels. A mechanism to consider for mutual evaluation would be a series of rubrics tailored to each lesson. In any format, the guidelines must specify that mutual feedback is to be done in class only in certain occasions, especially at the beginning of the course.

Guidelines should also specify that mutual feedback is not intended for style correction but rather for the expression of ideas. For correction of language, the teacher can glance through all assignments done, and in class address a selection of the most frequent errors and mistakes that appeared. Handled in this manner, the professional practice attends to concrete student needs.

The preceding recommendations indicate that teacher guidelines should be created that include the objectives, suggested procedures (including use of classroom time), and guidelines for evaluation. The latter must specify that no single answer is correct in most cases, in line with the principles of the content-based and reader response approaches (Murphey 1997 and Probst 1984, respectively).

Parallel to a teacher's guide, student guidelines should also be created with suggestions for working habits and the procedures to follow.

A handful of the lessons featured topics were too timely, most notably the one naming a movie on that week's marquee. These must be re-them at-ised with new content.

Further experience and research should aid in smoothing the creative process from online activities into proper VLOs.

Further review is imperative to discover why the activities devoured so much classroom time.

Finally, one teacher recommended an option that goes in a different direction from the principle of modularity of these lessons. The proposal is for the individual activities to grow into month- or semester-long projects.

7. References

Conrad, R.-M. & Donaldson, J. A. (2004). Engaging the Online Learner: Activities and Resources for Creative Instruction. San Francisco: Jossey-Bass.

Murphey, T. (1997). Content-Based Instruction in an EFL Setting: Issues and Strategies. In Marguerite Ann Snow & Donna M. Brinton, The Content-Based Classroom: Perspectives on Integrating Language and Content (pp. 114-131). New York: Longman.

Probst, R. E. (1984). Adolescent Literature: Response and Analysis. Columbus: Charles E. Merrill.

Siders Vogt, T. N. (2015). Online activity Level 1 Week 7. Mexico City: Universidad Pedagógica Nacional.

Siders Vogt, T. N. (2015). Online activity Level 2 Week 8. Mexico City: Universidad Pedagógica Nacional.

Siders Vogt, T. N. (2015). Online activity Level 3 Week 8. Mexico City: Universidad Pedagógica Nacional.

Siders Vogt, T. N. (2015). Online activity Level 4 Week 5. Mexico City: Universidad Pedagógica Nacional.

Siders Vogt, T. N. (2015). Online activity Level 5 Week 8. Mexico City: Universidad Pedagógica Nacional.

Siders Vogt, T. N. (2011). Una intervención educative por televisión de la prosodia del inglés como lengua extranjera. Mexico City: Universidad Nacional Autónoma de México.

Willis, J. (1998). Task-based learning. English Teaching Professional, October 1998. p. 3-8.

Wilson, L. (1997). Defining whole language in a postmodern age. In J. Turbill & B. Cambourne, The Changing Face of Whole Language (pp. 26-32). Victoria: Australian Literacy Editors' Association.