ENGLISH UK WEBINAR

Moving your instruction online – FAST!

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@englishuk
#Covid-19 #UKELT

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ENGLISH
UK

In this webinar…

1	Where are we now?
2	Where do we go from here?
3	Adapting… FAST!
4	Teaching the 4 skills
5	Presenting and practising new language*

You will need…

- Your mobile phone
- Your imagination!

ADVANCING
LEARNING

Interested in teaching younger learners online?

Check out the new distance teaching hub…

Free
resources

Online
Teaching

materials

…and much more!

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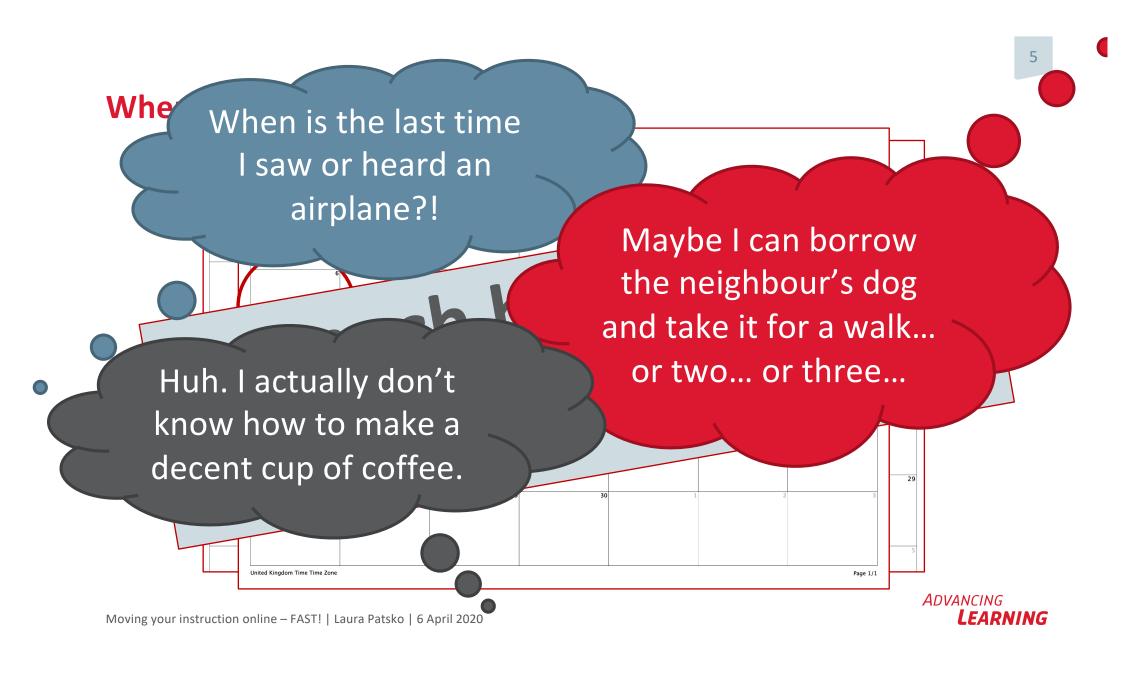**If we have any technical difficulties and I disappear…**

Don't worry! Don't panic!

Get up, walk around, stretch your legs…

And an activity will appear on the screen for you to do while you're waiting. ☺

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Where are we now?

1.0

When is the last time I saw or heard an airplane?!

Maybe I can borrow the neighbour's dog and take it for a walk... or two... or three...

Huh. I actually don't know how to make a decent cup of coffee.

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Option 1: Go to www.menti.com and enter the code 86 54 08.

Option 2: Scan this QR code with your mobile.

Option 3: Click on the link in the chat box and participate via computer.
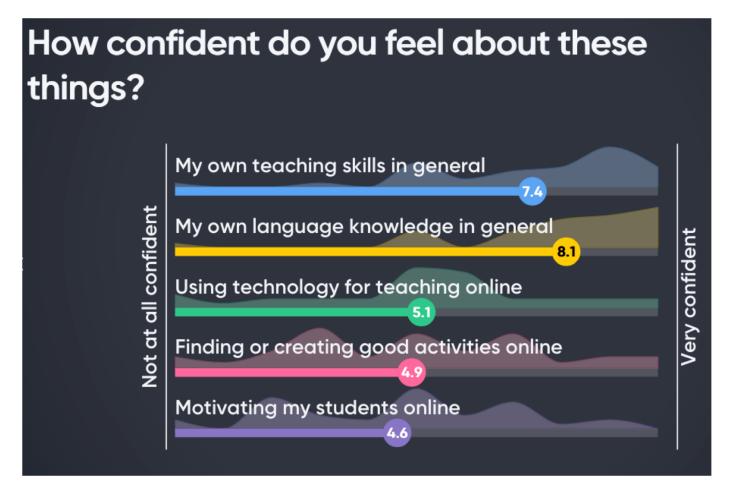

https://www.menti.com/wh41s8fbk1

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Webinar attendees' immediate challenges and fears

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Webinar attendees' confidence levels

How confident do you feel about these things?

Not at all confident — Very confident

- My own teaching skills in general — 7.4
- My own language knowledge in general — 8.1
- Using technology for teaching online — 5.1
- Finding or creating good activities online — 4.9
- Motivating my students online — 4.6

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Common challenges and fears

Many of us right now are, understandably, concerned about…

- Transferring our skills and habits to a technological environment

- Having enough time to plan our lessons

- Technology problems during teaching / learning

- Motivating students to work from home

- Creating engaging activities*

- Being expected to achieve the same results despite extraordinary circumstances

- Being separated from the daily support and company of fellow teachers

*When are we *not* concerned about this?!

ADVANCING
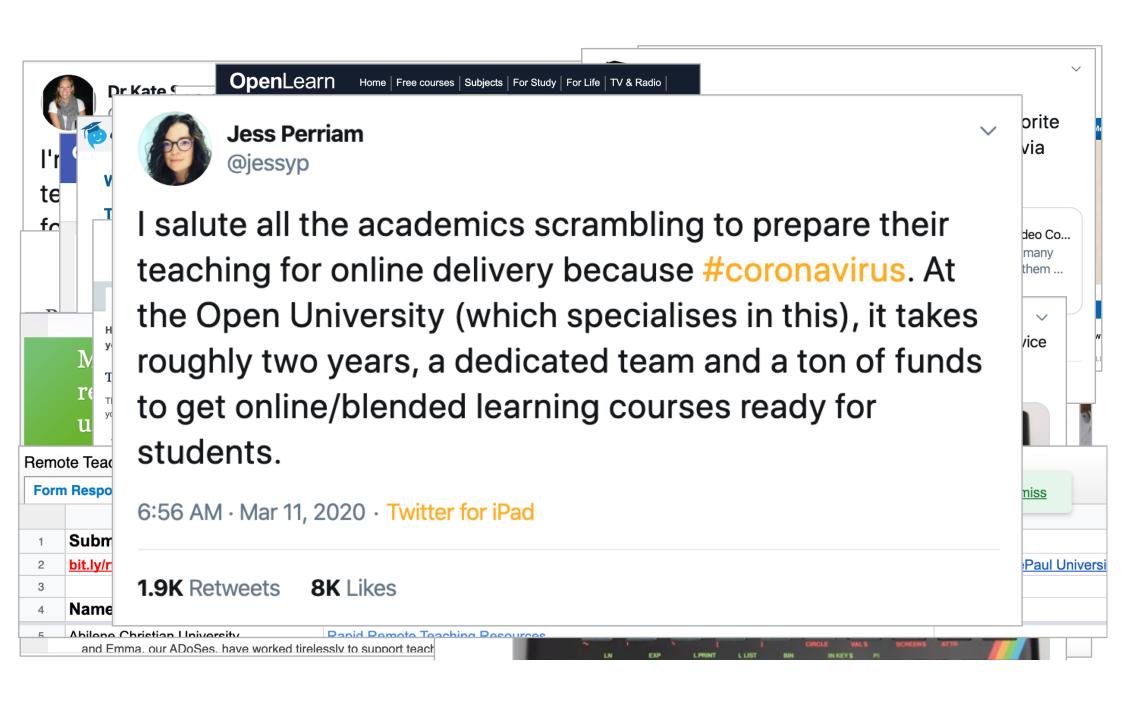**LEARNING**

What engages and motivates learners?

Learners are motivated by (among other things):

1. Seeing the connection between what they're learning and their real lives.

2. Getting an indication of task completion and, especially, their progress.

3. Having a teacher who really listens and is interested in them.

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Where do we go from here?

2.0

Jess Perriam
@jessyp

I salute all the academics scrambling to prepare their teaching for online delivery because #coronavirus. At the Open University (which specialises in this), it takes roughly two years, a dedicated team and a ton of funds to get online/blended learning courses ready for students.

6:56 AM · Mar 11, 2020 · Twitter for iPad

1.9K Retweets   **8K** Likes

Remote Teac

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Abilene Christian University   Rapid Remote Teaching Resources

and Emma, our ADoSes, have worked tirelessly to support teach

Paul Universi

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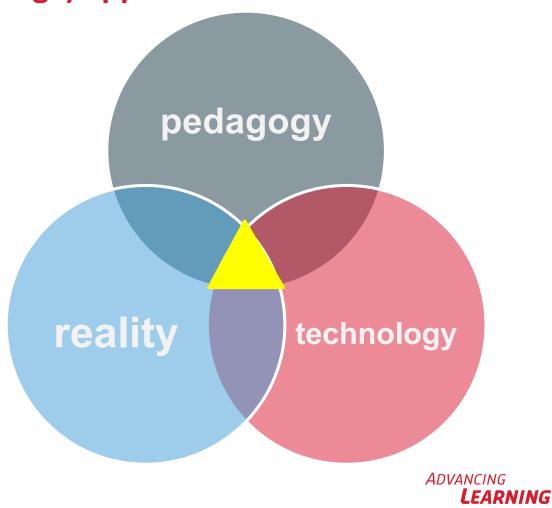# A healthy (and less exhausting?) approach

Moving online right now
(April 2020)

IS NOT THE SAME AS

teaching online generally.

Jess Perriam
@jessyp

I salute all the academics scrambling to prepare their teaching for online delivery because #coronavirus. At the Open University (which specialises in this), it takes roughly two years, a dedicated team and a ton of funds to get online/blended learning courses ready for students.

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pedagogy

reality

technology

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Our philosophy for moving online FAST

- We'll do our best. We (and our students) will all be learning as we go.
- We'll be realistic – not over-ambitious.
- We'll stick with what we know, as much as possible, and at least at first. (This is not the best time to experiment!)
- We won't forget:

  Yes, these are exceptional times. Fortunately, teachers are already pretty exceptional people!

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Adapting… FAST!

3.0

Adapting our instruction…

F   is for <u>f</u>amiliar

A

S

T

- What do you <u>already</u> know about how students learn X?

- What activities do you <u>already</u> know are both useful and enjoyable?

- What tech are you <u>already</u> comfortable using?

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What does your course publisher already provide?

https://www.macmillanenglish.com/distance-teaching-and-learning-hub/teach-your-course-from-home

https://www.macmillanenglish.com/distance-teaching-and-learning-hub/free-extra-resources

ADVANCING
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Adapting our instruction…

F

A   is for <u>a</u>ccessible to <u>a</u>ll

S

T

- How can we differentiate our instruction so that learning is accessible *not only* to different minds / brains / preferences, but also to different physical study environments?

- What methods of assessment can we use so everybody can demonstrate their learning?

ADVANCING **LEARNING**

Adapting our instruction…

F

A

S   is for <u>s</u>tudent-centred

T

- Is there anything about learning goal X or activity Y which is *only this way because of the limitations of a physical classroom*?

- How can we make this more suitable for *individual learners* (instead of more convenient for teachers of large groups)?

ADVANCING **LEARNING**

Adapting our instruction…

F

A

S

T is for <u>t</u>ime

- How long would you usually spend planning this lesson, or adapting your usual plan?

- How long would activity X 'normally' take?

- How might this be affected now that we're conducting the activity online or asynchronously?

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Teaching the 4 skills

4.0

Think of activities to develop the 4 skills.

Familiar

Accessible to all

Student-centred

Time

F1. Does this activity require anyone to use new tech?

F2. What activities do I know that my students love?

A1. What if they don't have reliable internet at home?

A2. In what different ways can I assess their learning?

S1. Can they work at their own pace / in their own time?

S2. How personal / personalized is the activity? (Is this OK?)

T1. How will I set up this activity? (Is it worth the time?)

T2. How long will it take me to prepare? (Is it worth it?)

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For example…

In class, the students normally:

- Listen to the audio twice.

- Listen together as a whole class.

- Don't see any video that accompanies the audio, because my school doesn't have the facilities.

Online, the students could:

- Listen as many times as they need to.

- Listen individually with headphones, control the audio volume, rewind, pause, etc.
- Watch the video on their mobile devices or computer.
- Find and share related videos or other content.

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Some ideas to develop the 4 skills...   (blue = non-digital)

Reading	Listening
• Offline, on paper! • Book club? • English around the home (e.g. food packaging, international products) • Online articles related to interests	• Subtitled TV • Songs / singing • Online videos related to interests • Micro-listening (listening many times to very short clips to focus on pronunciation features)
Writing	**Speaking**
• Journalling (outdoors?) • Collaborative writing (Google Doc) • Instant messaging / WhatsApp	• "Show and tell"* • Self-recording (on mobile devices) • Real telephone / Skype calls

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Webinar attendees' ideas for teaching the 4 skills

Click here to see all the ideas which were shared by the webinar attendees!

https://padlet.com/blackbirdLXD/r8jiot106mxw

(Note: this board is now locked, so no more suggestions can be added.)

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Presenting and practising new language

5.0

Homework

Your task:

1. I'm going to give you 4 ideas for presenting or practising new language.
2. It's your job to select <u>one</u> to research <u>in your own time</u>.
   - ➢ *I'll give you links if you need suggestions.*
3. Pick one which you think is interesting and which you don't already know about.
   - ➢ *If you don't like my suggestions, choose your own topic to research.*
   - ➢ *If you have limited internet access, you can look in a book or call someone.*
4. Spend <u>no more than 30 minutes</u> on this task, <u>including</u> the next step…
5. Email or text a colleague to share your thoughts. Write <u>no more than 200 words</u>.
   - ➢ *If you don't have someone to share with, then share it with <u>me</u> via email or twitter. (My contact details will be at the end of this presentation.)*
   - ➢ *If you do this before this weekend (in other words, before I finish work on Friday 10 April, UK time!), I promise to reply.*

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How long is 200 words?

A Carbon footprint

Everyone leaves a carbon footprint. It is the impact each person has on the environment through the emission of greenhouse gases.

Your carbon footprint has two parts: the primary footprint and the secondary footprint. The primary footprint shows the emissions of carbon dioxide and other greenhouse gases that you are directly responsible for. Examples are the emissions produced by travelling and using electricity. The secondary footprint shows the emissions that you are indirectly responsible for. These include things like the emissions produced when factories make the things that you buy. All of these carbon dioxide emissions contribute to global warming.

The size of your carbon footprint depends on many things. How you spend your free time is one of the most important. Do you watch TV and play video games or do you read or do sport outdoors? Do you fly when you go on holiday? If you do, your footprint will be much larger than if you go by train. Rail travel is three times more fuel-efficient than air travel. Where your food comes from will also affect your secondary footprint. Processed and packaged meat has a bigger impact on the environment.

You may think that you are not responsible for any emissions because your parents do all the shopping and decide a lot of things at home. And it's true that your school is responsible for the things you do there. But you can suggest ways to change their habits. You can also watch less TV, switch off the light when you leave a room and unplug your mobile phone when it has finished charging. Each small action will help make your footprint smaller.

This is a little over 200.

Gateway 2nd edition, Level B1, p. 74

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Choose one box and do 30 mins of research:

Presentation

Flipping grammar presentations

- https://youtu.be/GOeBhXLUvgQ
- http://www.onestopenglish.com/methodology/first-steps-into-emerging-pedagogies-for-elt/flipped-learning/first-steps-into-flipped-learning/554961.article

Getting the most from online dictionaries

http://www.onestopenglish.com/community/teacher-talk/advancing-learning/advancing-learning-does-anyone-really-need-to-use-a-dictionary/557409.article

Practice

Using online workbooks

- https://lms-cdn-prod-eu1.macmillan.education/useruploadedfiles/staticfiles/MPOTeacherUserGuide.pdf
- https://lms-cdn-prod-eu1.macmillan.education/useruploadedfiles/staticfiles/MPOStudentUserGuide.pdf

Using Quizlet for vocabulary revision

- https://quizlet.com/upgrade/teacher/remote-teaching
- https://thelizziepinardworldofteachingefl.files.wordpress.com/2014/02/using-quizlet-self-access-materials.pdf

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Thank you!

(Now wash your hands!) ☺

Laura Patsko

Moving your instruction online – FAST!

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Subject : Language Hub for Teachers

1. **Name of your school**

2. **Level you are teaching**

3. **AM or PM training session**