

Main focus

To learn about differences between teaching in online and face-to-face classrooms.

Learning outcomes

- Trainees understand key differences between teaching in online and face-to-face classrooms.
- Trainees can reflect on how planning may need to change, depending on what kind of classroom they are teaching in.

Key concepts

- online teaching
- classroom teaching
- synchronous learning/teaching
- asynchronous learning/teaching

Warm-up

Task 1:

- a. *Imagine it is two years after your IELTS Masterclass. You are now a certified professional with IELTS specialism. Close your eyes and picture the lesson you are teaching.*

- Where are you, the teacher? What are you doing?
- What is around you while you are teaching?
- Where are the learners? What are they doing?

Draw a picture of what you imagined.

- b. Work with a partner. Compare your pictures. What is similar? What is different?
- c. If you drew a face-to-face classroom, now imagine an online classroom. If you drew an online classroom, now imagine a face-to-face classroom. What would your answers to activity 1 be now? Tell your partner.

Task 2: Different classroom, different activities?

- a. With a partner, decide whether the activities below would work best in an online classroom, a face-to-face classroom, or equally well in both. Say why. Check with your trainer if there are any activities which you are not familiar with. One example for each category has been given to help you.

- a collaborative writing
- b learners write short written responses to a question for everybody to see
- c error correction through the use of gestures
- d running dictation
- e class surveys
- f pronunciation drills
- g scavenger hunt, e.g. find something old/red/useful
- h interviewing guests from outside the class
- i board race

Online	<i>switch your camera off, change something around you, switch it on and ask learners to spot the difference(s)</i>
Face-to-face	<i>gallery activities, e.g. reading excerpts from a text around the room</i>
Both	<i>pair and group work</i>

- b. Work with another pair to compare your ideas. Can you think of any other ideas not already listed?

Task 3: Possible opportunities and challenges

- a. Your trainer will divide you into two groups. Group A: think about online classrooms; Group B: think about face-to-face classrooms. Answer the following questions:
- What are at least three possible advantages for teachers and learners working in this type of classroom? How do learners benefit from these? How can teachers exploit them? For example: In an online classroom, using breakout rooms allows learners to work together without the background noise of the group. Teachers can exploit breakout rooms by giving different groups secret challenges or personalized tasks to complete, which can then be shared with the whole class.
 - What are at least three possible challenges for teachers and learners working in this type of classroom? How can you work around these challenges? For example: It can take longer to work through the same amount of content in an online classroom than a face-to-face classroom. One solution would be to ask learners to prepare for some parts of the lesson before meeting, perhaps by doing a grammar activity or listening to a recording that would otherwise be used in the lesson.
- b. Work with somebody from the opposite group. Compare your ideas. Can you suggest other ways to exploit opportunities or work around challenges?

Task 4: Adapting a lesson

Think back to a previous TP. Imagine you are teaching it again, but in a different type of classroom. For example, if you taught an online lesson, you are going to teach it in a face-to-face classroom.

With a partner, answer the following questions:

- (If your partner did not observe the TP you are describing) What activities did you include in the lesson? What teaching techniques did you use?
- Can you use the same activities in your alternative classroom? If yes, how would you need to adapt them? If not, what activities could you use to achieve the same aim?
- Can you use the same teaching techniques? Do you need to adapt them for your new classroom? If not, which techniques could you use instead but with a similar outcome?
- What challenges might teachers and learners have with this lesson in the alternative classroom? How can you solve them?
- What opportunities might there be in the new classroom? How can you exploit them?

Keywords for teachers

Check you know the meanings of these terms.

- *synchronous (learning/teaching)*
- *asynchronous (learning/teaching)*
- *educational technology (EdTech)*

Reflection

Complete at least three of the following sentences:

1. *I will be able to teach in an online classroom, because I already know how to ...*
2. *To be a better online teacher, it would be useful for me to learn ...*
3. *I will be able to teach in a face-to-face classroom, because I already know how to ...*
4. *To be a better face-to-face teacher, it would be useful for me to learn ...*
5. *One thing I learned today about online/face-to-face teaching is ...*
6. *One thing I would like to learn more about connected to online/face-to-face teaching is ...*
7. *I feel ... about teaching online/face-to-face classes, because ...*