

Reallyenglish's "Practical English" course through screenshots

The screenshot shows a user interface for a student named Jodias. At the top, there is a navigation bar with links for 'mypage', 'help', 'feedback', 'reports', 'admin', and 'log out'. Below this, a welcome message reads: 'Welcome back Jodias. Keep studying a little and often.' The user's profile picture and name 'Jodias' are visible, along with an 'update profile' button. A 'my ranking' section shows a rank of 5 out of 24. The main section is titled 'Practical English' and displays course progress: 'PRACTICAL ENGLISH(ENGLISH)', 'Start Date: January 19, 2009', 'End Date: March 31, 2009 (22 days remaining)', and a progress bar at 60%. The status is 'On Track' with a 'Far Behind' indicator. There are buttons for '> start lesson' and '> show report'. A 'forum' section at the bottom encourages users to ask questions or share experiences, with a 'forum home' button.

'My Page' links to a student's profile, shows progress toward the goal, and indicates his/her ranking.

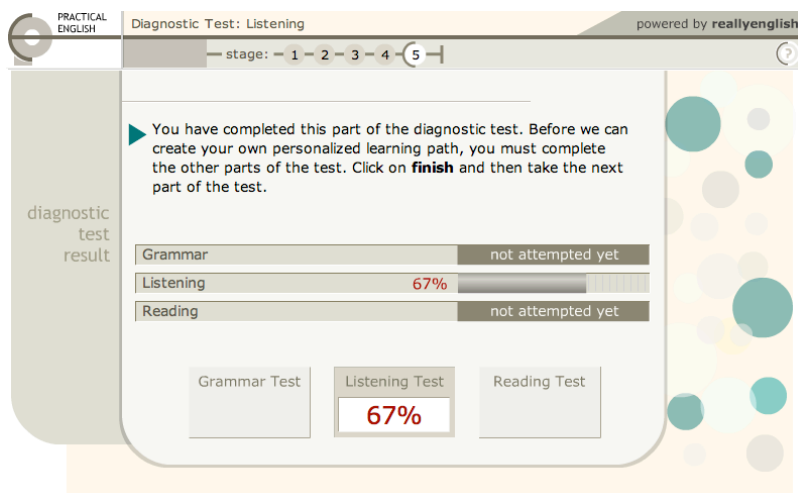
The screenshot shows a 'My Profile' page for the user Jodias. It includes a profile picture, a 'Screen Name' field with the value 'Jodias', and an 'About' section with the text: 'I'm the co-coordinator of the IE Program in the English Dept. of Aoyama Gakuin University.' The 'E Mail' field contains 'joseph_dias@yahoo.com'. There is an 'Upload Photo' section with a 'Private' checkbox and a 'upload' button. A link says 'Click here to change your password'. At the bottom, there are 'update' and 'close' buttons. A note at the bottom states: '*Private: Only teachers and administrators can see.'

The profile page can help teachers in large listening classes get to know their students better.

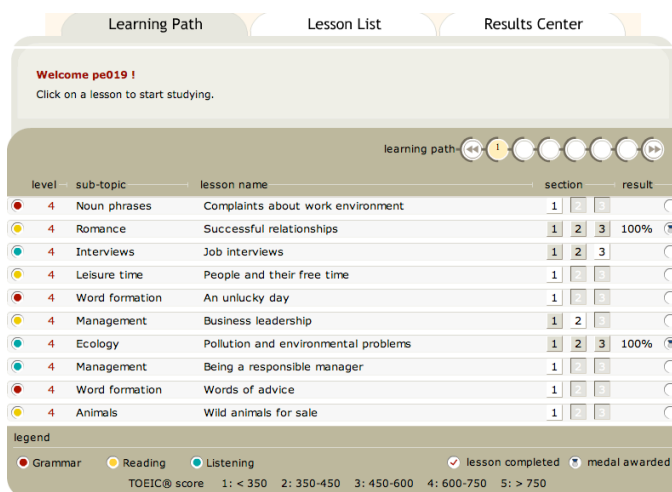
The screenshot shows a 'diagnostic test' interface. At the top, there are tabs for 'Learning Path', 'Lesson List', and 'Results Center'. The main content area has a heading 'Welcome to your course!' and text: 'Before you start your lessons, you need to take the diagnostic test so that we can assess your strengths and weaknesses in English. After the test, you receive your first personalized learning path of 10 lessons, designed to maximize your learning. The test has three parts. You must complete all three parts of the test. Click on each part of the test to complete it.' Below this, there are three radio button options: 'Part 1: Grammar', 'Part 2: Listening', and 'Part 3: Reading'. Each option has a 'start test' button and a radio button.

At the outset, students take diagnostic tests in grammar, listening, and reading.

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Scores are calculated upon the completion of each diagnostic test.



Based upon the results of the diagnostic tests, a 'learning path' is determined.

Questions 5-6: Click on the audio icon to listen to the question and decide on the best response. Click on A, B, or C.

5. A B C

6. A B C

Questions 7-8: Click on the audio icon to listen to the dialog. Read the questions and click on the correct answer.

7. What's the problem?

- The restaurant is too expensive.
- The restaurant is closed tomorrow night.
- The restaurant closes at 6 p.m.
- All the tables are reserved.

8. When can the man make the sales meeting?


- At 2:00 p.m. on Monday.
- He doesn't know.
- At 10 o'clock on Friday.
- At 2 o'clock on Friday.

This is an example of one stage in the listening module 'Being a responsible manager.'

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PRACTICAL ENGLISH Diagnostic Test: Listening powered by reallyenglish

stage: 1 - 2 - 3 - 4 - 5




For questions 1-4, look at the picture. Click on the play button to listen to four statements about it. Choose the statement that best describes the picture. Click on A, B, C or D. Click on the forward button to see the next picture.

- A B C D
- A B C D
- A B C D
- A B C D

BACK recommended time: 05:00 your time: 01:54 submit FWD

Some of the listening sections do not have visual aids, while others feature photos or animations.

Click on the words on the right and look at the picture or watch the movie on the left. Study the key language in red.



My boss is nice, but she's very **strict**.
You must do exactly what she says.

- morale**
- workload**
- take on**
- overcome**
- deadline**
- strict**
- handle**
- tough**

This is an example of a pre-listening vocabulary exercise--hearing and seeing words in context.

workload
tough
take on
strict

agree to do a task or piece of work

DRAG HERE

Next, the student is asked to match a word or expression to its definition.

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Choose the correct answer to complete the sentences.

vocabulary
practice

1. If the staff don't get more money this year, their will go down.
2. We must these problems before in the C.E.O. next week.
3. I'm worried about Jeff. He's way too much responsibility.
4. Susie's is much too heavy. She's in charge of four major projects.
5. Do you like working to ? I don't - I think it's too stressful. I don't like hurrying.
6. I have a lot of stress at work at the moment, and I'm not sure I can much more of it.
7. If you really want to be a manager, you'll have to make some decisions.
8. What do you think of the new manager? Do you think he's too ?

submit explanation FWD

The vocabulary practice also includes exercises that require students to use the words in context.

Listening: Being a responsible manager
section: 2 — stage: — 1 — 2 — 3 — 4 —

Click on the play button to listen to the dialog. Read the questions and click on the correct answer.

1. What are they talking about?
 A management course
 A job in management
 Their manager

2. What advice does Sheila give to Joan?
 She thinks Joan should take the job.
 She thinks Joan should worry.
 She thinks Joan should wait.

Transcript

Sheila: Hi, Joan. Have you had any more thoughts about the new job?
Joan: The management job?
Yeah, but I'm not sure what to do. I mean - I know I'm good at what I do now, but I'm not really sure if I want to be a manager. It seems like a lot to take on, and I don't know if I could handle the stress.
Sheila: So you don't think you could do it?
Joan: No, I'm not saying that. I think I have the right experience, but maybe I'm just not strict enough - and the workload is going to be much more than I have now.
Sheila: Well, you've always enjoyed work, and who says you need to be strict? You don't want to make everyone

Wow! Your score is 2/2. Click FWD to continue.

submit explanation FWD

There is instant feedback on each page. Transcripts and explanations are also available.

Listening: Being a responsible manager
section: 3 — stage: — 1 — 2 — 3 — 4 —

lesson test result

Unfortunately, you have not successfully completed the lesson test as specified in your course requirements. We recommend that you retake the test later in order to pass the course.
Click FWD to finish.

To pass this lesson test you need to score: 80%

Target time: 10:00
Actual time: 00:00

70%

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When a module has been completed, a score is immediately calculated. Students can redo failed modules.

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Review the history of your results for all your lessons here.

Summary Results

Course Schedule

Course start date: 2009-01-19 Today's date: 2009/03/09
 Course end date: 2009-03-31 Time remaining: 22 days

Progress towards course completion

60%

Score required to pass a lesson test: 80%
 Number of lesson tests you need to pass to complete the course: 10
 Number of lesson tests you have passed: 6

Lessons Completed

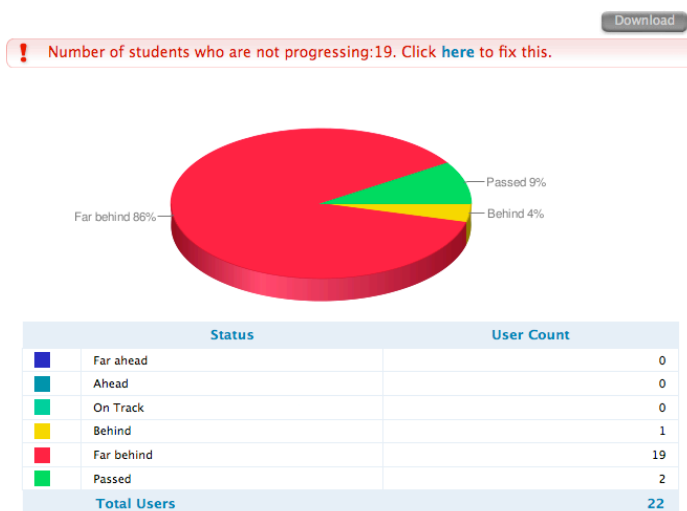
3%

Lessons completed: 7 / 210

Students can see their progress toward the completion of the course and the number of lessons completed.

Lesson ID	Topic	Sub-topic	Progress	Test		
4	Meetings	Negotiating	1	0		
3	Offices	Working in an office	1	2	3	90%
3	Offices	Operating office equipment	1	0	0	
3	Sales and marketing	Sales activities	1	0	0	
4	Sales and marketing	Making the sale	1	0	0	
4	The global economy	International trade	1	0	0	
3	Using the land	Mining and metals	1	0	0	
Everyday life						
3	Clothing	Clothing and fashion	1	0	0	
2	Eating	Eating at a restaurant	1	0	0	
2	Eating	Ordering at a fast food restaurant	1	0	0	
3	Eating	Cooking	1	0	0	
3	Equipment	Time-saving equipment	1	0	0	
4	Equipment	Essential gadgets	1	0	0	
3	Health	Describing minor illnesses	1	0	0	
3	Health	Parts of the body	1	0	0	
4	Health	Health problems	1	2	3	80%
3	Housing	Renting an apartment	1	0	0	
4	Jobs	Losing your job	1	0	0	
4	Money	Success in business	1	0	0	
4	Money	Saving for the future	1	0	0	
3	Shopping	Shopping	1	0	0	
4	Shopping	Designer shopping	1	0	0	
Leisure and entertainment						
3	Gardening	Growing plants	1	0	0	
2	Leisure time	Enjoying the weekend	1	0	0	
4	Leisure time	Work-life balance	1	0	0	
2	Movies and plays	Automated inquiries	1	0	0	
4	Movies and plays	Talking about a movie	1	0	0	
3	Sports	Doing sports	1	0	0	
3	Television	Operating a TV set	1	0	0	

It is possible to go beyond one's 'learning path' to get more listening practice or to study modules on topics of greater interest..



Teachers can see at a glance the percentage of students who are on schedule and those who are falling behind.

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	Name	Course Session	Course	Days Left	Status	Progress
<input checked="" type="checkbox"/>	pe002	Practical English	Practical English(English)	21 day(s)	Far behind	<div style="width: 50%;"><div style="background-color: green;">50%</div></div>
<input checked="" type="checkbox"/>	pe003	Practical English	Practical English(English)	21 day(s)	Far behind	<div style="width: 0%;"><div style="background-color: blue;">0%</div></div>
<input checked="" type="checkbox"/>	pe005	Practical English	Practical English(English)	21 day(s)	Far behind	<div style="width: 30%;"><div style="background-color: green;">30%</div></div>
<input checked="" type="checkbox"/>	pe006	Practical English	Practical English(English)	21 day(s)	Far behind	<div style="width: 0%;"><div style="background-color: blue;">0%</div></div>
<input checked="" type="checkbox"/>	pe008	Practical English	Practical English(English)	21 day(s)	Far behind	<div style="width: 0%;"><div style="background-color: blue;">0%</div></div>
<input checked="" type="checkbox"/>	pe009	Practical English	Practical English(English)	21 day(s)	Far behind	<div style="width: 0%;"><div style="background-color: blue;">0%</div></div>
<input checked="" type="checkbox"/>	pe010	Practical English	Practical English(English)	21 day(s)	Far behind	<div style="width: 0%;"><div style="background-color: blue;">0%</div></div>
<input checked="" type="checkbox"/>	pe011	Practical English	Practical English(English)	21 day(s)	Far behind	<div style="width: 0%;"><div style="background-color: blue;">0%</div></div>
<input checked="" type="checkbox"/>	pe012	Practical English	Practical English(English)	21 day(s)	Far behind	<div style="width: 0%;"><div style="background-color: blue;">0%</div></div>
<input checked="" type="checkbox"/>	pe013	Practical English	Practical English(English)	21 day(s)	Far behind	<div style="width: 10%;"><div style="background-color: green;">10%</div></div>
<input checked="" type="checkbox"/>	pe014	Practical English	Practical English(English)	21 day(s)	Far behind	<div style="width: 0%;"><div style="background-color: blue;">0%</div></div>

Teachers can see exactly how far behind each student is and take action on that knowledge.

Mail Notification
Please input your personal message to the students who are not progressing below

Message It has come to my attention that you're behind on the reallyenglish listening modules. Please be sure you set aside an hour or so each week for these lessons or you may fall too far behind to catch up by the end of the semester. It will be better for you to do a bit every week rather than cram in July!

Cheers,
Joseph Dias

Template Admin Report Notification

From within the reallyenglish interface, it's possible for teachers to send out emails of encouragement.

Lesson name	Lesson type	Lesson ID	Lesson Level	Date	Exercises completed in	Average test exercises	Lesson test	Lesson Passed
Airport announcements	Listening	102124	3: TOEIC® score 450-600	2009/02/05	3 / 3	100%	100%	Yes
Being a responsible manager	Listening	102029	4: TOEIC® score 600-750	2009/03/09	3 / 3	95%	70%	No
Health problems	Listening	102609	4: TOEIC® score 600-750	2009/02/04	3 / 3	100%	80%	Yes
Pollution and environmental problems	Listening	102023	4: TOEIC® score 600-750	2009/01/20	3 / 3	80%	100%	Yes
Successful business leaders	Reading	102293	2: TOEIC® score 350-450	2009/02/06	3 / 3	94%	84%	Yes
Successful relationships	Reading	102279	4: TOEIC® score 600-750	2009/02/06	3 / 3	100%	100%	Yes
Working in an office	Listening	102091	3: TOEIC® score 450-600	2009/01/20	3 / 3	84%	90%	Yes

For grading purposes, teachers can view the scores achieved on both exercises and tests.