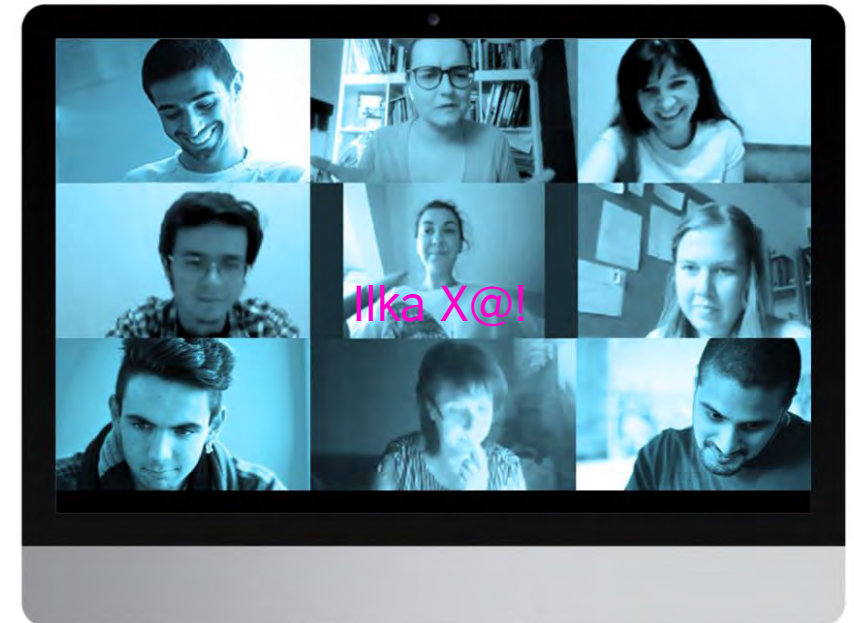# Blended Learning

Theme:

Education and Training

Before we start, please make sure...
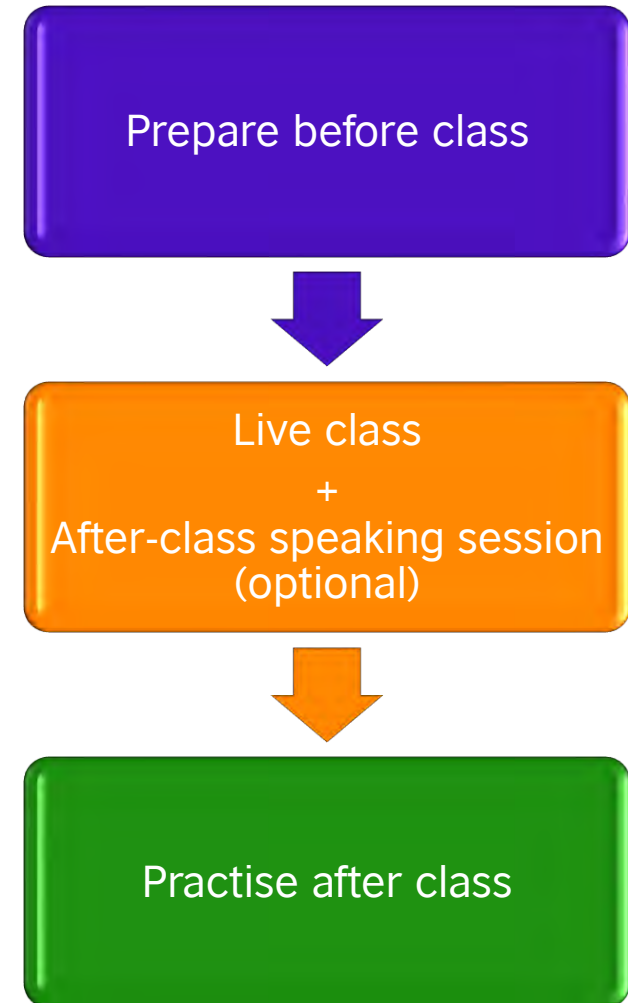
✓ **your name on Zoom is clear (use Latin letters)**

✓ **your camera is on and mic is off (unmute when needed)**

✓ **you are in a quiet area that helps you focus**

✓ **you have a notebook or a note app ready to take notes**

Ilka X@!

Welcome to English Online 🌐

How does it work?

You need to complete all three parts to get the most out of English Online.

```
┌─────────────────────────────┐
│    Prepare before class     │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│         Live class          │
│             +               │
│  After-class speaking       │
│     session (optional)      │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│    Practise after class     │
└─────────────────────────────┘
```

After-class speaking session

Stay back after class for 5 or 10 minutes to talk to your classmates from around the world.

This extra speaking practice will help you...

- improve your conversation skills

- practise using language learnt in class

- support and help your fellow students

- practise using English in a natural context

- become a part of a global learning community

After-class speaking sessions

Lesson objective

What do you expect to learn by the end of this class?

Lesson objectives

In this live part of the lesson, you will design and present a blended learning course. You will learn commonly used phrases in education and language to take part in a discussion.

You will also review the article about the pros and cons of blended learning that you read before the lesson.

Highlighted skills:

Speaking (live class) and reading (before and after the lesson)

Language focus:

Vocabulary: lexical phrases related to education

Functional language: language for starting/finishing off a project and making suggestions

Lead-in

1 Have you ever tried blended learning or learning online?

2 Does / Did it work for you?

3 What skills do you need to be able to learn at a distance?

Language focus 1

1. empower
2. gain access
3. set
4. be
5. learn
6. to be customised
7. get
8. drive their own
9. analyse
10. input
11. a barrier
12. apply
13. fall
14. learn from

a. learning experience
b. in their own way
c. activities
d. to materials
e. their learning
f. for students
g. for the student
h. students
i. behind
j. each other
k. self-motivated
l. student performance
m. distracted
n. homework

Language focus 1 - Answers

1. empower	h. students
2. gain access	d. to materials
3. set	n. homework
4. be	k. self-motivated
5. learn	b. in their own way
6. to be customised	g. for the student
7. get	m. distracted
8. drive their own	a. learning experience
9. analyse	l. student performance
10. input	c. activities
11. a barrier	f. for students
12. apply	e. their learning
13. fall	i. behind
14. learn from	j. each other

Language focus 1 – optional practice

Discuss these questions with your partner.

1. Would you characterise yourself as a self-motivated learner? Explain.

2. How often do you analyse your student performance after class? How do you do this?

3. What would you say is the biggest barrier for students in the 21st century?

4. How often would you get distracted in class at school/university? What about now?

Task

Pre-Task

Match the words below to their definitions:

1 This enables participants to communicate online using text. Teachers set up online forums for groups or sub-groups of students, which can include text and other media.

2 These allow students to add, modify, or delete content in collaboration with others.

3 This facilitates collaboration for brainstorming. You can collaborate in real time, discuss changes over live chat and exchange ideas.

4 The act of playing games online or electronically.

5 Pictures, charts, or other presentations that can be manipulated.

6 Audio files, which can be downloaded and listened to on a computer, mp3 player, mobile phone, etc.

7 Users can upload files privately or publicly in the following file formats: PowerPoint, PDF, Keynote or OpenOffice presentations. This is like YouTube but for slideshows.

online mindmapping

Slideshare

wikis   gaming

interactive visuals

podcasts

Moodle online discussion forums

Pre-Task

Here is some useful language you can use during the task. Match it to the categories above.

Starting off a topic	Making suggestions	Finishing off a topic
Shall we start with …?	Why don't we …?	So, we agree to put … before / after …, but what about …?
I think we should start with …	I think … should go before / after … because …	Great, now let's look at …
If we start with …, we can then …	It would make sense to put … before / after …	Yes, that makes sense. Now we should look at …

Task

You are going to design a blended learning course in groups on a topic of your choice. You are

going to present your course to the class.

Look at this blueprint for the course. Think about the course objectives, e.g.
Demonstrate knowledge of five case studies of emblematic leaders, and learning outcomes, e.g. a
~~written assignment.~~

Blended learning course blueprint
Design a course for a week that involves face-to-face and online learning. The course should be for adults to learn something new or refine their skills. It could be something work-related, e.g. leadership skills, or general, e.g. cookery / homeopathic medicine.

Start designing your course. Use the useful language, the course blueprint and don't forget to

specify which e-learning tools you would use and why.

Feedback

She has recently gone to Italy

She has been to Italy.

She went to Italy last week

She has been to Italy few times

I have waited for these tickets

I have been waiting for these tickets

I had arrived at the airport, and I bought some tickets

I have bought

By his seventh birthday he had never travelled

We would have to combine 3 days of studying online, some time for independent studies and one day to revise all the materials. We should split the lessons between the ones to improve our vocab and the ones we can improve our speaking.

Review

What have you learned from today's lesson?

What did you find interesting/boring?

What do you need more practice with?

Did you participate fully?

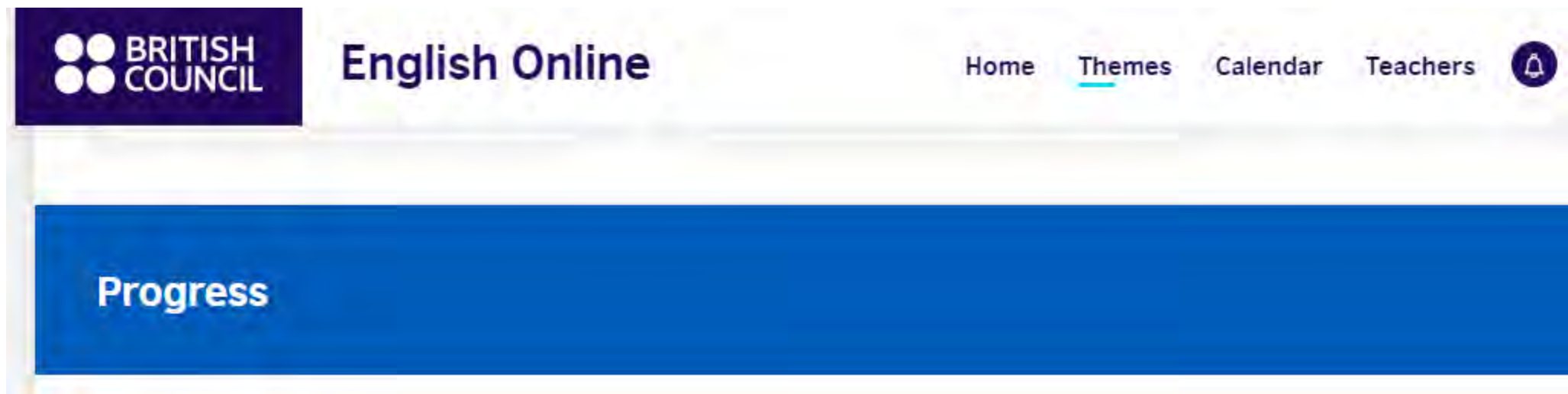Did you achieve your aims for this lesson?

Lesson materials

Make sure you have

- downloaded the *.pdf with this presentation

- saved the Zoom Chat

What's next?

After-class speaking session

You can talk about any topic that interests you!

Use these questions as a guide, if needed.

➢ What do you think of online learning?

➢ Would you prefer face-to-face or online learning?

➢ What are the pros and cons for learning English online?

➢ What subjects are good and bad to learn online?

➢ Are the degrees and certificates that are offered by distant learning institutions as valid as the ones offered by traditional educational systems?

For help, contact:
support.englishonline@britishcouncil.org

English Online | www.britishcouncil.org

Dos

✓ Treat everyone with respect
✓ Keep your camera on and participate
✓ Let others share ideas too
✓ Listen to everyone
✓ Click 'Leave' if you cannot stay back

Don'ts

✘ Don't take pictures or record
✘ Don't share personal details
✘ Don't let your children be visible onscreen

After-class speaking sessions