Teaching and learning languages online:
Where we are and where we're going

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Go to www.menti.com and enter this code:

1581589

Overview

- Where we were (years ago)

- Where we were (until March 2020)

- Where we are today

- Online language teaching at the UOC

- Where we may be going

- Q&A

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Your responses

Where we were (years ago)

The teacher centered classroom

The teacher centered language classroom

Teacher: What time is it?

Learner 1: It's half past ten.

Teacher: Very good!

Teacher: What is this?

Learner 2: It's a pencil.

Teacher: No, it's a pen.

The teacher centered language classroom

Teacher: Canto en la ducha por la mañana. (To Learner 1) Tú.

Learner 1: Cantas en la ducha por la mañana.

Teacher: ¡Muy bien!

Teacher: (To Learner 2) Ustedes.

Learner 2: Cantamos en la ducha por la mañana.

Teacher: Nooo… ¡Ustedes!

Learner 2: Oh… OK… sí, sí… Cantan en la ducha por la mañana.

Teacher: ¡Muy bien!

The teacher centered language classroom

- Teacher control of classroom interaction

- Initiate-respond-evaluate (IRE) model of questioning

- Drilling

- Repetition

- Teacher as transmitter of knowledge

- Focus on accuracy

- Focus on theory (i.e., structures, vocabulary, etc.)

- The classroom as the sole (or almost sole) source of language input

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The classroom as the sole (or almost sole) source of input

The importance of input

The input hypothesis (Krashen, 1985)

- For language acquisition to take place, a learner must receive a sufficient amount of **comprehensible input** in the L2.

- To progress, this input must be *i + 1*, with *i* representing the learner's current level of competence and *1* being one step beyond that.

Where we were (until March 2020)

The learner centered language classroom

The learner centered language classroom

- Types of interaction: teacher-learner, learner-learner
- Pair/small group work
- Project work
- Teacher as facilitator, resource person
- Fellow learners as potential sources of knowledge
- Focus on communication
- Recognition that learners have access to multiple sources of language input
- Flipped learning: Theory at home; classroom for putting knowledge into practice; language production

Teacher vs. learner centered classrooms
Your experience

https://bit.ly/3gC3DsT

Where we are today

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The Covid classroom

The Covid classroom: Teacher or learner centered?

- Types of interaction: teacher-learner, learner-learner?
- Pair/small group work?
- Project work?
- Teacher as facilitator, resource person or as controller of the interaction?
- Fellow learners as potential sources of knowledge?
- Focus on communication?
- Flipped learning: Classroom for putting knowledge into practice; production of comprehensible output?
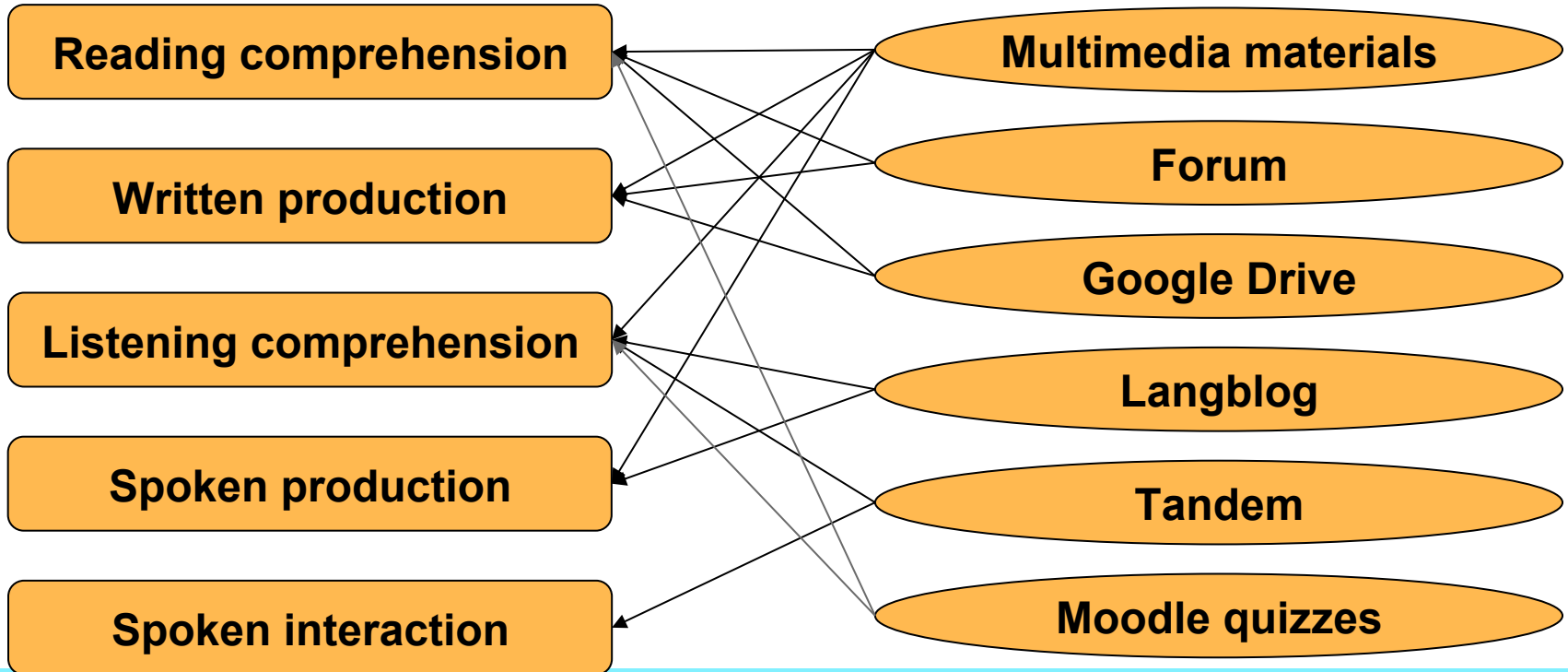

OR

?

Online language teaching at the UOC (asynchronous model)

How we cover the communicative competences

Reading comprehension — Multimedia materials — Forum — Google Drive — Langblog — Tandem — Moodle quizzes

Written production

Listening comprehension

Spoken production

Spoken interaction

Spoken production

langblog

CA 6 – Being Positive

This is the speaking task for **CA 6 – Being Positive.** Remember this speaking task consists
of **two parts**: In the first part, you have to describe someone who has influenced you
personally, and in the second you have to comment on your classmates' posts. Please, read
CA 6 guidelines and watch my video before you post your recording.

Spoken interaction

Maria

Laura
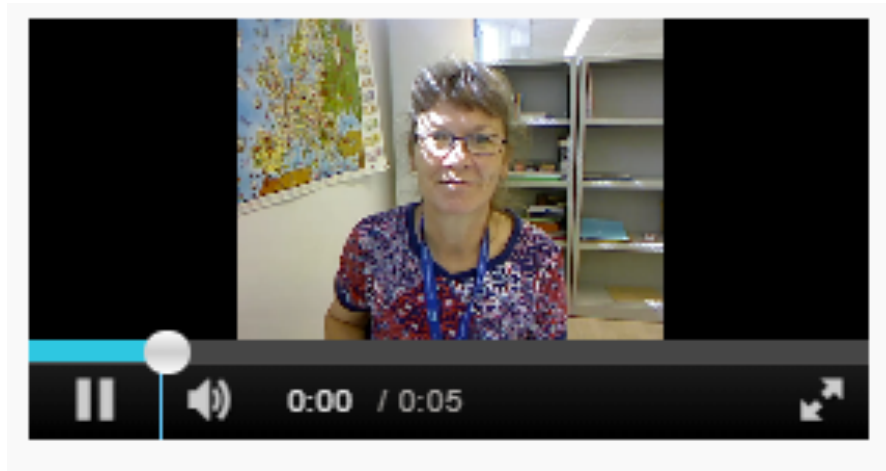
Where we may be going

The future of language teaching & learning?

- Increased use of online tools
- "Unflipped" learning
  - Increased use of asynchronous online tasks
  - Interaction outside of contact time, e.g.:
    - Written forum discussions
    - Collaborative writing
    - Projects
    - Speaking for homework
- Decreased contact time (if any)
- Rethinking of contact time (if any)
- The end of the classroom as we now know it?

Q&A

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