

## Learning objectives for this lesson

Reading email correspondence and quickly identifying who it is to and from and the main reason for writing and the receiver's response. Understanding and summarizing the main information in a feedback response form. Matching words and expressions to their meaning. Communications skills practice with discussing and making proposals.

- 1 More and more students have experience of taking courses online either separately from face-to-face teaching or in conjunction. So if some of your students answer 'yes' to the first question, then ask them to describe what they were learning and how they felt about the experience.

### Possible answers

Pros of learning online: cheaper, allows you to study from anywhere, work at your own pace

Cons of learning online: no direct contact with a teacher, not so good for practicing speaking if you are learning English, less interaction with other students

- 2 Students scan the text quite quickly for the key information only.

### Answers

- 1 The company @worklearn sent the email.
- 2 A student who has completed one of their online courses.
- 3 To gather feedback about the student's learning experience.
- 4 Overall the feedback is fairly positive. The course design and content were good but there were some problems with the tutor contact on the course.

- 3 Students read again to check more detailed understanding of the text.

### Answers

- |                                            |     |
|--------------------------------------------|-----|
| 1 F                                        | 4 F |
| 2 F (note the criticism of the navigation) | 5 F |
| 3 T                                        | 6 T |

- 4 Students match the underlined words and expressions.

### Answers

- 1 held in the strictest confidence
- 2 up to scratch
- 3 plain sailing
- 4 It tested my patience.
- 5 in-depth
- 6 somewhat sceptical
- 7 was pressed for time
- 8 particularly lightweight
- 9 timely support
- 10 To be frank

- 5 Students imagine they work for the company @worklearn and study the feedback to make proposals for improvement to the courses.

### Some possible proposals

- improve navigation and check technical issues, such as speed of downloads, etc.
- review the quality of the assignments
- assess the tutor support including further training or reminder of staff requirements

- 6 Students find words they think might be helpful to them in their own work. If you have time afterwards, ask for a few students to tell the class which words they chose and explain why.

- 7 Students discuss if their jobs (or at least part of their job) could be taught online. Then they can brainstorm a list of what might be included on the course and how it could be taught. If possible, pair students who either have similar jobs or have jobs which are likely to require similar objectives on a training course. Afterwards each pair can present their ideas to the class before you open up the discussion to the broader question of whether online training will replace face-to-face.

Note:

The general view on this final question is that online and face-to-face training will become blended with courses combining both forms of delivery. It will also depend very much on the nature of the content. Clearly with language training, there is still a great need for face-to-face contact with a teacher. However, as video conferencing facilities improve, more and more students may attend classes where their teacher is actually elsewhere.