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MEXICAN STUDENTS AND TEACHERS' LIMITATIONS IN AN ONLINE LEARNING ENVIRONMENT



a network for English Language Teaching Professionals

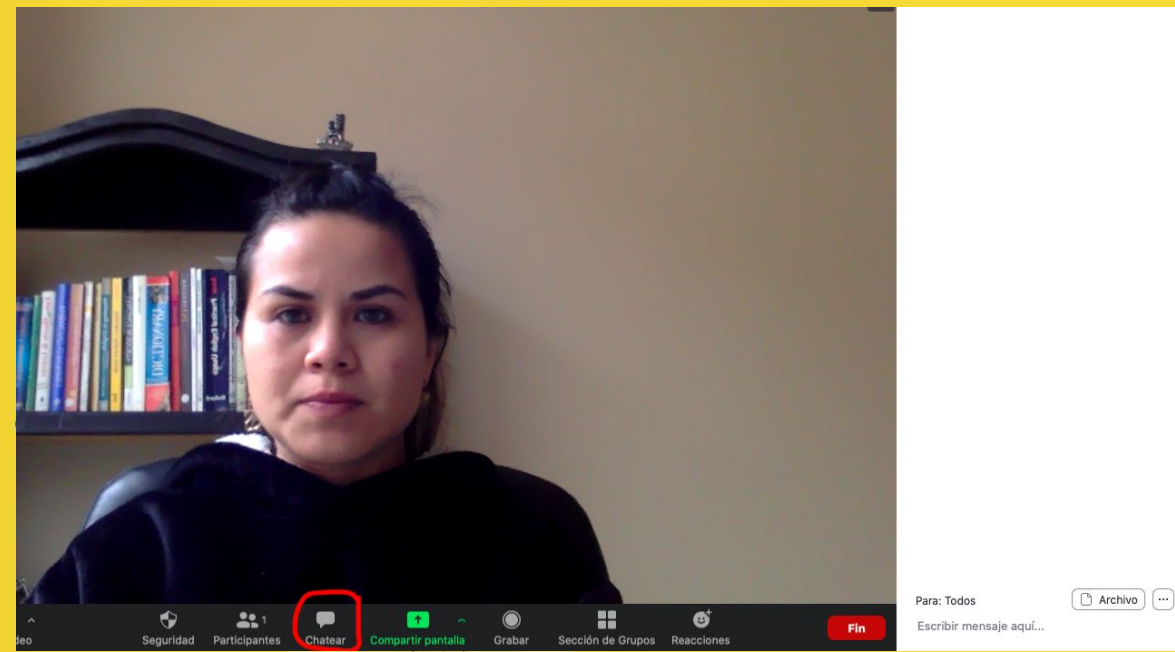
CONTEXT

Xalapa, Veracruz

Public Language Center



TYPE ON THE BOX
CHAT THE LETTER OF
THE SENTENCES
THAN CAN BE
CLASSIFIED AS
“LIMITATIONS”



E-LEARNING LIMITATIONS?

1) E-learning reduces the amount of expenses.

2) Technical issues.

3) E-learning lacks of social interaction.

4) Students foster interaction in an online environment.

5) E-learning reduces amount of teacher's supervision.

6) Flexibility

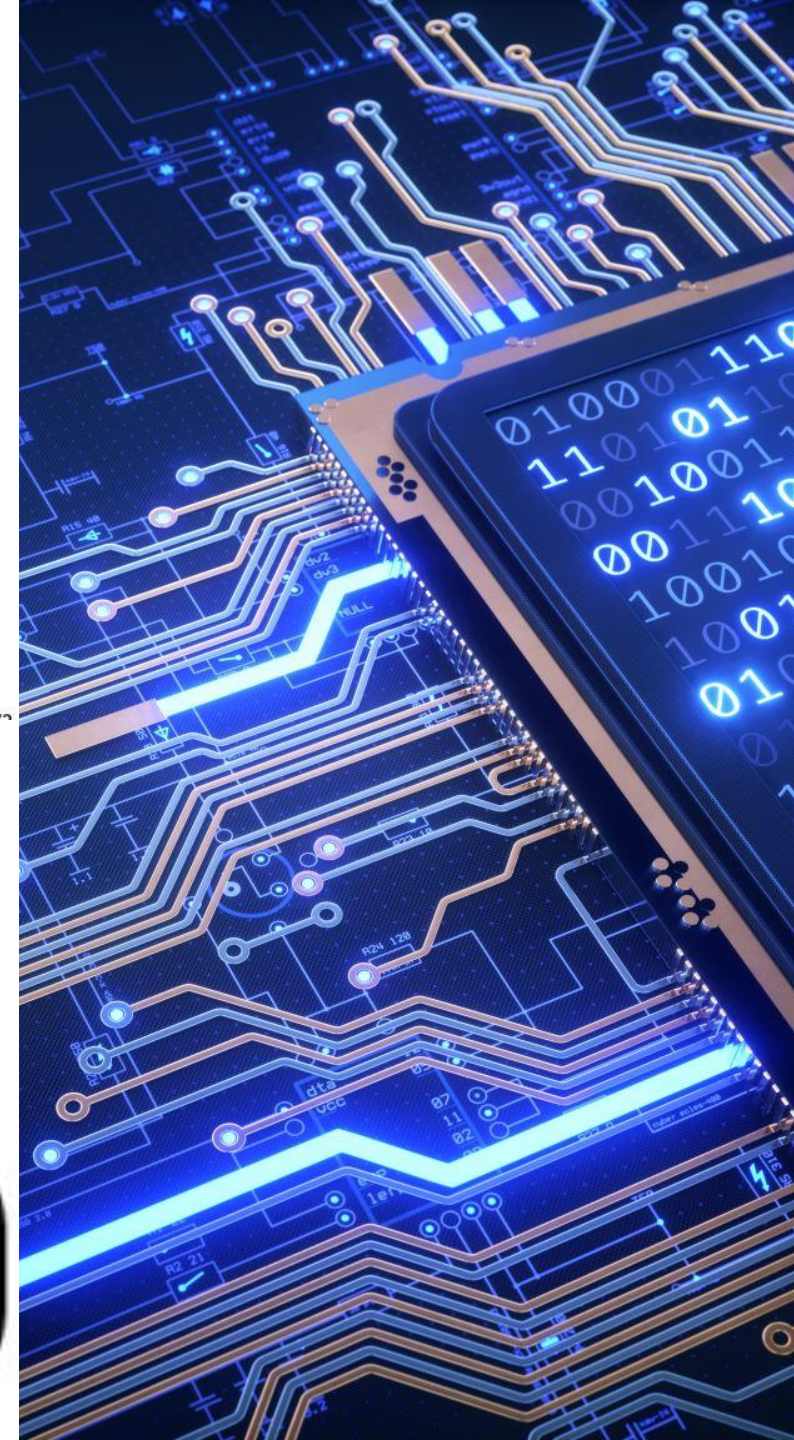
8) No need to leave home

7) Lack of motivation



STUDENTS' LIMITATIONS

STUDENTS READINESS



NO INTERNET SKILLED

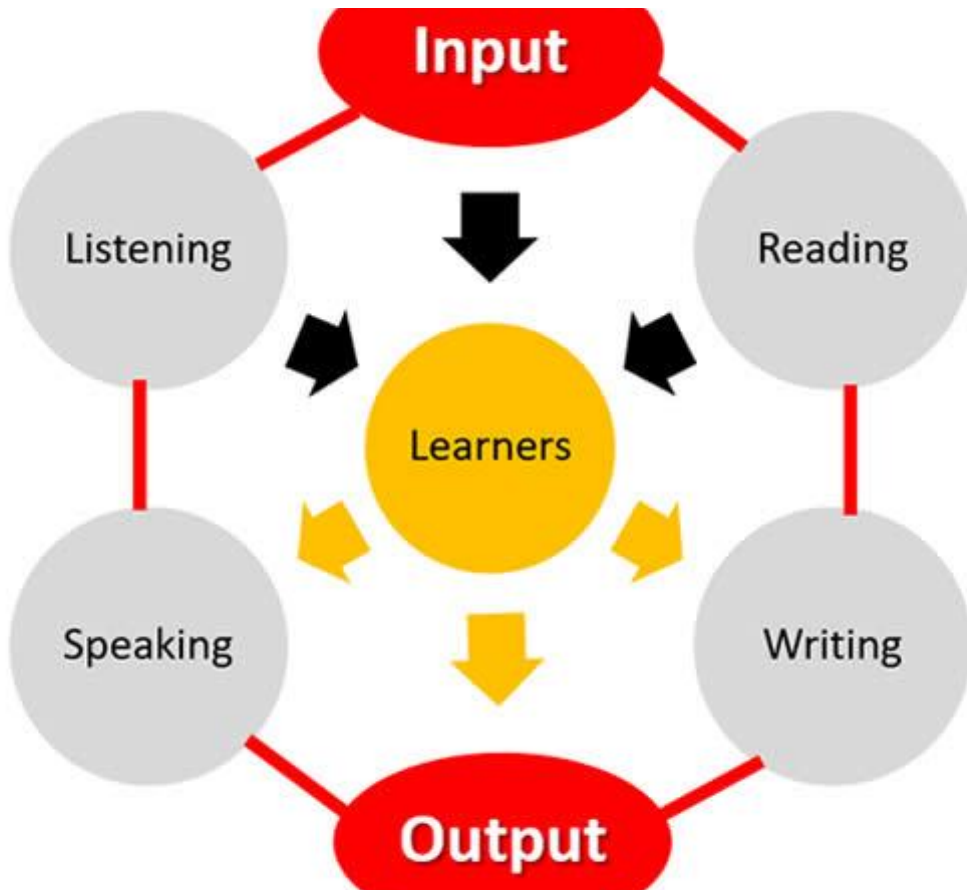


LIMITED FEEDBACK

- Feedback motivates students
- Tool for learning

“Having feedback helps me, because in that way I learn that I need to change something in my learning.... And she makes comments on the assignments, it has helped me to improve my speaking. “ (Ana)

LIMITED SPEAKING AND LISTENING PRACTICE

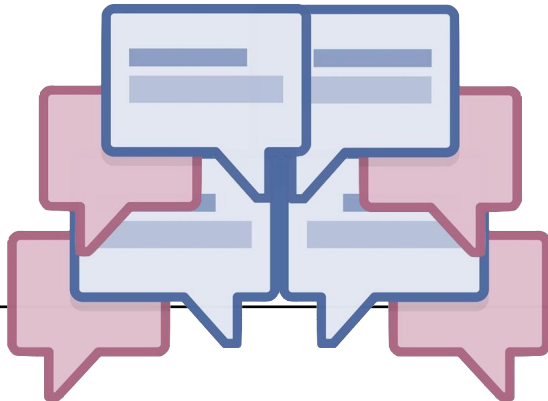
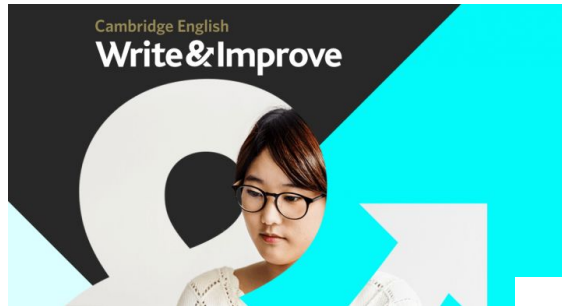


Language learning teachers need to expose students to target language through reading, listening.

HYBRID CONTEXT



- Students are able to enhance their four skills .



READTHEORY





MOTIVATE
YOUR
STUDENTS

**SPICE
UP YOUR
LESSONS
WITH
EMOJIS**

LACK OF COMMITMENT

Students who adopted the self-monitoring preformed academically better than those who did not on the test of general English proficiency.

2013)

(Chang,



TEACHERS' LIMITATION S



LACK OF TECHNOLOGICAL KNOWLEDGE



Sistema de Educación Distribuida



Google Classroom



Microsoft Teams

Office 365 y Microsoft Teams



TIME CONSTRAINTS

LACK OF TOOLS TO PROVE PLAGIARISM

	Narrative Writing	Organization & Focus	Sentence Structure Word Choice	Mechanics
4	<ul style="list-style-type: none"> Provides a thoroughly developed plot line, including major and minor characters and a definite setting. Includes appropriate strategies (e.g., dialogue; suspense; narrative action). 	<ul style="list-style-type: none"> Clearly addresses all parts of the writing task. Demonstrates a clear understanding of purpose and audience. Maintains a consistent point of view, focus, and organizational structure, including the effective use of transitions. Includes a clearly presented central idea with relevant facts, details, and/or explanations 	<ul style="list-style-type: none"> Sentences reflect variety in length and kind; (compound and complex sentences) Few if any tense/subject verb agreement errors; Word choice is rich and varied 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.
3	<ul style="list-style-type: none"> Provides a adequately developed plot line, including major and minor characters and a definite setting. Includes appropriate strategies (e.g., dialogue; suspense; narrative action). 	<ul style="list-style-type: none"> Addresses all parts of the writing task. Demonstrates a general understanding of purpose and audience. Maintains a mostly consistent point of view, focus, and organizational structure, including the effective use of transitions. Includes a central idea with mostly relevant facts, details, and/or explanations. 	<ul style="list-style-type: none"> Sentences reflect some variety in length and kind; (more compound than complex sentences) Occasional if any tense/subject verb agreement errors; Word choice is clear and reasonably precise 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors do not interfere with the reader's understanding of the writing.
2	<ul style="list-style-type: none"> Provides a minimally developed plot line, including characters and a setting. Attempts to use strategies but with minimal effectiveness (e.g., dialogue; suspense; narrative action). 	<ul style="list-style-type: none"> Addresses only parts of the writing task. Demonstrates little understanding of purpose and audience. Maintains an inconsistent point of view, focus, and organizational structure, which may include ineffective or awkward transitions that do not unify important ideas. Suggests a central idea with limited facts, details, and/or explanations. 	<ul style="list-style-type: none"> Sentences reflect little variety in length and kind; (mostly simple sentences) Contains tense/subject verb agreement errors; Word choice is basic 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors may interfere with the reader's understanding of the writing.
1	<ul style="list-style-type: none"> Lacks a developed plot line. Fails to use strategies (e.g., dialogue; suspense; narrative action). 	<ul style="list-style-type: none"> Addresses only one part of the writing task. Demonstrates no understanding of purpose and audience. Lacks a point of view, focus, organizational structure, and transitions that unify important ideas. Lacks a central idea, but may contain marginally related facts, details, and/or explanations. 	<ul style="list-style-type: none"> Sentences are simple and fragmented; Errors obstruct meaning Word choice is vague 	<ul style="list-style-type: none"> Contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, and spelling). These errors interfere with the reader's understanding of the writing.

“Having clear rubrics and standards to design and assess online courses is a key component of online education.”
(Montiel-chamorro, 2018:20)

QUICK TIPS TO CHECK PLAGIARISM

- Students' writing is above their level
- Pronouns do not correspond
- Look of grey or other color background in the text
- Look for more than one font type in the text
- Length of the paper is longer than expected

(Orthaber, 2009)

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ANY
QUESTIONS?





THANK YOU!