

Making the shift to remote teaching



Disclaimer

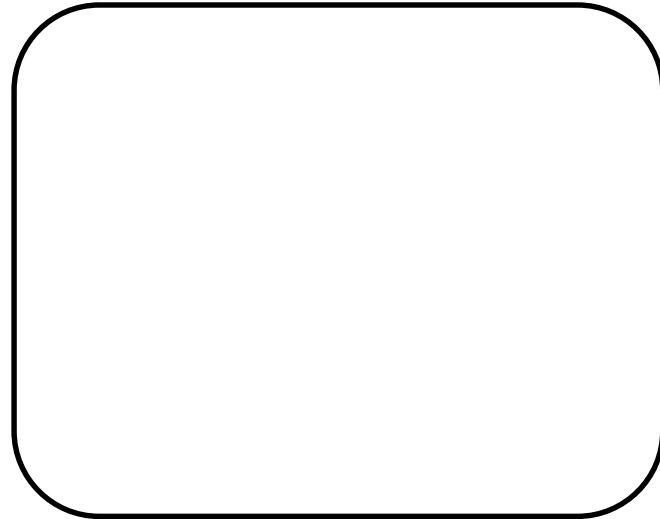
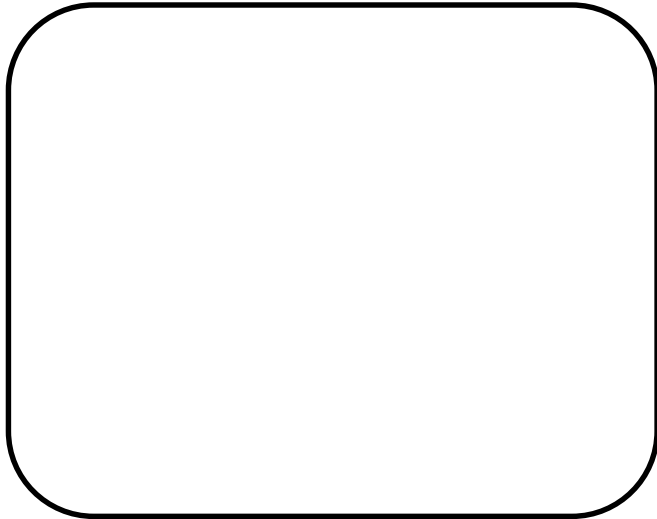
This presentation contains content you **might already know!**

Learning Outcomes

By the end of this session, you will be able to:

- identify key concepts and principles of remote teaching
- use MS Teams tools to deliver a lesson online
- lift a lesson from printed materials to MS Teams
- access support resources

Types of virtual teaching modes



What is a recommended model?

Synchronous + Asynchronous



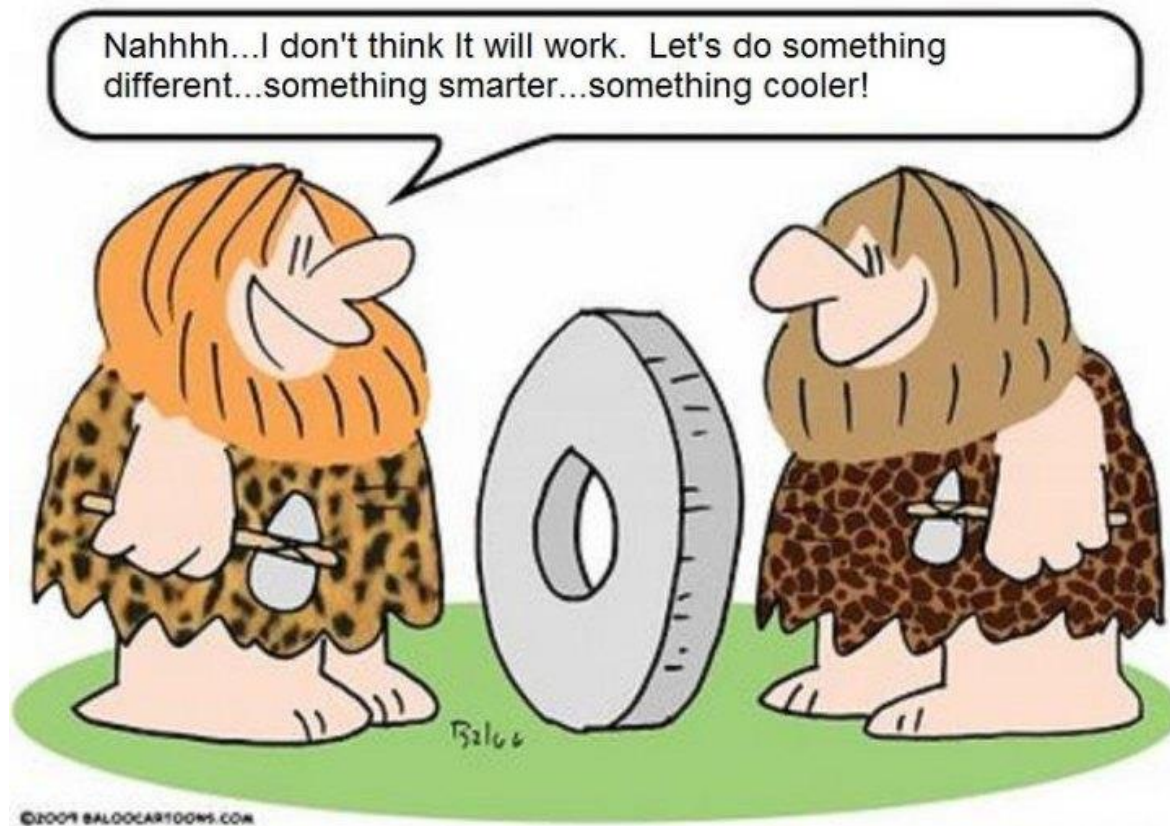
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	Receptive skills (reading & listening)	Productive skills (writing & speaking)	Language work (grammar & vocabulary)	Review activities
Week 1 Topic: Hellos	Getting to know the VLE 'Me, myself and I' online activity <i>[writing & reading]</i> <i>[individual]</i> 1 hour online asynchronous	'Blog diary' activity <i>[writing]</i> <i>[individual]</i> 1 hour online asynchronous	'Name three ...' activity 'Ready, steady, write!' activity' <i>[vocab]</i> <i>[groups]</i> 1 hour online text chat synchronous	
Week 2 Topic: Travel	Online podcasts on travel theme <i>[listening]</i> <i>[individual]</i> 1 hour online asynchronous	'Round the world' activity <i>[speaking]</i> <i>[groups]</i> 30 m online asynchronous	'Wiki city' activity <i>[writing & lang work]</i> <i>[pairs, groups]</i> 1 hour online asynchronous	'My window, my world' activity <i>[writing & reading]</i> <i>[groups, individual]</i> 30 m online asynchronous

Principles & Guidelines



Don't re-invent the wheel



Know your local context



Less is more



Learner autonomy



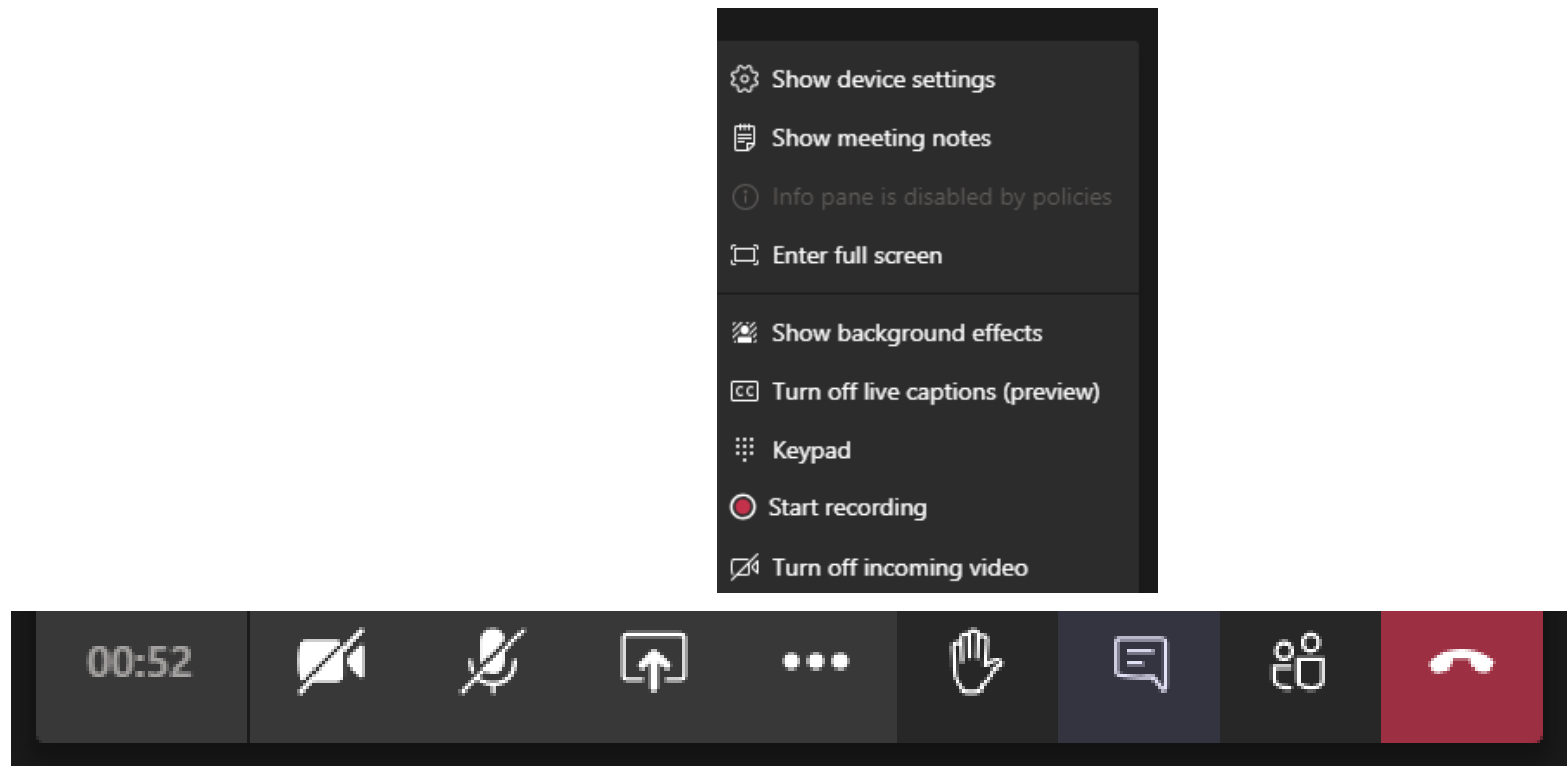
Join the party



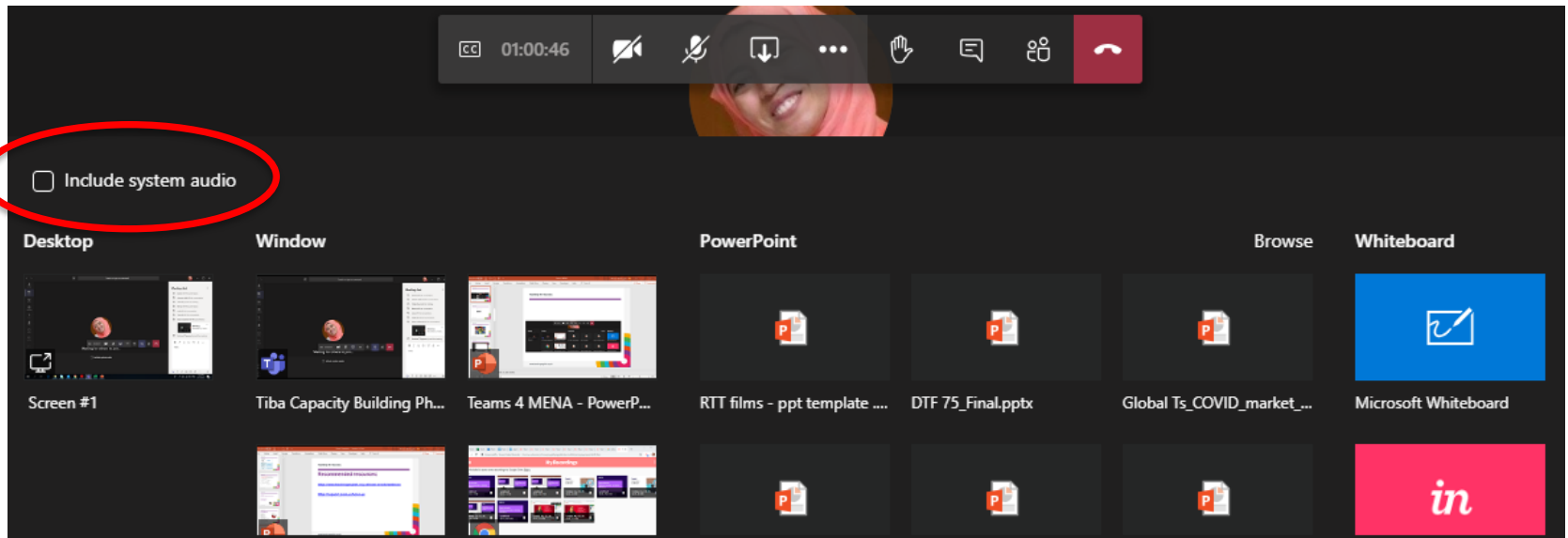
MS Teams tools



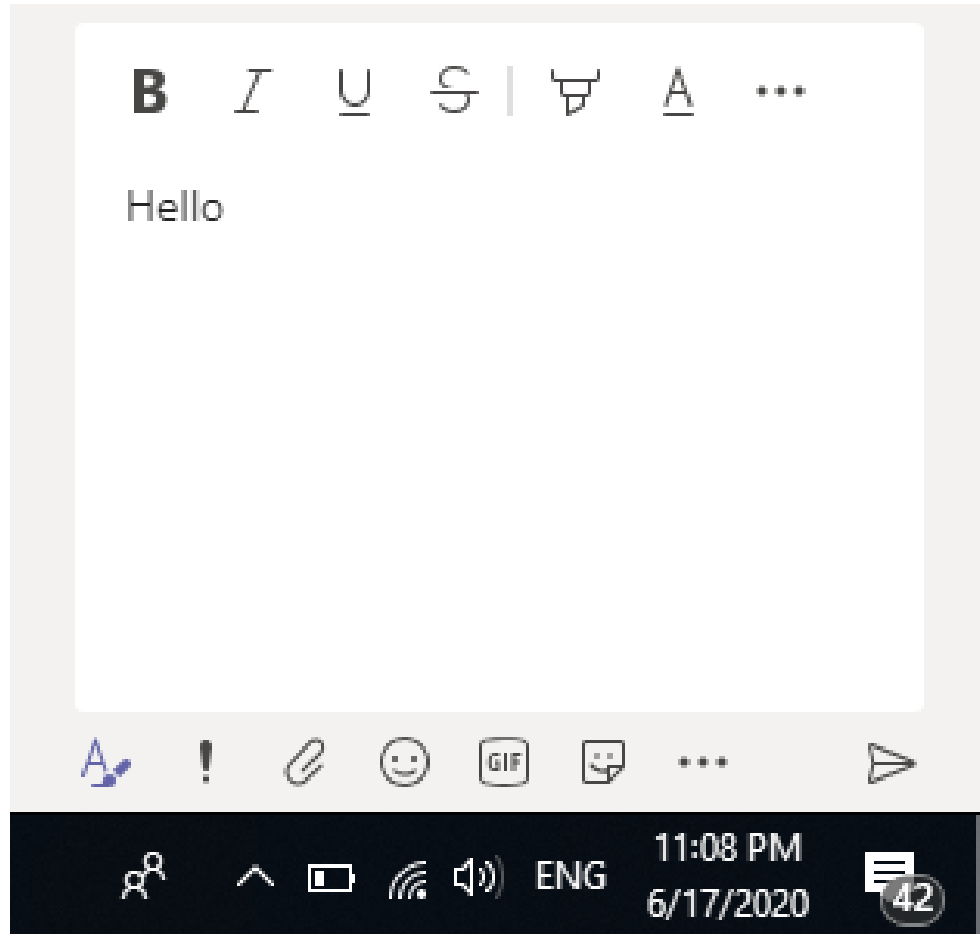
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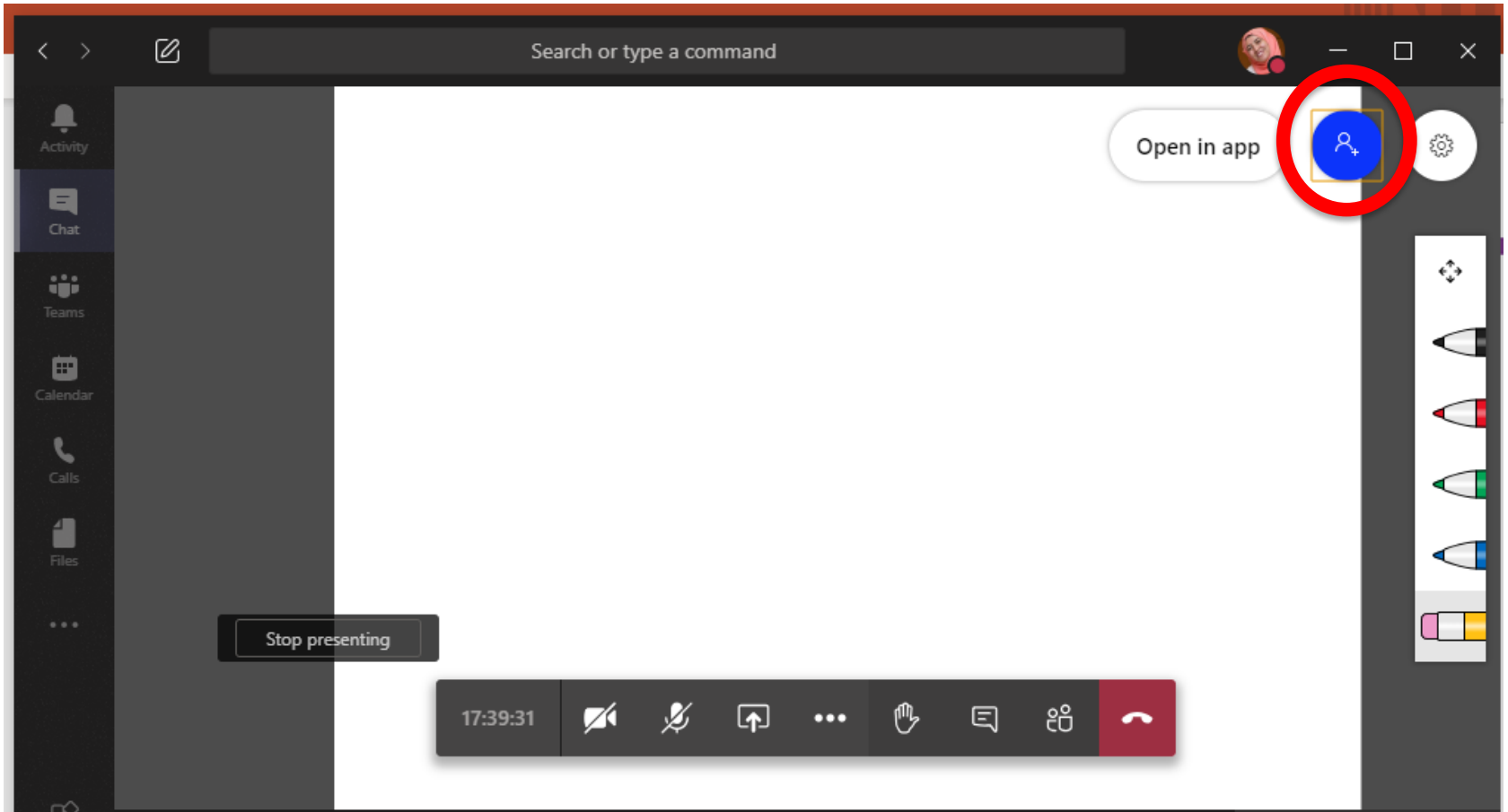
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Graffiti Wall



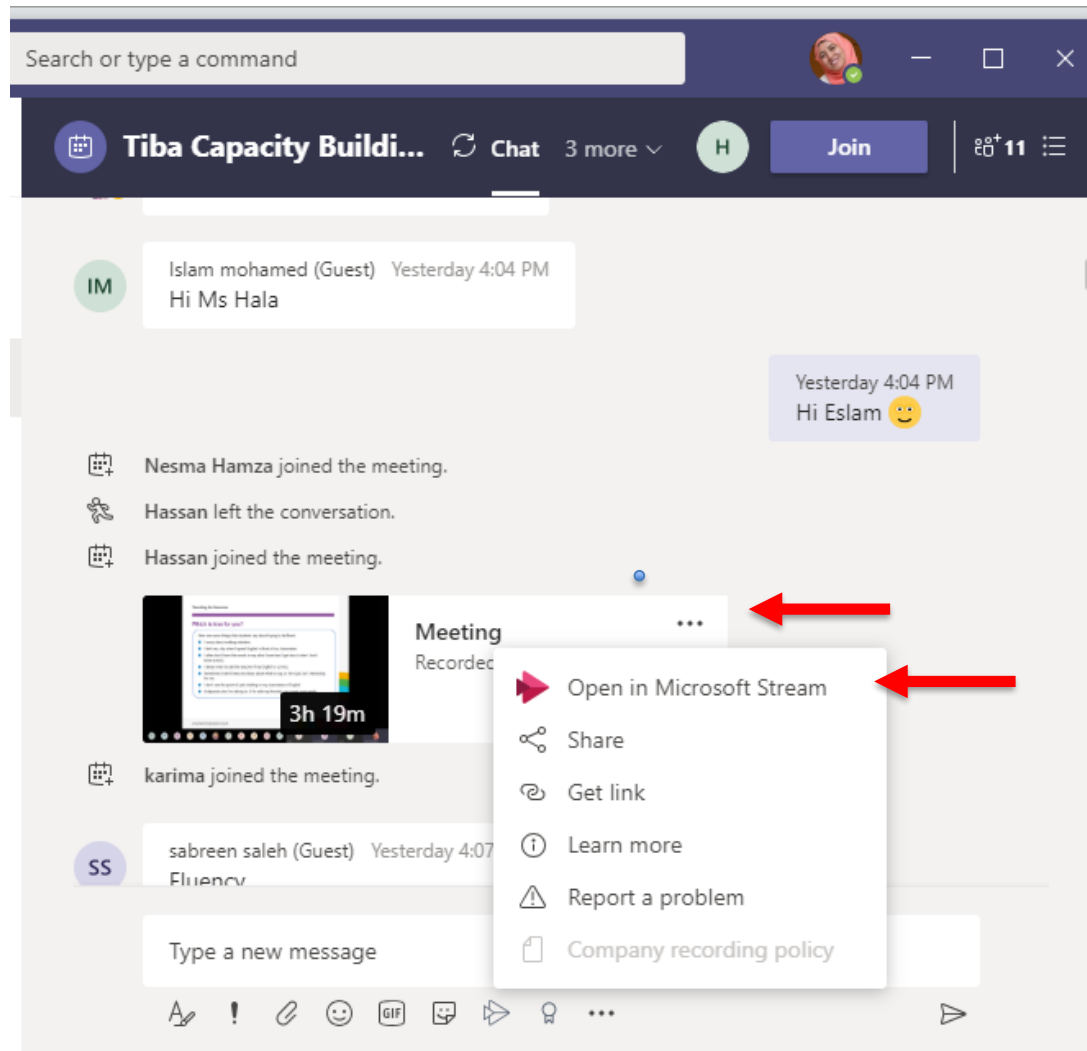
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Make your content more accessible

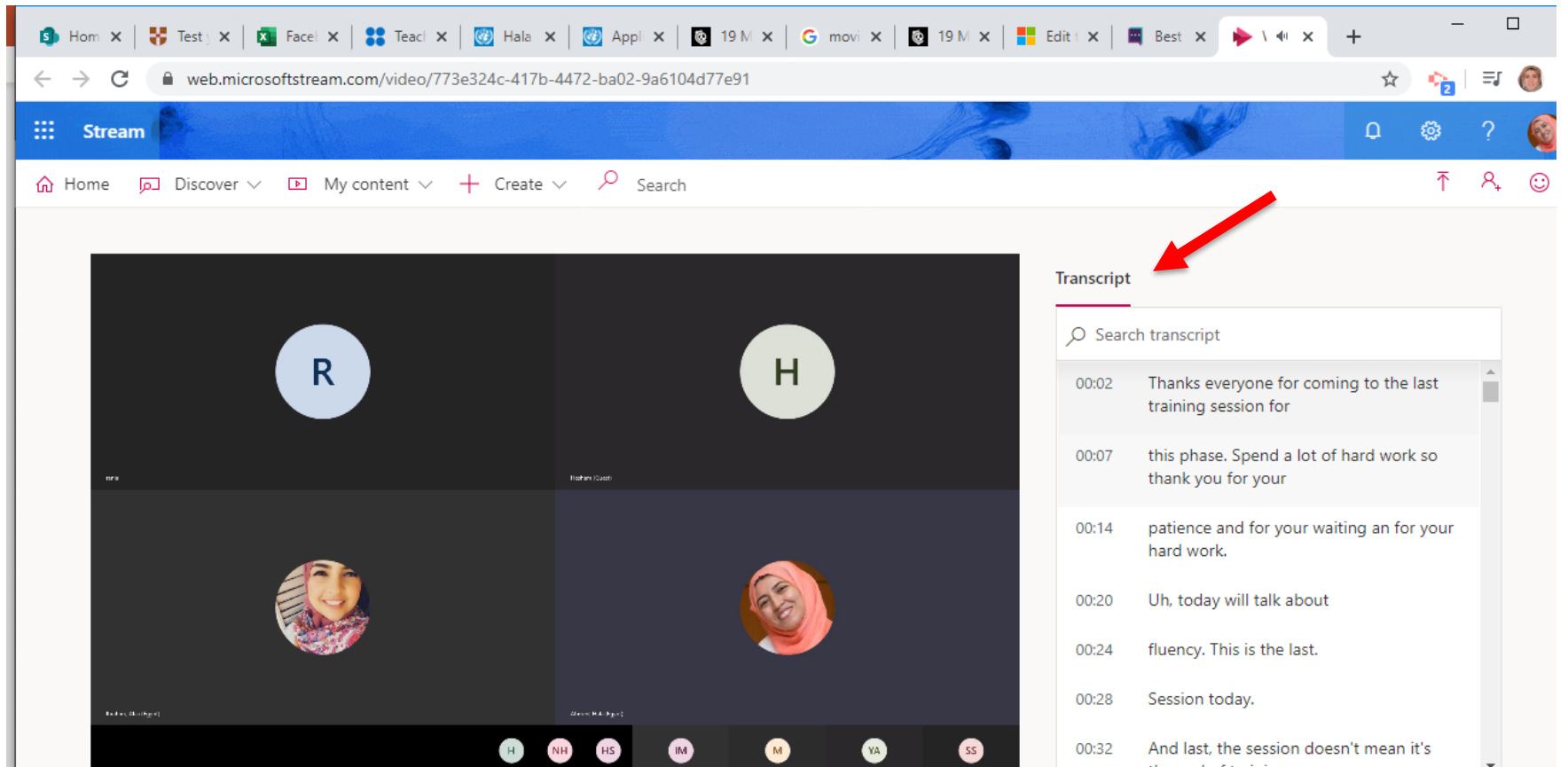


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Video transcript

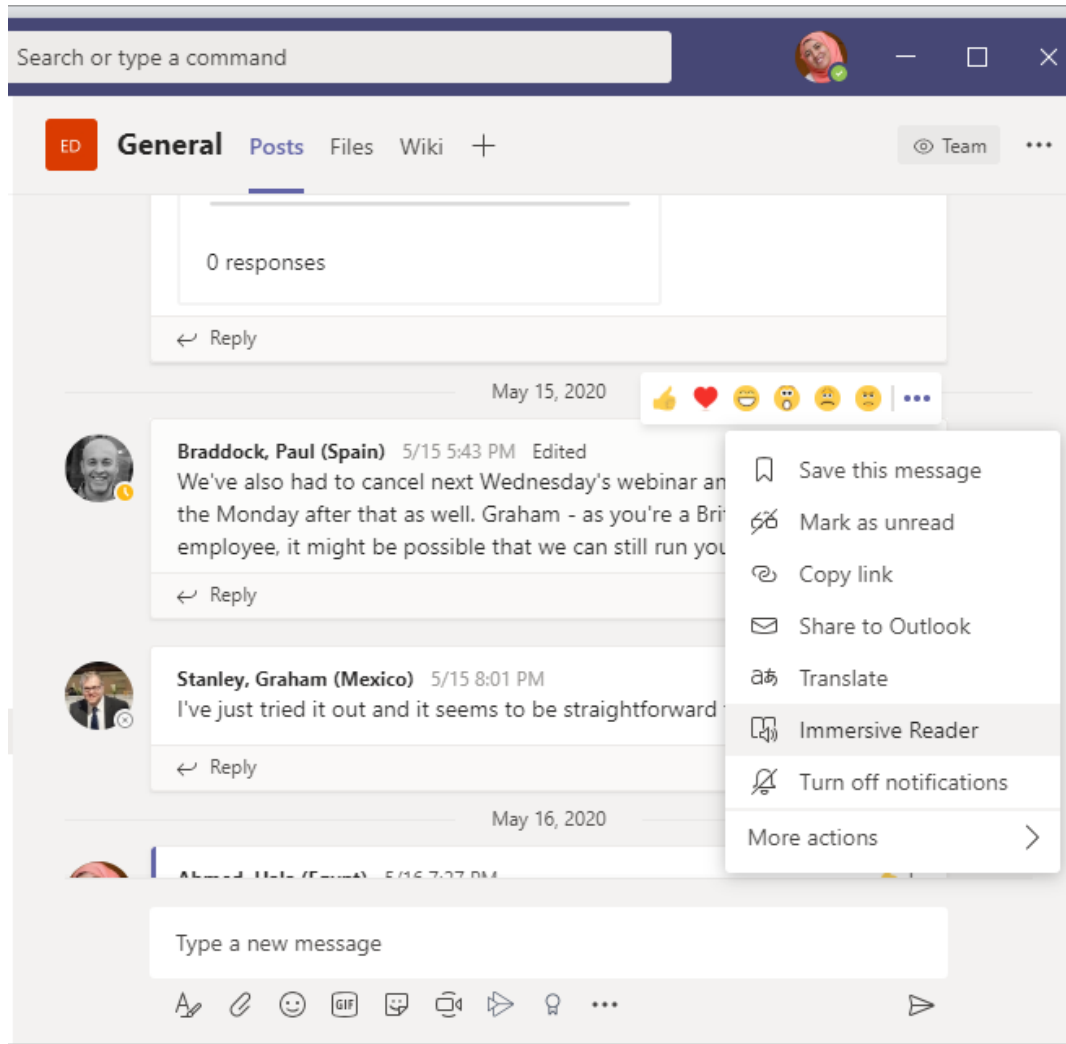
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The screenshot shows a web browser window with multiple tabs open. The active tab is a Microsoft Stream video player. The video player interface includes a navigation bar at the top with 'Stream' and various icons. Below the navigation bar, there are tabs for 'Home', 'Discover', 'My content', 'Create', and 'Search'. The main video area displays a 2x2 grid of video thumbnails. The top-left thumbnail shows a blue circle with the letter 'R'. The top-right thumbnail shows a green circle with the letter 'H'. The bottom-left thumbnail shows a woman wearing a colorful headscarf. The bottom-right thumbnail shows a woman wearing an orange headscarf. To the right of the video player, there is a 'Transcript' panel. A red arrow points to the 'Transcript' tab. The transcript panel has a search bar labeled 'Search transcript' and a list of video segments with timestamps and text. The segments are as follows:

Timestamp	Text
00:02	Thanks everyone for coming to the last training session for
00:07	this phase. Spend a lot of hard work so thank you for your
00:14	patience and for your waiting an for your hard work.
00:20	Uh, today will talk about
00:24	fluency. This is the last.
00:28	Session today.
00:32	And last, the session doesn't mean it's

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Immersive
reader

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The screenshot shows a digital reading application interface. At the top, there is a purple header bar. Below it, a navigation bar contains a back arrow, the text "EES Digital Task Force (General)", and icons for font size (AA), a list, and a book. The main content area displays the text: "We've also had to cancel next Wednesday's possibly the day". A context menu is open over the text, featuring a "Voice Speed" slider with a red arrow pointing to it, and a "Voice Selection" section with radio buttons for "Female" (selected) and "Male", with a red arrow pointing to the "Female" option. At the bottom of the menu is a play button icon and a speaker icon. A vertical scrollbar is visible on the right side of the text area.

← EES Digital Task Force (General) AA [List Icon] [Book Icon]

We've also had to cancel next

Wednesday's

possibly the day

Voice Speed

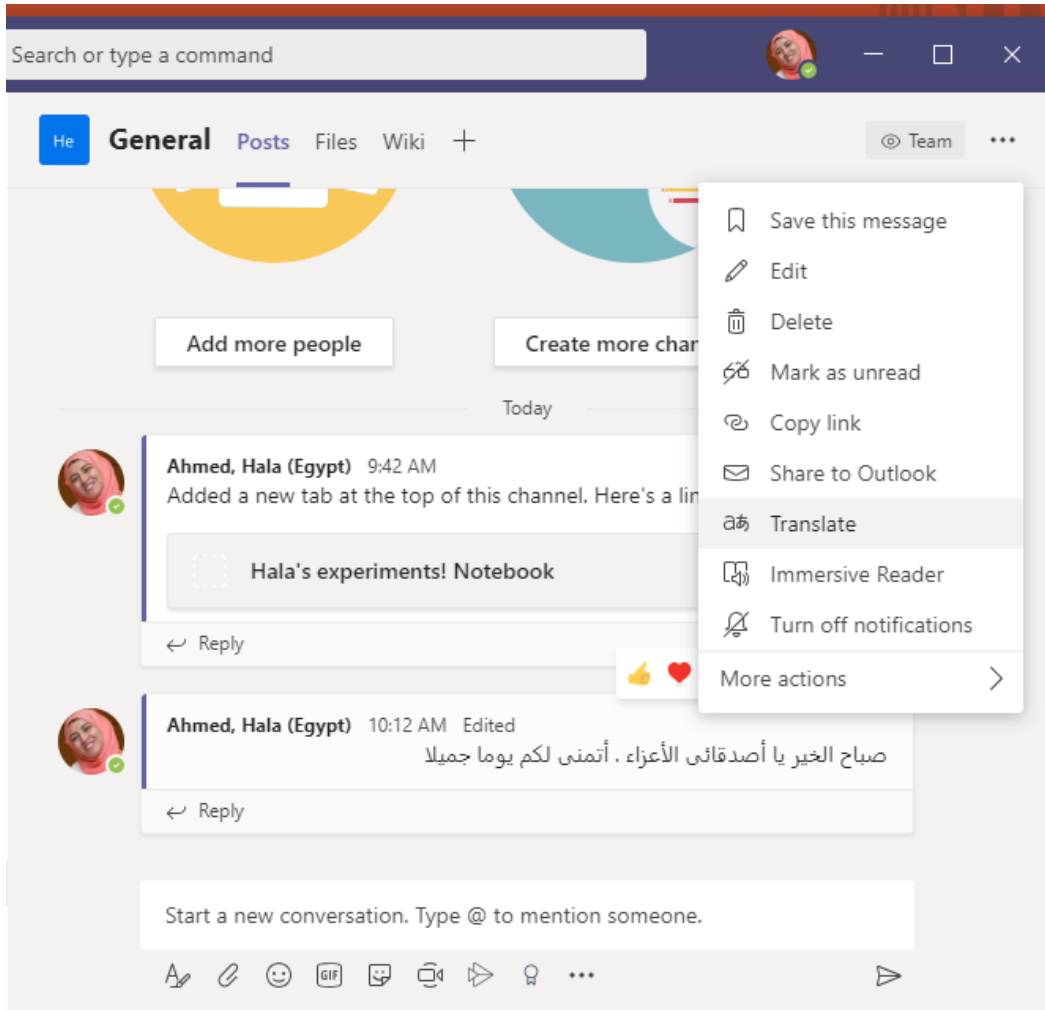
Voice Selection

☒ Female

☐ Male

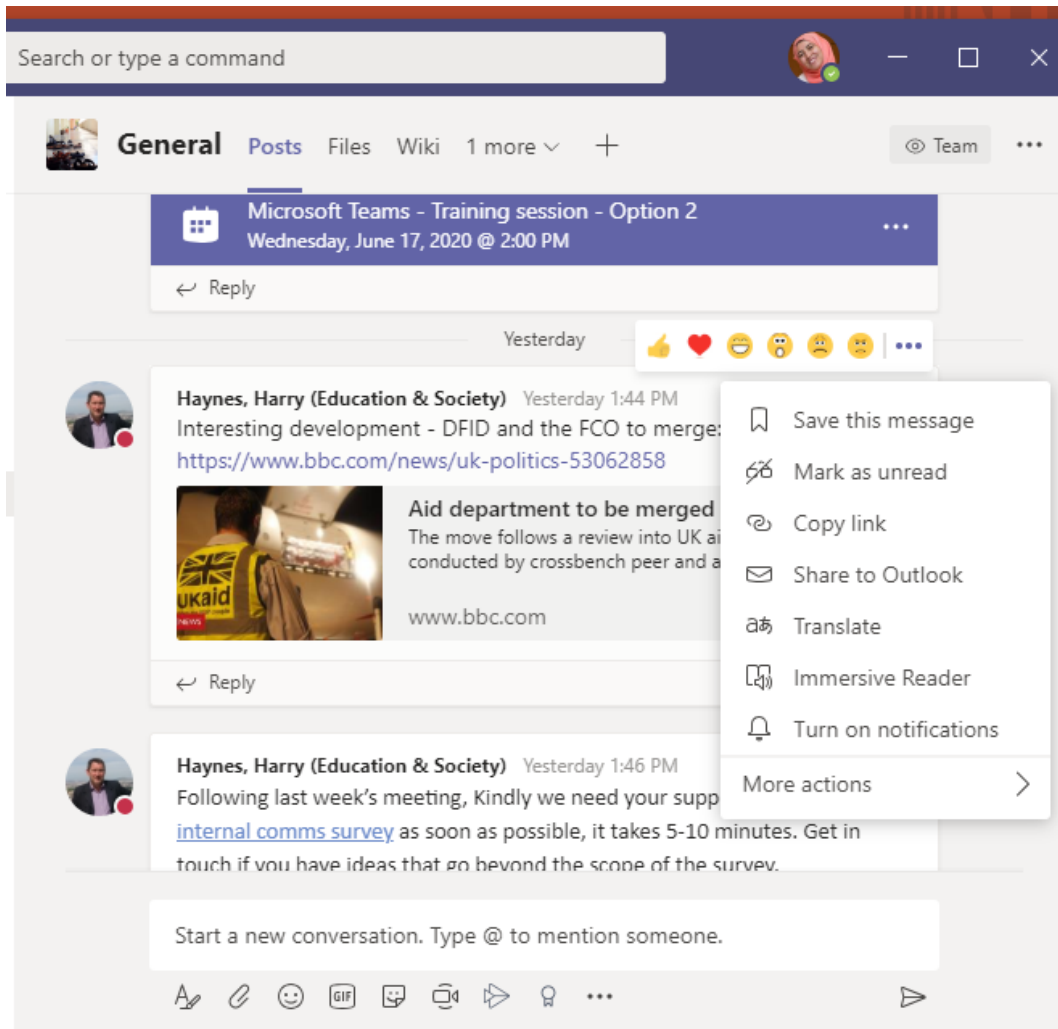
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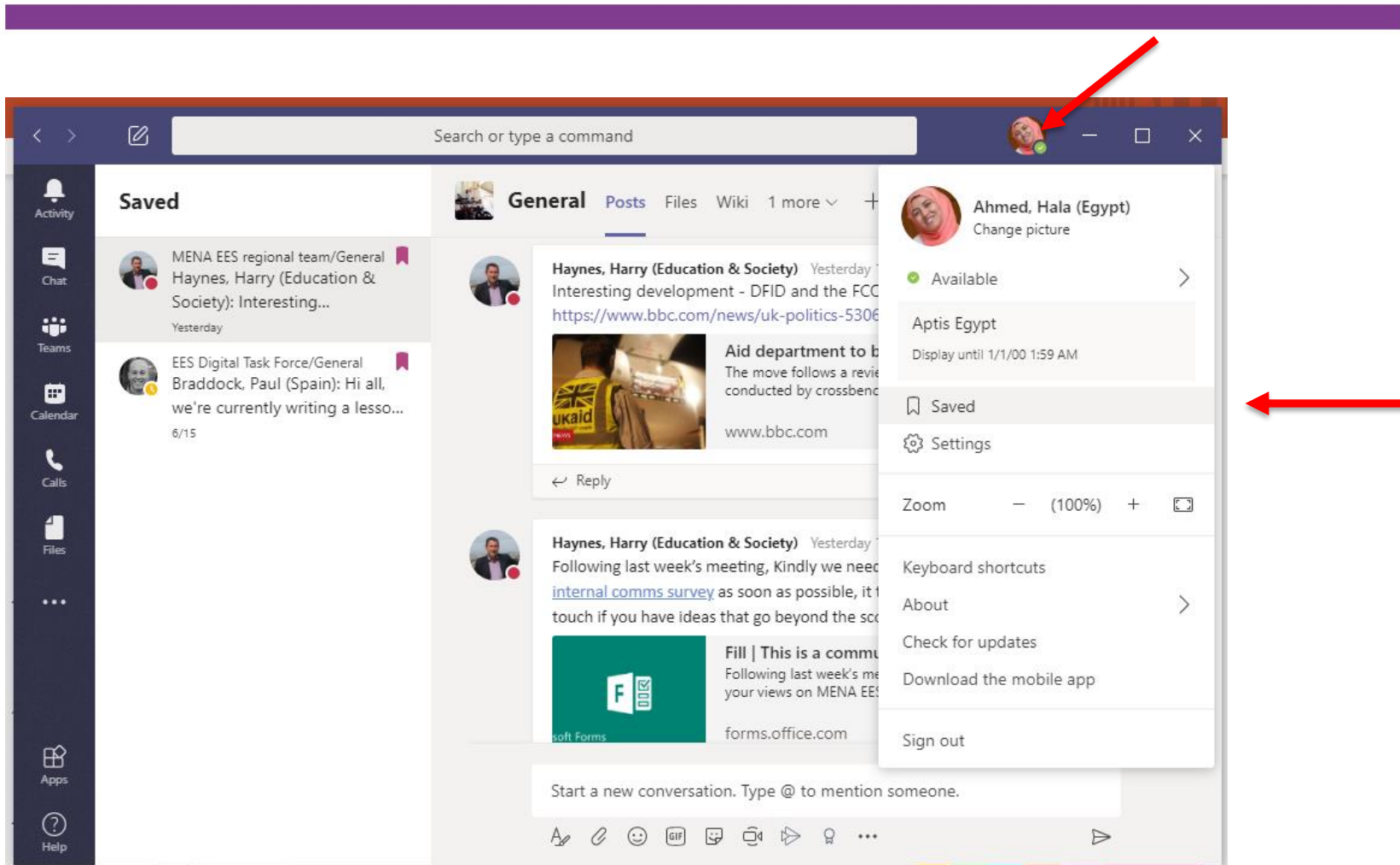
Inline message
translation

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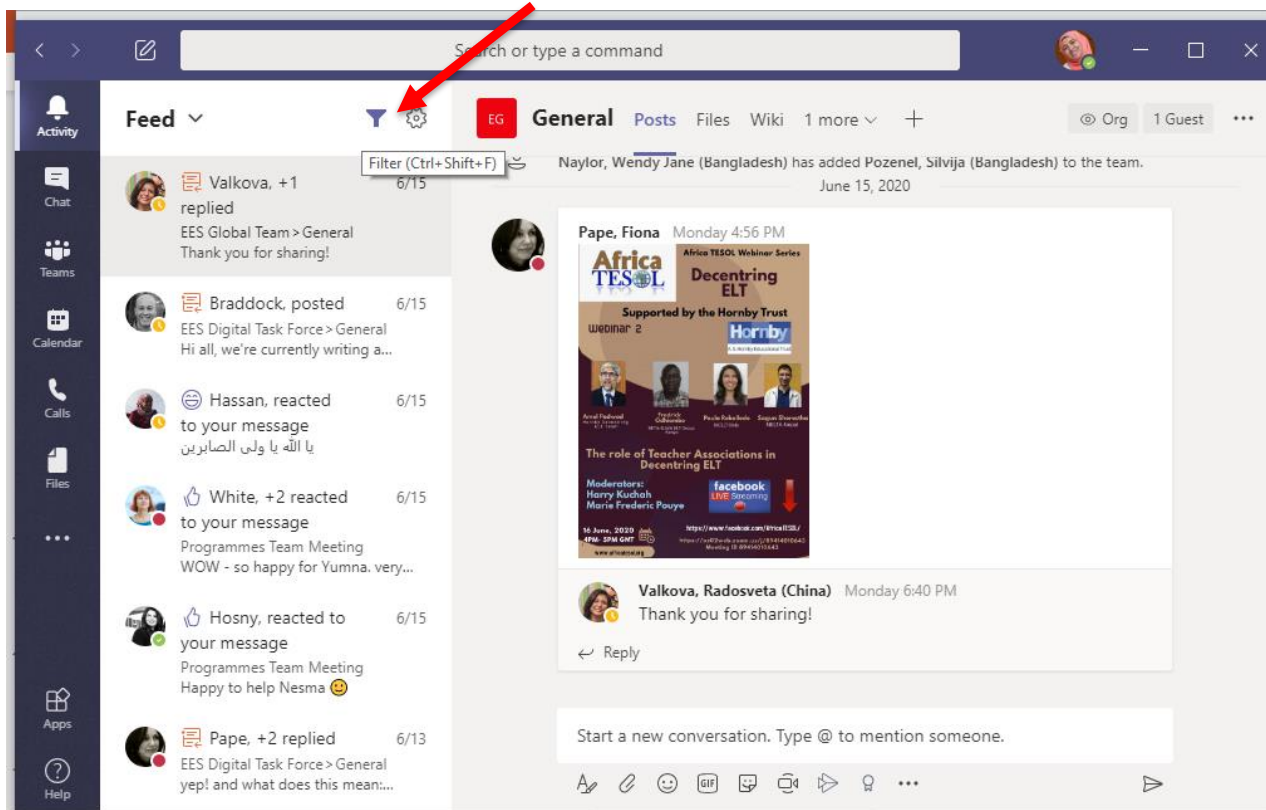


Bookmark items

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Activity
filter

You're the student!





In today's lesson, we will:

- **Talk about what's stressing us out.**
- **Practice Listening.**
- **Learn different ways of giving emphasis.**
- **Practice Pronunciation.**
- **Practice speaking.**



What's currently stressing you out ?

What do you think the missing words are?

- PAUL:** Thank you for coming. Before I start, I'd just like to say how wonderful you all look today ... oh dear.
- SOPHIE:** What are you doing?
- PAUL:** Oh, I have to give a presentation in class tomorrow. I'm ^ nervous!
- SOPHIE:** Why ^ are you nervous?
- PAUL:** Why? Because public speaking is ^ terrifying, of course.
- SOPHIE:** Don't be ^ a wimp. There are only nine students in your class.
- PAUL:** You're calling me a wimp? ^ you ^ cried in the toilet before your last job interview!
- SOPHIE:** That was an ^ important interview. It was different.
- PAUL:** ^ I need ^ sympathy right now, not criticism.
- SOPHIE:** You're right. I'm ^ sorry. I ^ sympathise. When I'm stressed, ^ helps ^ to take deep breaths and listen to some relaxing music.
- PAUL:** Oh, OK, thanks ... and then you go and cry in the toilet?
- SOPHIE:** Paul!

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- I'm so nervous.
- Why on earth are
- ...public speaking is absolutely terrifying..
- Don't be such a wimp.
- It was you who cried..
- ...an extremely important interview.
- What I need is sympathy..
- I'm really sorry.
- I do sympathize.
- ...what helps is to take..

- PAUL:** Thank you for coming. Before I start, I'd just like to say how wonderful you all look today ... oh dear.
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<ul style="list-style-type: none">• ...public speaking is <u>absolutely</u> terrifying..• ...I'm <u>really</u> sorry.• I'm <u>so</u> nervous.• Don't be <u>such</u> a wimp.	
<ul style="list-style-type: none">• <u>What</u> I need is sympathy..• ...<u>what</u> helps <u>is</u> to take..• <u>It was</u> you <u>who</u> cried..	
<ul style="list-style-type: none">• I <u>do</u> sympathize.	
<ul style="list-style-type: none">• Why <u>on earth</u> are	

Emphatic questions

Extra auxiliary verb

Cleft sentence

Intensifiers

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<ul style="list-style-type: none">• ...public speaking is <u>absolutely</u> terrifying..• ...I'm <u>really</u> sorry.• I'm <u>so</u> nervous.• Don't be <u>such</u> a wimp.	Intensifiers
<ul style="list-style-type: none">• <u>What</u> I need is sympathy..• ...<u>what</u> helps <u>is</u> to take..• <u>It was</u> you <u>who</u> cried..	Cleft sentence
<ul style="list-style-type: none">• I <u>do</u> sympathize.	Extra auxiliary verb
<ul style="list-style-type: none">• Why <u>on earth</u> are	Emphatic questions

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1. Believe me, I **really / did / have** try to phone you.
2. **What / That / which** I liked about the film was the acting .
3. **He / It / What** is my son who speaks German fluently.
4. A: I hate waiting for buses.
B: Me too. It's a waste of time.
5. A: George threw a rock at me today.
B: Why did he do that?
6. A: why did you buy that painting?
B: It's incredible. I love it.

1. Quarantine

2. Working from home

3. Noisy neighbours

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Adapted from
www.alison.com/netiquette

Rule 1 Make it Personal
Remember the **HUMAN**
Do No Harm
Share and express feelings

Rule 2 Look around!
Lurk to Learn
Know where you are in the digital space.
Permissions & practices

Rule 3
Online life
REFLECTS
Real life
Follow the laws
Be ethical
Don't Steal

Rule 4
Respect time and bandwidth.
Dial-up 3G 4G
You ARE NOT THE CENTER
Make Messages Meaningful

Rule 5 BE POLITE
Check facts and links!
Make yourself look good online.
Quality NOT Quantity
Grammar matters!
Edit it!

Rule 6
Share **EXPERT** knowledge.
Share experiences
Create summaries

Rule 7
Check your **OPINIONS** and **EMOTIONS**
Argue IDEAS not people

Rule 8
Respect other's **PRIVACY**
Don't publish without permission
Link or share with appropriate license

Rule 9
Don't abuse your **power**
Remember you can't always see what you're doing

Rule 10
Be Kind
FORGIVE MISTAKES
We are all newbies once
Turn to wonder
Address issues politely and privately

Recommended resources:

Resources for remote teaching

<https://www.teachingenglish.org.uk/>

Social Media Platforms

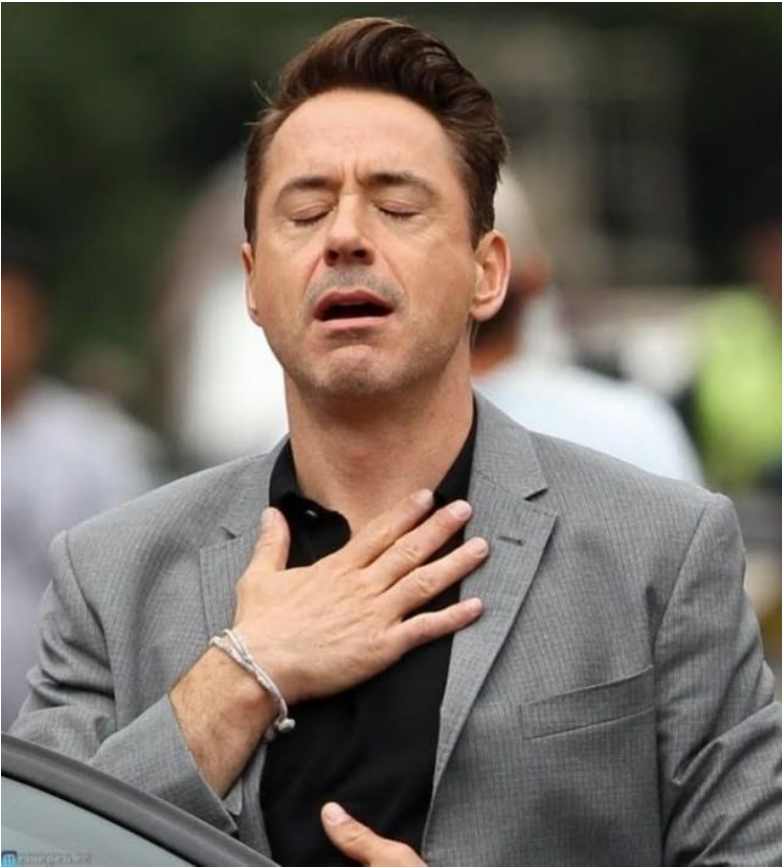
<https://www.facebook.com/groups/1095104140523615/>

<https://www.facebook.com/TeachingEnglish.BritishCouncil/>

Teacher Educators CoP

<https://teacher-educators.english.britishcouncil.org/Login/Login.aspx>

Thank you!



www.teachingenglish.org.uk

