



UNIVERSIDAD DEL BÍO-BÍO

FACULTAD DE EDUCACIÓN Y HUMANIDADES

DEPARTAMENTO DE ARTES Y LETRAS

**“CLASSROOM ACTIVITIES FOR CHILEAN HIGH SCHOOL STUDENTS
THROUGH THE USE OF SOCIAL NETWORKING SITES”**

AUTORES:

ESCANILLA HERMOSILLA, DAVID ANDRÉS

HERNÁNDEZ PINO, MARCELO ALEJANDRO

MORENO QUIROGA, GUILLERMO JUAN ANTONIO

PROFESOR GUÍA:

ANABALÓN TOLEDO, CLAUDIA ALEJANDRA

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RESUMEN

En la última década la masificación de las “Redes Sociales” ha modificado el estilo de vida de las personas y la forma en que interactúan con la sociedad que los rodea. Es por este motivo que el ámbito educacional debe tener estas redes en consideración como posibles herramientas de enseñanza y aprendizaje del idioma Inglés. Este seminario pretende proporcionar una herramienta útil y actualizada, con la información necesaria que permita a los profesores de cualquier nivel de enseñanza media que formen parte de establecimientos que cuenten con una conexión a internet adecuada en su laboratorio de computación, la facilidad de emplear estas redes sociales en la sala de clases, con actividades cercanas a la experiencia común de los estudiantes y de complejidad variable, logrando así una interacción actual con el inglés.

Conceptos Claves: Redes Sociales - Educación - Twitter - Facebook

ABSTRACT

In the last decade, the popularity of Social Networks has changed people’s lifestyle and the way they interact with society. For this reason, the education sector has to take these networks into account as possible tools for the study and teaching of English as a second language. This project pretends to provide an updated and useful tool with the necessary information to allow teachers of any high school level with access to a computer laboratory and a high speed Internet connection to use social networks in the classroom with activities close to students’ everyday experience and of a variable complexity, achieving in that way an interaction with the English language.

Keywords: Social Networking Sites - Education - Twitter - Facebook

INTRODUCTION

The Social Networking Sites (SNS's) have certainly gained fame in the last years (2008-2011) with everyone, no matter the age. These have played a crucial role in bridging boundaries and enabling them to communicate in a world that develops faster at every moment. It has become a popular and a potential means for them to stay friends with the existing ones and to build their social circle, at least in terms of acquaintances.

Millions of users, all over the world, have integrated these sites into their daily practices, satisfying a wide variety of needs (sociological ones mainly). Apart from that, most of SNS's are based on providing an instance for sharing common interests and different point of views (political, racial, religious ones) among users.

As the impact in society has been meaningful, many researchers have found other ways to apply this technology to different branches. Indeed, education has found a fertile place to obtain new resources in order to provide teachers a communication tool and a platform to innovate the way a particular topic is taught. As many students use these SNS's every day, teachers have started using them in the classroom. Besides being useful for learning a new language, SNS's can also be an ideal way to be in touch with native-speaking people looking for language practice.

METHODOLOGY AND OBJECTIVES

General Objective

- To explore the possibilities that SNS's offer to the teaching of English as a second language to Chilean high school students.

Specific Objectives

- To collect and summarize the history and current state of the use of ICT in Education.
- To design and create a collection of didactic activities to illustrate the ways in which SNS's can be used in the learning and teaching of a second language.

METHODOLOGY

To reach these objectives it will be necessary to consult and collect research papers, experiences by other teachers, the current state of education in Chile and other related data.

The second step will be to select and analyze this information to provide context to the design and creation of activities that use SNS's for the learning-teaching process of a second language.

The third step will be to design and create the aforementioned activities, taking into account all the skills that need to be developed for learning a language and all the possibilities that SNS's offer.

Once completed, each step will be carefully considered against the objectives that this project aims to achieve, revising and editing if necessary.

CHAPTER I:
BACKGROUND

I. ANTECEDENTS

1.1 IMPORTANCE OF ENGLISH AS A SECOND LANGUAGE

English as a Second Language (ESL), also known as English as a Foreign Language (EFL) and English for Speakers of other Languages (ESOL), usually refers to English language learning programs or courses. These courses are aimed to those who intend to live in an English-speaking country, immigrants and people interested in the language.

The importance of learning a second language depends on the needs and the motivation (either intrinsic or extrinsic) of the learner. Some people need to know English as a tool for applying for a job or position in a company, while others learn after falling in love with that particular language due to TV or movie exposure in their early life. Coincidentally, the sooner a person starts learning a second language, the better:

“Early second language study promotes achievement in English vocabulary and reading skills” (Masciantonio, 1977).

Curtain & Dahlberg (2004) suggested that:

“Learning another language can enhance knowledge of English structure and vocabulary”.

While it is the third language spoken around the world – following Chinese and Spanish - English can be said to be the language that connects the world. It is the

language in which most academic, scientific and technological breakthroughs are published. In this light, not speaking English is a disadvantage in the modern world.

In addition, there is a vast range of music, art and literature available in English, some of which has revolutionized the way we think. Therefore, learning English will give access to a diverse world of ideas, innovation and trends.

1.2 THE ENGLISH LANGUAGE IN CHILE

In 2004, a diagnostic test taken by the Ministry of Education of Chile especially designed by the University of Cambridge using the ALTE language examination standards, concluded that only a small part of the students graduating from secondary schools had reached a basic level of competency in English communication.

In Chile, English as a subject is not considered an independent division, it is a subdivision of Language and Communication, taught from 7^h to 4th grade at high schools (MINEDUC, Decreto 232 Enseñanza Basica - Decreto 220 Enseñanza Media).

Despite the efforts made by the Chilean Government to make Chile a bilingual country by 2020, there are serious problems in the curriculum and the way this subject is taught within the classroom. Lack of motivation and old-fashioned teaching methods are among the factors that affect English as a subject. The absence of opportunities to practice the language also contributes to the general perception of the subject as not important.

In 2003, Bachellet's Minister of Education Sergio Bittar declared that Chilean people do not consider English useful to their lives and that, according to him, was the reason why the government needs to make an extra effort to persuade people that learning English will benefit them.

1.3 INFORMATION AND COMMUNICATION TECHNOLOGIES (I.C.T.)

ICT can be defined as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.

“ICT enables process and product innovation, and money spent on computing technology delivers gains in worker productivity, which are many times higher than those of other investments” (European Commission, 2011).

For some people, the importance of ICT lies more in the fact of producing new ideas. Many countries all over the world have started to promote the use ICT to help less-developed areas improve the way they work.

“[ICT] greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improve policy formulation and execution, and widen the range of opportunities for business and the poor. One of the greatest hardships endured by the poor, and by many others, who live in the poorest countries, is their sense of isolation. The new communications technologies promise to reduce that sense of isolation and to open access to knowledge in ways unimaginable not long ago” (World Bank, 1998).

For teachers, ICT can be a tool for making the lessons fun, moving away from old-fashioned methods unrelated to how students communicate to each other outside the classroom.

In some countries, video systems are used to broadcast television programs and information to entire schools and even between schools in the same city. Students and teachers enjoy the facility to share information wherever they are in the school.

“Television monitors provide details of timetables, projects and assessment, mealtime menus and a host of other useful up-to-the-minute information. There are also regular play-outs of short films and videos created by children, and some schools can use several channels for broadcast purposes” (Forcheri & Molfino, 2000).

Television and radio have a long history as instructional tools; however the Internet, used appropriately, can enhance the motivation and performance inside a classroom.

Networked facilities can create a distributed environment where learners can share work spaces, communicate with each other and their teachers in text form, and access a wide range of resources through the use of Internet.

However, teachers have been reluctant in their acceptance of new technologies. Some have openly integrated computers and internet into the classroom, while others have been cautious in their reception, and some have simply rejected them all.

The role of the teacher inside the classroom must change in order to adapt to this revolution. The use of overhead projectors or chalk/whiteboards, for instance, can be unnecessary if learners all have access to the same networked resource on which the teacher is presenting information.

Apart from that, ICT have made some evaluation methods become obsolete and redundant. Knowledge, for instance, has usually been tested by the use of multiple choice questions. In an ICT environment, on-line tests can easily be used which instantly provide the teacher with a wide range of information associated with the learner's score.

Finally, a revolutionary teacher should try to encourage critical thinking skills, promote information literacy, and nurture collaborative working practices to prepare children for a new world in which no job is guaranteed for life, and where people switch careers several times.

CHAPTER II:
CONCEPTUAL DEFINITIONS

II. CONCEPTUAL DEFINITIONS

2.1 WHAT ARE SOCIAL NETWORKING SITES AND WHAT TYPES DO WE KNOW?

Social Networking Sites (**SNS**) can be simply defined as web-based services that provide the ability to network and interact with other users all over the world.

There are many types of Social Networking Sites, mainly categorized in two formats: sites organized around profiles and sites organized around shared content.

Fraser (2008) lists six kinds of SNS:

- *Profile-based SNS*: Sites organized around user's profiles. Users are free to develop their space and contribute to other's spaces. Examples: Facebook, MySpace and Google Plus.
- *Content-Based SNS*: While user's profiles are still important, they are secondary to the posting of content. Examples: Flickr (Photos), YouTube (Videos), GoodReads (Read books).
- *White-label SNS*: Sites that provide the user the functionality to create their own mini SNS. Examples: Ning.
- *Multi-user Virtual Environment*: Online virtual worlds that allow users to interact with each other's avatars (virtual representations of the site member). Examples: Second Life, Glitch, Habbo Hotel.
- *Mobile SNS*: Sites available through mobile phones, either exclusively or a mobile phone version of normal sites. Examples: Twitter, Facebook, Foursquare.
- *Micro-blogging*: Sites that allow users to publish short messages as status updates. Examples: Twitter, Identi.ca.

- *People Search*: Sites that allow users to search people through multiple social networks. Examples: Wink.

boyd & Ellison (2007) define “Social Networks Sites” as services that allow individuals to build a profile, create a list of people with whom they want to connect and the ability to traverse through the site visiting their and other’s connections’ profiles.

This definition, however, can be applied to an enormous amount of websites due to the popularity of the features mentioned, being outside the scope of this work the ability to name and explore them all.

2.2 FACEBOOK

Facebook is a social network site initially limited to students from Harvard but currently open to all (Phillips, 2007). Its main features are the ability to use applications, share photos and communicate with other users through chat, wall posts and status updates. It has over 750 million active users.

2.3 TWITTER

Twitter is a “real-time information network” (Twitter, 2011) that works through the publishing of messages limited to 140 characters. In particular, Twitter is a microblogging service which allows users to message other users and follow their updates. It has been heavily used for last-minute news in case of disaster and riots. For example, during the Chilean earthquake of 2011:

“Twitter was used to tweet time-critical information about tsunami alerts, missing people, deceased people, available services,

interrupted services, road conditions, functioning gas stations, among other emerging topics related to the catastrophe”
(Mendoza, Poblete, & Castillo, 2010).

It is important to mention that there are some tools that work in tandem with *Twitter* such as *Twitpic* and *Twitcam*.

2.4 E-LEARNING

Although most commonly associated with higher education and corporate training, *e-learning* encompasses learning at all levels, both formal and non-formal, that uses an information network—the Internet, an intranet (LAN) or extranet (WAN)—whether wholly or in part, for course delivery, interaction and/or facilitation. Others prefer the term online learning. Web-based learning is a subset of *e-learning* and refers to learning using an Internet browser (such as Netscape or Internet Explorer).

CHAPTER III:
HOW TO TEACH ENGLISH AS A SECOND LANGUAGE
USING SNS's

3.1 USE OF SOCIAL NETWORK SITES TO TEACH A SECOND LANGUAGE

One of the problems that most language learners have, is a lack of opportunities to practice the new language. SNS's can solve that problem, making meeting other learners or native speakers easier than ever before in the history of mankind.

Education has started taking advantage of this phenomenon by using these websites as educational resources. Accordingly, SNS's have seen this as an opportunity to expand their userbase and some offer resources aimed to teachers.

Facebook has a dedicated page for educators, offering an “ongoing resource for information about how educators can best use Facebook” (<https://www.facebook.com/education>).

Researchers, in fact, have found a positive association between the use of Internet and SNS's and academic performance by students.

“Students, using internet more, scored higher on reading skills test and had higher grades as well” (Linda et al., 2006).

SNS also provide a rich mean of interaction between teachers and students as stated by Roblyer et al. (2010).

There are many applications for SNS's in education. In general, teachers can make activities in which short text are used (De Haro, 2008). Among the different applications we can find:

- The elaboration of short stories among the members of the class.

- The explanation of activities applied in class to make parents take part in such activities.
- To debate about current important issues.
- To share links about topics to be studied.

Along with the standards of SNS's there are also some specifically designed for educational purposes. For instance, Edmodo (<http://www.edmodo.com>) has diverse tools that allow teachers to assign different tasks, to evaluate them with scores and a schedule for their delivery. Similarly, Twiducate (<http://www.twiducate.com>), also allows to hand tasks over, but without the option of marking them.

3.2 POSITIVE ASPECTS OF SOCIAL NETWORKING SITES IN EDUCATION

There is no doubt that in the last decade SNS's have begun to grow stronger, especially among teenagers, creating a new way to communicate and interact with others. That is why education has begun paying attention to them, in order to make these sites a new way to help students' learning process.

Garcia Granja (2010) says that SNS's are ways of social interaction, that involve groups of people that share the same needs that get organized in order to boost their resources.¹

¹ “Las redes son formas de interacción social, definidas como un intercambio dinámico entre personas, grupos e instituciones en contextos de complejidad. Un sistema abierto y en construcción permanente que involucra a conjuntos que se identifican en las mismas necesidades y problemáticas y que se organizan para potenciar sus recursos.” (García Granja, María Jesús 2010)

García Granja (2010) also noticed that Social Networks are likely to favour collaborative work, which means a development and interchange of knowledge among small peer groups trying to achieve academic goals.²

Educationally speaking, students can form groups to share material, experiences and tasks; the teacher can give them instructions or news related to their subject, keeping them in touch with the material even when they are not at school.

Salinas Ibañez ((Shah, Kwak, & Holbert, 2001)1999) affirms that the use of this SNS's changes most roles in education, including a student closer to the information used in the teaching learning process. ³

In other words, students will be able to work by themselves, knowing what must be done and the topics to be covered. Students will learn by doing, one of the most successful ways to achieve knowledge.

One of the areas that benefit the most by the use of SNS's is Vocabulary, due to the everyday language used in them, which will keep students updated and able to use that language in other areas or contexts.

² “Las redes sociales son una potente herramienta de trabajo ya que, sobre todo, favorecen el aprendizaje colaborativo, entendiendo como tal el intercambio y desarrollo del conocimiento en el seno de pequeños grupos de iguales, encaminados a la consecución de objetivos académicos.” (García Granja, María Jesús 2010)

³ “La utilización de las redes en este ámbito supone cambios en todos los elementos del proceso educativo: organización, alumno, currículum, profesor. Tomemos por ejemplo el profesor, su rol cambiará de ser el transmisor del conocimiento a actuar de guía, de facilitador, en la búsqueda del saber. Cada vez más, los alumnos tendrán acceso a la misma información, a los mismos recursos que el profesor.” (Salinas Ibañez, Jesús 1999)

There are other advantages:

- Stimulation of independent work and interaction with others: Where students will be able to work by themselves, with the teacher as a guide and grammar-corrector, but working along with others.
- Use of different tools, formats or means (texts, audiovisual strategies, hypertexts, graphics, etc): This will allow students to work in a wider range, developing most abilities at the same time.
- SNS's enable students learn, as they will be exposed to English during the use of these tools.
- Due to the way SNS's work (mainly by text), students will practice writing and reading skills.
- SNS's tend to be easy and free to use.

Summarizing, the benefits that SNS's provide to students, teachers and education in general, are innumerable. Not only because of the large amount of features currently available but also due to the constant updating and creation of new features that may be useful for learning.

3.3 NEGATIVE ASPECTS OF “SOCIAL NETWORKS”

Shah et al. (2001) proposed that student users are affected by Internet and the type of internet usage determines this impact. Informational use is positive while recreational use can be damaging to the learning process.

Researchers say that students tend to pay more attention to any conventional social network activity than focusing on their studies and this affects their academic performance. Thomas et al. (1987) mention that activities of students are associated with grade-related differences among them.

By design, most SNS's are recreational, planned to provide easy access to the user's social group. Additionally, SNS's require a large amount of personal information from the user and can erode the user's privacy.

Teenagers using these sites may not be aware that the information they post is public and that photos and text can be recovered even after deletion. Consequences from over-sharing personal information include vulnerability to sexual or financial criminals.

SNS's have no way to confirm that people are who they claim to be, leaving people defenseless to solicitations from online predators who are capable to mask their true identities. In Feb. 2009, MySpace identified 90,000 registered sex offenders with profiles on the site, while Facebook declined to reveal how many were present on its site. Even if the sites agree to remove sex offenders, they cannot identify all of them or stop them from creating new accounts (Olivarez-Giles, 2009).

The use of social networking sites can also cause personality and brain disorders in children, such as the inability to have real conversations, limited attention spans, a need for instant gratification, Attention-Deficit Hyperactivity Disorder (ADHD), and self-centered personalities (Derbyshire, 2009).

It is said that SNS's attract people to spend more time in front of the computer instead of preferring face-to-face interaction, offering lots of wasting activities, much more than productive ones.

“Parents spend less time with their children and couples spend less time together even when they live in the same house, because they are using the Internet instead of interacting with each other” (Sigman, 2009).

Garcia Granja (2010) establishes that it is necessary to educate students in the use of ICT and social networks in order to deal with them in a proper way. ⁴

⁴ “Es tan necesario educar al alumnado en los contenidos tradicionales como el buen uso de las T.I.C., puesto que en nuestra sociedad actual, van a utilizarlas a diario, tanto a nivel profesional, como en su tiempo de ocio y alguien debe formarles también en este sentido. Por eso es bueno enseñar a usar una red social en el aula, en un entorno virtual seguro, con un número de participantes limitado y conocido y con la moderación y supervisión de un tutor, que sirva de guía en su manejo e instruya sobre sus potencialidades y carencias” (García Granja, María J. 2010).

3.4 NEW ROLES OF TEACHERS AND STUDENTS

As SNS's tend to be well known by most students, teachers need to cooperate with them to generate new kinds of knowledge. This requires teachers to keep themselves constantly updated in order to be able to deal with and use new educative resources.

Garcia Sans (2008) supports this position stating that the teacher instead of providing knowledge generates it with the student and that learning is the process of organizing and comprehending the material.⁵

Furthermore, students need to take a more active role, learning by doing with the careful supervision of their teachers. Beltran (1996) proposes that the new role of the student is to be the real protagonist of the learning process.⁶

According to Collazos, Guerrero and Vergara (2001), those students that are fully compromised in the learning process need to be responsible and easily motivated to achieve learning, being cooperative and strategic.

Therefore, the teacher needs to adopt the role of guide and information manager keeping up with these independent students.

⁵ “El profesor, en lugar de suministrar conocimientos, participa en el proceso de generar conocimiento junto con el estudiante; de forma construida y compartida. Desde esta posición, se entiende claramente que los procesos centrales del aprendizaje son los procesos de organización y comprensión del material informativo, ya que el aprendizaje es el resultado de la interpretación o transformación de los materiales de conocimiento” (García Sans, Anna 2008).

⁶ El estudiante tiene aquí un papel esencialmente activo, convirtiéndose en el verdadero protagonista del aprendizaje” (Beltrán, 1996).

CHAPTER IV:
CLASSROOM ACTIVITIES TO TEACH ENGLISH BY
USING SOCIAL NETWORKING SITES

CHIRBIT LISTENING ACTIVITY

Objective: To reinforce listening comprehension by extracting information from an audio file.

Estimated time: 1 session (45 minutes).

Ability: Listening/Writing.

Secondary abilities: Analysis.

Difficulty Level:

- **Elementary:** Students fill out a template about the audio file they are going to listen to.
- **Intermediate:** Students are given some keywords to facilitate the understanding of the audio file. Then, they answer a true/false questionnaire.
- **Advanced:** Students elaborate a 200-word report about the audio file they just heard. No keywords are given.

Outline: The teacher, by using Chirbit (a tool that enables you to record, upload and share your voice or audio files), records an audio file about a piece of news found in any online newspapers. Then, the students listen to the file to extract information from it or elaborate a report (Word format), depending on the level of the class.

Materials:

- A Chirbit account for the whole class, where students can both listen to the audio file.
- Or a Facebook account, where the audio file can be shared for the whole class to have access to it.

Procedure:

1. The teacher explains the activity (5 minutes).
2. The teacher uploads the corresponding file by using Chirtbit (5 minutes).
3. The teacher shows some images in relation to the piece of news for students to predict the main topic (5 minutes).
4. Students listen to the audio file and check predictions (10 minutes).
5. Students make the report/answer the questionnaire (20 minutes).



Fig. 1: Go to www.chirbit.com and press “record”.



Fig. 2: Allow Flash to use the microphone.



Fig. 3: Press “rec” to start recording. Once you have finished recording, fill in the fields and press “send”.



Fig. 4: Press Facebook logo to share the audio file.

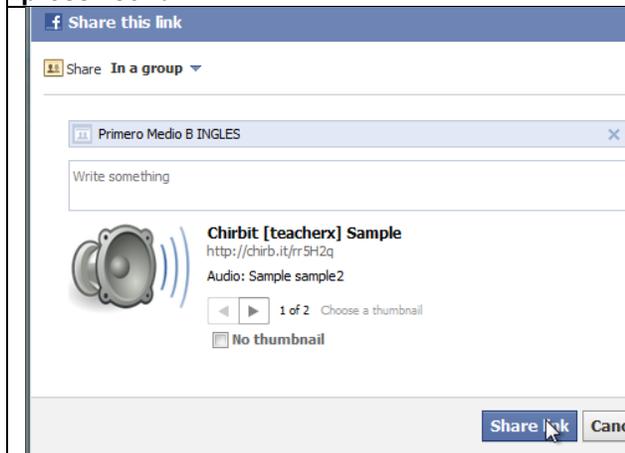


Fig. 5: Share the link on the Facebook group.

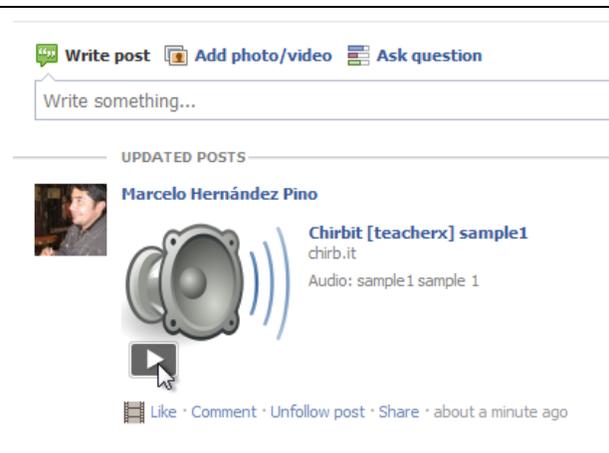


Fig. 6: Press “play” to listen to the audio file.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | | | | | |
|--|---|--|--|---|--|
| Criteria | 1 | 2 | 3 | 4 | |
| Listener focuses attention on the audio | Listener pays no attention to the audio. | Listener pays little attention to the audio. | Listener pays some attention to the audio. | Listener is fully focused on the audio. | |
| Organization of the report | Sequence of information is difficult to follow. | Reader has difficulty following work because student jumps around. | Student presents information in logical sequence which reader can follow | Information in logical, interesting sequence which readers can follow | |
| Grammar and spelling | Work has __ or more spelling and/or grammatical errors. | Work has __ or more spelling and/or grammatical errors. | Work has __ or more spelling and/or grammatical errors. | Work has no misspellings or grammatical errors. | |
| Content | Student does not have grasp of information. Work does not have what was asked by the teacher. | Student is uncomfortable with content but is able to demonstrate basic contents. | Student is at ease with content, but fails to elaborate. | Student demonstrates full knowledge (more than required). | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.2 |
| 2 | 2.4 |
| 3 | 2.6 |
| 4 | 2.8 |
| 5 | 3.0 |
| 6 | 3.3 |
| 7 | 3.5 |
| 8 | 3.7 |
| 9 | 4.0 |
| 10 | 4.2 |
| 11 | 4.7 |
| 12 | 5.1 |
| 13 | 5.6 |
| 14 | 6.1 |
| 15 | 6.5 |
| 16 | 7.0 |

CREATE A PAGE (AD)

Objective: To reinforce writing and creative skills through the use of this Facebook application.

Estimated time: 2 sessions (90 minutes).

Ability: Writing.

Secondary abilities: Creativity.

Difficulty Level: No specific level. The teacher shapes the activity according to the level of students.

Outline: Students create a Facebook page in order to advertise a product. The teacher assesses originality and the capacity to persuade others to buy the product.

Materials:

- Facebook account for each student.
- Computer lab with access to internet.

Procedure:

1. The teacher gives the instructions (5 minutes).
2. The teacher, step by step, explains how to use this Facebook application (10-15 minutes).
3. Students start making the page.
4. The teacher monitors students' work, answer questions, corrects grammar mistakes or suggests new ideas.

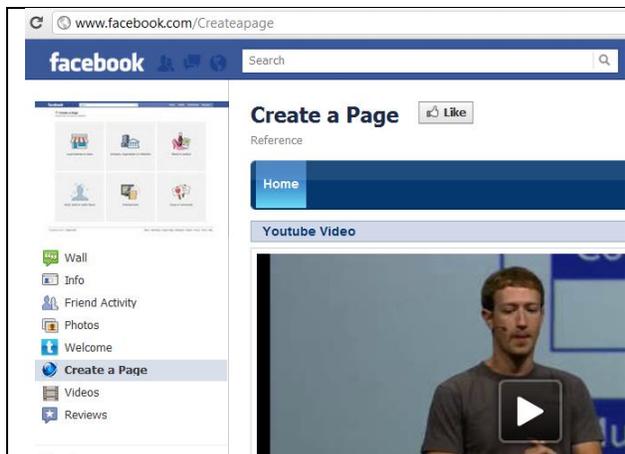


Fig. 1: Go to www.facebook.com/createapage and press “create a page”.

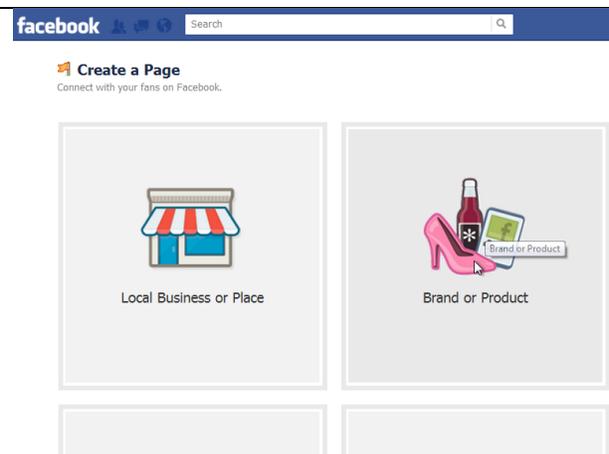


Fig. 2: Now select “brand or product”.

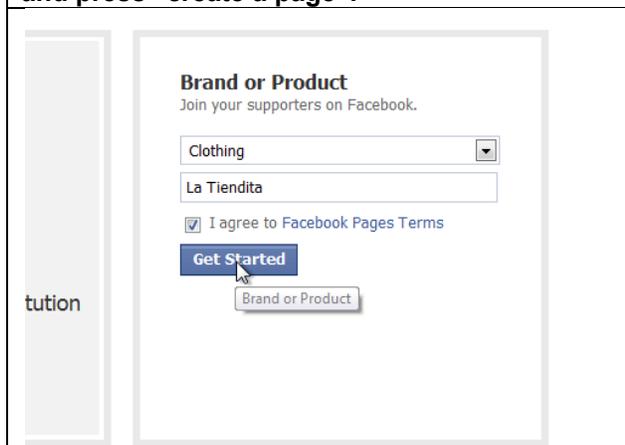


Fig. 3: Select the product’s category and fill in the name of the page.

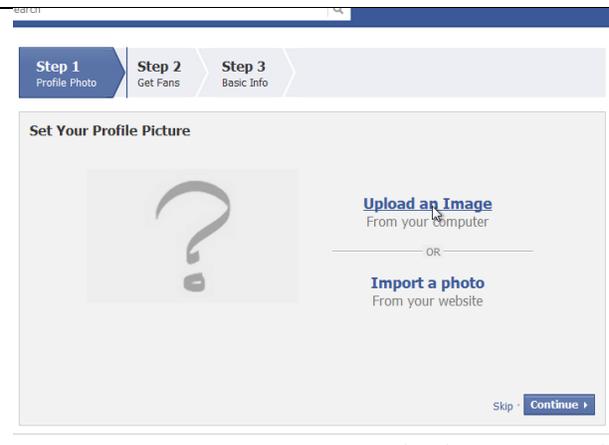


Fig. 4: Click on “upload an image” to select a profile photo.

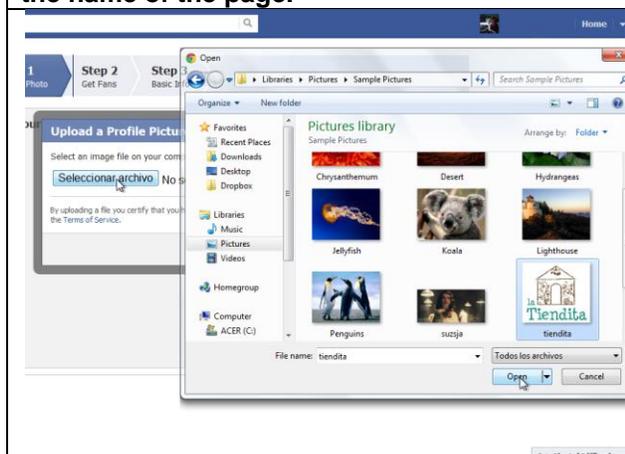


Fig. 5: Find the product’s picture and press “open”.

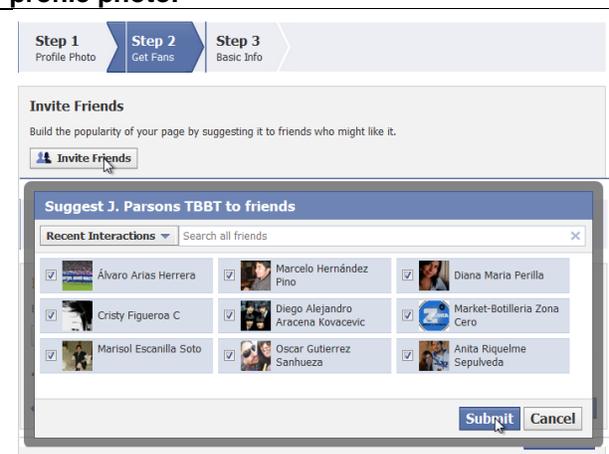


Fig. 6: Suggest the page to possible fans.

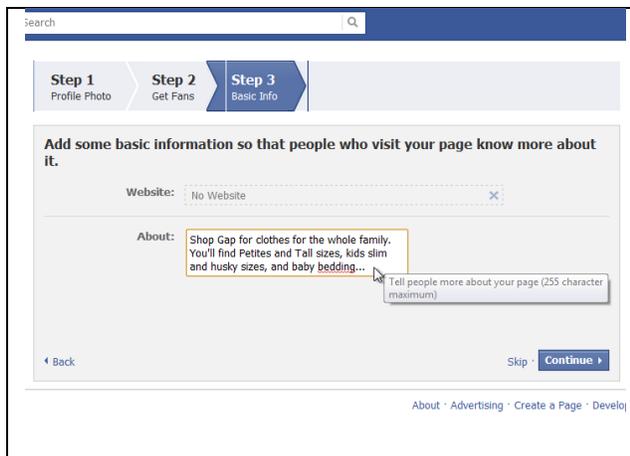


Fig. 7: Describe the product.

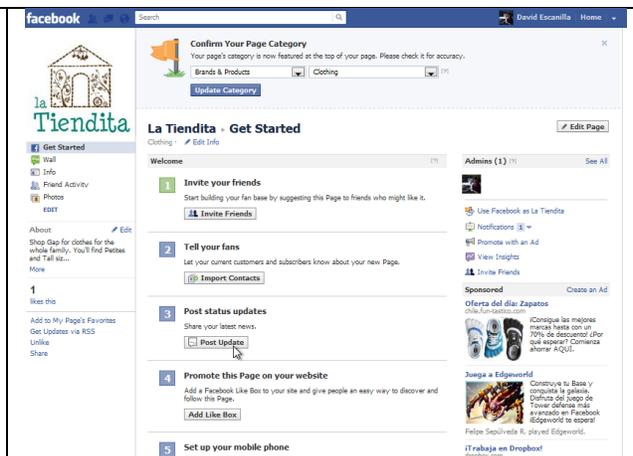


Fig. 8: Finish editing the page.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points Criteria | 1 | 2 | 3 | 4 | |
|-------------------------------------|---|--|---|---|--|
| Format | The format is dull and has no original elements to call people's attention. | The format has a few elements to call people's attention. | The format is attractive and serves the purpose. | The format is original and attractive, with a great variety of elements that call people's attention. | |
| Effective use of technology: | Site is only text-based. | Site includes a few multisensory representations (graphics and texts). | Use of Facebook's features is acceptable. | Effective use of Facebook's features. | |
| Grammar and spelling | Work has ___ or more spelling and/or grammatical errors. | Work has ___ or more spelling and/or grammatical errors | Work has ___ or more spelling and/or grammatical errors | Work has no misspellings or grammatical errors. | |
| Content | The information is not enough to serve the purpose of the web page. | The web page has poor information of what it is about. | The information is almost enough, but lacks some data. | The web page contains all the necessary information of what it is about. | |
| Legibility | Writing is not legible. | Writing is not legible in places. | Marginally legible typing. | Marginally legible typing. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.2 |
| 2 | 2.4 |
| 3 | 2.6 |
| 4 | 2.8 |
| 5 | 3.0 |
| 6 | 3.3 |
| 7 | 3.5 |
| 8 | 3.7 |
| 9 | 4.0 |
| 10 | 4.2 |
| 11 | 4.7 |
| 12 | 5.1 |
| 13 | 5.6 |
| 14 | 6.1 |
| 15 | 6.5 |
| 16 | 7.0 |

INFOMERCIAL

Objective: To reinforce oral skills by advertising a product through acting

Estimated time: 3 sessions/classes.

Ability: Speaking.

Secondary Abilities: Acting, creativity.

Difficulty Level:

- **Elementary:** The students fill out a script template and read it in the video.
- **Intermediate:** The students fill out the template but they have to act it out.
- **Advanced:** The students create their own script, performing it by memory.

Outline: In groups, students create an infomercial advertising an original product and upload the video to a Facebook group made by the teacher.

Materials:

- Facebook account for the teacher and each student.
- Facebook group for the class.
- Digital Camera or Cellphone with video feature.
- Computer lab with internet access.
- Props for infomercial.

Class 1 - Procedure:

1. The teacher gives the outline for the activity (5 minutes).
2. The teacher shows an infomercial as an example (5 minutes).
3. The teacher explains the criteria for evaluation (10 minutes).

4. Students create a draft of the script for the infomercial (20 minutes).
5. The teacher checks the work so far (5 minutes).

Class 2 - Procedure:

1. Students bring the finished draft to class or finish in the given time. (10 minutes)
2. The teacher checks the draft and suggests possible changes and corrections (10 minutes).
3. The students correct their draft (15 minutes).
4. Once the draft is finished, the teacher explains how to upload the video to Facebook and how the voting is going to work (10 minutes).
5. The students record the video as a project to be uploaded by a given date by the teacher (Variable).

Class 3 - Procedure:

1. The videos are shown to the class (20-30 minutes).
2. The teacher hands out the rubric with the evaluation (10 minutes).
3. The video with most “likes” after a given time (i.e. next class) is given a reward depending on the teacher’s criteria (5 minutes).



Fig. 1: Go to the class group and click “add photo/video” and then on “upload photo/video”.

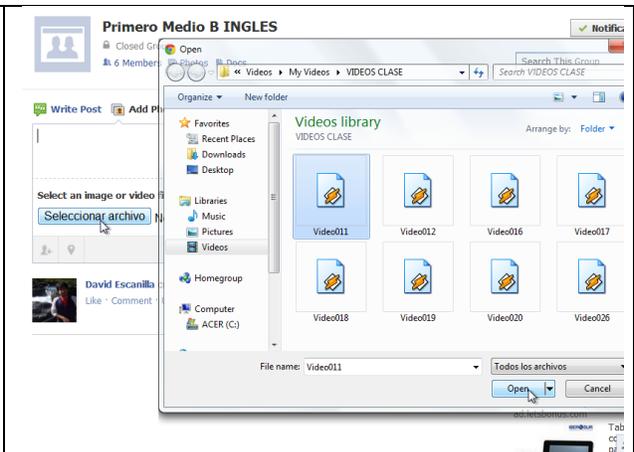


Fig. 2: Find the video file and press “open”.

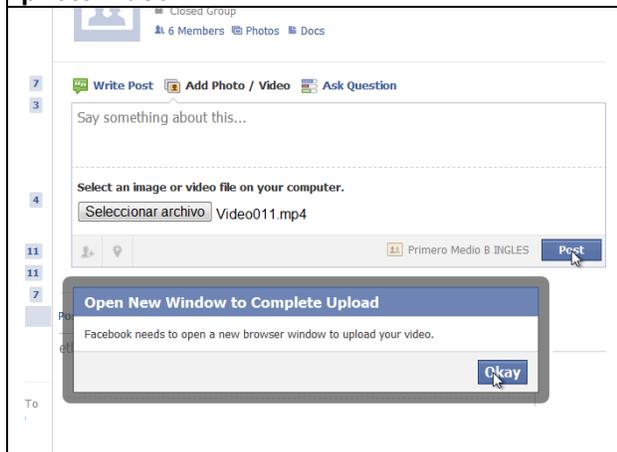


Fig. 3: Press “post” and then “ok” to start uploading the file.

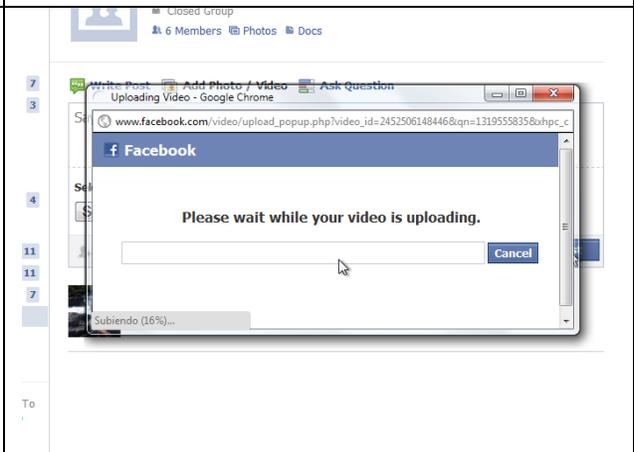


Fig. 4: Wait until the video file has been uploaded. It may take a few minutes, depending on the size of the file.

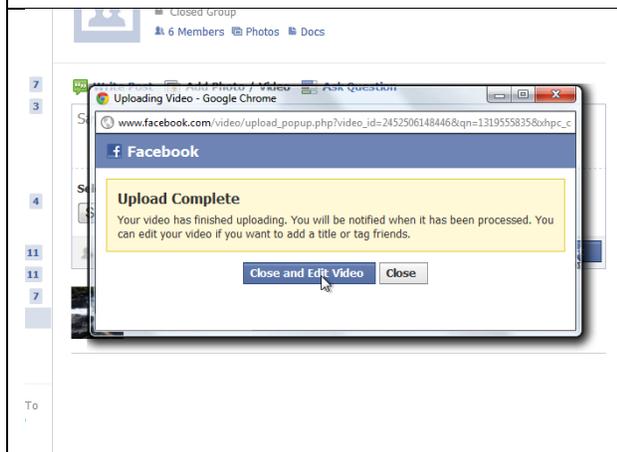


Fig. 5: Once the file has been uploaded, press “close and edit video”.



Fig. 6: Edit the video’s information.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | 1 | 2 | 3 | 4 | |
|------------------------------|--|---|--|--|--|
| Criteria | | | | | |
| Creativity | The performance is dull and shows lack of practice. No use of props. | The performance presents some props but lacks clothing. | Props and clothing are properly used. | Props and clothing are efficiently used, and attract audience's attention. | |
| Effectiveness | More practice is needed to maintain audience interest. | Audience interest is maintained. | Effort is shown to enhance audience interest and involvement. | Multiple techniques are used to artfully and successfully create audience interest. | |
| Manner and Appearance | Appearance, body language or gestures need improvement. | Appearance and mannerisms are appropriate. | Appearance and mannerisms are presented with businesslike conduct and style. | Appearance and mannerisms are presented with a professional demeanor and personal style. | |
| Grammar and spelling | Work has ___ or more spelling and/or grammatical errors. | Work has ___ or more spelling and/or grammatical errors | Work has ___ or more spelling and/or grammatical errors | Work has no misspellings or grammatical errors. | |
| Voice | Volume, pronunciation or vocal variation needs improvement. | Voice and language are adequate. | Voice and language are skillful and effective. | Volume, tone, timing, inflection, and language enhance presentation. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.2 |
| 2 | 2.3 |
| 3 | 2.5 |
| 4 | 2.7 |
| 5 | 2.8 |
| 6 | 3.0 |
| 7 | 3.2 |
| 8 | 3.3 |
| 9 | 3.5 |
| 10 | 3.7 |
| 11 | 3.8 |
| 12 | 4.0 |
| 13 | 4.4 |
| 14 | 4.8 |
| 15 | 5.1 |
| 16 | 5.5 |
| 17 | 5.9 |
| 18 | 6.3 |
| 19 | 6.6 |
| 20 | 7.0 |

TWITCLASS

Objective: To develop speaking skills by using technologies as a new communication channel.

Estimated time: 2+ sessions (depending on number of groups).

Ability: Speaking.

Secondary Abilities: Creativity.

Difficulty Level:

- **Elementary:** Students read a script, which has been already checked by the teacher.
- **Intermediate:** Students may use visual aids to support the presentation, but no questions are allowed.
- **Advanced:** Students present the topic in plain English, by heart, and interact with their classmates (comment and answer questions).

Outline: Students present a given topic through the use of “Twitcam”. Any necessary element can be used to make performance more attractive (visual aids, for instance).

While the broadcasting is made in the classroom, for instance, students go to the lab where they can watch the presentation online and tweet their comments or questions.

Materials:

- Twitter account for the teacher and each student.
- Computer lab with internet access, microphones and webcams.
- Props for each presentation (visual aids).

Class 1 - Procedure:

1. The teacher explains the activity and presents the evaluation rubric (10 minutes).
2. The teacher shows the students how to use Twitcam (10 minutes).
3. Students select or are given a topic related to the current subject (5 minutes).
4. Students start preparing the exposition (variable time).

Class 2 – Procedure

1. (Elementary Level) If necessary, the teacher checks and corrects what has been done by the students before the presentation (variable time).
2. Students present their topic through Twitcam. Their classmates make questions during the presentation or during a short time afterwards (5-10 minutes each).
3. The teacher gives the marks to the groups.



Fig. 1: Go to <http://twitcam.livestream.com> and click “broadcast live”.

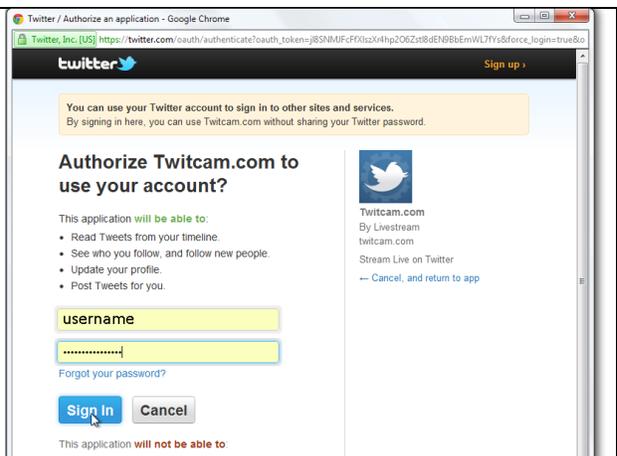


Fig. 2: Sign in with your Twitter account.

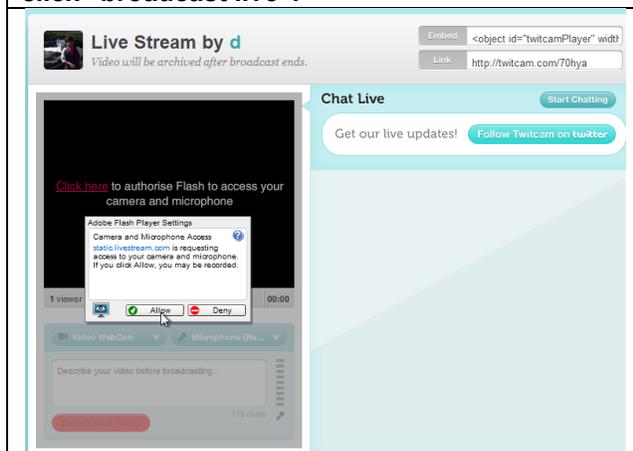


Fig. 3: Allow Flash to use the webcam and microphone.

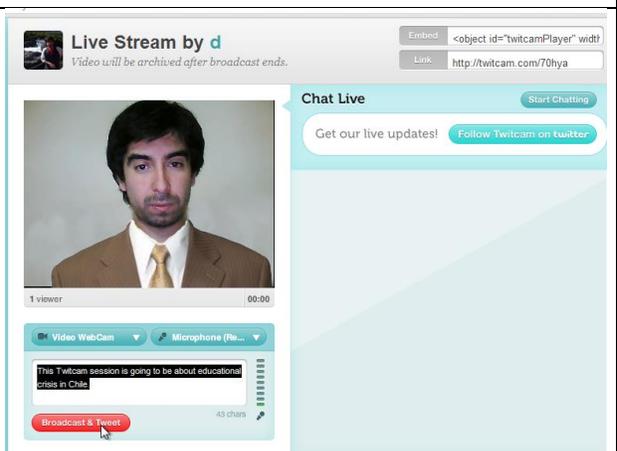


Fig. 4: Describe what the streaming is going to be about.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | 1 | 2 | 3 | 4 | |
|-----------------------------|---|--|---|---|--|
| Criteria | | | | | |
| Organization | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because students jump around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. | |
| Content knowledge | Student does not have grasp of information, student cannot answer questions about the subject. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with content, but fails to elaborate. | Student demonstrates full knowledge (more than required) with explanations and elaboration. | |
| Props | Student use no props. | Student occasionally use props that rarely support text and presentation. | Props are related to text and presentation. | Student use props to reinforce screen text and presentation. | |
| Grammar and spelling | Work has __ or more spelling and/or grammatical errors. | Work has __ or more spelling and/or grammatical errors. | Work has __ or more spelling and/or grammatical errors. | Work has no misspellings or grammatical errors. | |
| Delivery | Student mumbles, incorrectly mispronounce terms and speak too quietly for students at the back to hear. | Student incorrectly pronounces terms. Audience members have difficulty hearing the presentation. | Student's voice is clear. Student pronounces most words correctly. | Student uses a clear voice and correct, precise pronunciation of terms. | |
| Use of technology | The student is uncomfortable with the use of technology. | The student is reluctant to use the computer. | The student is able to use technology properly. | The student is confident and enthusiastic in their use of technology. | |
| Total | | | | | |

| Score | Mark | Score | Mark |
|--------------|-------------|--------------|-------------|
| 0 | 2.0 | 13 | 3.8 |
| 1 | 2.1 | 14 | 4.0 |
| 2 | 2.3 | 15 | 4.2 |
| 3 | 2.4 | 16 | 4.5 |
| 4 | 2.6 | 17 | 4.8 |
| 5 | 2.7 | 18 | 5.1 |
| 6 | 2.8 | 19 | 5.4 |
| 7 | 3.0 | 20 | 5.8 |
| 8 | 3.1 | 21 | 6.1 |
| 9 | 3.3 | 22 | 6.4 |
| 10 | 3.4 | 23 | 6.7 |
| 11 | 3.5 | 24 | 7.0 |
| 12 | 3.7 | | |

FACEBOOK SURVEY

Objective: Students express their opinion about a relevant topic using proper English.

Estimated time: 35-45 minutes.

Ability: Reading comprehension.

Secondary Abilities: Previous knowledge, argumentation.

Difficulty Level:

- **Elementary:** Students may work in pairs and can post their argument in their native language.
- **Intermediate:** Students may work in pairs but they have to use L2.
- **Advanced:** Students work on their own and post their comments in plain English.

Outline: The teacher creates a poll about a relevant topic to the class and asks students to vote and justify their vote by using this Facebook application.

Materials:

- Facebook account for the teacher and each student.
- Computer lab with internet access.

Procedure:

1. The teacher explains the activity (5 minutes).
2. The teacher creates the poll about a relevant topic. (5 minutes).
3. Students vote and post their arguments. (20 minutes).
4. The teacher shows the results to the class. (5 minutes).
5. (Optional) Discussion about the results. (10 minutes).



Fig. 1: Go to the class group in Facebook and click “ask question”.



Fig. 2: Write the question to be discussed and click “add poll options”.

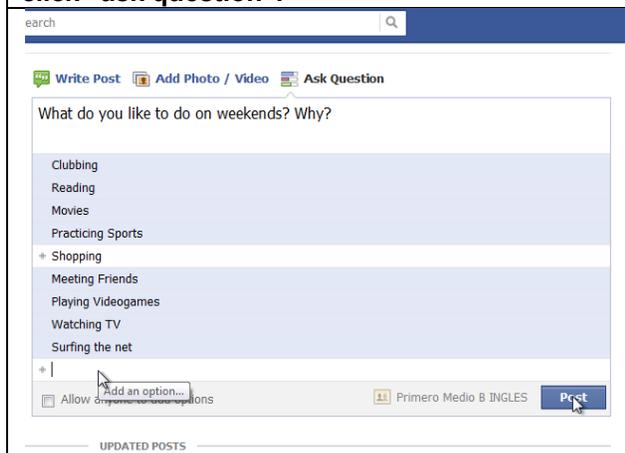


Fig. 3: Add the poll options and press “post”.

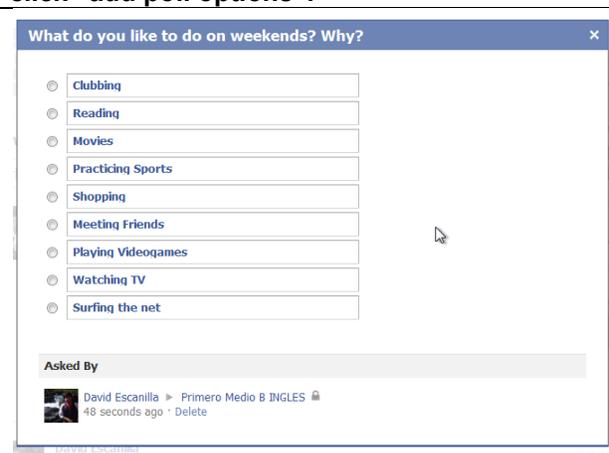


Fig. 4: The finished poll should look like the sample above.



Fig. 5: Students vote and post their arguments as comments.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | 1 | 2 | 3 | 4 | |
|-----------------------------|---|--|---|---|--|
| Criteria | | | | | |
| Content | Justification is unrelated to the topic or not understandable. | Justification is difficult to follow to the reader. | Justification can be understood by any reader and it is related to the topic. | Justification is interesting and exceptionally clear. | |
| Grammar and spelling | Justification has ___ or more spelling and/or grammatical errors. | Justification has ___ or more spelling and/or grammatical errors | Justification has ___ or more spelling and/or grammatical errors | Justification has no misspellings or grammatical errors. | |
| Use of technology | The student is uncomfortable with the use of technology. | The student is reluctant to use the computer. | The student is able to use technology properly. | The student is confident and enthusiastic in their use of technology. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.3 |
| 2 | 2.6 |
| 3 | 2.8 |
| 4 | 3.1 |
| 5 | 3.4 |
| 6 | 3.7 |
| 7 | 4.0 |
| 8 | 4.5 |
| 9 | 5.1 |
| 10 | 5.8 |
| 11 | 6.4 |
| 12 | 7.0 |

140-CHARACTER POLL

Objective: To expose clearly their personal point of view.

Estimated time: 15 minutes

Ability: Writing.

Secondary abilities: Argumentation.

Difficulty Level

- **Elementary:** Students must use the sentence “I agree or I disagree” in their opinions but they may use mother tongue if necessary.
- **Intermediate:** Students may select from a list of facts to justify their opinions.
- **Advanced:** Students must give their own reasons to justify their points of view and use English.

Outline: Using Twitter, students justify their opinion about a specific statement given by their teacher.

Materials:

- Twitter account for the teacher and each student.

Procedure:

1. The teacher explains the activity (2 minutes).
2. The teacher posts the statement to Twitter (3 minutes).
3. At a time of the teacher’s choosing the students tweet their opinion as a reply to the original tweet (10 minutes).

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | 1 | 2 | 3 | 4 | |
|-----------------------------|--|---|--|--|--|
| Criteria | | | | | |
| Content | Justification is unrelated to the topic or not understandable. | Justification is difficult to follow to the reader. | Justification can be understood by any reader and it's related to the topic. | Justification is interesting and exceptionally clear. | |
| Grammar and spelling | Justification has __ or more spelling and/or grammatical errors. | Justification has __ or more spelling and/or grammatical errors | Justification has __ or more spelling and/or grammatical errors | Justification has no misspellings or grammatical errors. | |
| Legibility | Writing is not legible. | Writing is not legible in places. | Marginally legible typing. | Marginally legible typing. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.3 |
| 2 | 2.6 |
| 3 | 2.8 |
| 4 | 3.1 |
| 5 | 3.4 |
| 6 | 3.7 |
| 7 | 4.0 |
| 8 | 4.5 |
| 9 | 5.1 |
| 10 | 5.8 |
| 11 | 6.4 |
| 12 | 7.0 |

TWITTER-BASED REPORT

Objective: To extract and summarize the main ideas of a piece of news.

Estimated time: 30 minutes

Ability: Writing / Reading Comprehension.

Secondary abilities: Analyzing and Summarizing.

Difficulty Level

- **Elementary:** The teacher adapts a set of news articles to the students' level of English, with simple vocabulary and easy to understand.
- **Intermediate:** Students, with the help of their teacher, find a piece of news of their choosing and post a summary in Twitter.
- **Advanced:** Students find a piece of news of their choosing and post a summary in Twitter.

Outline: Students must read or listen to a piece of news. Then, students post a 140-character report in Twitter summarizing the event.

Materials:

- Twitter account for the teacher and each student.
- Computer with Internet access.
- An appropriate piece of news found in a online newspaper or any other reliable source.

Procedure:

1. The teacher explains the activity (5 minutes).
2. Students search and read an appropriate article in an online newspaper (sports, science, technology, etc) or any other reliable source (10 minutes).
3. Students write a draft in their copybooks summarizing the news article. The teacher checks them (10 minutes).
4. Students post the draft as a tweet using a previously chosen hashtag. (i.e. #repnov11) (5 minutes).

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points Criteria | 1 | 2 | 3 | 4 | |
|-----------------------------|---|---|--|---|--|
| News Appropriateness | The chosen news article is vulgar or inappropriate for class. | The chosen news article is too short or too simple. | The chosen news article is appropriate for the class and the right length. | The chosen news article is the right length, interesting and complex. | |
| Summary Content | Weakly organized, unrelated to the news article and inappropriate length. | Organized but with problems in sentence structure and length. | Organized but problems in sentence structure or length. | Well organized, appropriate length. | |
| Legibility | Writing is not legible. | Writing is not legible in places. | Marginally legible typing. | Legible typing. | |
| Grammar and spelling | Work has ___ or more spelling and/or grammatical errors. | Work has ___ or more spelling and/or grammatical errors | Work has ___ or more spelling and/or grammatical errors | Work has no misspellings or grammatical errors. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.2 |
| 2 | 2.4 |
| 3 | 2.6 |
| 4 | 2.8 |
| 5 | 3.0 |
| 6 | 3.3 |
| 7 | 3.5 |
| 8 | 3.7 |
| 9 | 4.0 |
| 10 | 4.2 |
| 11 | 4.7 |
| 12 | 5.1 |
| 13 | 5.6 |
| 14 | 6.1 |
| 15 | 6.5 |
| 16 | 7.0 |

CELEBRITY GREETING

Objective: To reinforce the use of greetings expressions to develop writing communicative skills.

Estimated time: 30 minutes

Ability: Writing.

Secondary abilities: Creativity.

Difficulty Level

- **Elementary:** Students fill in a template given previously by the teacher.
- **Advanced:** Students write an introductory tweet using the vocabulary and patterns they know.

Outline: Students look for the Twitter account of an English-speaking celebrity and create a 140-character tweet in order to greet them.

Materials:

- Twitter account for the teacher and each student.
- Computer with Internet access.

Procedure:

1. The teacher explains the activity (5 minutes).
2. Students make a draft of what they are going to tweet, which is checked by the teacher to correct grammar mistakes.
3. Students send the tweet.
4. (Optional) Any replies are mentioned by the teacher or the students afterwards.

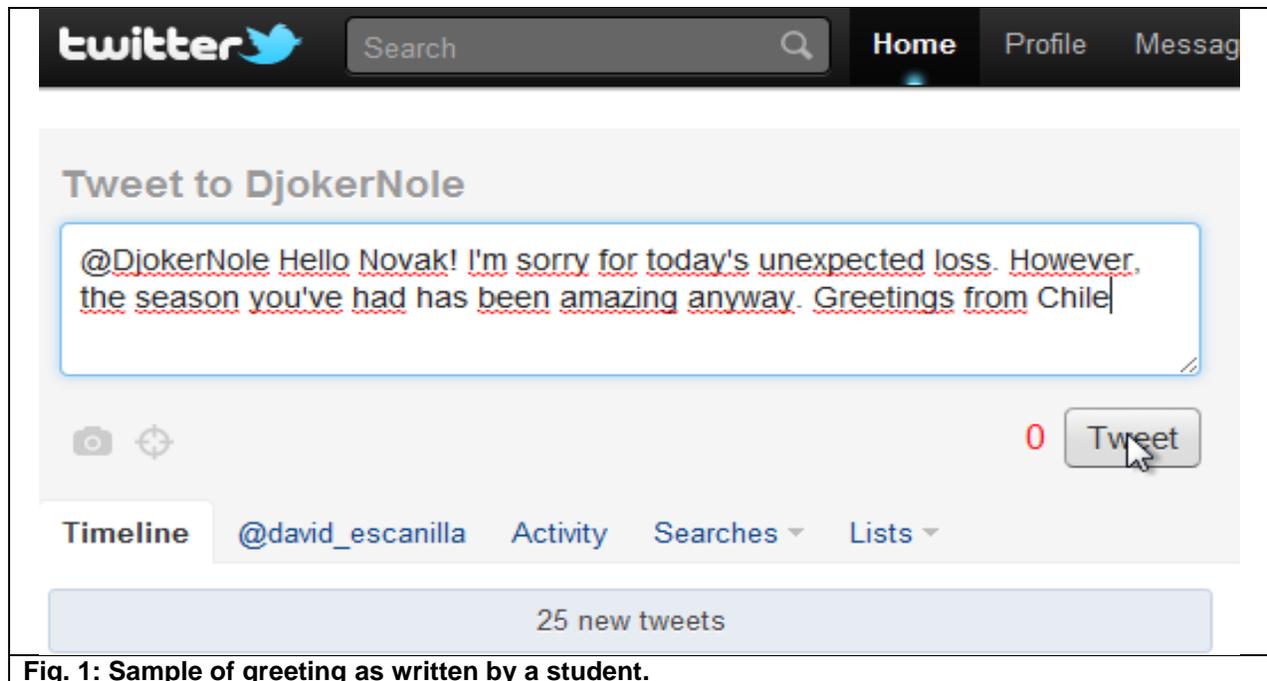


Fig. 1: Sample of greeting as written by a student.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | 1 | 2 | 3 | 4 | |
|-----------------------------|--|--|--|---|--|
| Criteria | | | | | |
| Content | Justification is unrelated to the topic or not understandable. | Justification is difficult to follow to the reader. | Justification can be understood by any reader and it's related to the topic. | Justification is interesting and exceptionally clear. | |
| Legibility | Writing is not legible. | Writing is not legible in places. | Marginally legible typing. | Well organized, appropriate length. | |
| Grammar and spelling | Work has __ or more spelling and/or grammatical errors. | Work has __ or more spelling and/or grammatical errors | Work has __ or more spelling and/or grammatical errors | Work has no misspellings or grammatical errors. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.3 |
| 2 | 2.6 |
| 3 | 2.8 |
| 4 | 3.1 |
| 5 | 3.4 |
| 6 | 3.7 |
| 7 | 4.0 |
| 8 | 4.5 |
| 9 | 5.1 |
| 10 | 5.8 |
| 11 | 6.4 |
| 12 | 7.0 |

LISTENING COMPREHENSION

Objective: To get information of an audio in order to answer a set of questions.

Estimated time: 40 minutes.

Ability: Listening comprehension.

Secondary abilities: Writing ability.

Difficulty Level

- **Elementary:** The teacher uses only multiple choices as questions.
- **Intermediate:** The teacher uses multiple choice and true or false.
- **Advanced:** The teacher uses multiple choices, true or false and answers in full.

Outline: The teacher uploads an audio file to the Facebook group, followed by a set of questions that students will have to answer and send them by inbox mail to the teacher.

Materials:

- A Facebook account for the teachers and the students.
- Facebook Group for the class.
- A Chirbit account for the teacher.

Procedure:

1. The teacher explains the activity (5 minutes).
2. The teacher uploads the audio and writes the questions (10 minutes).
3. Students listen and take notes, then students answer the questions and send them to the teacher (Variable/25 minutes).

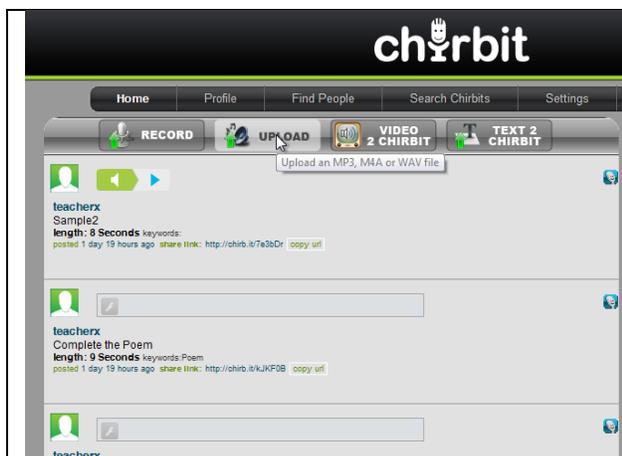


Fig. 1: Go to www.chirbit.com and press upload.



Fig. 2: Fill in the fields and click “choose your file”.

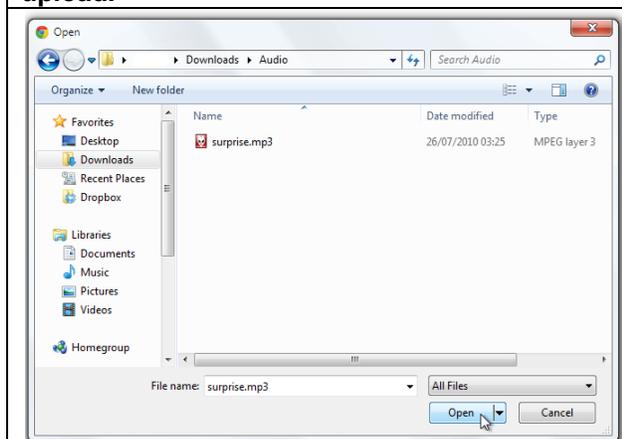


Fig. 3: Find the audio file to be uploaded and press “open”.

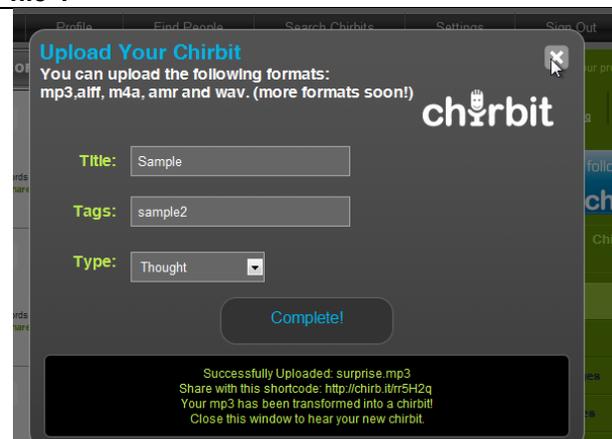


Fig. 4: Once the file has been uploaded, close the pop-up window.



Fig. 5: Share the audio file by pressing the Facebook logo. Select the group in the pop-up window that will appear.



Fig. 6: Once in the group, add the questions for the audio file.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points Criteria | 1 | 2 | 3 | 4 | |
|--|---|---|---|---|--|
| Listener focuses attention on the audio | Listener pays no attention to the audio | Listener pays a little attention to the audio | Listener pays some attention | Listener is fully focused on the audio. | |
| Grammar and spelling | Work has ___ or more spelling and/or grammatical errors. | Work has ___ or more spelling and/or grammatical errors | Work has ___ or more spelling and/or grammatical errors | Work has no misspellings or grammatical errors. | |
| Comprehension | Student does not have grasp of information. Work does not have what was asked by the teacher. | Student is uncomfortable with listening but is able to demonstrate basic comprehension. | Student is at ease with listening, but fails to answer correctly. | Student demonstrates full knowledge of the listening material (more than required). | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.3 |
| 2 | 2.6 |
| 3 | 2.8 |
| 4 | 3.1 |
| 5 | 3.4 |
| 6 | 3.7 |
| 7 | 4.0 |
| 8 | 4.5 |
| 9 | 5.1 |
| 10 | 5.8 |
| 11 | 6.4 |
| 12 | 7.0 |

POEM CHALLENGE

Objective: To distinguish sentences and phonemes in order to complete an oral poem.

Estimated time: 1 session (45 minutes).

Ability: Listening comprehension.

Secondary abilities: Writing ability.

Difficulty Level:

- **Elementary:** The teacher gives the students vocabulary and the translation of the poem, they may work in pairs.
- **Intermediate:** The teacher gives students vocabulary.
- **Advanced:** The teacher only checks and suggests ideas but the students need to complete the poem by themselves.

Outline: The teacher uploads a spoken and incomplete poem to the Facebook group. Students will have to add some strophes to make it complete and also make it rhyme. Students choose the best by pressing the button “Like”.

Materials:

- A Facebook account for the teachers and the students.
- Facebook Group for the class.
- A Chirbit account for the teacher.

Procedure:

1. The teacher explains the activity (5 minutes).
2. The teacher uploads the poem to the Facebook group.
3. Students listen to the poem and write a draft.
4. Students record the complete poem and post it to the group.



Fig. 1: Go to www.chirbit.com and press “record”.

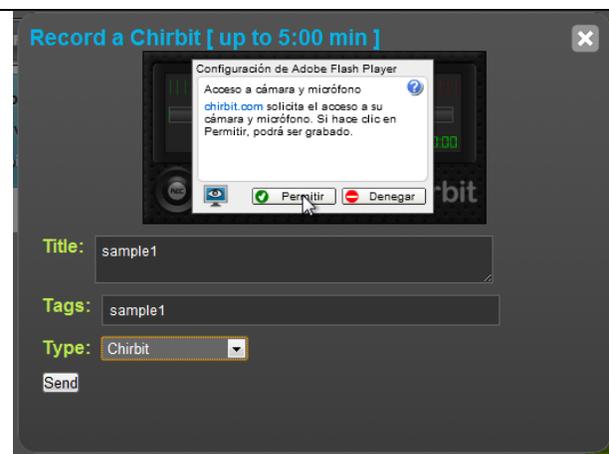


Fig. 2: Allow Flash to use the microphone.



Fig. 3: Press “rec” to start recording. Once you have finished recording, fill in the fields and press “send”.



Fig. 4: Press Facebook logo to share the audio file.

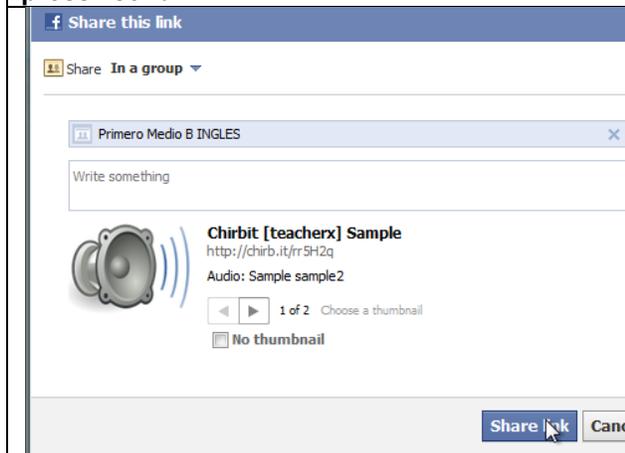


Fig. 5: Share the link on the Facebook group.



Fig. 6: Students repeat the process to post their work to the group.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | 1 | 2 | 3 | 4 | |
|--|---|--|--|---|--|
| Criteria | | | | | |
| Listener focuses attention on the audio | Listener pays no attention to the audio | Listener pays a little attention to the audio. | Listener pays some attention to the audio file. | Listener is fully focused on the audio. | |
| Grammar and spelling | Work has ___ or more spelling and/or grammatical errors. | Work has ___ or more spelling and/or grammatical errors. | Work has ___ or more spelling and/or grammatical errors. | Work has no misspellings or grammatical errors. | |
| Rhyming | Student was not able to create any rhymes. | Student was able to create few rhymes. | Student was able to create most rhymes. | Student was able to create all rhymes. | |
| Content | Student does not have grasp of information. Work does not have what was asked by the teacher. | Student is uncomfortable with content but is able to demonstrate basic contents. | Student is at ease with content, but fails to elaborate. | Student demonstrates full knowledge (more than required). | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.2 |
| 2 | 2.4 |
| 3 | 2.6 |
| 4 | 2.8 |
| 5 | 3.0 |
| 6 | 3.3 |
| 7 | 3.5 |
| 8 | 3.7 |
| 9 | 4.0 |
| 10 | 4.2 |
| 11 | 4.7 |
| 12 | 5.1 |
| 13 | 5.6 |
| 14 | 6.1 |
| 15 | 6.5 |
| 16 | 7.0 |

GROUP DIALOGUE

Objective: To create and record a dialogue based on a given topic.

Estimated time: 65 minutes.

Ability: Speaking.

Secondary abilities: Writing, creativity.

Difficulty Level

- **Elementary:** The teacher gives students the template to be filled in.
- **Intermediate:** The teacher gives students vocabulary they may include.
- **Advanced:** The teacher guides and checks the activity.

Outline: Students record a 10/15-minute dialogue according to the topic of the class.

Materials:

- A Facebook account for the teachers and the students.
- Facebook Group for the class.
- A Chirbit account for the whole class.

Procedure:

1. The teacher explains the activity (5 minutes).
2. The teacher shows how to record and upload a file by using Chirtbit (10 minutes)
3. Students write a draft (15 minutes).
4. The teacher corrects the drafts (10 minutes).
5. Students rehearse the dialogue (15 minutes).
6. Students record and upload the dialogue (10 minutes).



Fig. 1: Go to www.chirbit.com and press “record”.

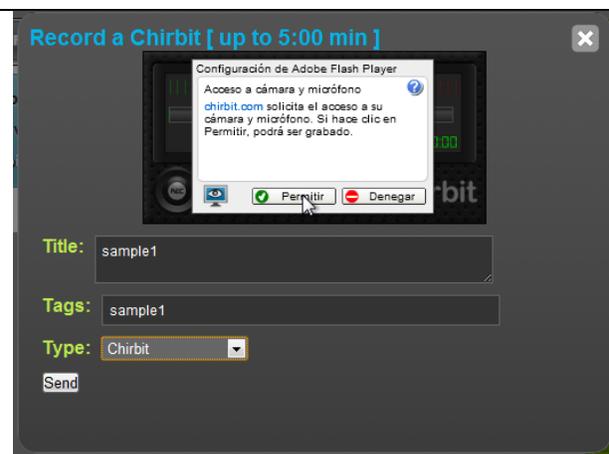


Fig. 2: Allow Flash to use the microphone.

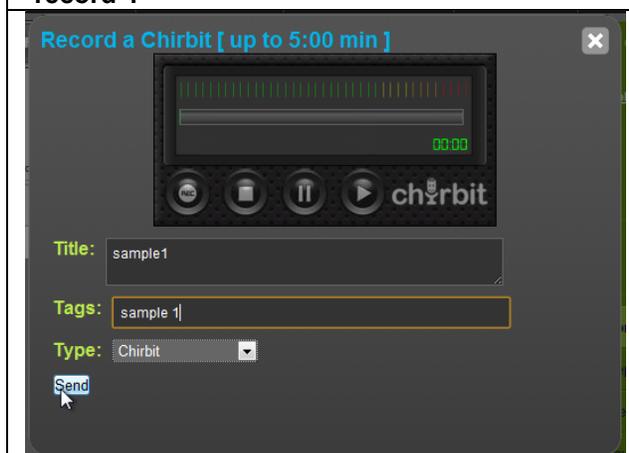


Fig. 3: Press “rec” to start recording. Once you have finished recording, fill in the fields and press “send”.



Fig. 4: Press Facebook logo to share the audio file.

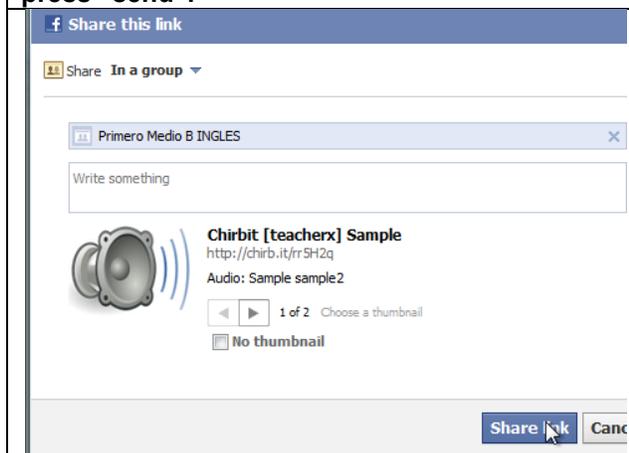


Fig. 5: Share the link on the Facebook group.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | 1 | 2 | 3 | 4 | |
|-----------------------------|---|---|---|---|--|
| Criteria | | | | | |
| Creativity | The performance is dull and shows lack of practice. | The performance of the dialogue is unenthusiastic and shows lack of effort. | The performance of the dialogue is strong, with variations of pitch according to the character. | The performance of the dialogue is excellent and in-character. | |
| Effectiveness | More practice is needed to maintain audience interest. | Audience interest is maintained. | Effort is shown to enhance audience interest and involvement. | Multiple techniques are used to artfully and successfully create audience interest. | |
| Grammar and spelling | Work has __ or more spelling and/or grammatical errors. | Work has __ or more spelling and/or grammatical errors | Work has __ or more spelling and/or grammatical errors | Work has no misspellings or grammatical errors. | |
| Voice | Volume, pronunciation or vocal variation needs improvement. | Voice and language are adequate. | Voice and language are skillful and effective. | Volume, tone, timing, inflection, and language enhance presentation. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.2 |
| 2 | 2.4 |
| 3 | 2.6 |
| 4 | 2.8 |
| 5 | 3.0 |
| 6 | 3.3 |
| 7 | 3.5 |
| 8 | 3.7 |
| 9 | 4.0 |
| 10 | 4.2 |
| 11 | 4.7 |
| 12 | 5.1 |
| 13 | 5.6 |
| 14 | 6.1 |
| 15 | 6.5 |
| 16 | 7.0 |

CREATING SONGS

Objective: To create a song using previous knowledge.

Estimated time: 2 classes (45 minutes each) - Pair work.

Ability: Speaking.

Secondary abilities: Writing, creativity, coherence and cohesion.

Difficulty Level

- **Elementary:** Students may change the lyrics of a song.
- **Intermediate:** The teacher gives the students some sentences to be included.
- **Advanced:** The teacher just checks and suggests ideas.

Outline: Students compose, sing, record and upload a song created by themselves which deals with the topic of the class. A melody taken from a well-known piece of music can be used.

Materials:

- A Facebook account for the teachers and the students.
- Facebook Group for the class.
- A Chirbit account for the whole class, where students can both record and upload the audio file.

Procedure:

Class 1:

1. The teacher explains the activity (5 minutes).
2. The teacher assigns the topics to create the song (10 minutes).
3. Students write a draft of the lyrics (10 minutes).
4. The teacher checks the drafts and corrects their grammatical mistakes (10 minutes).
5. Students rehearse the song (10 minutes).

Class 2:

1. (At home or in the lab) Before the next class, students record and upload the song to the Facebook group.
2. The next class, they listen to the songs (30 minutes).
3. By voting “Like” they choose the best one (10 minutes).



Fig. 1: Go to www.chirbit.com and press “record”.

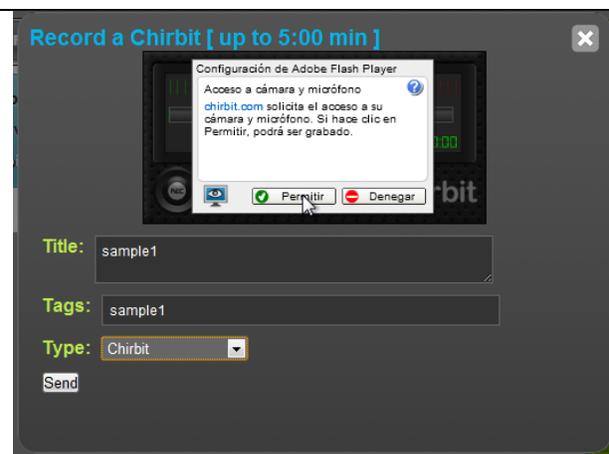


Fig. 2: Allow Flash to use the microphone.



Fig. 3: Press “rec” to start recording. Once you have finished recording, fill in the fields and press “send”.



Fig. 4: Press Facebook logo to share the audio file.

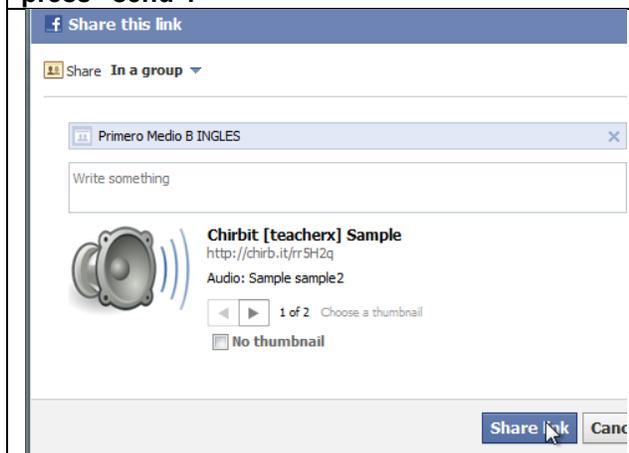


Fig. 5: Share the link on the Facebook group.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | 1 | 2 | 3 | 4 | |
|-----------------------------|---|--|--|--|--|
| Criteria | | | | | |
| Creativity | The song has been totally copied from another one. | The song has most of the lyrics from different songs. | The song has a few lyrics from other songs. | The song is completely original (Intermediate and advanced level only) | |
| Grammar and spelling | Work has ___ or more spelling and/or grammatical errors. | Work has ___ or more spelling and/or grammatical errors. | Work has ___ or more spelling and/or grammatical errors. | Work has no misspellings or grammatical errors. | |
| Voice | Volume, pronunciation or vocal variation needs improvement. | Voice and language are adequate. | Voice and language are skillful and effective. | Volume, tone, timing, inflection, and language enhance presentation. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.3 |
| 2 | 2.6 |
| 3 | 2.8 |
| 4 | 3.1 |
| 5 | 3.4 |
| 6 | 3.7 |
| 7 | 4.0 |
| 8 | 4.5 |
| 9 | 5.1 |
| 10 | 5.8 |
| 11 | 6.4 |
| 12 | 7.0 |

JOKE FESTIVAL

Objective: To create a joke using previous knowledge and vocabulary seen in classes.

Estimated time: 40 minutes.

Ability: Writing

Secondary abilities: Creativity.

Difficulty Level

- **Elementary:** Students are allowed to translate a joke to English.
- **Intermediate:** The teacher gives students vocabulary to be used.
- **Advanced:** The teacher checks.

Outline: Each student create a joke or funny article and then post it to twitter using the hash-tag assigned.

Materials:

- A twitter account for the teachers and the students.

Procedure:

1. The teacher explains the activity (5 minutes).
2. The teacher writes an example of the activity (5 minutes).
3. Students write a draft of their jokes, the teacher checks them (10 minutes).
4. Students upload their jokes to twitter (5 minutes).
5. Students are asked to read random jokes (15 minutes).

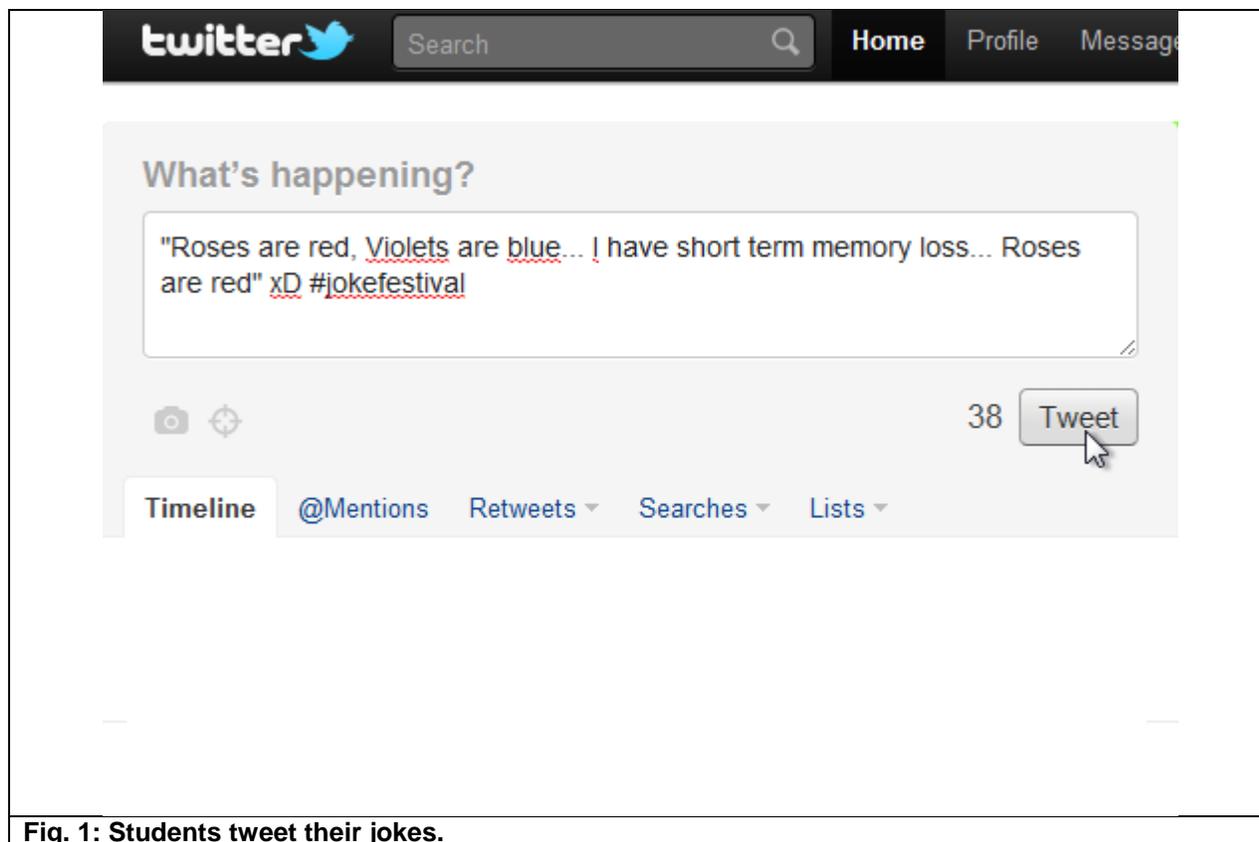


Fig. 1: Students tweet their jokes.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | 1 | 2 | 3 | 4 | |
|-----------------------------|---|--|--|---|--|
| Criteria | | | | | |
| Creativity | The joke has been totally copied from another one. | The joke is paraphrased from another joke. | The joke is mostly original. | The joke is completely original. | |
| Legibility | Writing is not legible. | Writing is not legible in places. | Marginally legible typing. | Well organized, appropriate length. | |
| Grammar and spelling | Work has __ or more spelling and/or grammatical errors. | Work has __ or more spelling and/or grammatical errors | Work has __ or more spelling and/or grammatical errors | Work has no misspellings or grammatical errors. | |
| Content | Student does not have grasp of information. Work does not have what was asked by the teacher. | Student is uncomfortable with content but is able to demonstrate basic contents. | Student is at ease with content, but fails to elaborate. | Student demonstrates full knowledge (more than required). | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.2 |
| 2 | 2.4 |
| 3 | 2.6 |
| 4 | 2.8 |
| 5 | 3.0 |
| 6 | 3.3 |
| 7 | 3.5 |
| 8 | 3.7 |
| 9 | 4.0 |
| 10 | 4.2 |
| 11 | 4.7 |
| 12 | 5.1 |
| 13 | 5.6 |
| 14 | 6.1 |
| 15 | 6.5 |
| 16 | 7.0 |

STORY CONTEST

Objective: To reinforce the ability to summarize their own stories.

Estimated time: 40 minutes.

Ability: Writing.

Secondary abilities: Listening ability, summarize, creativity.

Difficulty Level

- **Elementary:** Students are given the script of the audio.
- **Intermediate:** Students are given the script of the audio without keywords, which they have to listen to and complete.
- **Advanced:** Students must write the script but optionally the teacher may write the keywords in the whiteboard.

Outline: The teacher uploads an audio file that students must listen to in order to develop a 150-character story (handwriting draft) related to the audio. Once the work is checked by the teacher, students make a 100-character summary and upload it to Twitter.

Materials:

- A Twitter account for the teachers and the students.
- A Chirbit account for the class.

Procedure:

1. The teacher explains the activity (5 minutes).
2. The teacher uploads the audio file to Chirbit and the post it in Twitter (5 minutes).
3. Students write the draft according to what they heard; the teacher checks them (10 minutes).
4. Students summarize their stories (10 minutes).
5. Students upload their stories to Twitter (5 minutes).

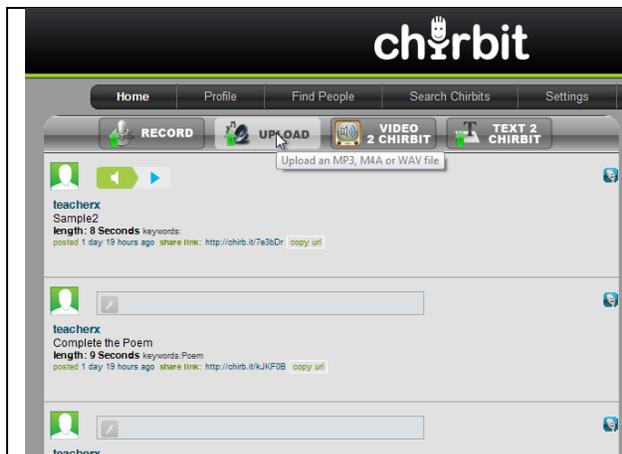


Fig. 1: Go to www.chirbit.com and press “upload”.



Fig. 2: Fill in the fields with the information required and press “choose your file”.

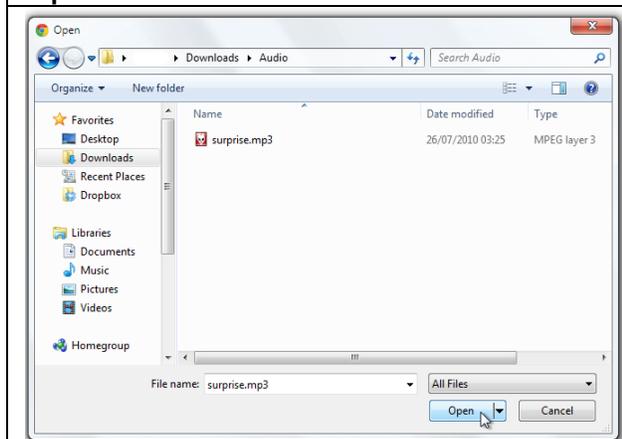


Fig. 3: Find the audio file and press “open”.

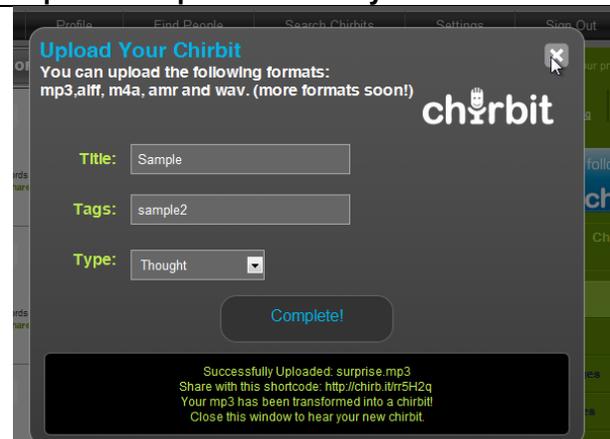


Fig. 4: Once the audio has been uploaded, close the pop-up window.

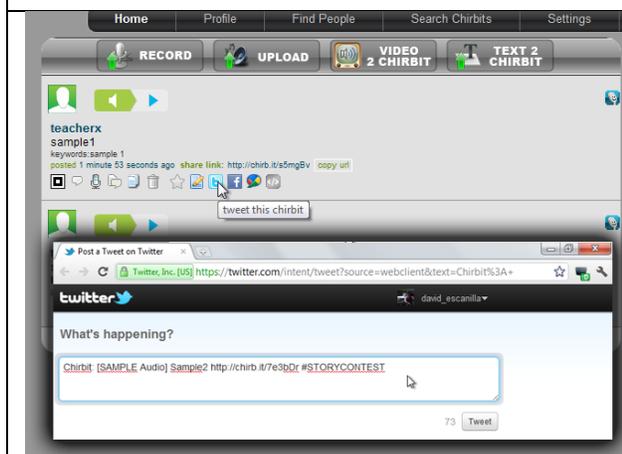


Fig. 5: Press the Twitter logo to share the link and then tweet it.

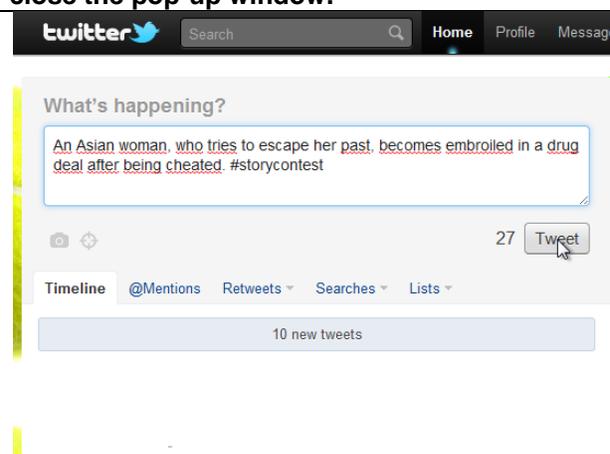


Fig. 6: Tweet the 100-character summary.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | 1 | 2 | 3 | 4 | |
|--|--|---|---|--|--|
| Criteria | | | | | |
| Listener focuses attention on the audio | Listener pays no attention to the audio. | Listener pays a little attention to the audio. | Listener pays some attention to the audio file. | Listener is fully focused on the audio. | |
| Completeness | The summary is less than 50 characters. | The summary is between 70 and 89-character long. | The summary is between 90 and 99-character long. | The summary is exactly 100-character long. | |
| Use of technology | The student refuses to use the computer. | The student is not able to use the computer for basic tasks without help. | The student is able to use the computer properly for basic tasks. | The student is able to use the computer properly and helps their classmates. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.3 |
| 2 | 2.6 |
| 3 | 2.8 |
| 4 | 3.1 |
| 5 | 3.4 |
| 6 | 3.7 |
| 7 | 4.0 |
| 8 | 4.5 |
| 9 | 5.1 |
| 10 | 5.8 |
| 11 | 6.4 |
| 12 | 7.0 |

MOVIE SYNOPSIS

Objective: To create a movie synopsis based on any random image.

Estimated time: 50 minutes.

Ability: Writing.

Secondary abilities: Creativity, coherence.

Difficulty Level

- **Elementary:** The teacher gives students a template to complete.
- **Intermediate:** The teacher gives students the pictures.
- **Advanced:** Students work by their own, the teacher only checks.

Outline: Students bring some pictures to class, then they select and upload one to the Facebook group and, in no more than 200 words, they have to create synopsis of a movie.

Materials:

- A Facebook account for the teachers and the students.
- Images from Magazines, Newspapers, etc.

Procedure:

1. The teacher explains the activity (5 minutes).
2. Students select the picture (5 minutes).
3. Students write a draft of the synopsis (15 minutes).

4. The teacher checks the students' draft (10 minutes).
5. Students upload the picture to the Facebook group (5 minutes).
6. Students write/comment the synopsis of the "movie" (10 minutes).



Fig. 1: Go to the Facebook group, press “add photo/video” and then “upload photo/video”.



Fig. 2: Find the picture file and press “open”.

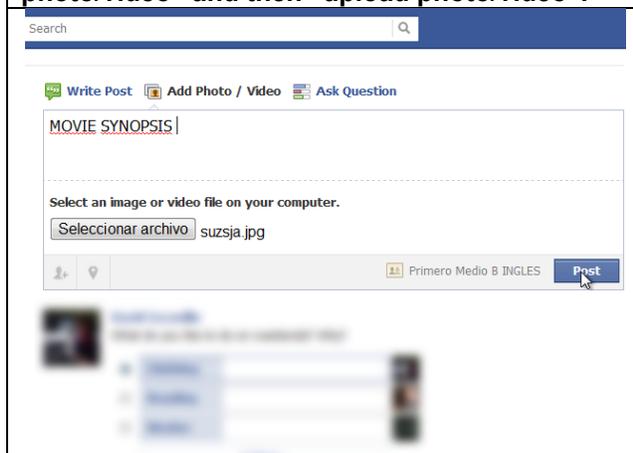


Fig. 3: Describe the activity and press “post”.

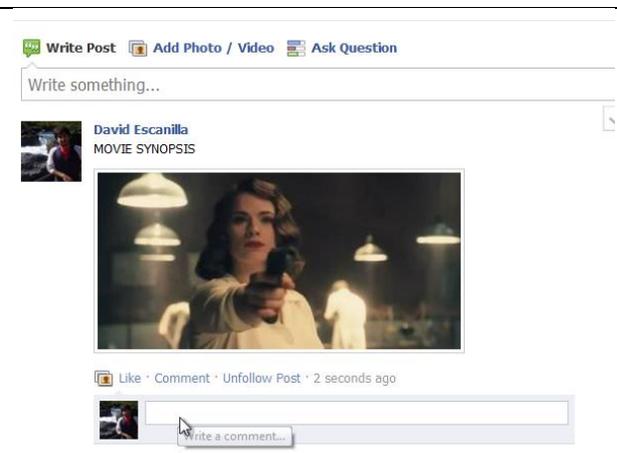


Fig. 4: Students write the movie synopsis as a comment.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points Criteria | 1 | 2 | 3 | 4 | |
|------------------------------|---|--|---|---|--|
| Image Appropriateness | The chosen news article is vulgar or inappropriate for class. | The image is appropriate. | - | - | |
| Synopsis Content | Synopsis does not show effort nor creativity. It does not have the required length. | Synopsis shows some effort and creativity. It does not have the required length. | Synopsis shows effort and creativity. It has the required length. | Synopsis is exceptionally original. It has the required length. | |
| Legibility | Writing is not legible. | Writing is not legible in places. | Marginally legible typing. | Legible typing. | |
| Grammar and spelling | Work has __ or more spelling and/or grammatical errors. | Work has __ or more spelling and/or grammatical errors | Work has __ or more spelling and/or grammatical errors | Work has no misspellings or grammatical errors. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.2 |
| 2 | 2.5 |
| 3 | 2.7 |
| 4 | 3.0 |
| 5 | 3.2 |
| 6 | 3.4 |
| 7 | 3.7 |
| 8 | 4.0 |
| 9 | 4.3 |
| 10 | 4.9 |
| 11 | 5.4 |
| 12 | 5.9 |
| 13 | 6.5 |
| 14 | 7.0 |

LINKING THE IMAGES

Objective: To create a story based on a series of images.

Estimated time: 60 minutes.

Ability: Writing.

Secondary abilities: Creativity.

Difficulty Level

- **Elementary:** Students may work in couples and the teacher gives students the vocabulary for the activity.
- **Intermediate:** The teacher gives students the vocabulary for the activity.
- **Advanced:** Students work by themselves, the teacher only checks and guides the activity.

Outline: The teacher uploads 3 different images to the Facebook group, and then students create a story in which they will link them. Students may arrange the pictures in a different order.

Materials:

- A Facebook account for the teachers and the students.
- 3 different Images.

Procedure:

1. The teacher explains the activity (5 minutes).
2. The teacher uploads the pictures to the Facebook group (10 minutes).
3. Students write a draft of the story (20 minutes).
4. The teacher checks mistakes and suggest some changes (15 minutes).

5. Students upload their stories to the Facebook group (10 minutes).



Fig. 1: Go to the class group and select “add photo/video”.



Fig. 2: Press “create photo album”.

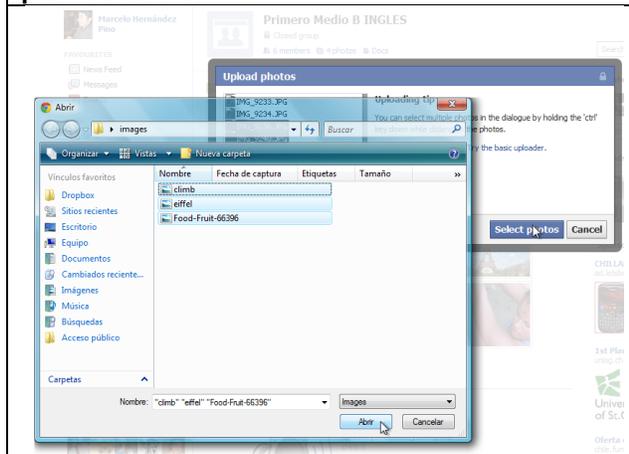


Fig. 3: Find the picture files and press “open”.

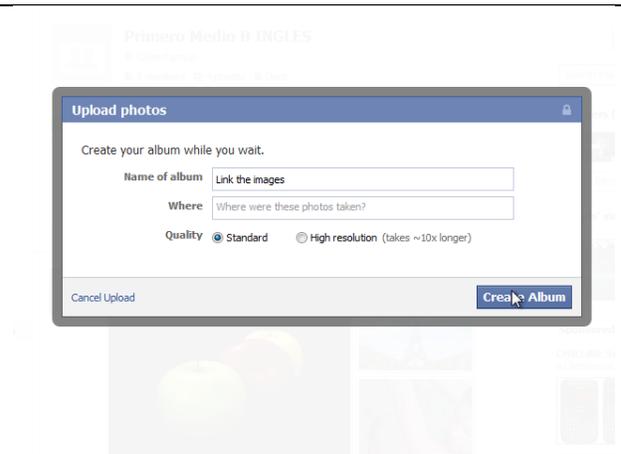


Fig. 4: Fill in the information about the album and press “create album”.



Fig. 5: Students post the story about the three images as comments to the album.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | 1 | 2 | 3 | 4 | |
|-----------------------------|---|---|---|--|--|
| Criteria | | | | | |
| Grammar and spelling | Work has ___ or more spelling and/or grammatical errors. | Work has ___ or more spelling and/or grammatical errors. | Work has ___ or more spelling and/or grammatical errors. | Work has no misspellings or grammatical errors. | |
| Coherence | The story has nothing to do with any of the three pictures. | The story is related to just one picture. | The story relates to 2 pictures only. | The whole story is related to the three pictures. | |
| Legibility | Writing is not legible. | Writing is not legible in places. | Marginally legible typing. | Well organized, appropriate length. | |
| Use of technology | The student refuses to use the computer. | The student is not able to use the computer for basic tasks without help. | The student is able to use the computer properly for basic tasks. | The student is able to use the computer properly and helps their classmates. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.2 |
| 2 | 2.4 |
| 3 | 2.6 |
| 4 | 2.8 |
| 5 | 3.0 |
| 6 | 3.3 |
| 7 | 3.5 |
| 8 | 3.7 |
| 9 | 4.0 |
| 10 | 4.2 |
| 11 | 4.7 |
| 12 | 5.1 |
| 13 | 5.6 |
| 14 | 6.1 |
| 15 | 6.5 |
| 16 | 7.0 |

COMPLETE THE STORY

Objective: To complete an audio with the missing information.

Estimated time: 2 sessions (45 minutes each).

Ability: Listening ability.

Secondary abilities: Speaking, writing, creativity.

Difficulty Level

- **Elementary:** The teacher gives students the script of both audios.
- **Intermediate:** The teacher gives students the script of only one audio.
- **Advanced:** The teacher guides and checks the activity, students work on their own.

Outline: The teacher, using Chirbit, uploads 2 audio files to the Facebook group, one telling the beginning of a story and the other about the ending of the story. Meanwhile, students will create, record and upload the whole story.

Materials:

- A Facebook account for the teacher and the students.
- 2 audio files.
- Computer lab with microphone.

Procedure:

Class 1:

1. The teacher explains the activity (5 minutes).
2. The teacher uploads the 2 audio file to Chirbit and then post it in the Facebook group (10 minutes).
3. Students write the first draft of the story (15minutes).
4. The teacher checks mistakes and suggest changes (10 minutes).
5. Students start writing their second drafts (5 minutes).

Class 2:

1. The teacher checks the second drafts.
2. Students write their final versions.
3. The teacher checks the final drafts.
4. Students record their final versions.
5. Students upload their audios to the Facebook group.

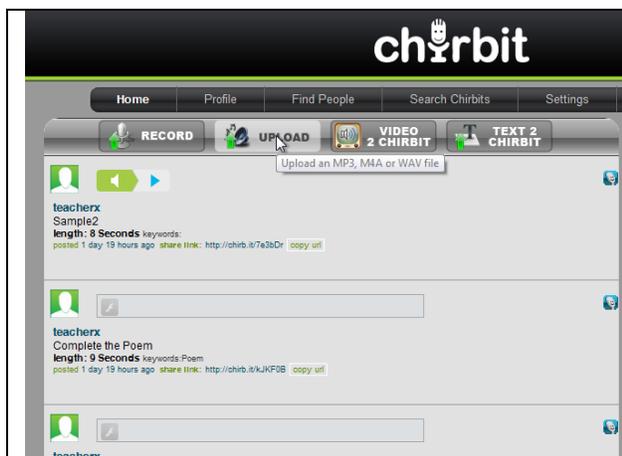


Fig. 1: Go to www.chirbit.com and press upload.



Fig. 2: Fill in the fields and click “choose your file”.

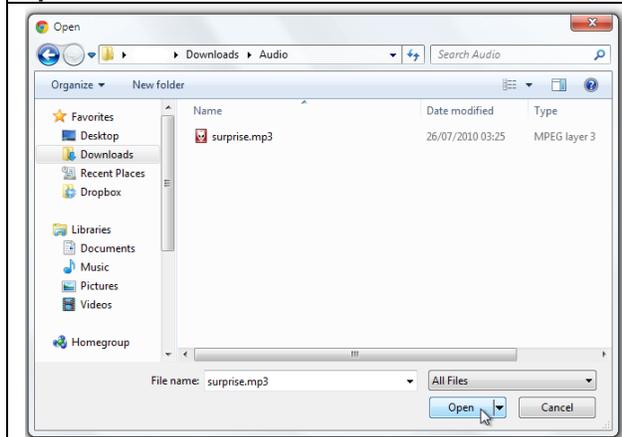


Fig. 3: Find the audio file to be uploaded and press “open”.

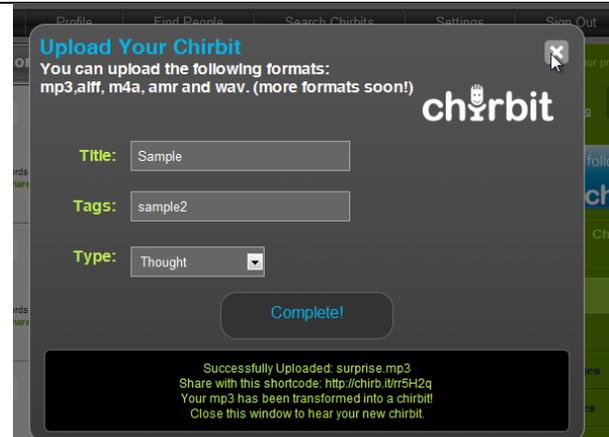


Fig. 4: Once the file has been uploaded, close the pop-up window.



Fig. 5: Share the audio file by pressing the Facebook logo. Select the group in the pop-up window that will appear.



Fig. 6: Press the “play” button to listen to the audio file. Repeat the process to upload the second file.



Fig. 1: Students go to www.chirbit .com and press “record”.



Fig. 2: Allow Flash to use the microphone.



Fig. 3: Press “rec” to start recording. Once you have finished recording, fill in the fields and press “send”.



Fig. 4: Press Facebook logo to share the audio file.

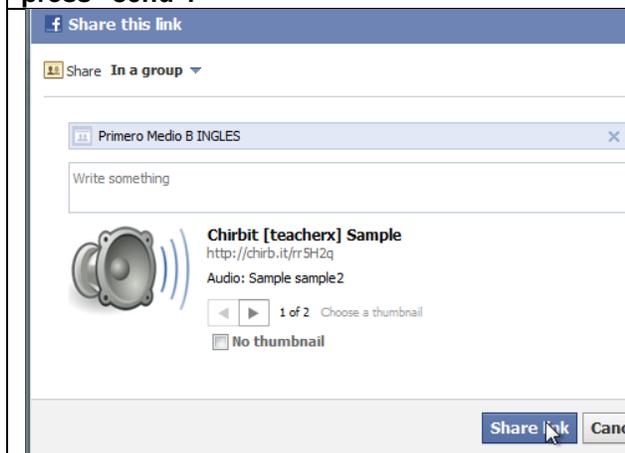


Fig. 5: Students share the complete story to the Facebook group.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | 1 | 2 | 3 | 4 | |
|--|--|---|---|--|--|
| Criteria | | | | | |
| Listener focuses attention on the audio | Listener pays no attention to the audio. | Listener pays a little attention to the audio. | Listener pays some attention to the audio file. | Listener is fully focused on the audio. | |
| Completeness | The summary is less than 50 characters. | The summary is between 70 and 89-character long. | The summary is between 90 and 99-character long. | The summary is exactly 100-character long. | |
| Use of technology | The student refuses to use the computer. | The student is not able to use the computer for basic tasks without help. | The student is able to use the computer properly for basic tasks. | The student is able to use the computer properly and helps their classmates. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.3 |
| 2 | 2.6 |
| 3 | 2.8 |
| 4 | 3.1 |
| 5 | 3.4 |
| 6 | 3.7 |
| 7 | 4.0 |
| 8 | 4.5 |
| 9 | 5.1 |
| 10 | 5.8 |
| 11 | 6.4 |
| 12 | 7.0 |

COMICS

Objective: To practice English through a dialogue-based comic.

Estimated time: 2 sessions/ 90 minutes.

Ability: Writing.

Secondary abilities: Creativity, drawing/design.

Difficulty Level

- **Elementary:** The teacher gives students several types of conversations that they may use in their comics. They may work in teams.
- **Intermediate:** The teacher gives students vocabulary to be used.
- **Advanced:** The teacher guides and checks the activity, students work on their own.

Outline: Students create a 3 page comic, they draw, scan and upload it to Facebook, then by voting with the “Like” button, they choose the best one print it and deliver one copy to the other class.

Materials:

- A Facebook account for the teacher and the students.

Procedure:

Class 1:

1. The teacher explains the activity (5 minutes).
2. Students draw a sketch of the comic (15 minutes).
3. Students write the dialogues they are using in the comic (15 minutes).

4. The teacher checks mistakes and suggests ideas (10 minutes).

Class 2:

1. Students draw their final versions (20 minutes).
2. Students scan and upload their comics to the Facebook group (15 minutes).
3. Students vote for the best comic (10 minutes).



Fig. 1: Example of submitted and scanned comics.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | 1 | 2 | 3 | 4 | |
|-----------------------------|--|---|---|--|--|
| Criteria | | | | | |
| Comic | The comic shows no effort or creativity. | The comic shows some effort and creativity. | The comic shows effort and creativity. | The comic is exceptionally creative or shows a large amount of effort. | |
| Legibility | Writing is not legible. | Writing is not legible in places. | Marginally legible typing. | Legible typing. | |
| Grammar and spelling | Work has ___ or more spelling and/or grammatical errors. | Work has ___ or more spelling and/or grammatical errors | Work has ___ or more spelling and/or grammatical errors | Work has no misspellings or grammatical errors. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.3 |
| 2 | 2.6 |
| 3 | 2.8 |
| 4 | 3.1 |
| 5 | 3.4 |
| 6 | 3.7 |
| 7 | 4.0 |
| 8 | 4.5 |
| 9 | 5.1 |
| 10 | 5.8 |
| 11 | 6.4 |
| 12 | 7.0 |

GREETING CARDS

Objective: To create a card by using English to express best wishes.

Estimated time: 45 minutes.

Ability: Writing.

Secondary abilities: Creativity.

Difficulty Level

- **Elementary:** Students may work in pairs and the teacher gives some designs they may use.
- **Intermediate:** The teacher gives some designs they may use.
- **Advanced:** The teacher guides and checks the activity, students work on their own.

Outline: Students create/ design and write a greeting card for mother/father's day, where they can choose the best and print it, if they want to. Students may write comments about their classmates' cards and vote for the best one by pressing the button "Like".

Materials:

- A Facebook account for the teacher and the students.

Procedure:

1. The teacher explains the activity (5 minutes).
2. Students draw or design the type of the card (10 minutes).

3. Students write a poem, song or message inside their cards (10 minutes).
4. The teacher checks and corrects mistakes and suggests ideas (10 minutes).
5. Students upload their images to the Facebook group (5 minutes).
6. Students write comments and vote for the best card (5 minutes).
7. (Optional) students may download and print the best one to give it to their parents.



Fig. 1: Students go to the Facebook group and upload their greeting cards by clicking “add photo/video” and then “upload photo/video”.



Fig. 2: Find the greeting card file and press “open”.



Fig. 3: Students write a message promoting their greeting cards.



Fig. 4: Students select the best one by pressing “like”.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points Criteria | 1 | 2 | 3 | 4 | |
|------------------------------|---|---|---|---|--|
| Legibility | Writing is not legible. | Writing is not legible in places. | Marginally legible writing. | Legible writing. | |
| Image Appropriateness | The chosen image is vulgar or inappropriate for the card. | The image is appropriate. | - | - | |
| Card content | Card does not show effort nor creativity. It does not have the required length. | Card shows some effort and creativity. It doesn't have the required length. | Card shows effort and creativity. It has the required length. | Card is exceptionally original. It has the required length. | |
| Grammar and spelling | Work has __ or more spelling and/or grammatical errors. | Work has __ or more spelling and/or grammatical errors | Work has __ or more spelling and/or grammatical errors | Work has no misspellings or grammatical errors. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.2 |
| 2 | 2.5 |
| 3 | 2.7 |
| 4 | 3.0 |
| 5 | 3.2 |
| 6 | 3.4 |
| 7 | 3.7 |
| 8 | 4.0 |
| 9 | 4.3 |
| 10 | 4.9 |
| 11 | 5.4 |
| 12 | 5.9 |
| 13 | 6.5 |
| 14 | 7.0 |

HALLOWEEN SCARY STORY

Objective: To create a 300-word story based on previous knowledge and link it with a picture

Estimated time: 55 minutes.

Ability: Writing.

Secondary abilities: Creativity, coherence and cohesion.

Difficulty Level

- **Elementary:** Students may work in pairs, the teacher gives students the vocabulary to be used.
- **Intermediate:** The teacher gives students the vocabulary to be used.
- **Advanced:** The teacher guides and checks the activity, students work on their own.

Outline: Students create a 300-word scary story for Halloween and they have to draw or choose a picture/image to illustrate it, and publish it in Facebook group, using “Notes”.

Materials:

- A Facebook account for the teacher and the students.
- Pictures.

Procedure:

1. The teacher explains the activity (5 minutes).
2. Students brainstorm about the topics for their stories (5 minutes).

3. Students write a draft (15 minutes).
4. The teacher checks mistakes and suggests ideas (10 minutes).
5. Students select or draw an image to illustrate their story (5 minutes).
6. Students write their stories using the “Docs” feature (10 minutes).
7. Students upload the pictures they chose to illustrate the story (5 minutes).



Fig. 1: Students go to the class group in Facebook and select “doc”.



Fig. 2: Press “create a doc”.

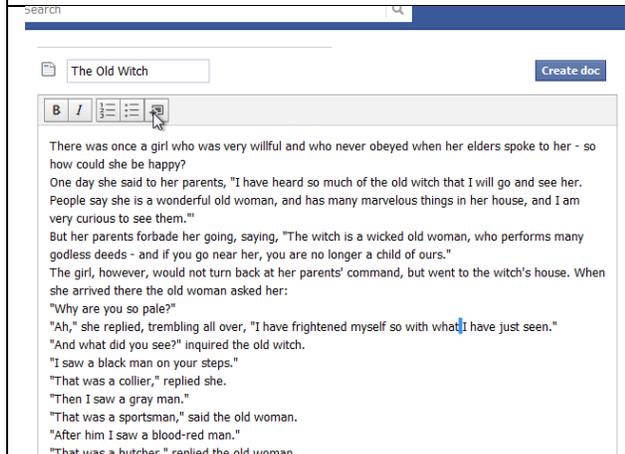


Fig. 3: After writing the story, students add a picture by clicking the button with a picture icon in it.

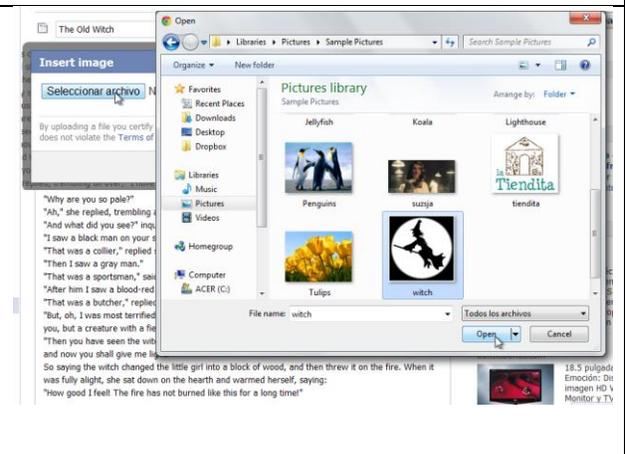


Fig. 4: Find the picture that best fits the story and press “open”.

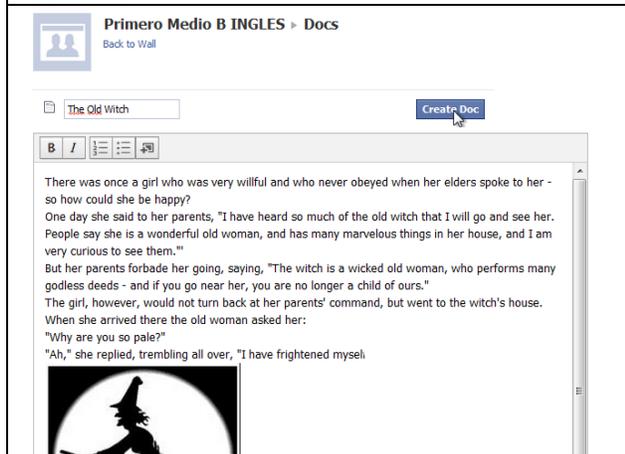


Fig. 5: Press “create doc”.



Fig. 6: Example of story that has been submitted.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | 1 | 2 | 3 | 4 | |
|-----------------------------|--|---|--|--|--|
| Criteria | | | | | |
| Content | Story does not show effort nor creativity. It does not have the required length. | Story shows some effort and creativity. It does not have the required length. | Story shows effort and creativity. It has the required length. | Story is exceptionally original. It has the required length. | |
| Image | Story lacks image. | Image is not appropriate to the story. | Image is related to the content of the story. | Image is made for the story. | |
| Grammar and spelling | Work has ___ or more spelling and/or grammatical errors. | Work has ___ or more spelling and/or grammatical errors | Work has ___ or more spelling and/or grammatical errors | Work has no misspellings or grammatical errors. | |
| Legibility | Writing is not legible. | Writing is not legible in places. | Marginally legible typing. | Legible typing. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.2 |
| 2 | 2.4 |
| 3 | 2.6 |
| 4 | 2.8 |
| 5 | 3.0 |
| 6 | 3.3 |
| 7 | 3.5 |
| 8 | 3.7 |
| 9 | 4.0 |
| 10 | 4.2 |
| 11 | 4.7 |
| 12 | 5.1 |
| 13 | 5.6 |
| 14 | 6.1 |
| 15 | 6.5 |
| 16 | 7.0 |

15-MINUTE SITCOM (SITUATION COMEDY)

Objective: To enhance oral communicative skills through acting and the use of technology.

Estimated time: 2 sessions (45 minutes each).

Ability: Speaking

Secondary abilities: Listening ability, writing, creativity, acting, body language.

Difficulty Level

- **Elementary:** Students are given the script.
- **Intermediate:** Students may adapt any Sitcom.
- **Advanced:** Students create a sitcom on their own.

Outline: Students write and perform a 15-minute sitcom, which they have to record, in video, and upload to Facebook. Students select the best one by pressing the “Like” button.

Materials:

- A Facebook account for the teacher and the students.
- Digital or recording camera.
- Location to perform and record the activity.

Procedure:

Class 1:

1. The teacher explains the activity (5 minutes).
2. Students get into groups (5 minutes).

3. Students brainstorm ideas or topics to be played (5 minutes).
4. Students write the script of their Sitcoms (20 minutes).
5. The teacher check mistakes and suggests ideas to improve students' (10 minutes).

Class 2:

1. Scripts are checked again by the teacher to see their improvements (15 minutes).
2. Students make a list of things needed to perform their plays (costumes, makeup, etc) (10 minutes).
3. Students practice their Sitcoms in front of the teacher, in order to suggest ideas (20 minutes).

Class 3:

1. Students rehearse and then record their sitcoms (15 minutes).
2. Students upload their Sitcoms to the Facebook group (10 minutes).
3. Students write an introduction to their videos posted (10 minutes).
4. Students Vote for their favorite video (5 minutes).



Fig. 1: Students go to the class group in Facebook and press “add photo/video” and then “upload photo/video”.

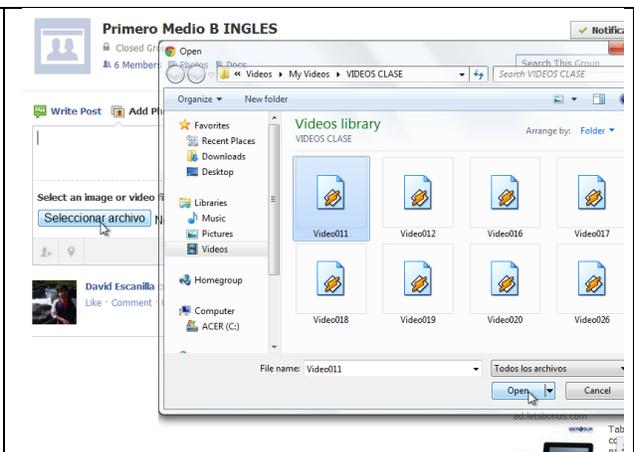


Fig. 2: Find the sitcom video file and press “open”.

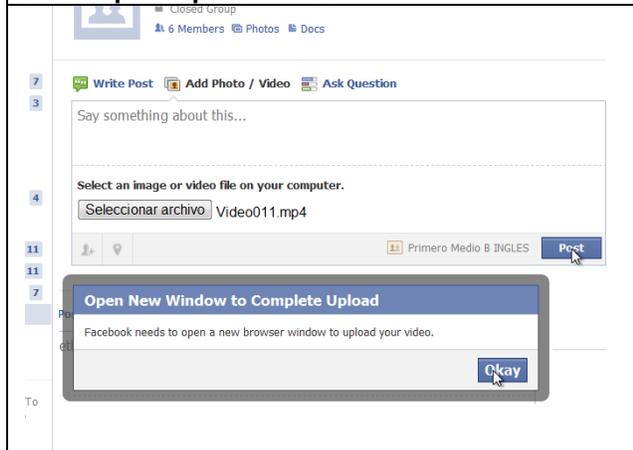


Fig. 3: Press “post” to upload the video and then press “ok”.

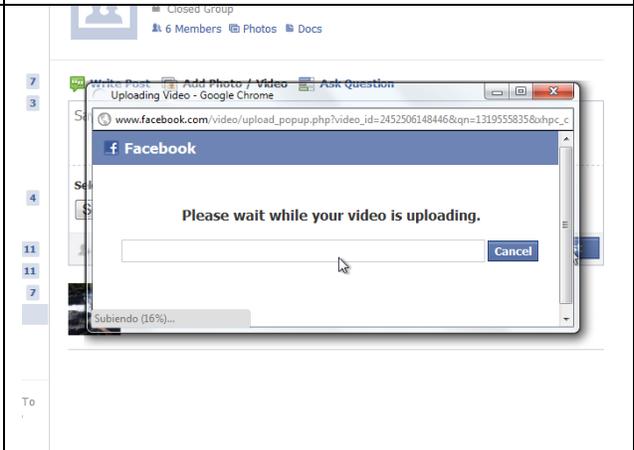


Fig.4: Wait until the file has been uploaded.

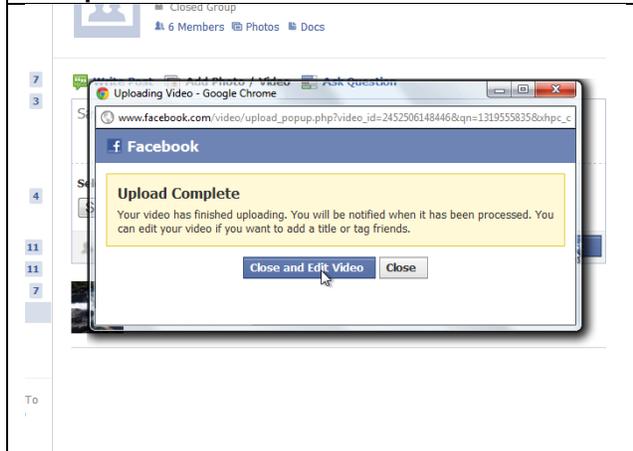


Fig.5 : Once the video has been uploaded, press “close and edit video”.



Fig. 6: Students fill in the information about the video and press “save”.

Rubric

Student's name: _____ Score: _____ Mark: _____

| Points | 1 | 2 | 3 | 4 | |
|------------------------------|---|---|--|--|--|
| Criteria | | | | | |
| Creativity | The performance is dull and shows lack of practice. | The performance presents some props but lacks clothing. | Props and clothing are properly used. | Props and clothing are efficiently used, and attract audience's attention. | |
| Effectiveness | More practice is needed to maintain audience interest. | Audience interest is maintained. | Effort is shown to enhance audience interest and involvement. | Multiple techniques are used to artfully and successfully create audience interest. | |
| Manner and Appearance | Appearance, body language or gestures need improvement. | Appearance and mannerisms are appropriate. | Appearance and mannerisms are presented with businesslike conduct and style. | Appearance and mannerisms are presented with a professional demeanor and personal style. | |
| Grammar and spelling | Work has __ or more spelling and/or grammatical errors. | Work has __ or more spelling and/or grammatical errors | Work has __ or more spelling and/or grammatical errors | Work has no misspellings or grammatical errors. | |
| Voice | Volume, pronunciation or vocal variation needs improvement. | Voice and language are adequate. | Voice and language are skillful and effective. | Volume, tone, timing, inflection, and language enhance presentation. | |
| | | | | Total | |

| Score | Mark |
|--------------|-------------|
| 0 | 2.0 |
| 1 | 2.2 |
| 2 | 2.3 |
| 3 | 2.5 |
| 4 | 2.7 |
| 5 | 2.8 |
| 6 | 3.0 |
| 7 | 3.2 |
| 8 | 3.3 |
| 9 | 3.5 |
| 10 | 3.7 |
| 11 | 3.8 |
| 12 | 4.0 |
| 13 | 4.4 |
| 14 | 4.8 |
| 15 | 5.1 |
| 16 | 5.5 |
| 17 | 5.9 |
| 18 | 6.3 |
| 19 | 6.6 |
| 20 | 7.0 |

GLOSSARY

- **Chirbit:** It is a tool that enables you to record, upload and share your voice or audio files.
- **Facebook applications (apps):** Apps on Facebook are designed to enhance your experience on the site with engaging games and useful features like Events and Photos.
- **Facebook Group:** Groups provide a closed space for small groups of people to communicate about shared interests. Groups can be created by anyone.
- **Facebook Notes:** With Facebook Notes, you can share your life with your friends through written entries. You can tag your friends in notes, and they can leave comments. The Notes application page displays notes recently written by your friends, notes in which your friends have been tagged, and links to your own notes.
- **Facebook Questions (Polls):** It is a feature that lets you get recommendations, conduct polls and learn from your friends and other people on Facebook.
- **Facebook Status:** A Facebook status is an update feature, which allows users to discuss their thoughts, whereabouts, or important information with their friends.
- **Hashtag:** (on social-networking Web sites) a word or phrase preceded by a hash mark (#), used within a message to identify a keyword or topic of interest and facilitate a search for it.

- **“Like” button:** The “Like” button enables users to share content with friends on Facebook. Whenever a user clicks it on a comment or status, a story appears in the user’s friends’ News Feed with a link back to user’s Profile and the original comment or status has its number of “Likes” increased.
- **Login:** the name that you use to enter a computer system.
- **Rage Maker:** it is a web-page in which people can create comics that use a limited amount of facial expressions.
- **Retweeting:** To forward a Twitter post that someone sent you. It is accomplished by starting the tweet with "rt@" or "retweet@" followed by the name of the person who sent it to you and then your comments; for example, rt@sendername or retweet@sendername.
- **Streaming:** It is a method of relaying data (esp. video and audio material) over a computer network as a steady continuous stream, allowing playback to proceed while subsequent data is being received.
- **Tag:** [COUNTABLE] (COMPUTING) a set of letters or symbols that are put before and after a piece of text or data in order to identify it or show that it is to be treated in a particular way
- **Timeline:** It is any message with fewer than 140 characters posted to Twitter.
- **To post:** (also posting) [COUNTABLE] (COMPUTING) a message sent to a discussion group on the Internet; a piece of writing that forms part of a blog.

- **Trending Topic:** A trending topic is a word, phrase or topic that is posted (tweeted) multiple times on the social networking and microblogging service Twitter.
- **Tweet:** a message or link posted on Twitter.
- **Twitcam:** To live stream video on Twitter. It allows Twitter users to start streaming on their own channels, complete with live chat.
- **Twitpic:** TwitPic is a tool that lets you share media on Twitter in real-time by posting photos or videos to TwitPic from your phone, from the site, or through email.
- **Upload (a video/picture/audio file):** (computing) to move data to a larger computer system from a smaller one.
- **Webcam:** a video camera that is connected to a computer so that what it records can be seen on a website as it happens.

APPENDIX

HOW TO CREATE A FACEBOOK ACCOUNT

Fig. 1: Go to www.facebook.com and fill in the fields with your information. Press “Sign Up”

Fig. 2: Read the security check and enter the words in the field. Press “Sign Up”

Fig. 3: Complete the sign-up process by checking your email and clicking the confirmation link.

HOW TO CREATE A FACEBOOK GROUP



Fig. 1: Go to www.facebook.com and in the home screen press “Create Group”.



Fig. 2: Name the group and invite the initial members (students). In Privacy, select ‘Closed’ to limit the group’s activity to its members.

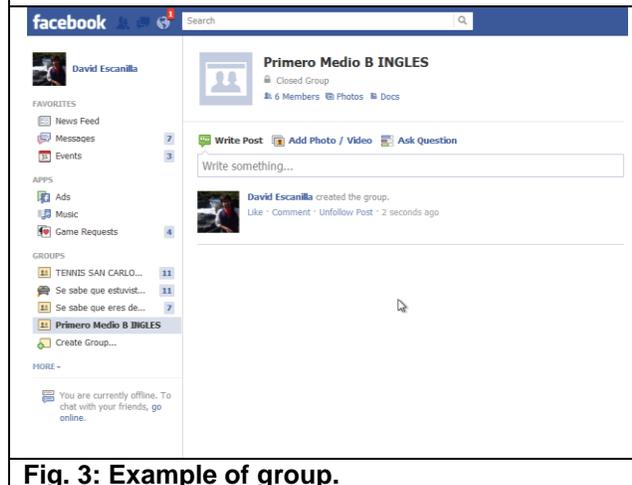


Fig. 3: Example of group.

HOW TO CREATE A TWITTER ACCOUNT



Fig. 1: Go to www.twitter.com and fill in the fields with the required information.

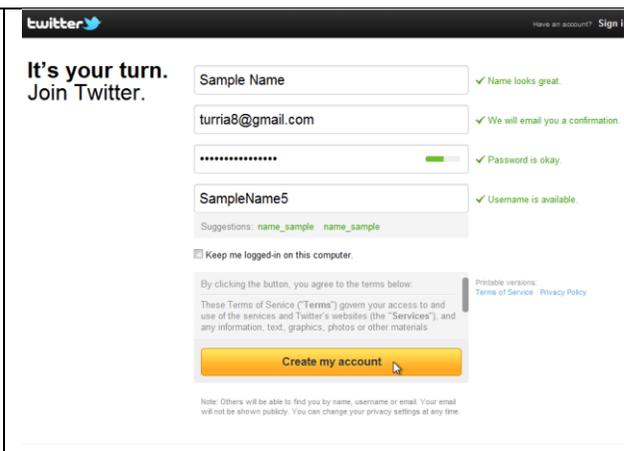


Fig. 2: Confirm and complete with the required information and press "Create my account".

HOW TO CREATE A CHIRBIT ACCOUNT



Fig. 1: Go to www.chirbit.com and fill in the fields with the required information.



Fig. 2: Confirm and complete with the required information and press “I accept. Create my account”.

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