

Face-to-face or online learning?

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| This task set contains: Assessor instructions Reading text Learner response sheet Answer key | Marking and feedback to learners When marking the learners' responses please adhere strictly to any answer key provided in the task set As it is critical to keep all documents in the task set secure for future assessment purposes, please DO NOT hand out the answer key after marking or allow learners to keep their corrected response sheets when giving feedback. |
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Learning Context

Insert information about how the students were prepared for the task; e.g., vocabulary instruction, discussions on the topic, grammatical preparation, practice similar skills or activities in other contexts.

Assessor instructions for administering the task

1. Tell learners what they have to do; i.e. read the text and then answer the questions. Read out the assessment conditions and say:
You must answer questions 1, 3, 4, 6 and 7 and one of 2 or 5 correctly in order to achieve this learning outcome.
2. Give the learners the reading text and response sheet.
3. Allow time for students to read the text.
4. Collect all reading texts and response sheets from the learners.

Conditions for assessment

1. Learners may use dictionaries.
2. Learners must read the questions but answers may be spoken or written.
3. Answers need not be grammatically correct but errors must not interfere with meaning.

Answer key

This answer key is a guide only. Answers may differ in their wording but will have the same meaning. Questions 1, 3, 4, 6 and 7 and one of 2 or 5 must be correct. Students may answer orally. Answers need not be grammatically correct or in sentence form, however the meaning must be clear.

1. learning modes
2. a) face-to-face is preferable b) online is preferable
3. (Any two) structured timetable and setting, social place, network of peers—share & consolidate learning, motivation, feedback, flexible & responsive teaching
4. flexible time, flexible place
5. online
6. (Any Two) e.g., advantages, easier, more motivating, consolidate their learning, stimulated, increase motivation, easily in a timely manner, flexibly adapt, best, attractive option, benefits
7. (Any two) e.g., barriers to participation, commitments that compete with study, transport or other access issues, too rigid or restrictive

Face-to-face or online learning?

For many learners, the opportunity to learn English or engage in higher education is valuable and welcome. However, for adult learners in particular, there are competing responsibilities such as family, settlement or work commitments. Many educational institutions are now offering online, or 'distance' delivery of courses in addition to the traditional 'face-to-face', in a bid to provide greater flexibility for all. Which is preferable? There are advantages and disadvantages to each of these learning modes, and the choice depends on individual circumstances.

'Face-to-face' is the traditional classroom mode of delivery. It has several advantages: firstly, it has a structured timetable and setting, so participants know when and where they need to be. This makes it easier and more motivating to plan around study commitments. Secondly, the classroom is a social place, so learners develop a network of peers with whom they share and consolidate their learning. They are stimulated by others' contributions, which again increases motivation, and learning can easily extend beyond the scripted lesson. Furthermore, feedback, either formal or informal, can occur in a timely manner. Even from one moment to the next, as a teacher sees learners looking confused or finding tasks difficult, or asking questions, they can flexibly adapt the lesson to learners' needs. Thus, for many, face-to face is the best mode of learning.

Online, or distance, learning is the mode often suggested as an alternative to face-to-face. Its advantages are the very things that can be barriers to participation in a classroom. When learners have family or work commitments

that compete with study, this can become a problem. For those learners, the flexibility of choosing when to do the work online could be the answer to a rigid classroom timetable. Moreover, an online learner is working from home or another convenient setting, so there are no transport or other access issues, or even travel time. Thus, for students who know they can take a disciplined approach to organising their time, the learning online mode can be preferable.

For all learners, including adult learners, who have many competing commitments, it is useful to think about which delivery mode is the most appropriate. Face-to-face offers structure and the benefits of learning with peers in a social context, and more opportunity for timely feedback and flexible teaching. In addition, all these are motivating for the learner. However, when it is too rigid or restrictive, online learning becomes an attractive option. It offers flexibility to the student, in time and place, as long as the student knows they can manage their time well. How to choose which learning mode? Each learner must know themselves and weigh up their situation.

Name of learner _____ Date _____

Task Instructions: Read the text and then answer the questions. You may use a dictionary. You must answer questions 1, 3, 4, 6 and 7 correctly as well as either question 2 or 5.

1. Tick the correct answer. What is this discussion about?
 - Adult learners
 - Classroom timetables
 - Learning modes
 - Motivation in the classroom

2. What are the two viewpoints in this text?
 - a) _____
 - b) _____

3. Give two reasons some people prefer face-to-face learning.
 - a) _____
 - b) _____

4. Give two reasons some people prefer online learning.
 - a) _____
 - b) _____

5. I am a busy person who works four days a week and on my day off work, cannot get to college in time for the first class. Would I be likely to prefer a face-to-face course or an online course?

6. Find two words or phrases in the text that communicate a positive attitude to the study mode.

a) _____

b) _____

7. Find two words or phrases in the text that communicate a negative attitude to the study mode.

a) _____

b) _____

This is the end of the reading assessment

| For teachers/assessors only | | |
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| The learner: | Assessor ticks questions answered correctly and ticks outcomes achieved. | |
| 1.1 identifies topic of text. | Qu. 1 <input type="checkbox"/> | 1.1 <input type="radio"/> |
| 1.2 identifies viewpoints in text. | Qu. 2 <input type="checkbox"/> Qu. 5 <input type="checkbox"/> Either can be correct. | 1.2 <input type="radio"/> |
| 1.3 demonstrates understanding of supporting evidence/information. | Qu. 3 <input type="checkbox"/> Qu. 4 <input type="checkbox"/> Both must be correct. | 1.3 <input type="radio"/> |
| 1.4 demonstrates understanding of language features which support viewpoints. | Qu. 6 <input type="checkbox"/> Qu. 7 <input type="checkbox"/> Both must be correct. | 1.4 <input type="radio"/> |

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| Outcome of task: | Date: |
| Name and signature of assessor: | |
| Name and signature of learner: | |