# Moving your instruction online – FAST!

Laura Patsko

26 March 2020

macmillan
education

# Certificates

**CERTIFICATE**

**ADVANCING LEARNING** webinar series

This is to certify that

attended on Wednesday, 18th March 2020
**the Advancing Learning webinar**
**Integrating pronunciation with a coursebook-based syllabus**
by Laura Patsko.

**Mike Riley**
Teacher Training
and Author Engagement Manager
**Macmillan Education**

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**ADVANCING LEARNING**

# Today's webinar: Moving your instruction online – FAST!

Due to the escalating COVID-19 coronavirus pandemic, many teachers worldwide find themselves suddenly required to work from home and/or teach online. We can't expect to become experts overnight, but we *can* learn the basics and continue to do a good job if we pool our ideas and keep in mind the learning principles behind our courses and resources. In this webinar, we'll look at some of the challenges teachers are currently facing, we'll honestly confess and address some common fears and anxieties, and – most importantly – we'll share some practical ways in which we can continue to achieve quality teaching and learning despite today's extraordinary circumstances.



**Laura Patsko** is a Language and Learning Consultant who spends a lot of her professional time these days developing digital learning content and tools! She is an experienced teacher, trainer and researcher, specializing in teacher education, pronunciation and ELF, and is author or co-author of several books, chapters and articles on these topics. She tweets as @lauraahaha and @blackbirdLXD.

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**LEARNING**

# 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!

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# Other Macmillan webinars to check out

**25 March**
**Thom Kiddle**
[Principles and practices in asynchronous online learning](#)

**31 March**
**Chia Suan Chong**
[Doing the Communicative Approach Online: Motivating students to speak](#)

**3 April**
**Russell Stannard**
[Q&A with an expert](#)

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# Interested in teaching younger learners online?

**Check out the new distance teaching hub...**

**3 April**
**Russell Stannard**
Q&A with an expert

Online teaching materials

Free resources

...and much more!

**macmillanenglish.com/distance-teaching-and-learning-hub**

**(And/or bring your questions to Russell's Q&A next week!)**

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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

# Where are we now?

**March ...**

Sunday
1

6    7    8

**11**th
Pandemic
declared

12   13   14   15

16   19   20   21   22

**26**th
Today!

23   24   25   27   28   29

30   31   1   2   3   4   5

## So much has happened in only 2 weeks!

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# Webinar 1 attendees' immediate challenges and fears

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# Webinar 1 attendees' confidence levels

# Webinar 2 attendees' immediate challenges and fears

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# Webinar 2 attendees' confidence levels

# 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?!

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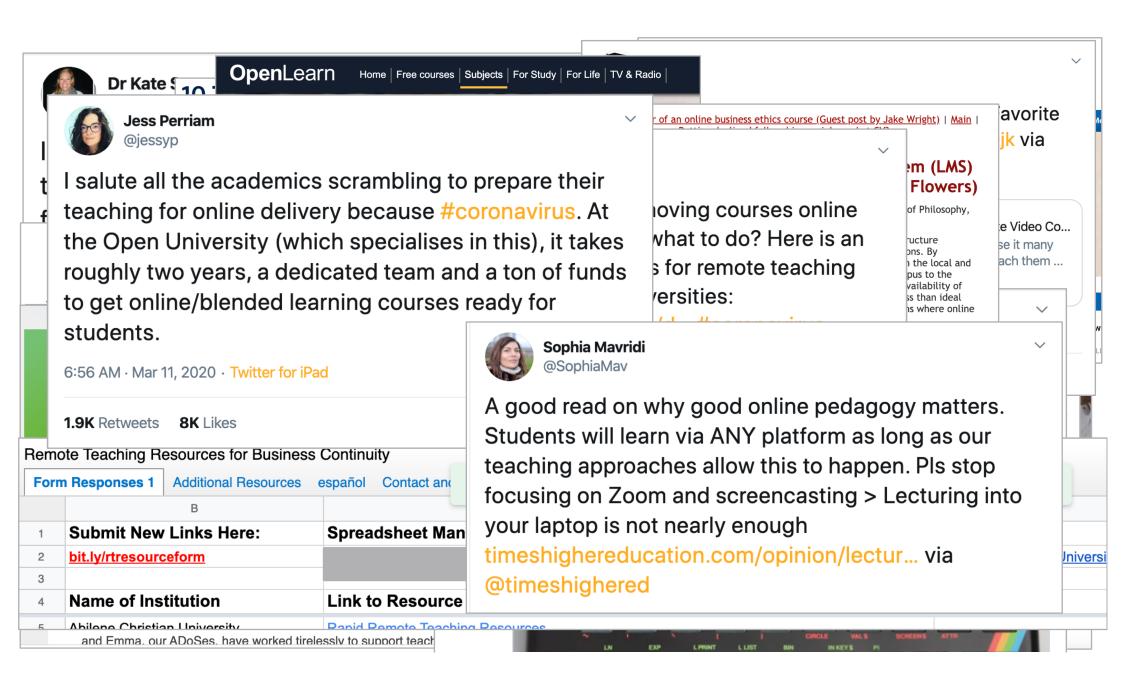**LEARNING**

# 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

**Dr Kate S**  10

**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

...r of an online business ethics course (Guest post by Jake Wright) | Main

...avorite
...jk via

em (LMS)
Flowers)

...of Philosophy,

...noving courses online
...what to do? Here is an
...s for remote teaching
...versities:

...e Video Co...
...se it many
...ach them ...

Remote Teaching Resources for Business Continuity

| | B | |
|---|---|---|
| Form Responses 1 | Additional Resources | español | Contact and |
| 1 | Submit New Links Here: | Spreadsheet Man |
| 2 | bit.ly/rtresourceform | |
| 3 | | |
| 4 | Name of Institution | Link to Resource |
| 5 | Abilene Christian University | Rapid Remote Teaching Resources |

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

**Sophia Mavridi**
@SophiaMav

A good read on why good online pedagogy matters. Students will learn via ANY platform as long as our teaching approaches allow this to happen. Pls stop focusing on Zoom and screencasting > Lecturing into your laptop is not nearly enough timeshighereducation.com/opinion/lectur... via @timeshighered

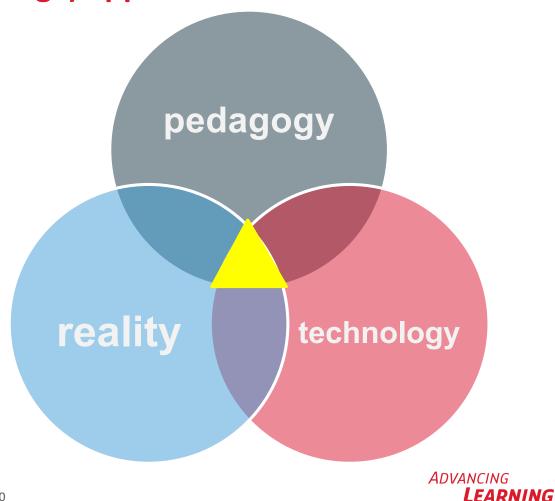LN   EXP   L PRINT   L LIST   BIN   CIRCLE   VAL $   SCREEN$   ATTR
IN KEY$   PI

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# A healthy (and less exhausting?) approach

Moving online right now
(March 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

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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?

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# Adapting our instruction…

**F**

**A**

**S**  is for _s_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)?

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# Adapting our instruction…

**F**

**A**

**S**

**T**    is for t̲ime

- 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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# Adapting our instruction…

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

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

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

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

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# Teaching the 4 skills

# 4.0

**But first…**

# GET UP AND STRETCH
# for 20 seconds!

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# Think of activities to develop the 4 skills.

**F**amiliar

**A**ccessible to <u>all</u>

**S**tudent-centred

**T**ime

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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# If you were born in…

# Consider activities for…

| If you were born in… | Consider activities for… |
|---|---|
| January, February or March | reading |
| April, May or June | writing |
| July, August or September | listening |
| October, November or December | speaking |

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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.

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**Webinar 1 attendees' ideas for teaching the 4 skills**

Click here to see all the ideas which were shared by the 700 attendees of the first webinar!

https://padlet.com/blackbirdLXD/wlpcrti0ojea

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

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**Webinar 2 attendees' ideas for teaching the 4 skills**

Click here to see all the ideas which were shared by the 800 attendees of the second webinar!

https://padlet.com/blackbirdLXD/7ce4vfzl6j4e

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

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# Laura's ideas to develop the 4 skills.

| Reading | Writing |
|---|---|
| • Offline, on paper! (Book club?)<br><br>• Online articles related to interests<br><br>• English around the home (e.g. food packaging, international products) | • Collaborative writing (Google Doc)<br><br>• Instant messaging / WhatsApp<br><br>• Students who live together could *write* (not type!) each other messages |
| **Listening** | **Speaking** |
| • Online videos related to interests<br><br>• Micro-listening (listening many times to very short clips to focus on pronunciation features) | • Self-recording (on mobile devices)<br><br>• Real telephone / Skype calls |

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# Webinar on 31 March: Doing the Communicative Approach Online: Motivating students to speak

As more and more of us move our language teaching online, we become more aware that virtual classrooms may be useful for teaching discrete grammar or vocabulary items and focusing on accuracy, but getting students to be communicative online can be a challenge. As teachers of the communicative approach, we know that we can only learn to speak a language by speaking it. So how can we get students to feel engaged enough to speak and communicate when they're learning English online? Can online group classes still provide the interaction and the speaking practice that face-to-face classes offer? Chia explores some practical ideas to motivate students to communicate in their online classes and encourages participants to share their own online teaching ideas in this interactive webinar.

**Chia Suan Chong** is a writer, communication skills trainer and a teacher trainer. She is the author of *Successful International Communication*, and was *English Teaching Professional*'s award-winning resident blogger between 2012 and 2019. Currently based in York, Chia regularly conducts training online via webinars and also helps corporations to have more effective virtual communication and virtual meetings.  Chia writes regularly for the British Council and their Learn English website and holds a DELTA and a Masters in Applied Linguistics and ELT.

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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 27 March, UK time!), I promise to reply.*

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# How long is 200 words?



**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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# Other Macmillan webinars to check out

**25 March**
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# Yesterday's webinar:

## Principles and practices in asynchronous online learning

This webinar looked at principles and practices in asynchronous online learning — that is, online learning activities that students do at a time of their own choosing in a virtual learning environment (VLE), and which is supported by tutors and/or pre-programmed feedback. We looked at activities which are commonly available in VLEs, the benefits of including asynchronous activities in online learning, and tutor competences for managing and support asynchronous learning.

**Thom Kiddle** has worked at NILE since 2011, after moving back to the UK from Chile where he was head of academic research and educational technology at the Chilean-British University. He has previously worked in Portugal, the UK, Australia and Thailand in language teaching, teacher training and language assessment. He has a Master's degree in Language Testing from Lancaster University and the Cambridge Delta, and his role at NILE involves strategic and organisational management, and training and consultancy in a range of areas including testing and assessment, learning technologies, materials development and language teaching methodology. Thom is also treasurer and founding director of AQUEDUTO – the Association for Quality Education and Training Online; webmaster for the Testing, Evaluation and Assessment Special Interest Group of IATEFL; and Vice Chair of the Eaquals Board of Trustees.

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# Webinar on 3 April: Q&A with Russell Stannard

In recent weeks many of us have had to rise to the challenge of teaching our courses remotely. We have had to learn quickly how to do online the things we usually do in the classroom. Macmillan Education invites you to join us for this special live Q&A with teacher trainer and co-author of the new NILE course, Take your Teaching Online, Russell Stannard. If you have any questions about using online tools and resources, delivering live lessons or how to make the most of your teaching skills and experience in an online environment, now is your chance to ask them to one of our industry's leading experts.



**Russell Stannard** is the founder of www.teachertrainingvideos.com and a NILE associate trainer where he runs a 'Flipping your Classes' course and works on the MA course. He is the winner of 3 educational awards including the Times Higher 'Outstanding Initiative in Technology' and the British Council 'ELTons Innovation Award'. Russell writes regular columns in the English Teaching Professional and has published widely in the area of feedback, collaboration and the use of screen capture. He is truly an international speaker, having presented in over 40 countries around the world.

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# Thank you!

# (Now wash your hands!) ☺

**Laura Patsko**

Moving your instruction online – FAST!

✉ hello@blackbirdlxd.com

🐦 @lauraahaha / @blackbirdLXD

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