

TEACHING TODAY...

WHAT, HOW & TO WHAT END?

**If you don't know where you are going, any road will get you there.**

*Lewis Carroll*

***"The time has come, the Walrus said, to talk of many things:  
Of shoes--and ships--and sealing-wax--of cabbages--and kings"***

***And why the sea is boiling hot,  
and whether pigs have wings."***

***Lewis Carroll , Through the Looking-Glass, and What Alice Found There.***

# Today's challenge – teaching online

- Teaching exclusively online is by no means easy or comfortable, especially when there is no time for preparation and adjustment to a new medium, as it has happened to all of us since March 2020. It has been a challenge for teachers to create new material, to meet students' needs and interests or to adapt their lessons, to make them more comprehensible and more compact. What is all the more difficult is to maintain students' interest in learning.

# Today's challenge – teaching online

- To guide students through the process of becoming autonomous learners, of learning how to learn is usually an arduous task, but it can be overwhelming when circumstances demand an acceleration of the process. The unexpected and unfortunate circumstances of the pandemic made teachers worldwide understand that they should rethink and redefine their teaching as soon as possible. And so, teachers started to look for new strategies, new approaches and new material to help students cope with the difficulties of all kinds that marred the current school year and will probably mar the next school year too, hopefully not for long

## **BLENDED LEARNING**

**Blended learning is a term increasingly used to describe the way e-learning is being combined with traditional classroom methods and independent study to create a new, hybrid teaching methodology. It means more than adding computers to classes; it represents a fundamental change in the way teachers and students approach the learning experience.**

**It is an approach that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. Face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings.** <https://www.mindflash.com/elearning/what-is-blended-learning>

# Definition

- **The Definition Of Blended Learning**
- Oxford Dictionary Definition Of Blended Learning: a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.
- Defining hybrid or blended education is a trickier task than one might think—opinions vary wildly on the matter. In a report on the merits and potential of blended education, the Sloan Consortium defined hybrid courses as those that **“integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner.”** Educators probably disagree on what qualifies as ‘pedagogically valuable,’ but the essence is clear: Hybrid education uses online technology to not just supplement, but transform and improve the learning process.

# Blended learning

- That does not mean a professor can simply start a chat room or upload lecture videos and say he is leading a hybrid classroom. According to Education Elements, which develops hybrid learning technologies, successful blended learning occurs when technology and teaching inform each other: material becomes dynamic when it reaches students of varying learning styles. In other words, hybrid classrooms on the Internet can reach and engage students in a truly customizable way. In this scenario, online education is a game-changer, not just a supplement for the status quo. But what does this theoretical model actually look like in practice?

# **WHAT IS CLIL?**

**Content and Language Integrated Learning (CLIL) is an approach where students learn a subject and a second language at the same time.**

**A SCIENCE course, for example, can be taught to students in ENGLISH and they will not only learn about science, but they will also gain relevant vocabulary and language skills.**



## **WHO IS CLIL FOR?**

**CLIL can work for students of any age, all the way from primary level to university and beyond. However, it is most commonly found in primary and secondary school contexts. The language and subject content are given equal weight.**

## **THE FOUR Cs**

**According to *Coyle's 4Cs curriculum* (1999), a successful CLIL class should include the following four elements:**

**Content – Progression in knowledge, skills and understanding related to specific elements of a defined curriculum**

**Communication – Using language to learn whilst learning to use language**

**Cognition – Developing thinking skills which link concept formation (abstract and concrete), understanding and language**

**Culture – Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.**

## **THE FIVE Cs**

**CLIL lessons integrate five components. Not only do they combine Content and Language Learning (Communication), but they also integrate thinking skills (Cognition), 'Can Do' statements (Competence), and an understanding of how the content relates to learners' lives outside school (Community).**

- **BENEFITS OF CLIL**

**CLIL is a more natural way to also learn a language when any subject is taught; when a subject is taught in that language there is a concrete reason to learn both at the same time. Considering that most sites on the internet are in English, this is very good opportunity to learn the language in order to have larger access to any kind of knowledge and information.**

**Because:**

**CLIL is versatile. Multiple subjects can be taught in English, so that students' exposure to the language is increased, their language acquisition is faster.**

**CLIL encourages students to develop 21st Century skills, including the ability to think critically, be creative, to communicate and collaborate.**

## **Science**

### **Aims:**

- **To increase students' knowledge of subject content.**
- **To develop students' knowledge of content-related lexis.**
- **To develop all four language skills within a content-based context.**
- **To develop academic skills such as note taking.**
- **To provide material and information for further topic and language based studies.**

**Level: Intermediate and above, CLIL**

### **Introduction**

**This topic and accompanying tasks / activities offers the teacher(s) and students the opportunity to develop both content and language knowledge to an appropriate depth over a single lesson or a series of class hours.**



**THANK YOU!**

**BLENDED LEARNING**