

Webinar

New ways of teaching and learning (NWoT): English in the Americas

Compere: Alicia Artusi (Argentina)

New Ways of Teaching and Learning (NWoT) is a British Council programme which supports English teacher throughout the Americas region. It offers a variety of resources: research papers, webinars, podcasts, teaching tips, support and infographics. **You can find the materials here:**

<https://americas.britishcouncil.org/new-ways-of-teaching>

Or scan on the QR code



The aim of the programme is to support ongoing training in distance and other forms of technology supported education and beyond.

**This webinar
featured speakers
from four countries:**



Colombia
Nick Perkins



Mexico
Denise Valenzuela



Argentina
Liliana Sánchez



Peru
Ralph Grayson



Nick Perkins

nickperkins@me.com

Based in Colombia, has produced a series of podcasts in three languages (English, Spanish and Portuguese) to provide support for teachers.

The podcasts can be found here:

<https://americas.britishcouncil.org/new-ways-of-teaching/listen-and-watch>

What is your impression of the new ways of teaching happening in the region after all the interviews for podcasts you have conducted?

The digital divide was the key topic that surfaced across all the Americas, never mind the topic. During the pandemic, it was hard to find solutions for students, but for teachers used tools like WhatsApp to support themselves and to reach out to parents.

Inclusion is the key. By thinking inclusively, looking at diversity in all its forms: special needs, multiple gender identities, low-income communities, for example, you make everything more accessible for everyone.



“Teachers are geniuses.”
During the pandemic, they were able to reinvent themselves without additional resources.

One tip: Share details with clear ground rules

Teachers are afraid of giving their personal details to parents, they want work-life balance. But the exchange of details needs to happen, so, when they exchange details, they should set up guidelines and then stick to them. This was shown to work during the pandemic.

Data for Colombia



49.9%
had internet access

44.3%
of households had access to a computer

62%
of students had a computer

78.1%
had access to a smartphone,
but only **29.2%**
could use mobile data



78%
of teachers said they could support student learning through digital technology



Liliana Sanchez

liliana.sanchez@britishcouncil.org

is the programme lead for remote teaching at the British Council in Argentina.

What was learnt from emergency remote teaching, what stayed and what do teachers need today?

For remote teachers, the work during the pandemic has validated their practice. However, they still had to change their model of teaching to take account of the new situation. They had to move from supporting the teacher and the whole class to working with small groups, often with little or no connectivity.

One of the main lessons learned was how to adapt, but as quickly and efficiently as possible and to be creative with solutions.

Face-to-face classrooms can be easier to manage because of the signals that teachers pick up from the learners about their engagement, understanding, connectivity and behaviour. This needs to be handled online. Teachers need to use whatever tools are available to try to support this engagement and to plan effectively for the online classes. Lesson plan becomes key.

Collaboration with other teachers is also important, forming communities of practice enables the exchange of ideas and will remain after the pandemic. Teachers want to learn, and need ideas that work that are based on evidence.

One tip: Look at Tip No 7 in NWOT

Lesson planning for teaching live online.
Very practical ideas about resources and staging the lesson.

You can find other tips here:

<https://americas.britishcouncil.org/new-ways-of-teaching/tips>

Or click on the QR code below



Data for Argentina



52%

of households had internet access – *there was unequal access between provinces and by socioeconomic sectors*

40.1%

of students in the private sector had a device for homework; **19.5%** in the state sector

69%

of had access to a computer



2/5

teachers had a computer for private use

1/5

teachers did not have a computer



Denise Valenzuela
denise.valenzuela@britishcouncil.org

Is the project manager for English teacher Continuing Professional Development in Mexico.

How are Mexican teachers becoming aware of NWOT? What skills do teachers need to teach remotely?

As can be seen from the data below, there is lots of variation in different contexts in Mexico. Like in all countries there is a city to country divide when it comes to internet access and most children can only access classes via a mobile.

Three illustrative cases to show the diversity:

1.

A teacher in a remote area where students don't have access to the internet.



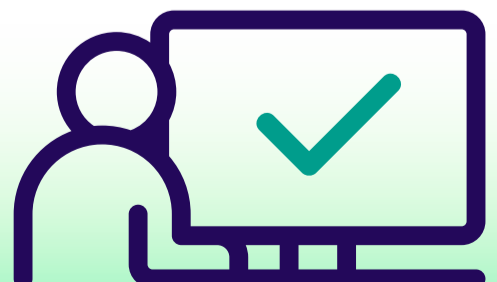
2.

A teacher working in Mexico City, but in low-income areas where children have to support their families by working, sometimes in a family business.



3.

A teacher working in a private school with children who have smart phones, tablets and laptops and internet access.



Teachers have become more aware of the need to look at others teaching and also to reflect on their practice, identify issues (puzzles) in their teaching that need addressing and then look for online and other resources to solve this. As a result of this, they have become more autonomous.

Creativity in teaching shouldn't be associated with technology per se.

As well as looking for technological solutions, teachers tried to find alternative ways to reach out to students. **Here are three examples:**

1.

Most of the students had no access to the internet (or water), so a teacher would photocopy materials and leave them in local shops for children to pick up, work on and return by the same route.

2.

A teacher used his car with a speaker on top and drove around the local neighbourhood providing classes.

3.

Some teachers were able to make use of lower digital tools like WhatsApp.

One tip:

Teachers should focus on work/life balance, being clear on what your working hours are to your students and to parents (see above). If people are working from home, and have family at home, try to create a working space where you are not to be disturbed. Try to establish a routine and stay with it. Take time to relax by listening to music, or doing exercise, relax and then re-focus. Work on your resilience. **See the NWOT website for further information.**



Data for Mexico



45.4%

of households had a computer

In cities

76%

had internet access, in rural areas only

47%



77.3%

of teachers said they could support student learning through digital technology

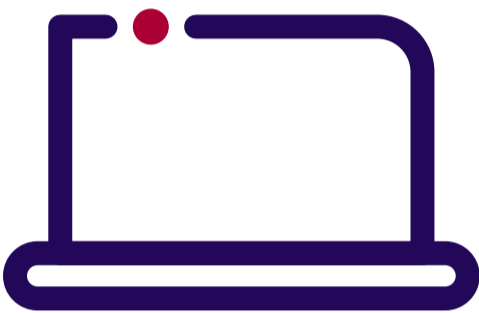


Ralph Grayson

ralph.grayson@britishcouncil.org

Is education services manager for Peru. He has worked in ELT for more than 30 years and has a particular interest in bilingualism.

How are teachers in Peru becoming aware of New Ways of Teaching?



They have conducted a survey:

During the pandemic students who could access content did so on a mobile (**78%**)

24% did not have access to the internet

42% had poor internet access

Students were very positive about the English language content provided by the ministry. In her response one student was asking for more English in schools.

They focused on three areas during the pandemic: curriculum, monitoring and evaluation, and a support system for teachers.

Teachers needed to be kept engaged during the pandemic, so online **CPD** was provided providing access to regular content and resources. The engagement was conducted via fortnightly campaigns which included a selection of content from British Council resources. This was all facilitated through Spanish, because of the different levels of English of teachers. They have a network of **2,800** teachers on their database.

They also worked via the Ministry of Education, which is very active and the teachers' associations: **IATEFL Peru and TESOL Peru.**

They used a cascading strategy through their network of Champion Teachers, a programme that ran for four years. **You can find out more information here:**

<https://www.britishcouncil.pe/programas/educacion/champion-teachers>

Or click
on the QR
code below



How is NWOT teaching helping teachers prepare for Cop26? (The UN Conference on climate being held in Glasgow this year)

They are sign-posting teachers to the lesson plans and podcasts on the Climate Connection hub. It is bringing teachers together to help them showcase their work in schools on the climate emergency.

Questions from the participants

Nick Perkins answered a question about new methodologies, or approaches being used and how this might relate to new technologies.

He talked about a post-methods world where we take what is best from different methodologies and mix them together to suit the context.



He recommends podcasts by:

Alicia Artusi:

<https://americas.britishcouncil.org/new-ways-of-teaching/listen-and-watch/inclusive-education>

Tanya Esquivel:

<https://americas.britishcouncil.org/es/new-ways-of-teaching/listen-and-watch/ensenanza-hibrida>

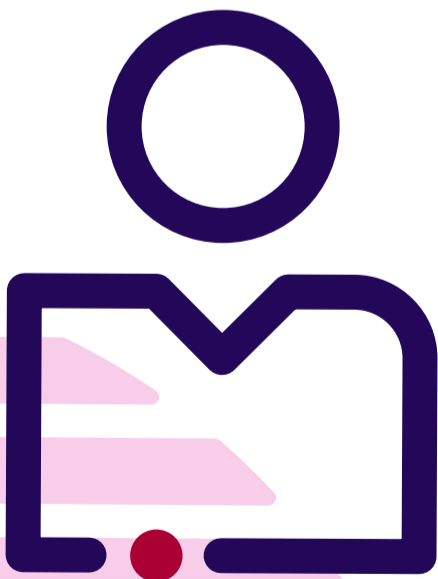
Denise Valenzuela answered questions related to how teachers' activities can contribute to their CPD and whether teaching online had an impact on specific methodologies.

She suggested that teachers can work on their CPD all the time, focusing on areas they are interested in improving. She recommended that teachers look at the British Council self-assessment tool to get an idea of what areas they could focus on and continuing to come to these webinars.

She suggested that teachers should reflect on their face-to-face methodologies and see how these might be adapted to online. There is no intrinsic reason why online should be less effective than face-to-face.

Ralph Grayson was asked about motivating students online.

He said that they had got teachers to try to shift their attitudes towards online teaching to move away from presenting as a norm and thinking how they can change their practice for the new context. Teachers looked for new tools that could help to facilitate online learning using gamification and quizzes, this had helped to motivate both teachers and students.



For two different perspectives on gamification look at:

David Dodgson's post, he is more negative about the idea:

<https://www.teachingenglish.org.uk/blogs/davedodgson/david-dodgson-gamification-pointless-learning>

And a more positive perspective from Asli Altuntaş:

<https://worldofelt.com/2020/03/02/gamification-in-the-language-classroom/>

You can find more about quizzes and assessing people online here:

<https://www.teachingenglish.org.uk/article/assessing-learners-online-noticing-self-checking-online-quizzes>

And here: <https://www.teachingenglish.org.uk/article/trivia>.

Some actual quizzes and ways of using multiple choice quizzes:

<https://www.tefl.net/elt/category/ideas/quizzes/>



Data for Peru

32.9%

of households
had a computer

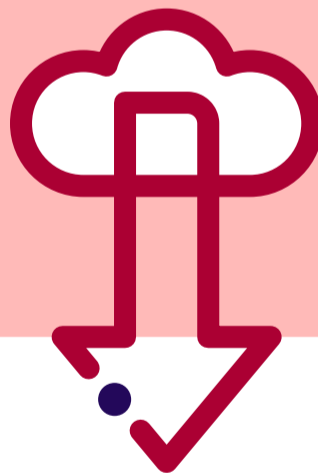
84%^a
a radio



Only

24%

had an internet
connection
at home



85%

of households
had a television

82%

a mobile phone

For further information on all aspects of NWOT see:

<https://americas.britishcouncil.org/new-ways-of-teaching>