



E-learning

Lesson code: 1179-36M8-5L8J

UPPER-INTERMEDIATE
(B2-C1)

 British English

1 Warm up

Many people today are studying online. This has led to the development of new expressions related to e-learning. Read the expressions A-I below and decide which of these three groups each one belongs to:

1. Things you do before your online lesson
 2. Things you do during the online lesson
 3. Things you do after the online lesson, related to homework
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- a. Click on the link to access the audio files
 - b. Download the writing assignment and then upload your work when you have finished
 - c. Put on your headset
 - d. Put someone on mute
 - e. Receive an invitation to join a meeting
 - f. Review the new vocabulary before the next lesson
 - g. Set up/install your camera
 - h. Share your screen
 - i. Write on the virtual whiteboard

How much experience do you have of studying online?

How confident are you using this technology?



2 Reading part 1

Three students are thinking about doing online English courses, but they all have doubts. Read the information and get ready to explain what might be a problem for each person, in your own words.

1. Jay: My boss suggested that I do an online business English course. She says that if I pass the exam with a high score, she might recommend me for management training. I definitely want to earn more money, but I think the course sounds boring. I also don't like the idea of spending long hours studying alone. I'm much more of a team player than a lone wolf.
2. Charlotte: At school, I hated IT! My favourite subject was languages, but I got bored quickly. I tried learning Arabic last year, and I thought I was doing rather well, but the teacher said I made too many mistakes, so I gave up. To be honest, I couldn't see what the problem was.
3. Liz: I'm desperate to improve my English but life is so busy! I work full-time, I have a family, and my husband, kids, the dog and I are all living with his parents. The thing is, we've always dreamed of taking a year off and travelling around the world, and we're not getting any younger...

How are you similar to these students?

3 Reading part 2

Read the article "Top tips for online study" and decide which two tips would most benefit each of the students from the previous exercise. Be ready to explain your ideas.

Which tips are most relevant to you?



Top tips for online study

1. Motivation - why study?

To be successful in any area, you have to want to succeed. Before you start an online course, you should be clear about your motivation. Are you studying online as part of a long-term education programme, to develop your career or for personal interest? You can write yourself an encouraging message to read when you find things difficult:

- When I've finished this course, I will have completed my foreign language requirements for university.
- Next year, I will be able to apply for **promotion**.
- Imagine travelling around Australia - and speaking English the whole time!

2. Persistence - don't give up!

Online learning can **present** challenges that you may not have experienced before. You will need to work through technical problems independently and be ready to ask for help. Remember that you will probably **encounter** the most technical problems at the beginning of the course. Once you have **resolved** these, you will still need to be ready to face the challenges of following the course itself while learning in a new way. Keep telling yourself that you can do it.

3. Time management

You will find it easier to keep up with your course if you plan your time effectively and set up a routine study schedule. Successful students log on and make progress every day, **embracing** the **flexibility** that an online course can offer.

At the start of the course, look over the **syllabus** and make a long-term plan for preparing for end-of-course **assessments** like essays or exams. Then think about breaking down the work you need to do week by week, and day by day. Be specific about which days and times you will be doing coursework and how long for. Make lists and tick off tasks when they are completed. Organising your time like this will not only help you to complete the course but will also be a **vital** skill for the workplace.

4. Study environment

Having the right space to work (with a strong Internet connection) will help you manage your time more effectively. You need someplace quiet where no one will interrupt you. You need to be comfortable with the furniture and the lighting. Some people work best at home, while others prefer a more social environment like a coffee shop. Listen to music if it helps you concentrate.

Turn off your phone and ignore e-mails and other **distractions** during your study time. There are apps you can use to limit interruptions.

5. Building relationships online

Even if you are not physically in a classroom, remember that you are not alone. You can ask for help from teachers and staff and interact with other students. Stay in touch with others through online



meetings, forums, e-mails or Skype calls. Build relationships by introducing yourself to other students, asking and answering questions, and offering help if you can.

Remember that communicating online is very different to interaction in real life. You may not be able to see the other person's face, so you have to **rely** on your words to express what you want to say. Write in full sentences and use a respectful professional tone at all times. A good **guideline** is not to write anything that you wouldn't say to someone in person.

6. High standards - mistakes matter!

Finally, hold yourself to high standards throughout the course. Many online courses rely on students assessing their own work, or the work of classmates. If you're marking your own work, don't let little mistakes go. It's easy to ignore these "dumb mistakes," but in the long-term, you won't benefit from the assessment if you do this. If you receive a lower score than you were aiming for, don't get depressed - turn the experience into a learning opportunity.

If you are having trouble keeping to your study schedule, ask a classmate, friend or family member to check on your progress from time to time.

Sources: *careerwise.minnstate.edu*, *northeastern.edu*, *blog.kajabi.com*, *medium.com/the-mission*, *en.wikipedia.org*, *nus.org.uk*



4 Language focus

Match these meanings with the words in the text in bold.

1. accepting something with a positive attitude
2. a course plan which shows the topics of study in order
3. depend
4. information or advice about how to do something correctly
5. found a solution to a problem
6. meet or experience something unexpectedly
7. a more important or better paid job
8. provide or offer
9. the quality of being able to choose how or when to do something
10. things that make you lose concentration when you are working
11. very important and necessary
12. work produced by a student that is marked by a teacher

What would you like to see on the syllabus of your English course?

Which type of assessments do you prefer and why?

5 Listening

These pictures relate to three more tips related to online learning. Can you predict what each tip will be? Listen and check your ideas. One picture is extra.

Audio



A.



B.



C.



D.

How do these tips apply to you?

What's the most important thing you need to do in order to get ready for online learning?



3 Reading part 2**TAPESCRIPT FOR LISTENING**

1. You'll find it easier to complete your work and communicate with others if you have good typing skills. You should be able to type at least 25-30 words a minute. It's much easier to type on a keyboard than on a phone screen. You can find materials to improve your typing speed online.

2. Plan regular rewards for yourself, after you've completed certain tasks. Rewards send positive messages to your brain, so this will actually help you stay on track. Rewards could be a special snack or drink, an activity or time with family and friends.

3. Break down big tasks into smaller ones. Use a timer and tell yourself you will focus on a difficult task for just 15 minutes. After 15 minutes, take a break for a few minutes. Keep working for periods of 15 minutes until you've found the motivation to continue for longer or until you have completed the task. This is called the Pomodoro technique.



1 Warm up

10 mins. Start the lesson by looking at some useful functional language related to online learning. Set the task and give students a few minutes to look through items A-I and ask about any vocabulary they are not sure of. You might need to point out that "mute" can be used as a verb (the opposite is "unmute") and that "virtual" is often used these days to mean something that exists only through technology, not in real-life. Then set the two follow-up questions to open up a useful discussion which can inform planning for future sessions; this is also useful diagnostically to see how well students can express themselves in English.

ANSWERS: 1 before the online lesson - c, e, g; 2 during the online lesson - d, i, h; 3 after the lesson related to homework - a, b, f

2 Reading part 1

10 mins. This task forms the first stage of a longer reading and matching task - similar tasks appear on Cambridge reading exams. Introduce the task and make sure that students understand that they will need to recall and explain information about each person using their own words. Set a time limit of 3-4 minutes for reading and then ask them to cover the text and explain what problems each student might have learning online. Then set the follow-up question, and again, use this to open up a discussion about any possible problems your student(s) may be concerned about.

ANSWERS: 1 Jay thinks the course sounds boring and doesn't like the idea of studying alone. 2 Charlotte has trouble finishing the things she starts and doesn't learn from her mistakes. 3 Liz doesn't seem to have the time to do the course or have a place to study.

3 Reading part 2

15 mins. This is the second part of the reading matching exercise. Explain the instructions - there are six tips in the article and each learner would particularly benefit from two of the tips. Students could highlight or underline key information in the text to refer to when you go over the answers. This stage is followed by a vocabulary exercise, so avoid getting involved in questions about new words at this stage. In discussion of the follow-up question, there is an opportunity for students to reflect on their personal circumstances and apply the advice in specific ways.

ANSWERS: 1 Jay should read about motivation (he needs to decide if he really wants to do the course or if he's just trying to make his boss happy) and building relationships online (the course might be more collaborative than he is expecting). 2 Charlotte should read about persistence (she will need to tell herself not to give up when faced with technical problems and other challenges) and having high standards (making mistakes is an important part of learning). 3 Liz should read about time management (she's very busy, but if she can be organised, she can succeed) and study environment (are her living arrangements really suitable for this course? Can she find a good place to study?)

4 Language focus

10 mins. In this stage, students can match the meanings with words in bold in the text. Set a time limit of 5 minutes for them to do the matching and then go over the answers. Pay attention to pronunciation at this stage - the stressed syllables are underlined (note that the verb "to present" has second syllable stress, while the noun form "a present" has first syllable stress.) Then set the follow-up question, and again, use this to open up a discussion about your course plan and assessments and allow you to give a description or rationale for some types of assessment you might use.

ANSWERS: 1 embracing 2 syllabus 3 rely 4 guidelines 5 resolved 6 encounter 7 promotion 8 present 9 flexibility 10 distractions 11 vital 12 assessments



5 Listening

15 mins. In this stage, more study tips will be introduced. Students should look at the four pictures and predict the tip they relate to. They can then listen to the recording and match the pictures with the three tips. Check answers and compare predictions with the real tips. Set the first follow up question and encourage students to give details of their own typing skills, rewards that would motivate them and whether they have tried/would like to try the Pomodoro method. You could also discuss the tip related to plants - there is evidence that plants in a study environment reduce stress, and improve concentration and memory. Finish the lesson with the second follow-up question.

ANSWERS: tip 1 relates to C; tip 2 relates to D; tip 3 relates to A; B is extra.

