



Methodology

The methodology of the *Programa Virtual de Inglés para Adultos* is based on the development of study and technological skills through the implementation of communicative tasks. In virtual environments, these tasks are known as e-tasks or online tasks. Salmon (2002, 2013) explains that e-tasks allow students to actively build knowledge through their participation and interaction in online settings. Likewise, Herrington, Reeves and Oliver (2010) claim that e-tasks help students strengthen and reuse knowledge on a subject through authentic situations.

The actions proposed in each main e-task and sub-task are carried out in asynchronous and synchronous moments. The former permits the students to complete activities that can be found in the Learning Management System of the Program. The latter refers to the sessions where students and professor meet in realtime, which are essential to consolidate the elements that students have reviewed independently.

Each course has three sub-tasks that support the main e-task to help students achieve these objectives:

1. To develop communicative skills in English.
2. Prioritize meaning over form.
3. Empower students as English language users.

Each sub-task is presented to students in the format of pre, while, and post, which supports the development of the four language skills: reading, writing, listening, and speaking. This process includes the interaction of students with a variety of material including written and audiovisual texts that promote the use and understanding of multimodal strategies. At the end of the course, the students will recycle the elements seen in class to design and deliver the product of the main e-task, and more importantly, to transfer the knowledge acquired during the course to their day-to-day life.

While exploring the material of the class and completing the tasks in each sub-task and main e-task, the students will find references to grammar notions, phonetics, learning tips, and exercises that they will be able to explore more in-depth in the section Language Lab. This section has three categories: Exploring, Learning, and Enhancing. The first one offers descriptions and explanations of grammar rules; the second one, provides students with tips to improve their knowledge about the form of the language, and the third one presents a plethora of exercises for students to enhance the use of grammar features.

The teacher's role will be that of a guide who leads the actions of the course, gives prompt feedback to students and helps them meet the objectives of the course. The teacher will meet the students three times during each course in order to promote

interaction patterns that will allow them to share their progress and practice their English language skills with their classmates. It is important to remark that teachers are invited to share material that supports the students' learning process and design additional activities to scaffold the academic processes in each main task and subtasks.

Assessment

The evaluation of the subtasks and the main task is based on pre-established rubrics. Teachers shall inform the students about these rubrics at the beginning of the course. The goal is to foster the self and co-evaluation process of formative nature before the final evaluation.

Aiming to develop communicative abilities in English, students must complete a group of activities designed and evaluated by the teacher during the synchronous sessions. At the same time, the products resulting from sub-tasks and the activities that students develop on the platform different from the other developed autonomously, will use previously established evaluation and procedures criteria.

Teachers and students will receive a guide containing the previous information. The grading scale goes from 0,0 to 5,0, being the minimum passing score 3,0. The following table shows the percentage of evaluations and items:

Item	Evaluation (%)
Development of Sub-task A	15%
Development of Sub-task B	15%
Online Lesson 2	10%
Development of Sub-task C	15%
Online Lesson 3	10%
Self-evaluation	10%
Development of the Main task	25%
<p style="text-align: center;">Compulsory activities</p> <ul style="list-style-type: none"> • Attendance to all synchronous sessions • Development and delivery of all the sub-tasks • Development and delivery of the Main task 	



- Self-assessment

Calendar

Week	Item
0	Introduction to the virtual platform: netiquette
1	Live Session 1: Course presentation
2-3	Development of Sub-task A
4	Development of Sub-task B
5	Live Session 2
6-7	Development of Sub-task C Self-evaluation
8	Development of the Main task Live Session 3: Closure of the course