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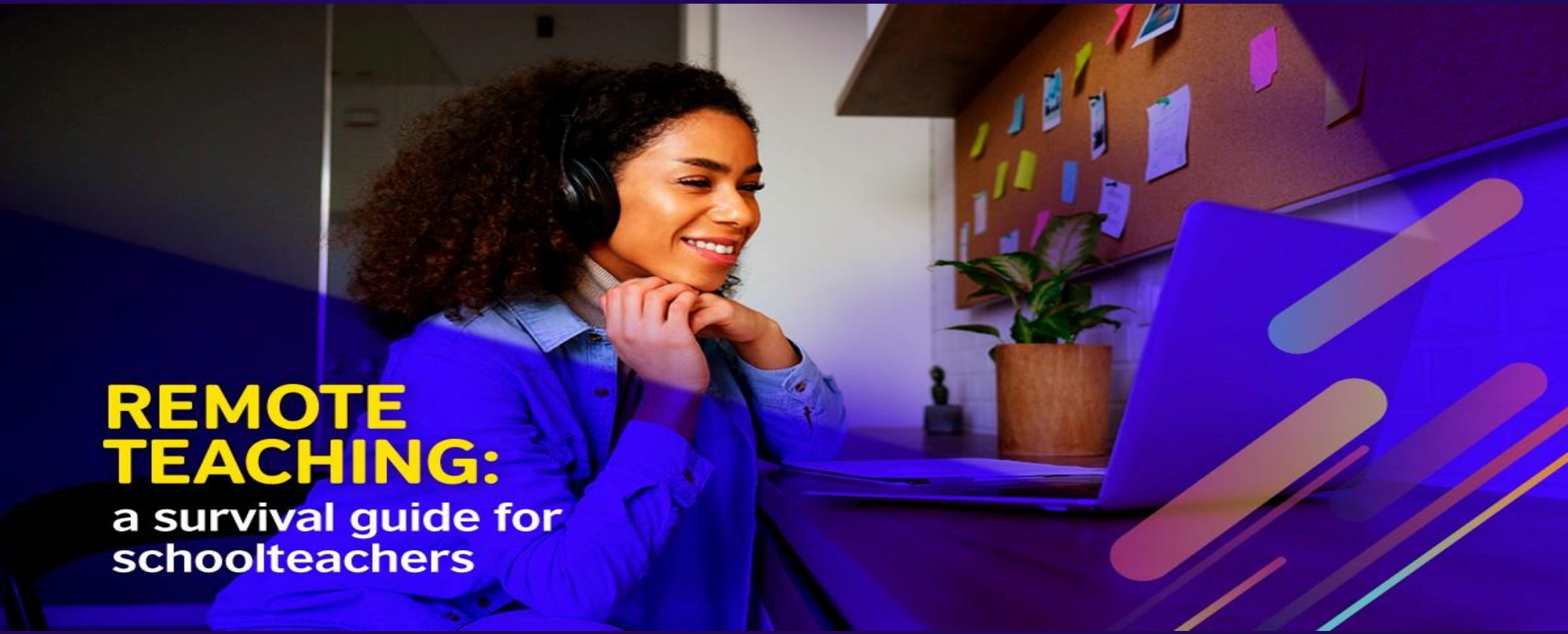

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https://americas.britishcouncil.org

graham.stanley@britishcouncil.org

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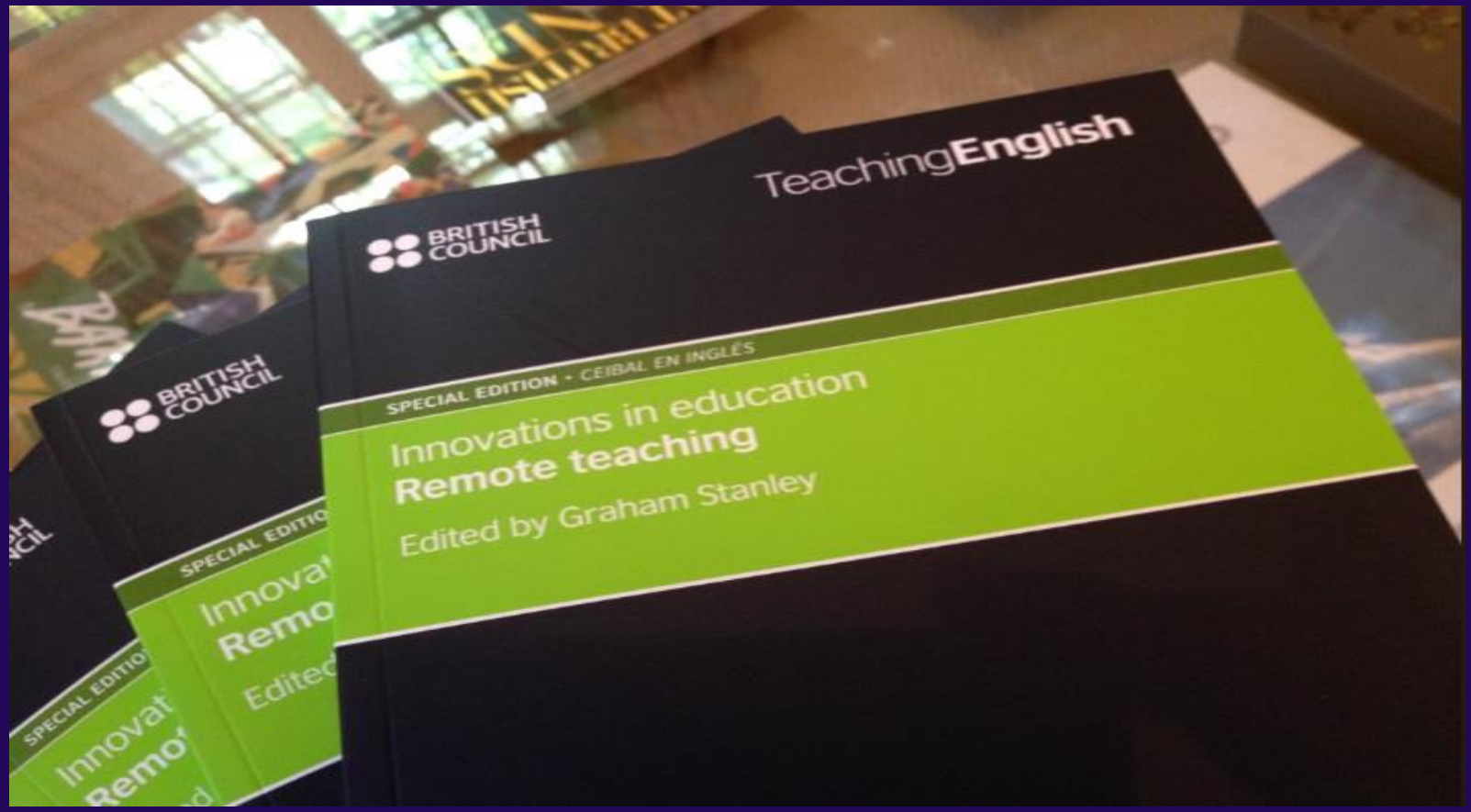

Innovations in education
Remote Teaching

- Materials design
- Skills for Remote Teachers
- Peer Observation for RT development
- Inclusive practices
- Child protection

https://www.teachingenglish.org.uk/article/innovations-education-remote-teaching

What is Remote Teaching?

Remote Teaching is the practice of synchronous teaching (i.e. *live online)* through videoconferencing.

It is usually combined with other asynchronous online teaching and learning, i.e. email, using an LMS (Learning Management System), etc.

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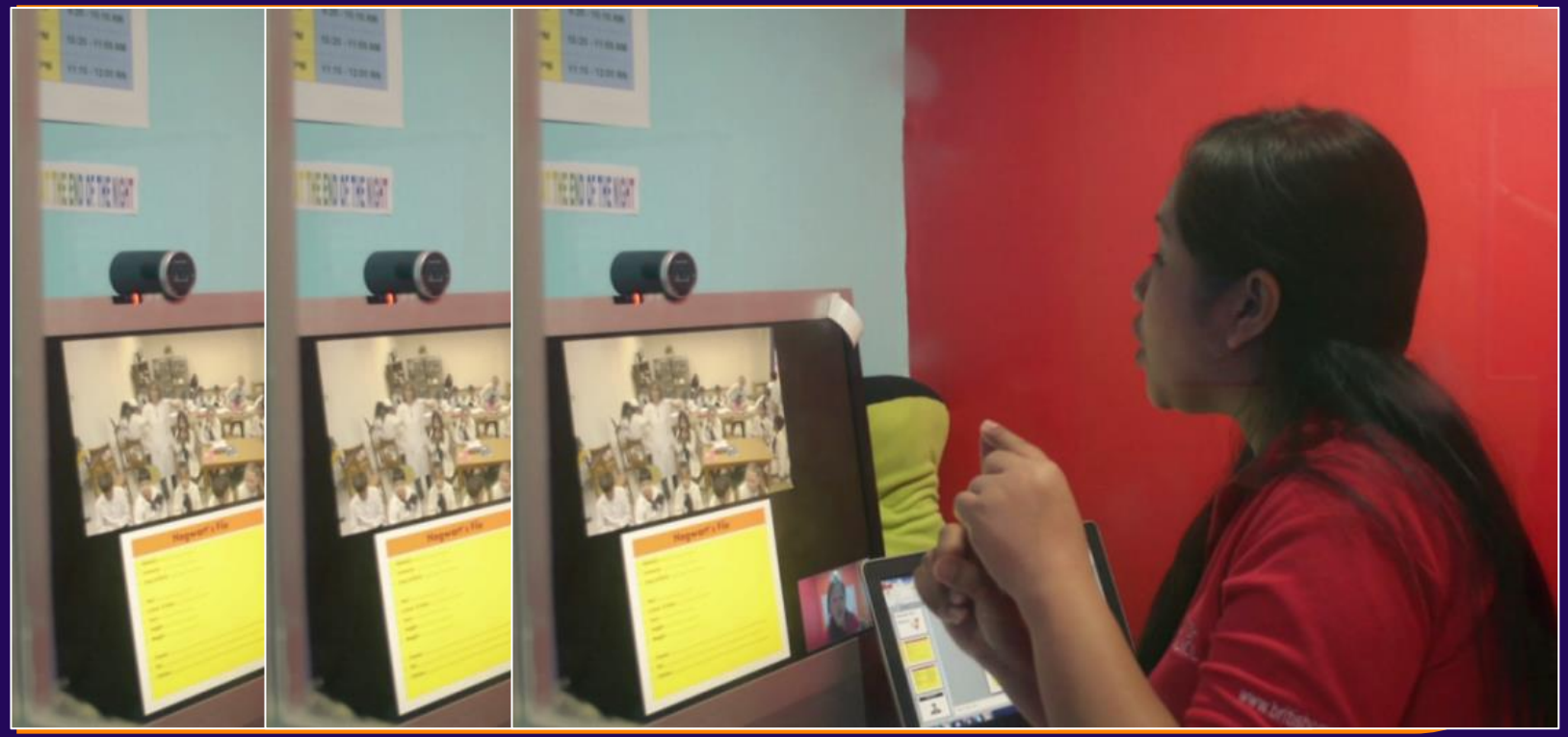


Emergency Remote Teaching vs Planned Remote Teaching

"Well-planned online learning experiences are meaningfully different from courses offered online in response to a crisis or a disaster."

Emergency remote teaching is quickly adapting to teaching online due to an external force. *

The objective of using any learning technology should be to achieve normalisation, i.e. *"the technology should as far as possible disappear, to become invisible" ***

* The Difference Between Emergency Remote Teaching & Online Learning Hodges, Moore, Lockee, Trust, & Bond, 2020 - https://bit.ly/2zjJNRv

** Bax (2003) http://www.tesl-ej.org/ej36/f1.pdf

Getting started with remote teaching

- Start small / with what you know
- Establish a routine / timetable
- Familiarise yourself with the tools

Getting started with remote teaching

- Get feedback from learners
- Be flexible / prepared to change
- Experiment / be creative

Getting started with remote teaching

- Use it as an opportunity
- Have fun / make the learning fun

Child protection and staying safe

- Familiarity with technology
- Restrict access to tools such as screen-sharing; whiteboard; mics; cameras
- Know how to eject unwanted guests
- Invite students via registered emails
- Talk to students about online behavior, *netiquette*; etc.
- Do not make links to online classes public
- Password protection
- Moderate online activity in LMS

https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely

General Technology Tips

- Test the audio – allow for technical issues
- Students should mute when not speaking
- Incorporate user training into lesson plan
- Use cameras unless low connectivity
- Have a back channel available
- Think about flipping the classroom
- Have a plan B ready
- Set rules for behavior (child protection)
- If you can, record the session

General RemoteTeachingTips

- Prioritise outcomes
- Provide materials beforehand
- Adapt materials for online class
- Simple instructions and do not overload students
- Move around
- Plan and vary interaction patterns
- What tools will students need to use?
- Careful use of breakout rooms
- Use realia / backgrounds

Remote Teaching: Engaging students

E__ contact and s_____ presence.

Don’t be just a t____ h_____.

B____ l_____.

U__ of V____.

M_____ d_____.

Use of the c_____.

Be f____ with the t_____.

Trouble_____.

Remote Teaching: Engaging students

Eye contact and screen presence.

Body language.

Use of the camera.

Don’t be just a talking head.

Use of Voice.

Be familiar with the technology.

Minimise distractions.

Troubleshooting.

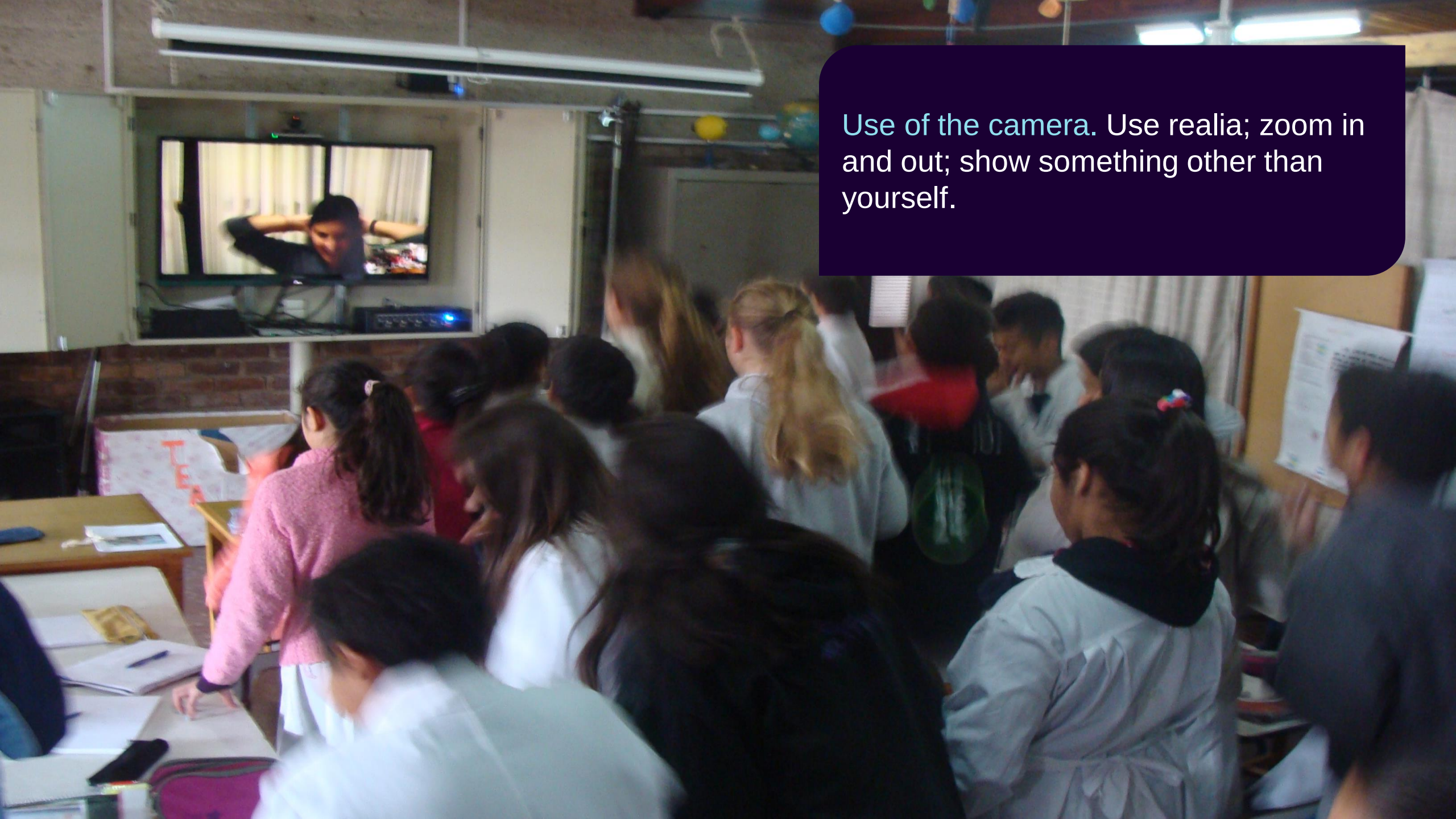
Eye contact and screen presence. How can you best establish eye contact with students when teaching remotely?

Don’t be just a talking head. If you want your lesson to be memorable, don’t just present yourself as a talking head.

Body language. Exaggerate gestures and face expressions. Gesticulate, use mannerisms, posture and stance to convey emotion.

Use of Voice. Vary the volume; change the tone; use a low or high pitch of voice; vary the pace.

Minimise distractions. Keeping the attention of students online can be a challenge.



Use of the camera. Use realia; zoom in and out; show something other than yourself.

Be familiar with the technology. Keeping the attention of students online can be a challenge.

Troubleshooting. Have a plan B. up your sleeve.

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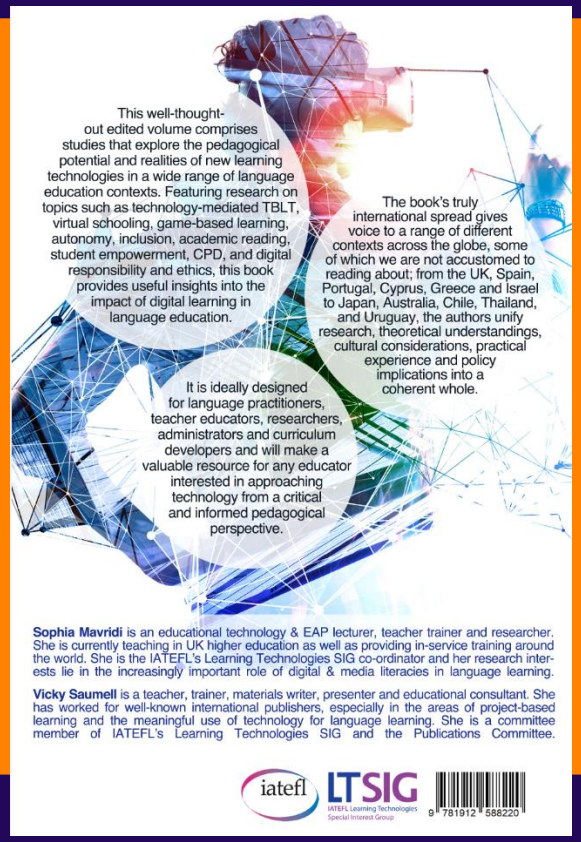

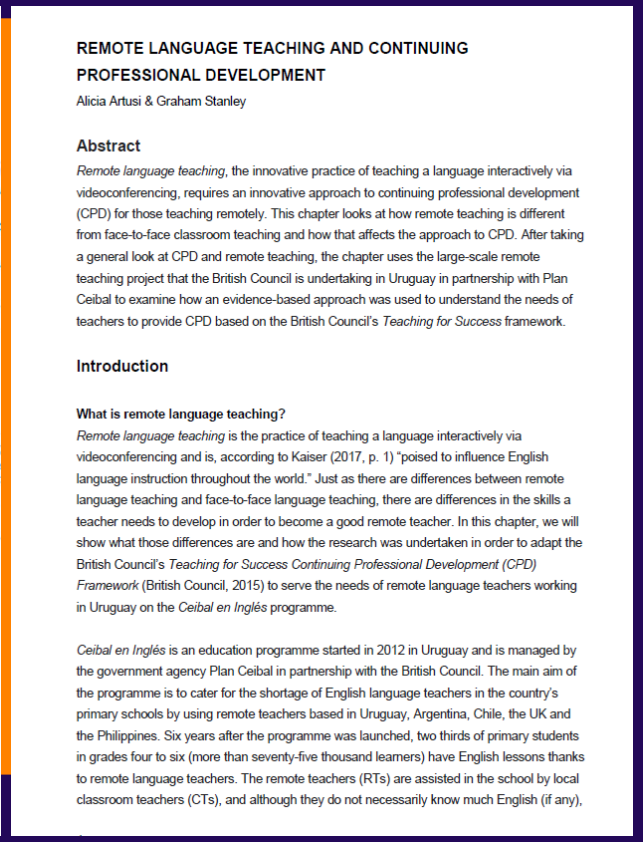

REMOTE LANGUAGE TEACHING AND CONTINUING PROFESSIONAL DEVELOPMENT

Alicia Artusi & Graham Stanley

Abstract

Remote language teaching, the innovative practice of teaching a language interactively via videoconferencing, requires an innovative approach to continuing professional development (CPD) for those teaching remotely. This chapter looks at how remote teaching is different from face-to-face classroom teaching and how that affects the approach to CPD. After taking a general look at CPD and remote teaching, the chapter uses the large-scale remote teaching project that the British Council is undertaking in Uruguay in partnership with Plan Ceibal to examine how an evidence-based approach was used to understand the needs of teachers to provide CPD based on the British Council's *Teaching for Success* framework.

Introduction

What is remote language teaching?

Remote language teaching is the practice of teaching a language interactively via videoconferencing and is, according to Kaiser (2017, p. 1) "poised to influence English language instruction throughout the world." Just as there are differences between remote language teaching and face-to-face language teaching, there are differences in the skills a teacher needs to develop in order to become a good remote teacher. In this chapter, we will show what those differences are and how the research was undertaken in order to adapt the British Council's *Teaching for Success Continuing Professional Development (CPD) Framework* (British Council, 2015) to serve the needs of remote language teachers working in Uruguay on the *Ceibal en Inglés* programme.

Ceibal en Inglés is an education programme started in 2012 in Uruguay and is managed by the government agency Plan Ceibal in partnership with the British Council. The main aim of the programme is to cater for the shortage of English language teachers in the country's primary schools by using remote teachers based in Uruguay, Argentina, Chile, the UK and the Philippines. Six years after the programme was launched, two thirds of primary students in grades four to six (more than seventy-five thousand learners) have English lessons thanks to remote language teachers. The remote teachers (RTs) are assisted in the school by local classroom teachers (CTs), and although they do not necessarily know much English (if any),

'Remote Language Teaching and Continuing Professional Development'

Alicia Artusi & Graham Stanley

Digital Innovations and Research in Language Learning

Edited by Sophia Mavridi and Vicky Saumell

IATEFL LTSIG (2020)

https://ltsig.iatefl.org/digital-innovations-and-research-in-language-learning

A Good remote teacher…

…adapts the objectives of the lesson to the characteristics of the class, culture, age, needs and interests
…anticipates problems of teaching remotely and thinks of solutions
…deals with the unexpected
…personalises and shares cultural differences
…shows ownership of the class
…gets her teaching point ready before starting the class
…gets involved in the organisation of the brick-and-mortar classroom
…finds ways of communicating effectively with the classroom teacher
…demonstrates tasks and checks understanding
…trains the students to use the LMS (learning management system) so they become independent learners
…promotes collaborative work in the LMS
…has online and offline resources ready before starting the lesson
…is camera-aware

https://ltsig.iatefl.org/new-research-book

A Good remote teacher…

…makes sure you have a good view of the students without intimidating them
…uses gestures, smiles, stands-up (i.e. does not sit all the time)
…uses props, toys, posters, puppets, etc.
…uses music, games, acting, etc. to engage students
…keeps the students active during the lesson
…includes a variety of tasks and routines to provide a dynamic and safe environment
…knows how to organise pair and group work remotely
…makes use of the students' devices in the remote language lesson
…likes trying something new with the class
…enjoys the lesson along with the students
…uses only English to deliver the lesson
…uses a variety of visuals to convey meaning
…makes use of a whiteboard to share new vocabulary and meaning, etc.
…tries out new ways of transcending the screen.

https://ltsig.iatefl.org/new-research-book

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Remote Teaching:
Survival guide for schoolteachers

What about you?

What challenges are you facing?

Where can I find out more?

The British Council is currently surveying English language teacher needs during the Covid-19 crisis in order to help shape our response. The survey is available for your teachers and teacher educators here: https://www.surveymonkey.com/r/ZHDHFJ2

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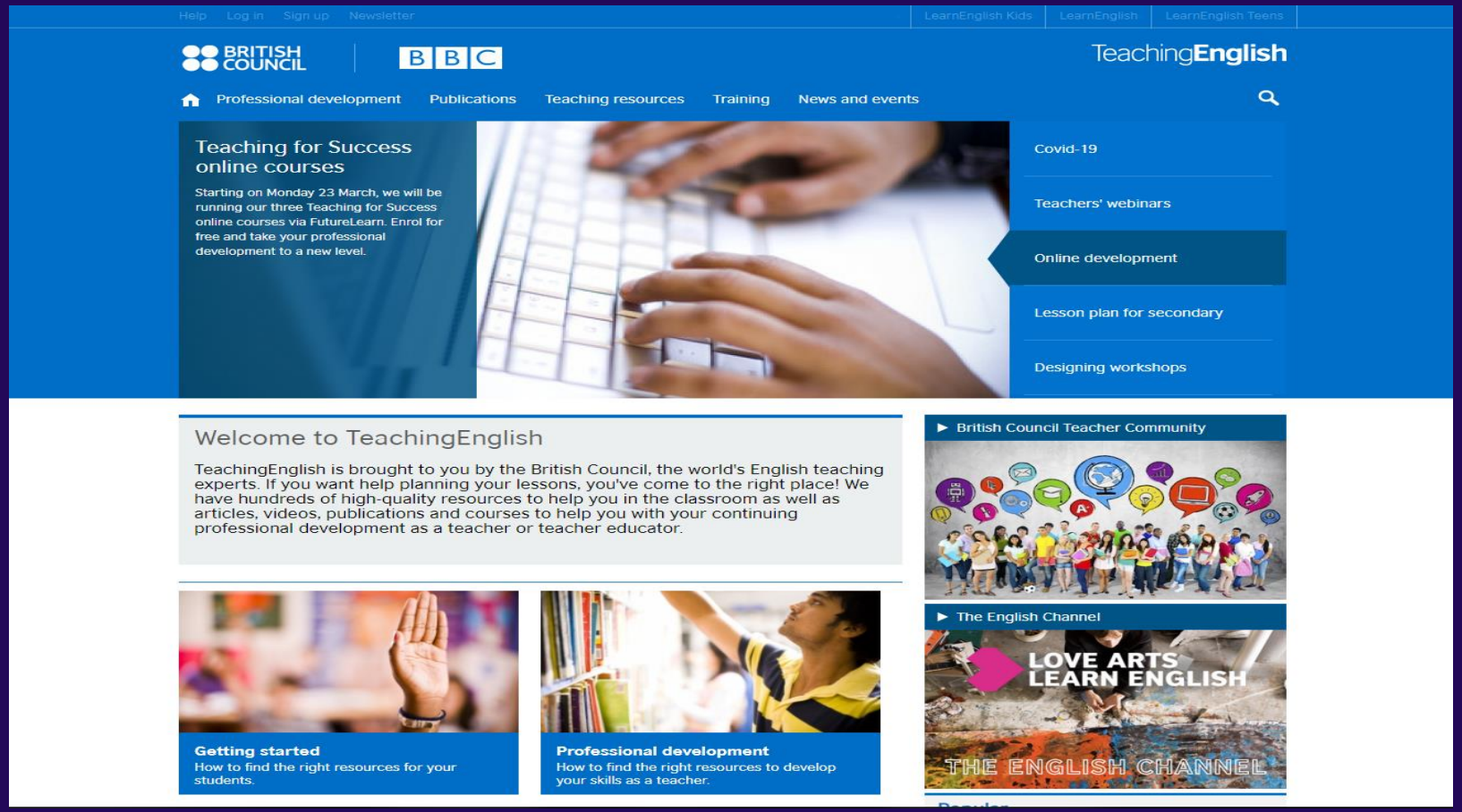

The British Council's TeachingEnglish website has launched a series of webinars to help **language teachers** update their skills and support their students.

Access free teaching resources for ELT at primary, secondary and adult levels, including lesson plans activities, stories, poems, songs, and teaching tools.

Special resources for teachers and teacher educators coping with the impact of Covid-19:

https://www.teachingenglish.org.uk/article/support-teachers-teacher-educators

https://www.teachingenglish.org.uk

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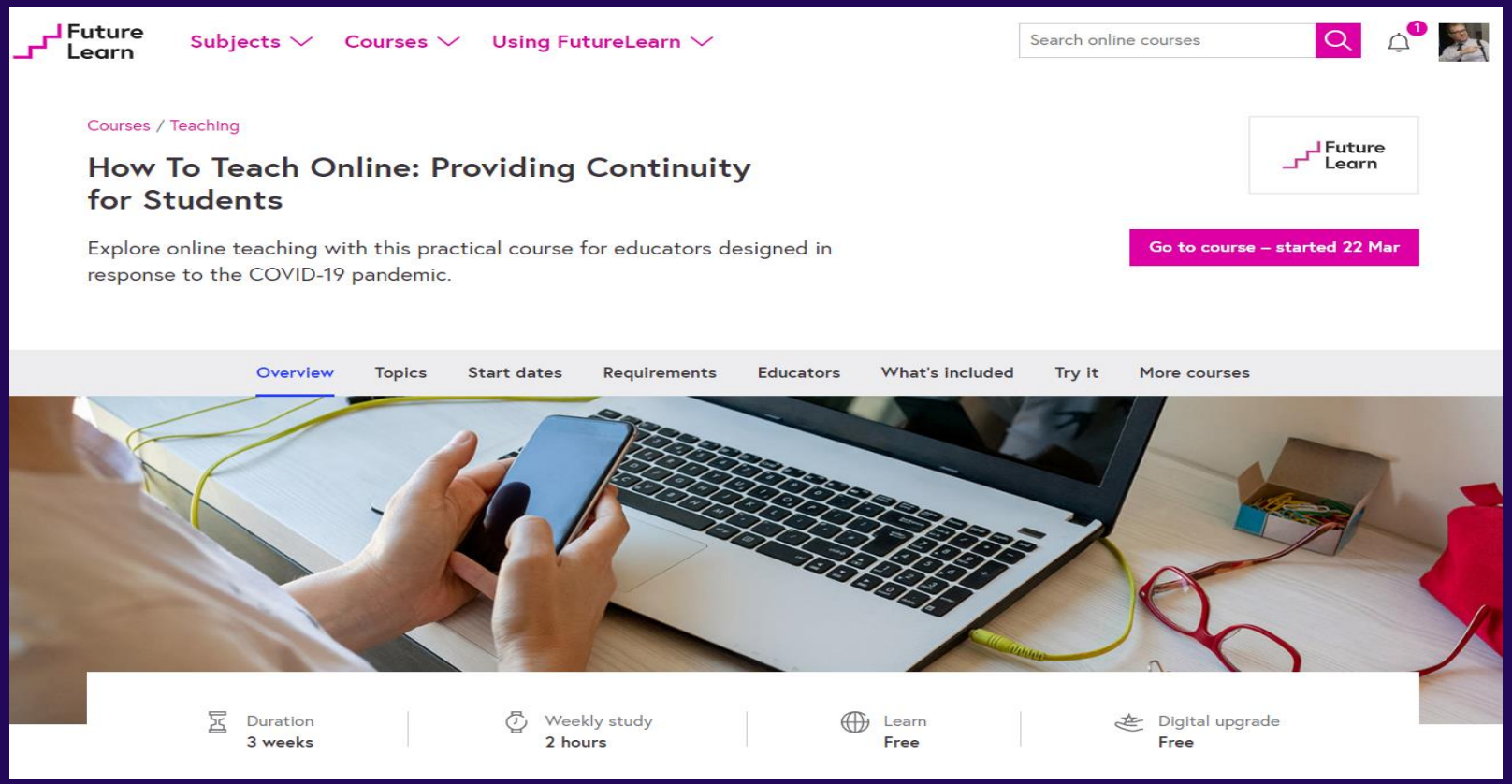

FutureLearn have an online course for educators as a reponse to the COVID-19 pandemic.

It is free to join and not only provides a thorough grounding in the basics of online teaching but brings together educators from around the world who are sharing their ideas and solutions.

https://www.futurelearn.com/courses/teach-online

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https://ltsig.iatefl.org/special-newsletter-on-remote-teaching

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Remote Teaching
How to keep learners' attention

- Eye contact and screen presence
- Don't be just a talking head
- Body language
- Use of Voice
- Minimise distractions
- Use of the camera
- Be familiar with the technology
- Troubleshooting

https://www.britishcouncil.org/voices-magazine/remote-teaching-how-keep-learners-attention

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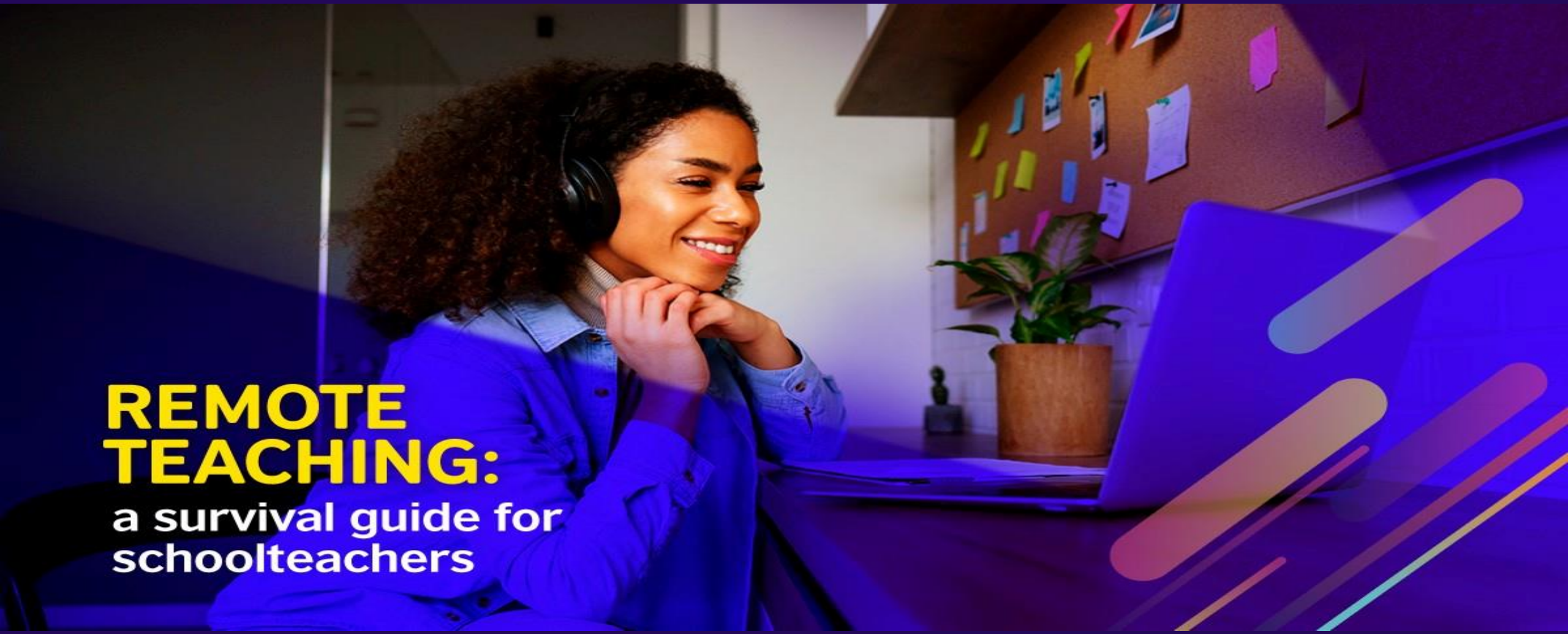

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