

ENGAGE PROJECT HANDBOOK

Examples of Good Practices in Learning and teaching
English online



Enhancing teachiNG And learniNG English in a digitalized world

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THE PARTNERSHIP



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Kairos Europe Limited



E-SCHOOL EDUCATIONAL GROUP



Future Focus Ltd

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Introduction

Teachers are required to be well educated and to continuously develop their abilities to meet the demands of today's classrooms. Through network technologies, both teachers and students have access to online learning and teaching opportunities.

An international collaboration between six organizations from five different European nations that share the same concerns has resulted in this project. Every partner organization aspires to raise the level of expertise and effectiveness of its instructors.

ENGAGE project is a project on the exchange of good practices and includes three LTTAs in the following topics:

C1: KAIROS EUROPE LIMITED provided to educators a seminar on the basics of educational apps and digital tools that can facilitate the educational process and increase students' success.

C2: The FUTURE FOCUS LTD provided to educators a seminar on the basics of the use of the CLIL method of teaching which has become incredibly popular, mainly due to the growing interest in educating bilingual children. Given that Malta is bilingual, the Maltese partner has extensive experience in this method.

C3: E-SCHOOL EDUCATIONAL GROUP provided to educators a seminar on asynchronous and synchronous e-learning methods. The coronavirus pandemic highlighted the need of distance learning education not only for teachers but also for students.

MODULE 1

Digital tools for teaching English

Introduction

We live in a world where technology is pervasive and essential. Due to this prevalence, English teaching methodology has also undergone a significant transformation. The use of current technologies has significantly improved how English is taught and learned in the modern world.

Most English language instructors at the moment are actively implementing a variety of technological tools intended to facilitate the best teaching delivery. The classroom has been invaded by digital media in terms of language instruction and learning. Technology is making teaching and learning more enjoyable today, thanks to its creative and innovative approach.

Modern educational systems should meet the needs of students in terms of technology. While modern learning technologies are interactive, conventional approaches are primarily lecture-based. In addition to providing additional stimuli, modern technologies like blogs, the internet, interactive whiteboards, mobile phones, Zoom, and many more have also increased student involvement and actual interactivity in the classroom.

Over the past few years, the number of people teaching English language learners online has increased significantly, and this trend seems certain to continue.

Online classes can be just as gratifying as in-person instruction. However, there are some obstacles to be overcome. Learners can easily be distracted during online learning. Also, it can be more difficult to get students to participate, and e-learning fatigue can also reduce involvement.

Therefore, it's crucial for teachers to come up with ways to keep their students interested and focused. Thankfully, there have been numerous advancements in various digital teaching tools, platforms, and games along with the growth of online learning.

Digital resources that are cleverly created can promote participation. They may also facilitate improved student-teacher interactions. Thus, learner autonomy and motivation may increase.

This module talks about some of the tools that can be used by teachers.

Unit 1. Kahoot

Kahoot (www.kahoot.com)

Make learning awesome!
Kahoot! delivers engaging learning to billions.
[Sign up for free!](#)

FOR BUSINESSES
Host an inspiring planning workshop with Kahoot!
Recap company strategy, identify opportunities, and align on team goals during your next planning session with Kahoot! 360.
[Learn more >](#)
[Buy Kahoot! 360 now](#)

FOR SCHOOLS
Introduce new topics with Kahoot in your classroom!
Make students the hosts of their own learning experiences: Spark curiosity through engagement and access.
[Watch video >](#)

Turkey, stuffing, mashed potatoes, and...Kahoot!
Celebrate Thanksgiving at home, work, or in the classroom with premium ready-to-play games for fall!

Kahoot is a digital quiz application which can improve your English language instruction. It enables you to go through lessons you've already taught and gauge how well your students are doing.

Teachers can design surveys, polls, or conversations to go along with teaching using this application. Learners respond to questions while playing games and studying while the content is shown in the classroom. Kahoot! encourages game-based learning, which boosts learner engagement and fosters a lively, friendly, and enjoyable learning atmosphere.

Answering questions about the target language or learning objectives allows learners to play alone or in groups. While playing, students get messages to let them know when they're winning, or when they're the quickest to respond. While students are engaged in an activity, you can project your quizzes onto the main classroom display. You can even develop class leaderboards to further gamify student learning.

Starting with Kahoot as a warm-up activity before your session is a good approach to use it. Reviewing terminology from the previous lesson with this could be very beneficial. For example:

In order to find him, they need to know his _____

- Location
- Place
- Site
- Setting

Creating a quiz with Kahoot! is very easy and only takes minutes. You can create a kahoot from scratch, use our question bank to mix and match existing questions, edit a template, or customize existing kahoots created by other users. Once the kahoot is ready, and it's time to play it, the teacher just needs to share the link with learners, so that they can access it from any device with an internet connection, including laptop, pc, tablet and mobile phone. Once participants are connected, the teacher initiates the game!

Thanks for the question bank, which collects questions from all sharing users, it's also possible to find pre-made questions on any topics, which makes it even quicker to create a quiz.

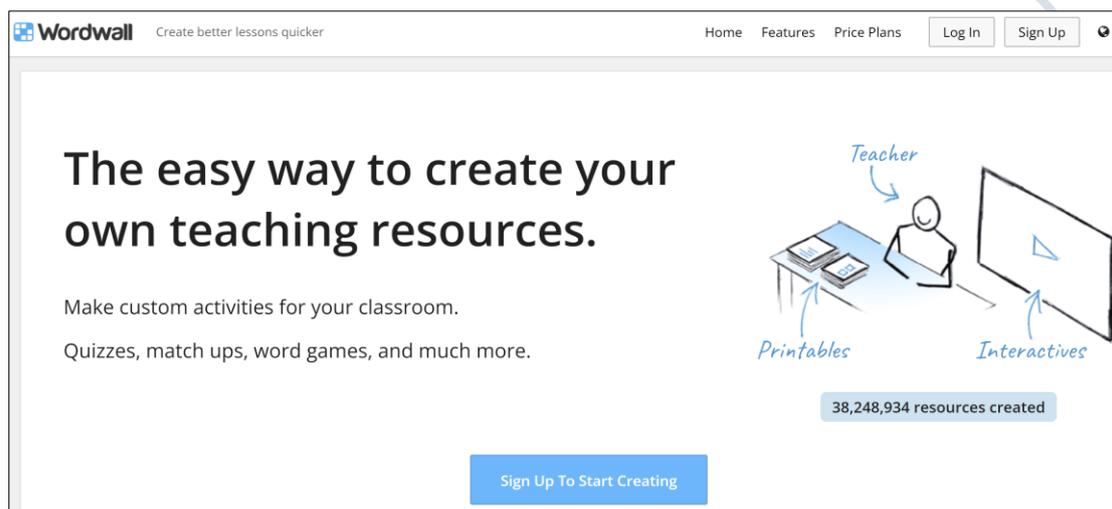
The system comes with different account types, either a basic one, which is free and allow users to create unlimited kahoots, although with some limitations, and premium accounts, which provide different levels of features.

At this link it's possible to find free kahoots for English learners of all levels, developed by Cambridge English

<https://www.cambridgeenglish.org/teaching-english/resources-for-teachers/kahoot/>

Unit 2. Wordwall

Wordwall (www.wordwall.net)



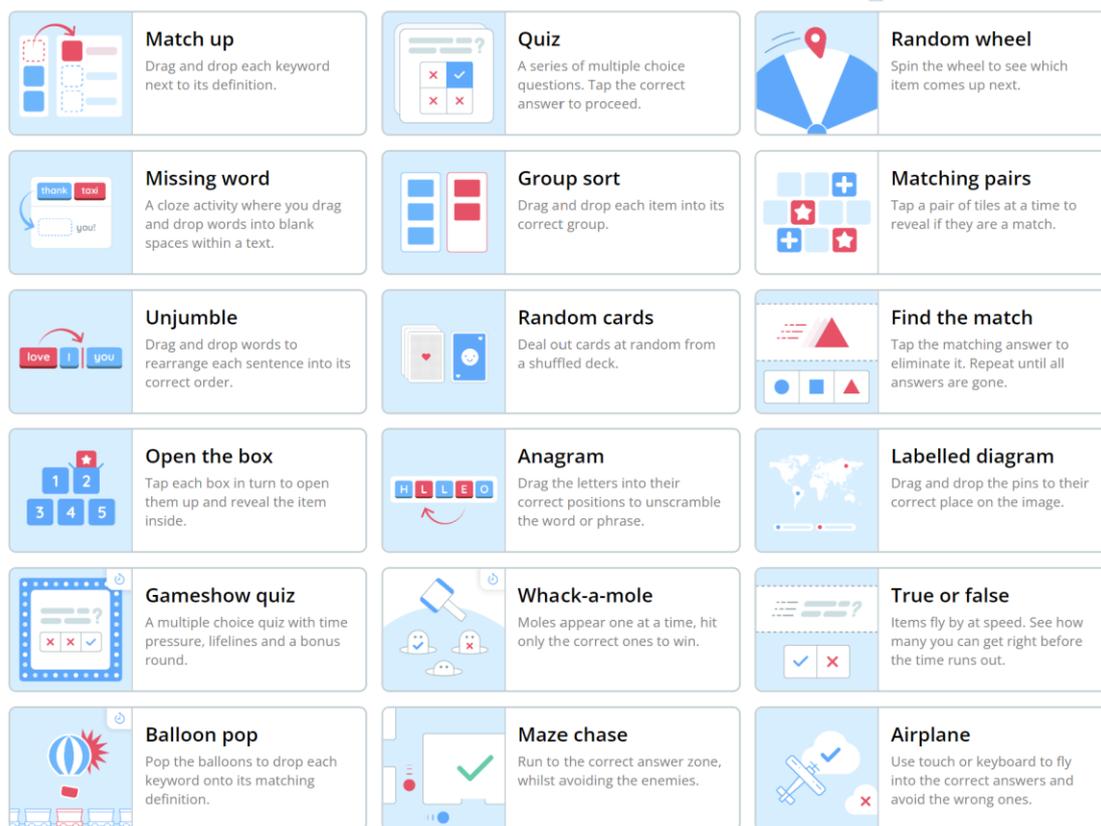
Wordwall is a web-based tool that can be used by teachers to develop a variety of interactive and interesting in-person or virtual classroom activities for their learners. Teachers can choose from a variety of templates. Wordwall will automatically create the course materials; all the instructor needs to do is give the content.

In Wordwall, it is possible to choose from a range of templates, such as matching pairs, anagram, sorting out, cloze questions, as well as popular multiple-choice tests like Kahoot!

These activities can be completed by students as interactive in-class tasks or as homework. Once an activity is finished, teachers can monitor their students' results.

This platform can save preparation time for teachers, improve the interactivity of online learning, decrease the usage of paper worksheets, encourage student-paced study, and enable teachers to monitor student progress.

Teachers can select from a choice of templates to assist improve the quality of their lessons and material. The picture below shows all the options available:



As a result, students can engage with the material at their own pace and have an active learning experience.

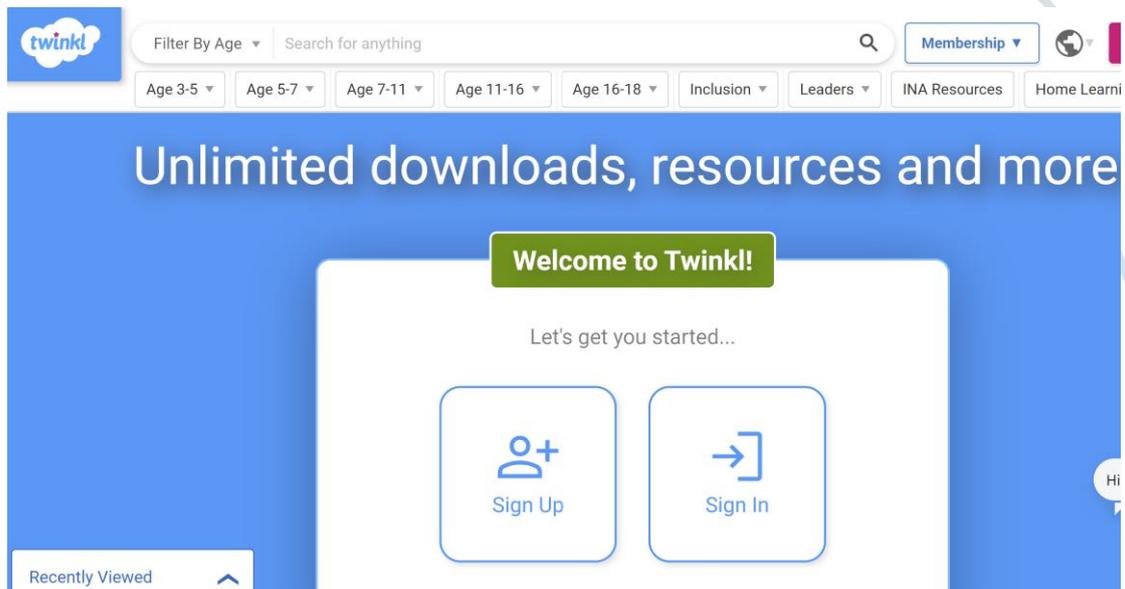
Teachers can generate several resources in a number of forms specifically for the classroom thanks to the various templates that are accessible. An activity can be shared in a variety of ways once it has been prepared by a teacher. If teachers choose to change the method of delivery, Wordwall enables them to move information from one template to another.

Similar to Kahoot, there is a basic (free) plan and several premium plans with a different number of features available. However, included in every plan is:

- Creating a Wordwall using templates
- Themes and options
- Learner assignments
- Switching templates
- Sharing with teachers
- Editing activities
- Embedding on a website

Unit 3. Twinkl

Twinkl (www.twinkl.co.uk)



Twinkl is a website providing teachers of English with a vast array of digital teaching and learning resources, for people of all ages.

It provides a large variety of educational ideas resources for teachers, schools, and parents of children. Although it covers different subject areas, there is an area specifically dedicated to English teaching.

To be able to access the resources, it is necessary to register to the platform. Some of the resources can be downloaded for free, while for all the others it is necessary to sign up to a paid membership, whose price varies depending on the requirements, and whether it's for an individual, school or other organization.

The outstanding number of resources available on Twinkl (currently more than 900.000), including detailed lesson plans, lesson presentations, creative and differentiated lesson activities and resources, home learning tasks, challenge cards, fact cards, eye catching display packs, key vocabulary grids and formative assessment materials, make it a great tool for teachers who wish to build interactive lessons for their learners.

Conclusions

In this module we explored some of the digital tools and apps that can be used by teachers of English to enhance their practice. There are many others out there available and finding them is not difficult. Finding resources that are effective also depends on the creativity of a teacher. There are resources that may or may not have been created for English language learners, but that teachers could find useful for their purposes. For example, **Quillbot** (www.quillbot.com) is a tool which uses artificial intelligence to rewrite, paraphrase or summarize existing content. While it was not originally intended for language learners, it can be used by teachers to help students write proper sentences, improve their vocabulary, etc.

It is important to remember that technology is not a panacea for all teaching problems. A teacher still needs to be able to impart knowledge and must be knowledgeable about instructional techniques.

MODULE 2

CLIL for language teachers

Introduction

As the world becomes more globalized, it is undeniable that the capacity to communicate in multiple languages — English being the most frequently spoken lingua franca — is at the forefront of educational agendas worldwide. In Europe during the early 1990s, it was encouraged to learn a second language in addition to English. Individuals exerted great effort to acquire a command of the language they were learning while preserving their native language's quality. Moreover, in recent years, the increased mobility between EU nations and the rising number of migrants and refugees from third countries have contributed to a greater (linguistic) diversity in European classrooms, shaping a complex and diverse linguistic landscape.

To facilitate students' learning, a substantial amount of information is necessary. It's vital to provide enough information, but it's more important to provide easily comprehended information. It is vital to establish learning conditions that are pertinent to the needs of the learners. CLIL (Content and Language Integrated Learning) had been introduced as a method to provide genuine input to the learners and relevant to the subjects of the learners (history, mathematics, physical education, and science) without relying on the information provided only in the textbook. In other words, it is an innovative dual-focused teaching approach that teaches core subjects with and through the (target) foreign language.

It is crucial that any Foreign Language teacher and especially EFL teachers (English as a Foreign Language) are not only properly educated but also implement CLIL during their lessons, as it has been shown that students can acquire the target foreign language in a natural and motivating way.

This Module talks about the principles of CLIL method and its proper implementation in the classroom.

Unit 1. What is CLIL?

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is employed for both content and language teaching. Therefore, language teachers in CLIL programs have a very essential and challenging task: they must be proficient in both the language and the subject matter. CLIL is content-based since it entails learning content through an additional language that links to culture, environment, and learning based on connected pedagogies and contextual approaches. The CLIL approach offers a great opportunity for students to develop their cognitive, communicative, and intercultural skills, as its principles require that they be exposed to a variety of rich language input and authentic learning situations. This is a useful method that can positively improve language learning.

Unit 2. CLIL framework

The 4Cs Framework is the core focus of CLIL methodology. This framework is comprised of four dimensions: **Content** (subject matter), **Communication** (learning through interaction), **Cognition** (learning and thinking processes), and **Culture** (intercultural understanding and global awareness for fostering learning cooperation). Culture pervades the other parts and can support CLIL as a pedagogy that combines the best of subject matter and language teaching. It is an example of advanced interdisciplinary integration and frequently incorporates transdisciplinary.

It emphasizes the message (subject, substance), the medium (language), and social interactions with others. To attain quality CLIL, teachers must examine the basic characteristics of CLIL, which are implemented through the 4Cs: content, language, integration, and learning. Moreover, for CLIL practice to be successful, teachers must engage in alternate planning strategies for quality teaching. In addition, CLIL classes should contain a variety of activities to promote necessary information and build students' communicative skills. As CLIL implementation can provide several benefits, teachers who wish to be successful in CLIL classrooms should adhere to the following **CLIL principles**:

1. **Authenticity:** The use of realistic materials, authentic cases, and authentic content from the real world, such as daily newspapers, brochures, and flight attendance in airline business courses and themes.
2. **Multiple focus:** the utilization of a variety of activities helps pupils acquire multiple skills simultaneously. Automatic learning will take place.
3. **Active learning:** Students are involved in both the preparation and presentation phases. The instructor must encourage pupils to participate in all aspects of the learning process. Active learning can be activated via participation.
4. **Safe learning environment:** A familiar classroom setting and peer interaction enable children to feel secure and to acquire new knowledge with less anxiety.
5. **Scaffolding:** The teacher facilitates class discussion, while students serve as consultants. The teacher must always be prepared to assist the pupils and also urge them to assist one another in learning.

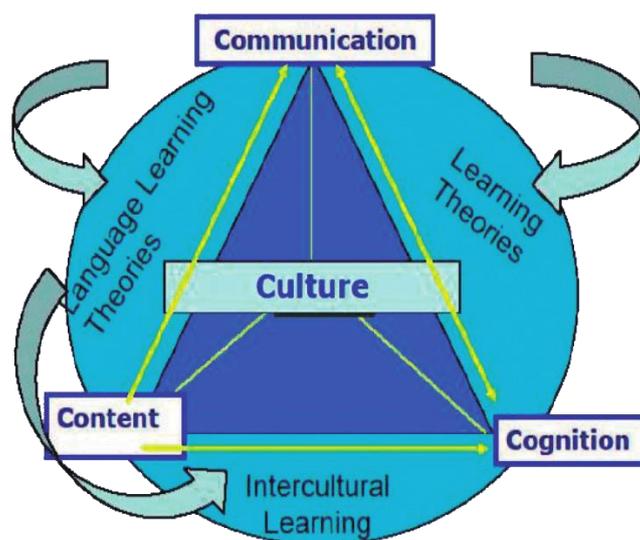


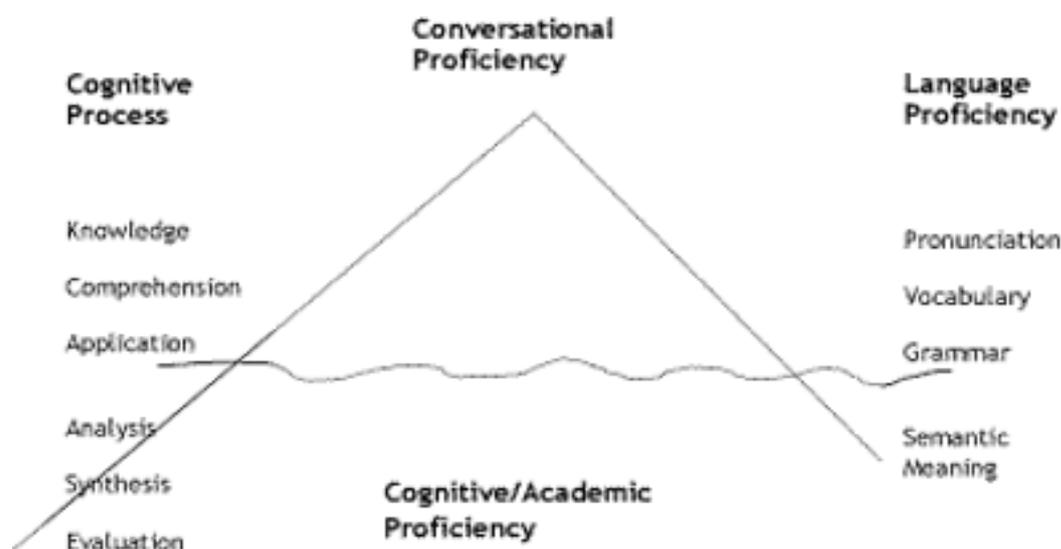
Figure 1: The 4Cs Framework of CLIL. Adapted from *Teacher Education and CLIL Methods and Tools*, by D. Coyle, 2011, unpublished seminar presented in Milan, Italy. Copyright 2011 by D. Coyle.

Effective CLIL is the result of a symbiotic relationship between progression in knowledge, skills, and understanding of content, engagement in associated cognitive process, interaction in the communicative context, development of appropriate language knowledge and skills, and the acquisition of a deeper intercultural awareness.

Unit 3. Teacher Competences for CLIL

Here is a brief overview of the many skills and abilities that educators must possess for effective CLIL teaching in their own classrooms:

- Knowledge of the methodologies for combining both language and content.
- Ability to construct rich and helpful target-language settings.
- Capability to make input understandable.



- Effective utilization of teacher-talk.
- Capacity to promote students' intelligible output.
- Ability to meet the different requirements of students.
- Capability to continually enhance accuracy

The teacher competencies required for CLIL are extensive, necessitating significant assimilation time for any instructor beginning to teach in a CLIL program. Regarding professional abilities, a teacher must be able to demonstrate proficiency in defining CLIL, adopting an approach to CLIL, adapting CLIL to the local context, integrating CLIL into the curriculum, and expressing quality-assurance procedures. Perhaps the most significant advance is to instructors' increased knowledge and implementation of the distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in the classroom.

The new teacher should be able to teach thinking skills alongside the language and content knowledge. Figure 2 below demonstrates the basic skills a teacher must possess in order to design appropriate materials for their unique setting

Figure 2: Cummins's "Iceberg" model of BICS and CALP (after Cummins, 1984, p.138).

In addition, CLIL teachers must perfect the implementation of **Bloom's Taxonomy** (Bloom, 1956) at the level of Higher Order Thinking Skills (HOTS) rather than Lower Order Thinking Skills (LOTS), as well as **Vygotsky's scaffolding techniques** for knowledge and language, which is defined as "the temporary aid by which a teacher helps a learner understand how to do something, so that the learner will later be able to do a similar job independently." (Gibbons 2002).

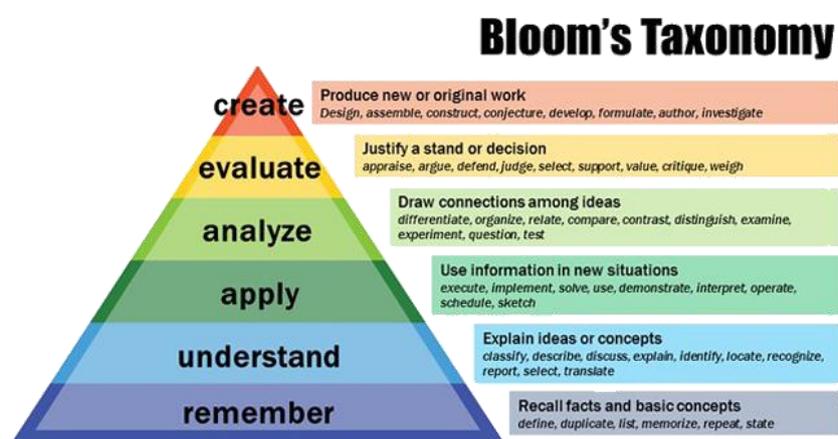


Figure 3: Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved [today's date] from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.

Concerning their language skills, teachers must be proficient, preferably at the C2 level of the Common European Framework of Reference for Languages (2001). The language of teaching, explaining, giving instructions, eliciting strategies, the language of classroom management, and the language of learning activities are of the utmost importance for CLIL teachers. They must feel comfortable using English at all times in the classroom and never use their native language apart from exceptional circumstances.

Because CLIL is such a complex approach and so different from conventional ELT methods, teachers must receive extensive training in lesson planning and have knowledge of lesson preparation, translating plans into action, ensuring outcomes, understanding of second language attainment levels, promoting cultural awareness and interculturality, applying knowledge about second-language acquisition in the classroom, and being aware of and knowledgeable about cognitive and metacognitive processes and strategies in the CLIL context.

If the CLIL strategy is to be successful, teachers must alter their understanding of their roles and become both competent and sensitive, taking into account the affective aspect of language learning. They must be confident in their knowledge of and application of assessment and evaluation techniques and tools. Due to the fact that CLIL is still evolving, teachers should be able to keep up with new advancements in the area and understand how to use ICTs as teaching tools in the development of interactive pedagogies.

Conclusions

Since the CLIL approach focuses on meaning rather than form and on fluency rather than accuracy, it can provide a more natural environment for language development that also builds forms of subject learning. The natural use of language also supports learner motivation; hence, effortlessness is of utmost importance in CLIL as a factor that leads to language and content learning success. Successful CLIL classrooms require not only engaged students, but also teachers who are excited about providing scaffolding for their students. CLIL facilitates the development of lifelong learners who are motivated to learn about the real world and who have the self-assurance to be effective communicators and collaborators in the real world, provided that its implementation is well-planned and prepared.

MODULE 3

Online Teaching and Learning

Introduction

Nowadays, New Information and Communication Technologies have been widely adopted and implemented in all spheres of human activity (social, economic, and cultural), providing new methods of information, work,

communication, learning, and thought. The problem for the world of education is how, through a large ocean of information, valuable information may be turned into contemporary and practical knowledge, allowing us to transition from the Information Society to the Learning and Knowledge Society by leveraging the Information Society.

With the common idea that contemporary technology may help to a more efficient learning process, there is currently a great deal of pressure on educational systems throughout the world to implement computers at all levels of education and to connect all schools to the internet.

The integration of New Technologies in education and their pedagogical usage will certainly result in changes to the content of instruction, the construction of didactic communication models, and the linkage of theory and practice. It has been recognized that this integration requires not just learning to use machines, a teaching tool, or to collect knowledge, but also the acquisition of abilities for active search and critical reading of any 'text' of information. Consequently, the so-called Educational Technology field is where technological advancements, learning theories, teaching methodologies for the many school courses, and Instructional Systems Design for teaching and learning converge.

Unit.1. E-learning, Distance Learning and Virtual Learning Environments

Teachers must familiarize themselves with the options that Online Teaching & Learning presents them. During and after the breakout of the coronavirus epidemic, it became imperative to develop new methods of remote education that not only sustain and strengthen children's attention to the lesson, but also facilitate their effective assimilation of the curriculum. The integration of New Technologies into traditional educational approaches is not merely a new field of education, but also a powerful tool that complements other creative educational processes and provides students with high-quality learning environments.

The two most common types of Distance Learning are **Synchronous Learning** and **Asynchronous Learning**. These modes allow students to study while juggling employment and family commitments, enable the disabled and those living in remote areas to avoid impractical transportation, and provide access to extensive bibliographies. In addition, they appreciate the autonomy and independence of learners, as they believe them to be mature enough to recognize his cognitive priorities and his professional objectives, as well as willing and able to exert the necessary effort toward his/her knowledge acquisition. The groups considered suitable for this form of education are as follows:

- Businessmen who seek further training
- Technicians who need guidance 24 hours a day
- Scientists - Freelancers who require constant updates on the newest developments in their field and additional training on special topics
- Educators
- Individuals who were unable to study in their desired field
- Individuals who wish to maximize their spare time
- Residents of remote areas
- and, of course, students under the continual supervision of the teacher

The use of the Internet offers a variety of benefits, including:

- the ability to integrate multimedia and distribute to learners complete and easily-accessible educational materials;
- instant and cost-effective update on the materials, if necessary;
- direct and more frequent communication between learners and educators;
- quicker and more effective adaptation of students to the use of New Technologies;
- electronic control of the educational process, minimizing bureaucracy and providing the ability to track learners' progress.

The shift from traditional classrooms to the Internet has been defined as a shift from efficiency to quality. It is believed that an institution's availability of distance learning services liberates it from the geographical limitations of its facilities, broadens its reach, and provides greater opportunities for collaboration with other academic institutions on a national and international level, as well as with more engaged students. The coordinated function of distance learning services is a strategic choice, especially when facilities are relocated to a variety of remote locations. One must keep in mind, however, that its proper operation depends on a number of factors, including educational method, learning theory, technical function, and management.

When designing a distance learning course, it is important to keep in mind that the educational content should be centered on the learners' needs, allowing them to acquire information in their desired subject area while being attractive. In other words, it should foster a comprehensive information process and the active engagement of the learners, which, in combination with interaction, communication, and a critical approach, will contribute to the acquisition of knowledge.

Some of the main mistakes made by educators when trying to adjust their teaching approach to a distance learning course are the following:

- They usually forget that the use of digital tools is not the purpose of their courses and use them extensively, when they could do their job efficiently with a much simpler approach
- Although they are aware that a screen cannot replace a printed manual, many post their manuals online. At the same time, it has been observed that they are frequently victims of copyright violations.
- They do not identify clear criteria and desired outcomes for students regarding the instructional materials employed.
- They fail to communicate and interact with their students, either due to a lack of modern equipment or the expertise to engage in digital forms of communication, or because they lack the time to do so.

In the newly designed learning environments, emphasis is placed on learning rather than teaching, and specifically on the possibility of lifelong learning. Learners should be at the center of the educational process, and there should be a two-way link between the individual and the software that promotes autonomous learning. Educators will have to provide feedback and support learners' efforts and activities.

Unit.2. Synchronous Learning

Synchronous learning is a distant learning environment in which participants can participate in classroom learning activities in real time via computer-mediated communication technologies such as video conferencing; thus, the process resembles traditional teaching.

Benefits

The benefits of synchronous learning can be broadly categorized into three categories: practical, educational, and economic.

In terms of practical benefits, the development of computer-mediated communication technologies has rendered the synchronous learning increasingly inexpensive. A teacher can easily establish an SLE without financial assistance. In addition, the SLE can provide students with a great deal of flexibility and convenience, as they can choose to attend class in online, if need be, and offers an alternate method for ensuring the continuity of training in the event of a pandemic.

Regarding the educational benefits, it can facilitate the development of a robust teaching presence, social presence, and cognitive presence. A SLE creates a setting resembling that of a traditional classroom, in which teachers' direct instruction and facilitation may be easily carried out and their presence can thus be established naturally. Additionally, it enables online students to socially interact with the instructor via two-way video conferencing, creating a social presence. A very important aspect to consider is that students can develop knowledge through participation in instructional activities and sustained communication, and additional perspectives can be exchanged. Thus, cognitive presence can be easily encouraged.

Additionally, synchronous learning offers economic benefits. As it relies less on physical infrastructure (e.g., classrooms), it has the potential to boost enrolment rate and the student-teacher ratio while reducing university expenses. Besides that, it can reduce travel expenses and save students time. In addition, it frees up the time of teachers so that they may focus on research and planning for their classes instead of having to repeat lessons for students who were absent.

Challenges

Nevertheless, synchronous learning has challenges with the teacher and students. In the process of delivering synchronous learning sessions, the instructor is frequently cognitively overburdened, since s/he must fulfill many tasks, such as content presenter and facilitator. Online students may post questions in text chat, but it is difficult for teachers to read text messages during instruction. Moreover, the teacher must frequently assist online learners in resolving diverse technical issues, which necessitates technological competence. In addition, some research indicates that institutional support is frequently insufficient and that the teacher's efforts in preparing and developing online learning are not completely acknowledged by the institution during the promotion and selection process.

As they are physically separated from their classmates, online students may experience feelings of isolation and exclusion. Furthermore, they frequently struggle with communicating and collaborating with classmates and other online members. Students enrolled in an online course may also experience frustration if they encounter technological difficulties in a separate location without an on-site specialist to provide timely assistance.

Unit 3. Asynchronous Learning

Asynchronous learning is a distant learning environment in which participants do not have the ability to communicate in real time with the educator, however they all engage in the learning process at different and from different locations. The educational material is in digital form and is provided to the learner either gradually as the course progresses, where the instructor determines the flow of instruction, or all at once at the beginning of the course, where the student determines his or her own learning pace, and is therefore considered more flexible.

Benefits

Asynchronous learning benefits include enhanced reflection and the ability to assimilate information. Students are able to digest the session information and/or perform additional study before presenting questions in a discussion group when sessions are recorded. This is preferable for pupils who are more methodical thinkers. Moreover, they are able to access course materials and initiate or respond to interactions with the instructor and peers at their convenience. Students have also the ability to rewatch recorded lessons to enhance their understanding or to revise material before a final examination. Similarly, students can peruse discussion group threads long after the debates have occurred. In such an online discussion group, all students will be able to ask questions and offer comments. Last but not least, it allows students to work around unforeseen obstacles, such as becoming ill for a week or a family emergency.

Additionally, asynchronous learning can save you both time and money. Because you are not forced to travel, you can save on basic travel fees and school supplies, for instance. The same holds true for instructional or learning materials, as well as the physical teaching environment. Hence institutions frequently pass savings on to digital learners.

Challenges

However, this approach does not come without any challenges. As the in real time instruction is absent, students may feel less connected to the lecturer when watching a recording of a class. Moreover, it is possible that feel less connected to the course as a whole due to the fact that they cannot see their classmates. It has also been noted that students may delay participation in a recorded session since they can "do it later." Another obstacle is that asynchronous learning necessitates strong task initiation abilities due to the unscheduled nature of class time and assessment deadlines, thus a greater level of dedication and independence is required.

Conclusions

It is an undeniable fact that the World Wide Web and other Internet technologies are growing more prevalent in the contemporary world, especially since the outbreak of the COVID19 pandemic. The advancement of technology has enabled all educational institutions to implement a combination of these methods in their courses in order to get better outcomes. To keep updated, every educator should become familiar with all forms of e-learning and be prepared to carefully plan and use them in their teaching practices. The right use of digital technologies and pedagogical techniques by educators guarantees that the learning process remains the focal point, hence encouraging lifelong learning.

ACTIVITIES

Several activities are offered in this section as examples of best practices for teaching English through digital methods in the adult education sector. These exercises were offered as part of this project's Acquisition Teaching Training Activities to encourage language learning in a digitalized world.

ACTIVITY 1

Create a lesson using Kahoot	
Aim of exercise/activity	To design a lesson plan using Kahoot
Preparation	Create a free account with Kahoot (https://kahoot.com/). Prepare the teaching materials that you will use (Power Point presentation, images, questions, etc.)
Reference (e.g., Module 1)	Module 1
Method / Process description	<p>Create a full English lesson on Kahoot, which you will then be able to teach either in class or virtually. Try to include the following elements using all kahoots' features:</p> <ul style="list-style-type: none"> - Introduce the topic. At the beginning of your kahoot, present some key points to introduce the content to learners so that they have an idea of what to expect. - Pre-assess knowledge. Use a quiz to gather insight on where the learners stand with respect to the topic. - Import materials that you have previously created such as Power Points presentations, photos, etc. - Increase interaction with learners by making frequent quizzes, polls, etc. - Assess learners' understanding of the topics at the end of the lesson - Recap the lesson - Assign challenges to learners so that they can reinforce their knowledge
Learning Material/References	https://kahoot.com/schools/interactive-lessons/
Other	

ACTIVITY 2

(NAME OF ACTIVITY)	
Aim of exercise/activity	Reading Comprehension with the use of CLIL method. What a text might look like to a CLIL learner.
Reference (e.g., Module 1)	Module 2
Preparation	Prepare a text for the learners to use as a reference. Example text:

	<i>Zarb entered the zubeer by a side door as he didn't want to be zahead. He ordered a glass of swizt and went to sit in the corner so could see who came in and who went out. He heard the dumz against the window pitter, patter, pitter, patter, and Zarb shook his raincoat, in a bid to shake away the worst off the wet. Presently, as he was getting dry, two flooms walked in, their piggy eyes, alive and alert, staring around the zubeer for any danger. Zarb looked at his glass of swizt, lowering his eyes, anxious not to be recognized.</i>
Method / Process description	<p>Give each participant a text and ask them the following:</p> <ol style="list-style-type: none"> 1. What are the approximate meanings of these words: <i>Zarb, zahead, Zubeer, swizt, dumz, flooms</i>? 2. What is the relationship between Zarb and the flooms? 3. How is the weather? 4. Why does Zarb sit in the corner? 5. Is Zarb a man or a woman? <p>Learners give reasons for their choices. NB approximate answers are deemed sufficient. This activity gives the learners confidence to read on their own without relying on the educator or dictionaries which can slow the process of reading and make a dull, irksome activity</p> <p>Then divide the learners into groups of 4 and ask them to create their own text and create concept questions regarding the text, to further assist lexical acquisition.</p>
Learning Material/References	
Other	

ACTIVITY 3

(NAME OF ACTIVITY)	
Aim of exercise/activity	To design a lesson plan with the use of an e-learning platform.
Reference (e.g., Module 1)	Module 3
Preparation	Create a free account with Moodle platform (https://moodle.org/). Prepare the teaching materials that you will use (Power Point presentation, images, questions, etc.)
Method / Process description	<p>Create a comprehensive English lesson on Moodle, which you can subsequently teach in class or online. Attempt to add the following aspects by utilizing all platform features:</p> <ul style="list-style-type: none"> - Introduce the topic. At the beginning of your Moodle, provide learners with an overview of the course material so they know what to expect. - Assess prior knowledge. Use a quiz to determine where the students stand in relation to the content. - Import previously prepared content such as PowerPoint presentations, pictures, etc. - Increase learner interaction by creating frequent quizzes, polls, etc.

	<ul style="list-style-type: none">- Evaluate students' comprehension of the topics at the conclusion of the lesson- Summarize the lesson- Assign activities to learners to reinforce their knowledge
Learning Material/ References	https://docs.moodle.org/400/en/Building_Lesson
Other	