

Top Strategies for Online Teaching



Who are you?



Who am I?

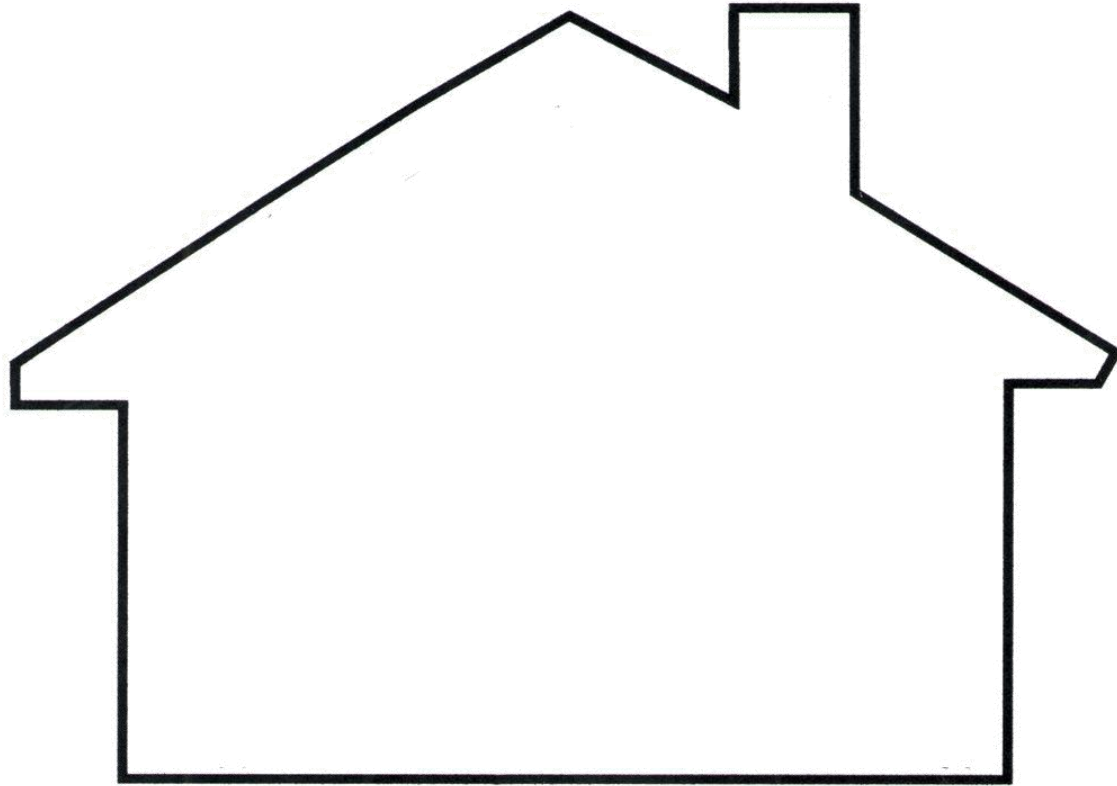


Autonomy
Learner

上海

China
Vietnam
Japan
Korea
Cambodia
Myanmar
Thailand





What will we do today?

History &
Platforms

Lessons
Learned

Meaningful
Communication

Final
Thoughts

History

A History Lesson



1980 - 90s

2003

1967

COLOR
QUICKCAM



AT&T

Free calls and then
25 in video call on the Web!

Made online video available to world

A History Lesson



2011

2013

2016

2020

TutorABC



A History Lesson



2011

2013

2016

2020



Platforms & Companies

What classes look like....

LaShunda

Listen to the story.

Six Kids

11:15 / 30:28

This screenshot shows a video player interface. On the left, there's a video thumbnail with a large yellow smiley emoji overlaid. The main video area displays a colorful illustration of a farm scene with several chickens and chicks. The title 'Six Kids' is prominently displayed in the center. At the top, there are navigation icons and a star rating. At the bottom, a progress bar indicates the video is at 11:15 out of 30:28.

Technology

Before, it took a long time to write and send letters. Now, we can type letters quickly and send them right away.

Technology makes things easier and helps us save lots of time.

Your student is currently taking class via our mobile app. They can receive messages but can not reply to you App Version 1.5.1

small dogs
white
Great answers

Type here Send

This slide is part of a presentation. It features a blue header with the word 'Technology' in large white letters. Below the title, there's a visual comparison: on the left, a hand is shown writing a letter; on the right, a hand is shown typing on a laptop. A red arrow points from the letter to the laptop. The text below explains that technology has made sending letters faster. A red-bordered box highlights the key message: 'Technology makes things easier and helps us save lots of time.' On the right side, there are two small video thumbnails with blue circles over the faces. A chat window is open on the far right, showing a message about a mobile app and a list of 'Great answers'.

Topic: They Are My Friends
Teacher: Neil Student: Max

Great Job

Hello, my name is Neil. Nice to meet you!

hello, Teacher

20/30

This screenshot shows a classroom interface. At the top, it displays the topic 'They Are My Friends' and the participants 'Teacher: Neil' and 'Student: Max'. The main area features a large, colorful banner that says 'Great Job' with a cartoon character and various icons. To the right, there's a chat window with a video thumbnail of a boy and a text message from 'Neil' saying 'Hello, my name is Neil. Nice to meet you!'. Below the chat, there's a 'hello, Teacher' button. At the bottom, a progress indicator shows '20/30'.

Let's Review

- 1) It's a new car.
- 2) It's a little robot.
- 3) It's a round yo-yo.
- 4) It's a jump rope.

1) It's a new car. (Image: Car)

2) It's a little robot. (Image: Robot)

3) It's a round yo-yo. (Image: Yo-yo)

4) It's a jump rope. (Image: Jump rope)

This screenshot shows a 'Let's Review' worksheet. It contains a list of four items with corresponding images: a car, a robot, a yo-yo, and a jump rope. The items are numbered 1 through 4. To the left, there's a large yellow smiley emoji with a red outline. The worksheet is designed for a matching exercise, with lines connecting the text descriptions to the images.

Teacher

Teacher

Student



Listen to the story.

Six Kids



93/99

11:15 / 30:28



Docs

Clear

TEST
Test

Technology

Expl



Before, it took a long time to write and send letters.

Now, we can type letters quickly and send them right away.

Technology makes things easier and helps us save lots of time.

Tips: Have S look at the pictures of the technological invention above. Have S identify the technology invented and ask S how they



Your student is currently taking class via our mobile app. They can receive messages but can not reply to you. App Version: 1.9.1

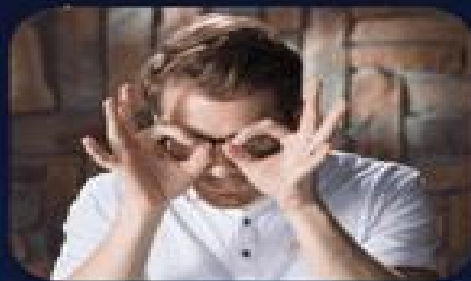
small dogs

white

Great answers

Type here

Send



Hello,
my name is Neil. Nice
to meet you!

[查看翻译](#)

hello, teacher



What to look for.....

One-to-many?
Layout?

Screen
Sharing

PPT, Video,
PDFs, Pics

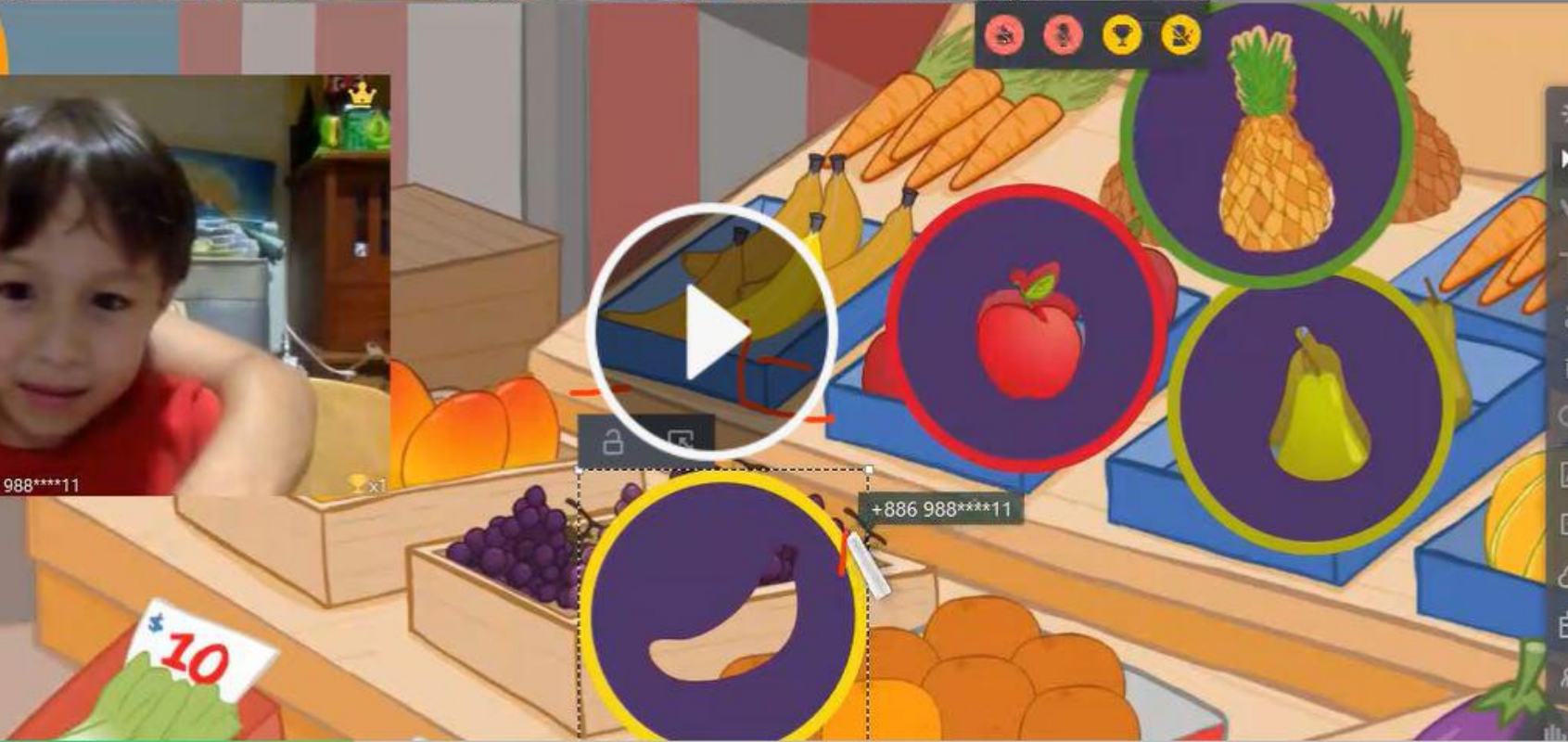
Screen Tools/
Functions

Breakout
rooms

Chat box

Background
Design

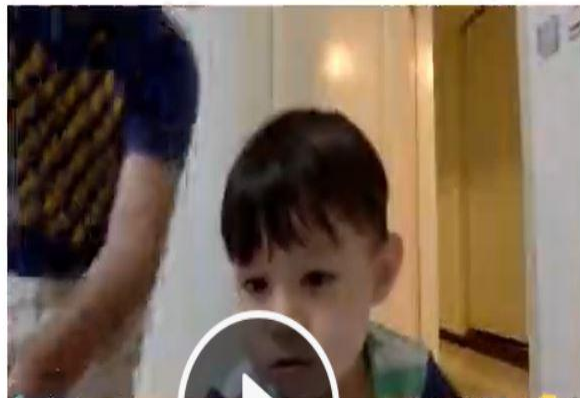
Learner
Mgmt System

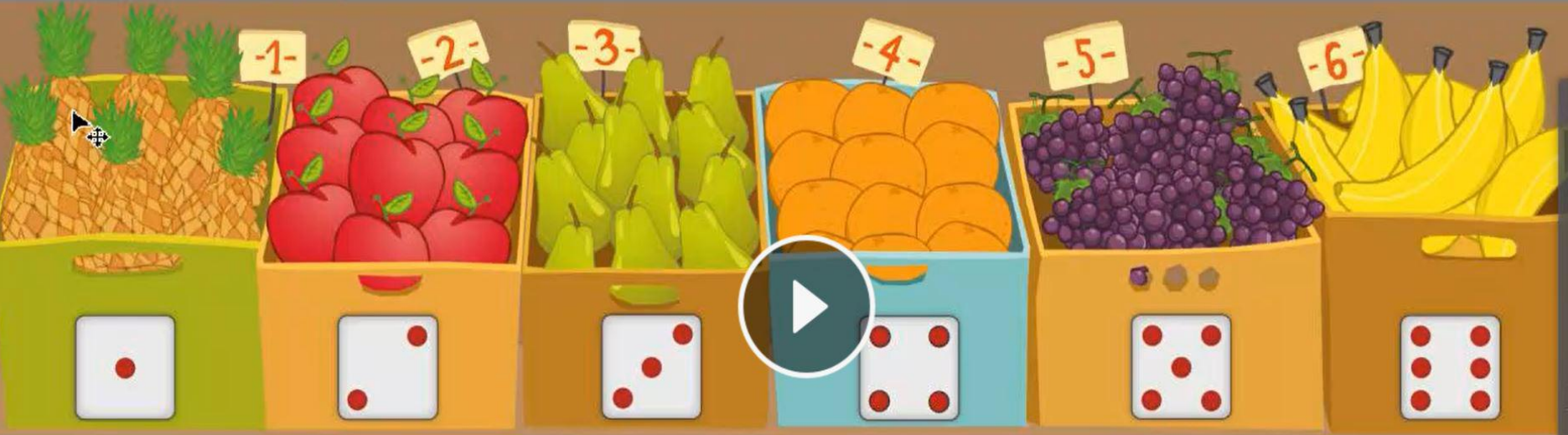




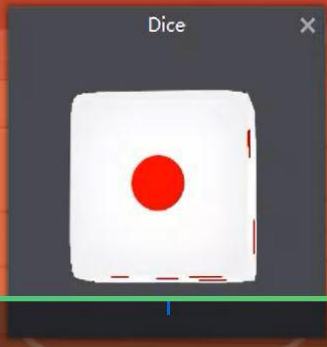
Jake







Interactive fruit counting game interface. It features six baskets of fruit with corresponding dice faces below them. The baskets are labeled with subtraction signs and numbers: -1 (Pineapples), -2 (Apples), -3 (Pears), -4 (Oranges), -5 (Grapes), and -6 (Bananas). A central play button is overlaid on the interface.



Moving forward

Taking offline into online



Whiteboard Document Image Select Draw Erase Shapes Text

Drawing options Color Line: Clear options Clear markup... Clear all...

The Perfect Language Learner ✓

Every language student wants to know the secret of making the most progress in the shortest time.

What does the perfect learner do to excel in acquiring a foreign language?

1: Learn every day

Even when you are really tired, do some learning, even if it's only 5-10 mins. Never miss a chance to increase your knowledge. Use it, or lose it! Practice makes perfect.

2: Be motivated

What is your goal? Always think about

4: F

Read (that yo new gi vocabu you pr

5: E

Don't minds



7 Caroline Jones is phoning Charles Armitage. Listen to their conversation. Why is she calling him? What do they decide? Then listen again and complete the sentences from the dialogue.

I'm very¹ sorry.

I'm _____² I have to ask you
if we can _____³ our meeting next
week. Something has _____⁴ up.
Unfortunately I can't get
_____⁵ of it.

Do you have another
time in _____⁶?

Sorry to bother⁷
you. It couldn't be
_____⁸, I'm
afraid.

Could we reschedule⁹
the meeting until Wednesday
at the same time? Would that
_____¹⁰ you?

8 Match sentences from exercise 7 with the sentences below that have a similar meaning.

- a Would it be possible to put the meeting back and meet on Wednesday at 7.30?

Could we postpone the meeting until Wednesday at the same time?

- b It's unavoidable, unfortunately.

Lessons learned

There are now....

A photograph of three children in a classroom setting. A young girl with blonde hair and red glasses is on the left, looking intently at a laptop. A boy with dark hair is in the middle, leaning in and looking at the screen. A girl with brown hair is on the right, also looking at the laptop. They are all sitting at a desk. The background is slightly blurred, showing other students and classroom elements.

1 Billion
Students
online

Million of
Teachers
online

Millions of
Experiments

It's like being a new teacher again

Learning the platform

Learning to interact

Learning the functions

Starting to get content

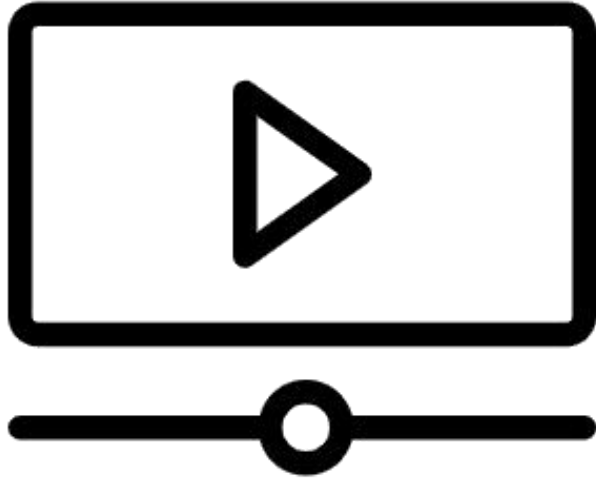


Take it further

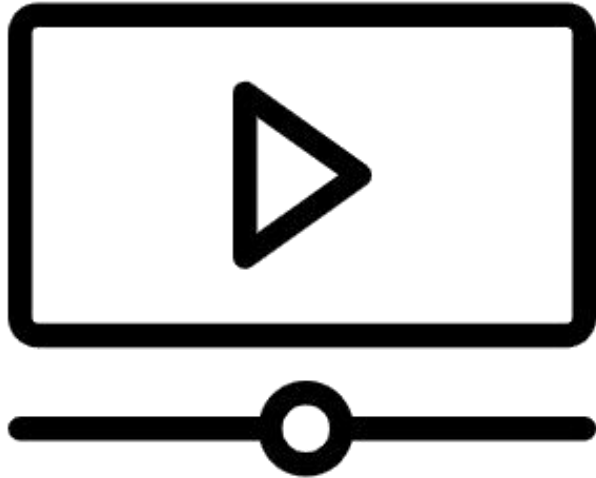
Personalize & Differentiate



What can we do with class recordings?



You can watch again!



Students can review a class

Teachers can playback

Develop skills, identify issues

Content



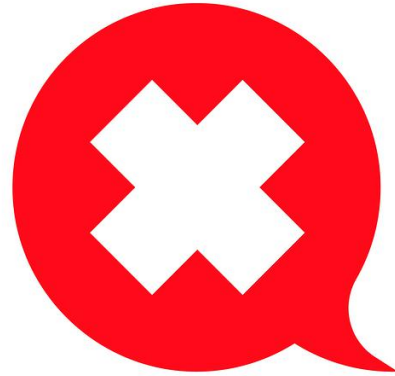
Move away from left right style content

Can you suggest non-linear content?

Get off the screen



Do's



Don'ts

Stories from the frontline



Ross Thorburn

51 Talk, DaDa, EF

Trinity College

DipTESOL Course Director



Ross's Tips

DO's

- Set contexts
- Use real materials
- Do group work
- Prepare your space
- Ask questions you don't know the answer to
- Show stuff in the house
- Ask student to show you things
- Let them find online
- Respond authentically
- Teacher in charge of pen

DON'Ts

- Don't write with the mouse
- Don't read aloud
- Don't be both sides of dialogue
- Let them translate them everything
- Assume kids know how to use all the tools
- Make it a one way experience



Teach kids how to use the platform first

- Where is the camera?
- Show something in the camera
- Find the pen
- Draw a circle
- Type in the chat box
- Raise your hand
- Mute/Unmute
- Speak!!



Be aware of content

Text books Units

Unit 1 - Greetings

Unit 2 - Classroom Objects

Unit 3 - Colors

Unit 4 - Animals

Unit 5 - Transport

Tip: teach a topic you know your students already know



Most curriculums were developed for offline :)

Student directs the teacher to draw



*“Circle the milk.
Circle the monkey”*

Tip:
Make mistakes to
concept check

The activity card is titled "Find the Sound" and features a grid of images: a bat, a mouse, a monkey, an elephant, a milk carton, a television, a tree, and a stack of money. A large green letter 'M' with a mustache and arms is in the center, with a smaller 'm' below it. Blue circles are drawn around the milk carton and the monkey. The card includes the "Engage" logo and a tip at the bottom: "Tip: T says the picture name (bat, milk, TV, money, tree, elephant, monkey, rat) and S circles photos that have M initial sound."





Student asks teacher questions

“What animal do you like?”



Student asks teacher questions

Ask 3 questions to start the class

Ask a question in every activity

Ask another student

Ask questions to finish class








Read the slides aloud

What does reading the slides actually practice?


Can a student remember what they have read aloud?

How authentic is it?

  Listen and sing.   

Busy, Busy, Busy

Busy, busy, busy every day.
Busy, busy, busy, I can't play.
Are you busy Monday?
Yes, I am.
English classes, music classes
Monday, Tuesday, Wednesday, Thursday.
Are you busy Friday?
Yes, I am.
Friday is a busy day.
Are you busy Saturday?
Can you play?
No! Saturday's a very, very busy day.



Busy, busy, busy, I can't play.
I'm busy, busy every day,
but not on Sunday!
Sunday is my free day,
and I can play!

Unit 5 Activities 41



Read a book from home

Choose a book from home

Read a page or two

Ask the teacher questions





Reading the instructions aloud??



Reading the instructions aloud??



Ask students to read the instructions for a minute, then **concept check**



Send Pre-tasks

What can you send out before?

Reading

Video

Pictures

Use an app



Include content from student's homes



- Toys
- Foods
- Pictures
- Books
- Friends
- Family members
- Artworks
- Pets



Set contexts



- What can you see?
- What can you hear?
- What can you smell?



Increasing meaningful communication

The following slide is a **dialogue** between a **teacher and student** in a 1-1 online class.

Topic: breakfast/lunch/dinner

Teacher: | What will you eat tomorrow? Tomorrow is Sunday. What will you eat?

Student: Mushroom

Teacher: Mushrooms, okay. And what did you eat for lunch on Tuesday? Tell me what you ate for lunch.

What will you eat tomorrow? Tomorrow is Sunday. What will you eat?

6 Student: Mushroom

7 Teacher: Mushrooms, okay. And what did you eat for lunch on Tuesday? Tell me what you ate for lunch.

8 Student: Pizza

9 Teacher: Oh yum, pizza, I like pizza. What about Wednesday?

10 Student: Chicken

11 Teacher: Good, you eating some good lunch. Chicken, yes. What about Thursday?

12 Student: Tomato

13 Teacher: I ate tomato

14 Student: I make us tomato and a rice.

15 Teacher: Oh yummy, tomato and rice, good. Okay, and dinner.

Was it meaningful?

Had the student understood?

Why did the student use that response?

Were they lying - just to give response?



In the example, the teacher is charge of the pen and the student is giving instructions...

Extract 1

- 1 Teacher: Ground floor we're going to have a dog shop., dog food, dog everything. Dog games, dog place to play if it's raining. Dog shop, dog gym. Ha-ha. A Dog gym.
- 2 Student: (draws something like '∞')
- 3 Teacher: Another dog shop? No no no no. We can only have one dog shop. One big dog shop.
- 4 Student: It's a ca-, candy shop.
- 5 Teacher: Oh, a cat shop? Okay okay okay.
- 6 Candy, candy shop! This is candy.
- 7 Teacher: Okay, alright, so we've got dogs, we've got candy...

The teacher was focused on the task not the language.

.....and they why it works!

IRF?

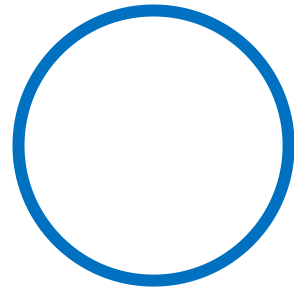
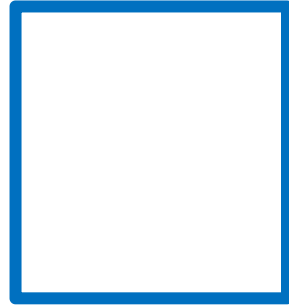
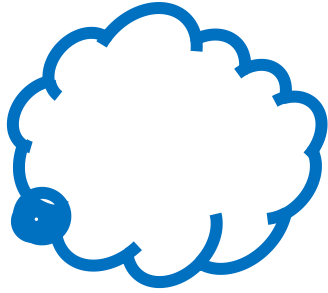
Initiation Response Feedback



Top 5 findings.....

1. Include tangible task outcomes.
2. Create **opinion gaps** which **motivate** learners.
3. Place **communicative tasks** near the **beginning** of a lesson.
4. Avoid providing **sentence stems** on the same page as a task.
5. Ensure the **cultural relevance** of task topics.

Include tangible task outcomes.



**Create opinion gaps
which motivate learners.**

Which one do you want as a pet?



Place **communicative tasks** near the **beginning** of a lesson sequence.

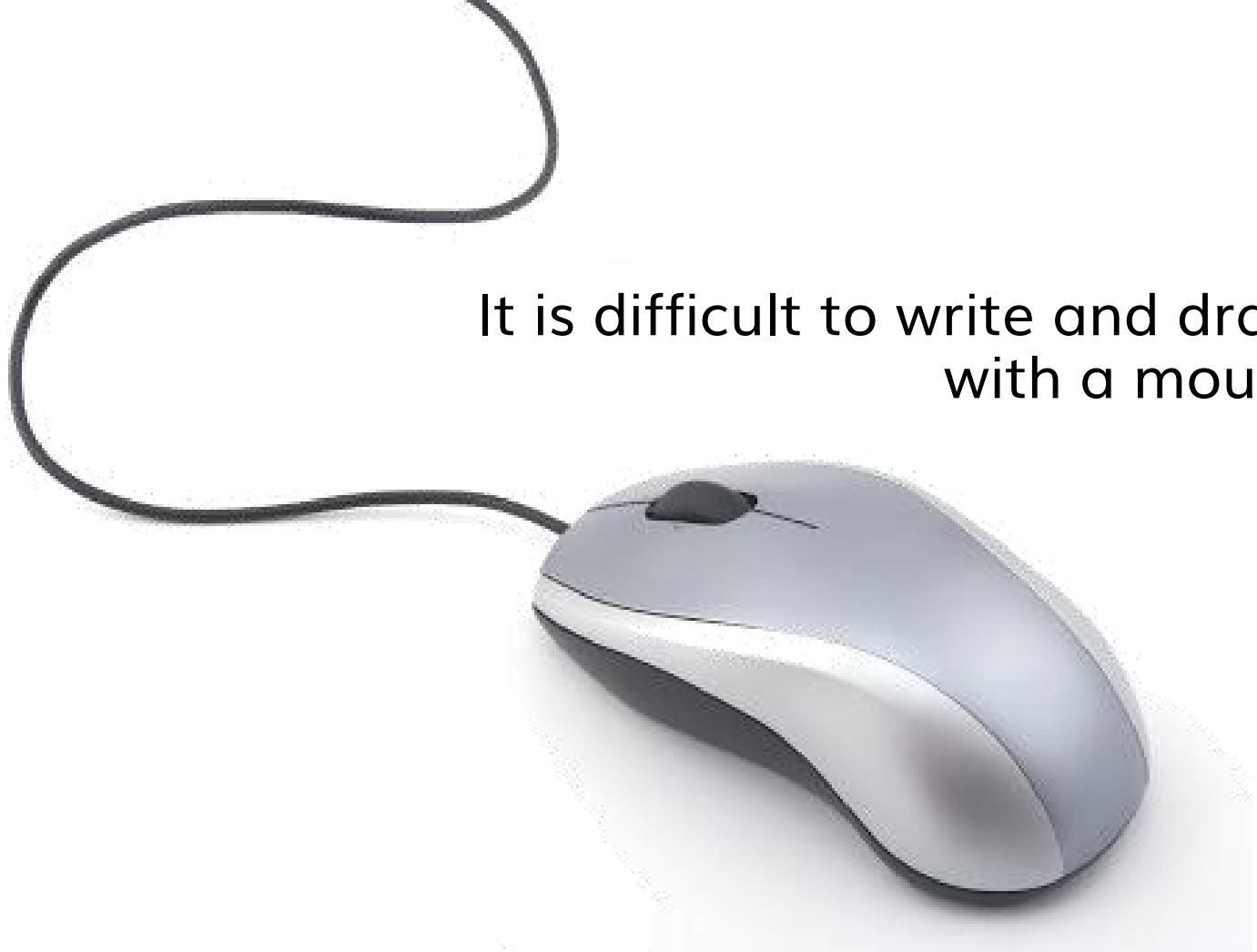
Avoid providing **sentence stems** on the same page as a task.

Ensure the **cultural relevance**
of task topics.

Things you might not have thought about

What is the problem?

It is difficult to write and draw
with a mouse



PC, Smart Phone, Tablet



Different devices different functions

Parents Involvement

A woman with dark curly hair is sitting at a desk, looking at a tablet computer. A young girl with dark curly hair is sitting next to her, looking at the tablet. They are in a room with a bookshelf in the background and a window with a plant. The desk has a laptop, a globe, and some papers.

• **What might be the issues?**

Parents Involvement



- **Want to answer everything**
- **Treat it like it class - so the kid can't move around**
- **Translate everything**
- **This could be the first time the kids have ever been to a class**
- **What if the kids don't understand?**

Affective Filters



Affective Filters

The affective filter is an invisible psychological filter that can either facilitate or hinder language production in a second language.

What has happened at home that day?

You can't see what is happening in the classroom



Storage/Recording?

9h 4m of 10h in use



10h 7m of 10h in use



Need more?

You should ensure all your classes are recorded

Look out for/ be careful

Look out for/ be careful

- Issues with children at home
- Record all your classes
- Have your background check updated
- You are at home - be careful your doing
- You are not in control of environment your students are in

What will we do today?

Getting
Started

DOs &
DON'Ts

Things you
might not
have thought
about

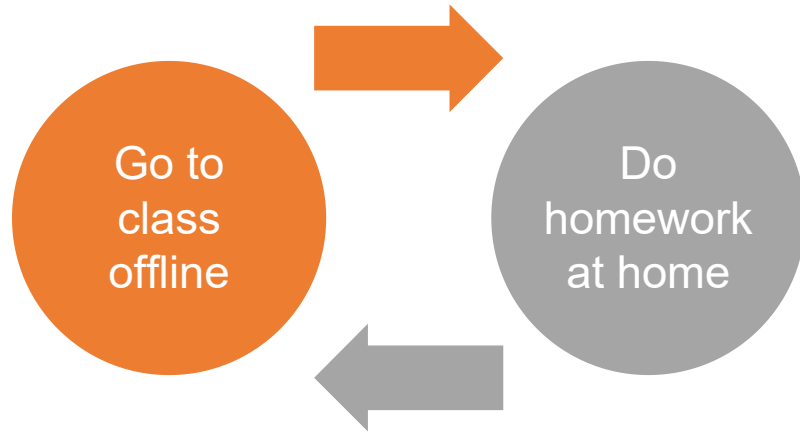
**Final
Thoughts**

New Models

We are all trying new things

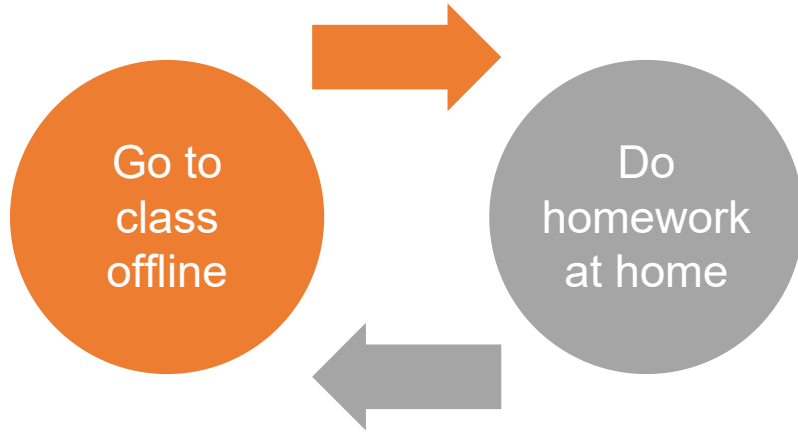
We are all learning a new skill

Before

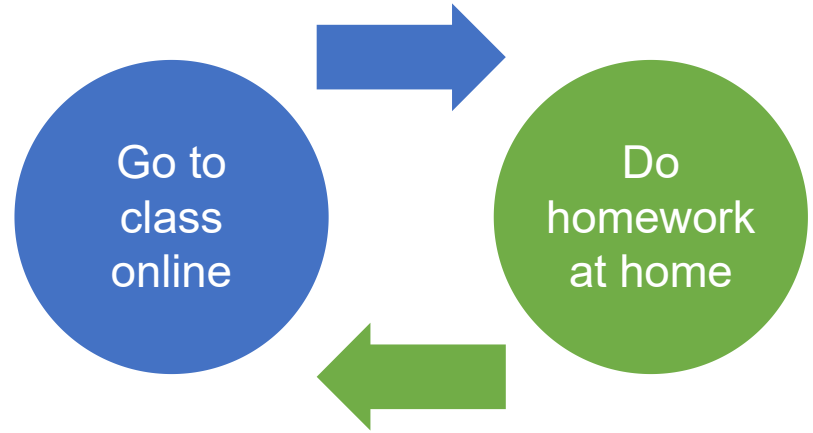


Now

Before



Now



Model 1

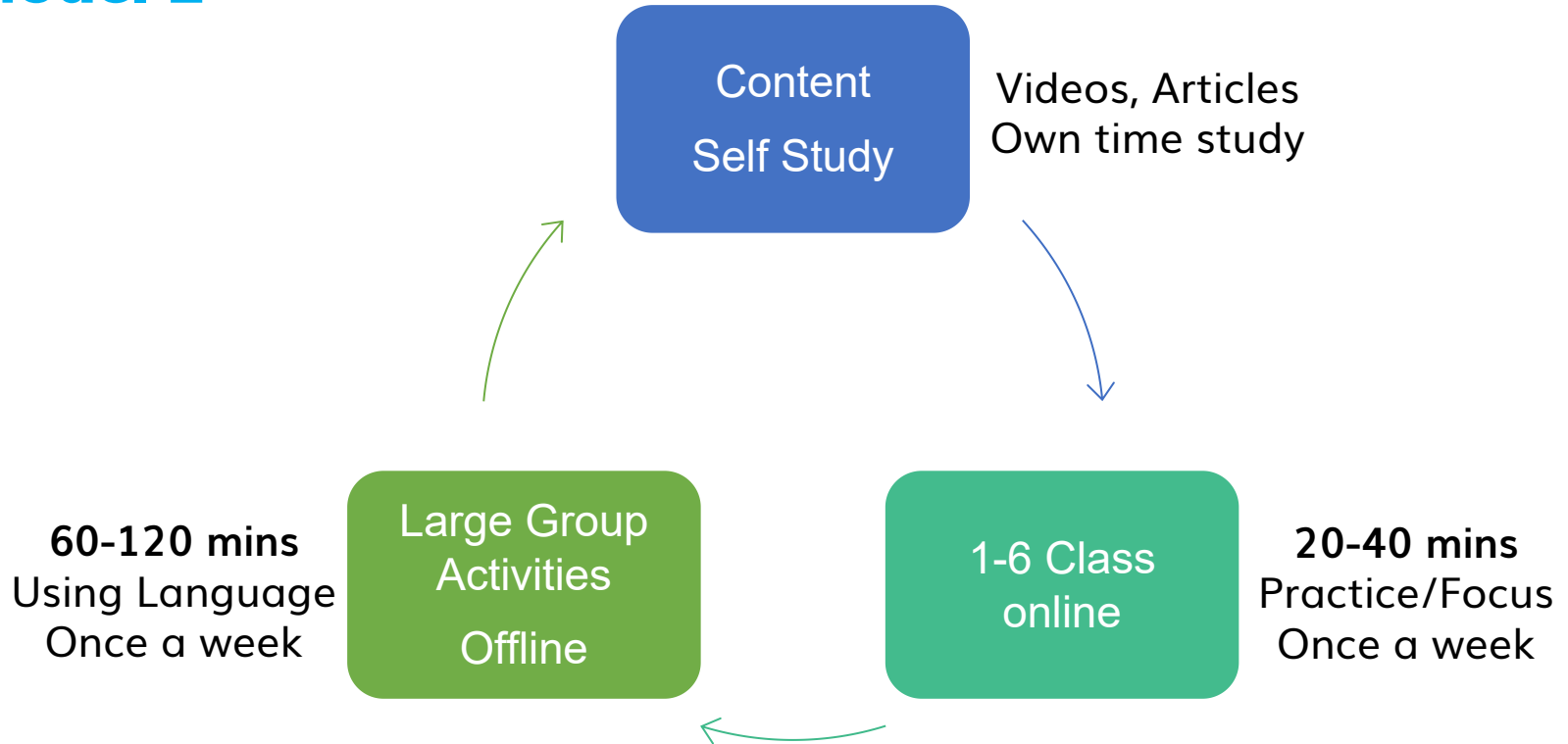
60-120 mins
Interactive
Task based



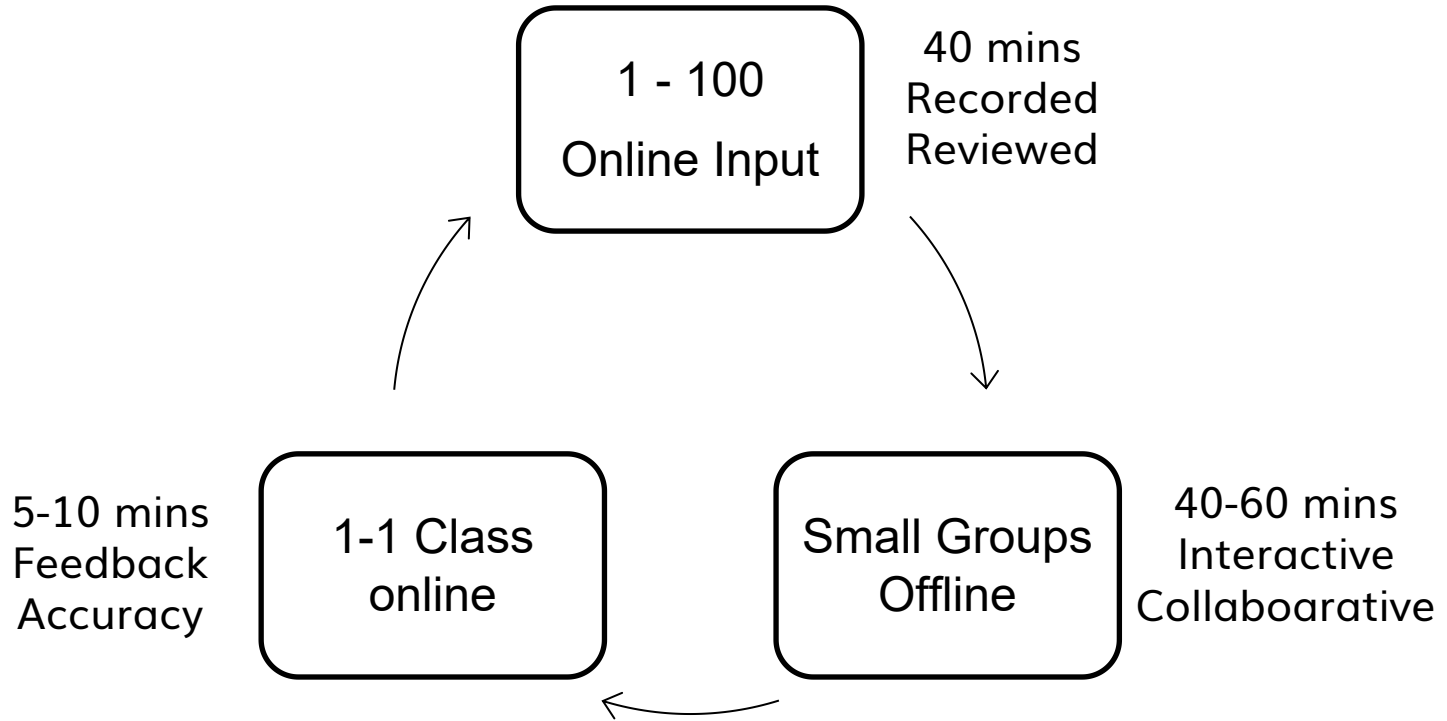
20 mins input
feedback
focused



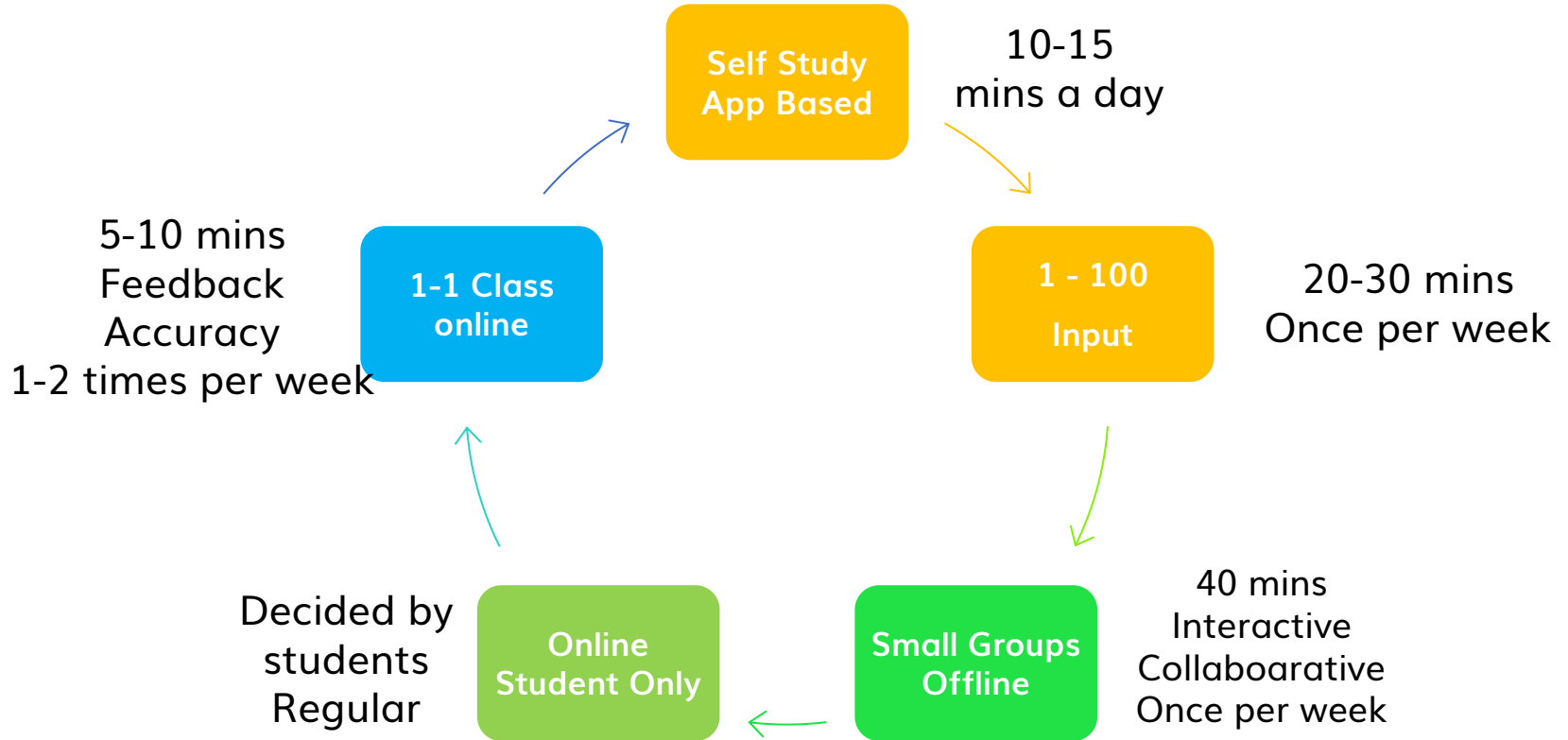
Model 2



Model 3

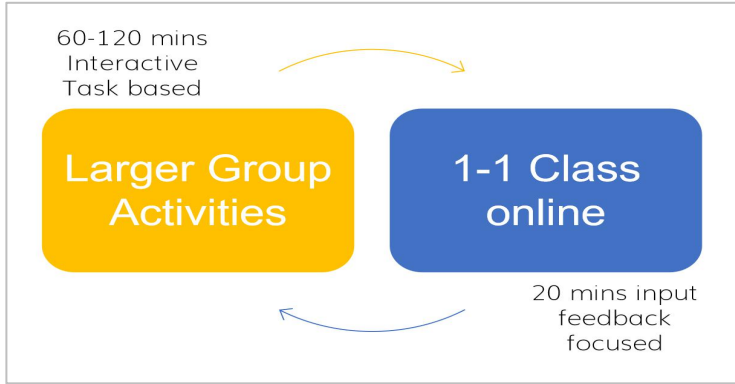


Model 4

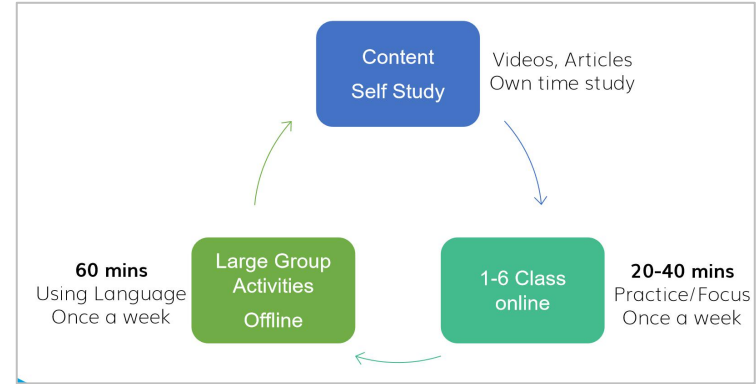


Which one do you prefer?

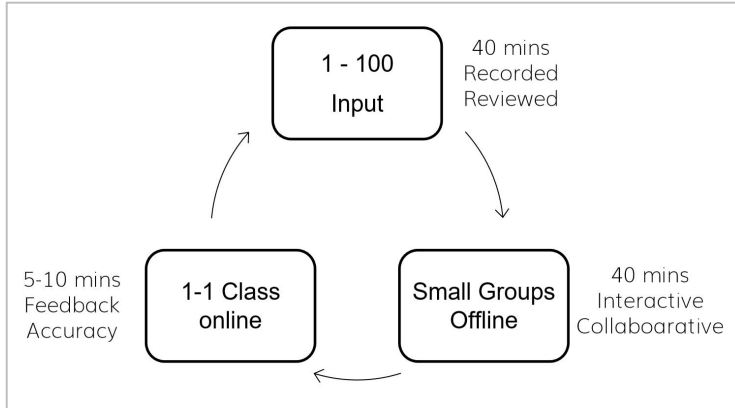
1



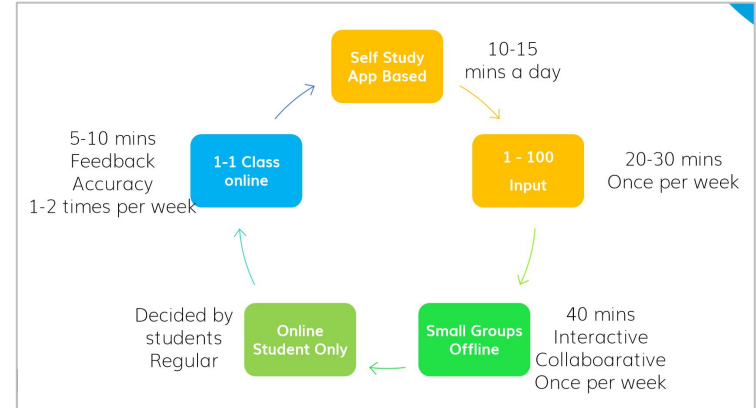
2



3



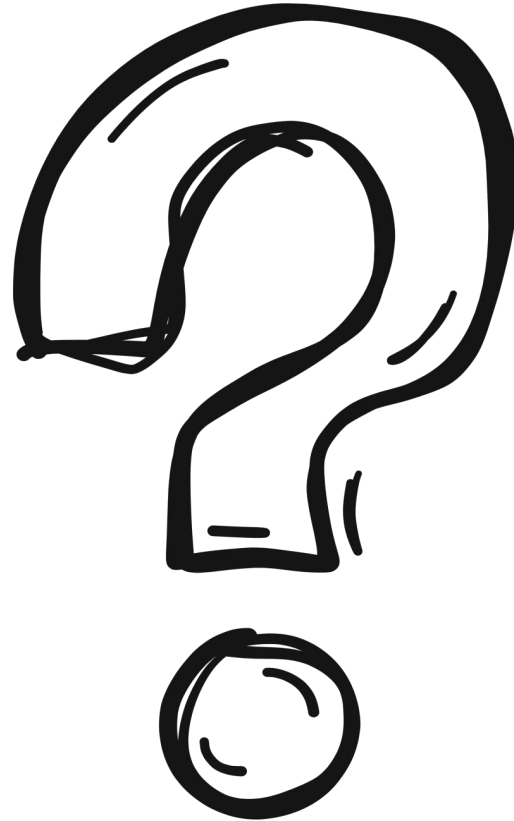
4



**Take this opportunity to
change the current models**

The Future

The biggest impact online learning will come from.....





The biggest impact online learning will
come from

5G

No drop outs, crystal clear, interactive activity, live games, full
screen, multiple applications and more....

4G is 20Mbps,
5G is 500Mbps to 1500 Mbps

Final thoughts!



Rethink your content

Rethink your content
Change is the new normal

Rethink your content
Change is the new normal
How you can experiment

Rethink your content
Change is the new normal
How you can experiment
Opportunity to enhance learning

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Easy to use

A rich resource for your classroom that is simple to use on your Interactive White Board, tablet or smartphone. Your complete classroom at your fingertips.

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#24 – Using Technology to Enhance Learning at Home

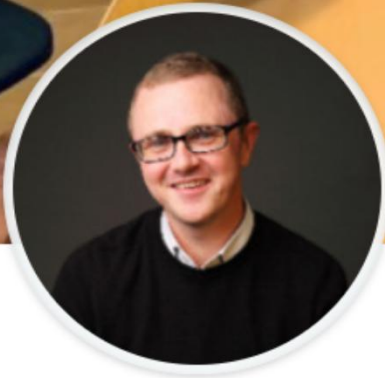
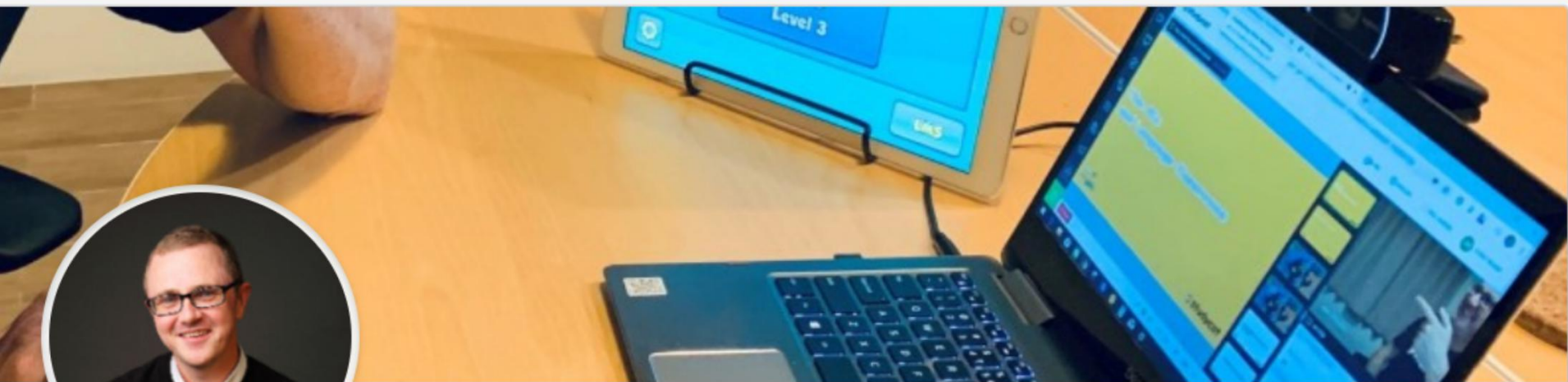
by Jake Whiddon

17 Apr 2020 4:00pm

China Standard Time (CST), UTC +8

What technology can we use to enhance learning at home?

[More details](#)



Add profile section ▾

More...



Jake Whiddon

Head of Academic Experience at Studycat Limited

Minhang District, Shanghai, China · [306 connections](#) · [Contact info](#)



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