



Say hi in the chat box

& open the Jamboard for the session:

<http://bit.ly/DTPDJam>



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Online Learning: The Pedagogical Distance Puzzle

with Emma Meade-Flynn and Shaun Sweeney

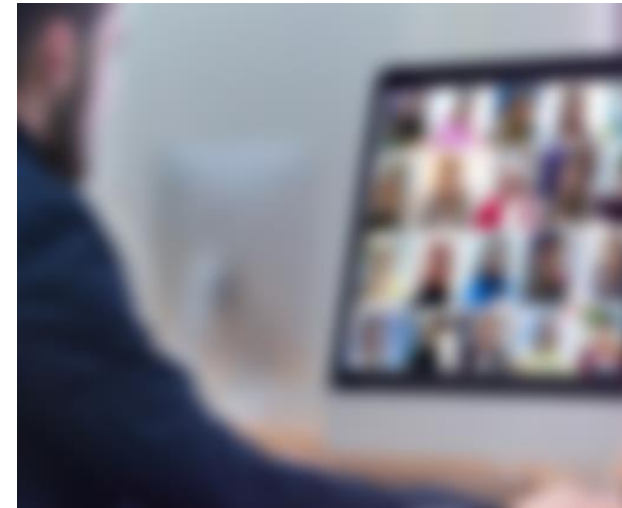


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What is the 'pedagogical distance puzzle'?



Sophia Mavridi, TESOL Spain, 2021



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Session Aims

Explore (just) four key puzzles:

- Interaction
- Monitoring
- Flipping
- Motivation



Terms we'll be using

- Pedagogy / Andragogy / Geragogy
- F2F / in-person / embodied
- Synchronous/asynchronous
- Synchronous online lessons (SOLS)



The interaction puzzle



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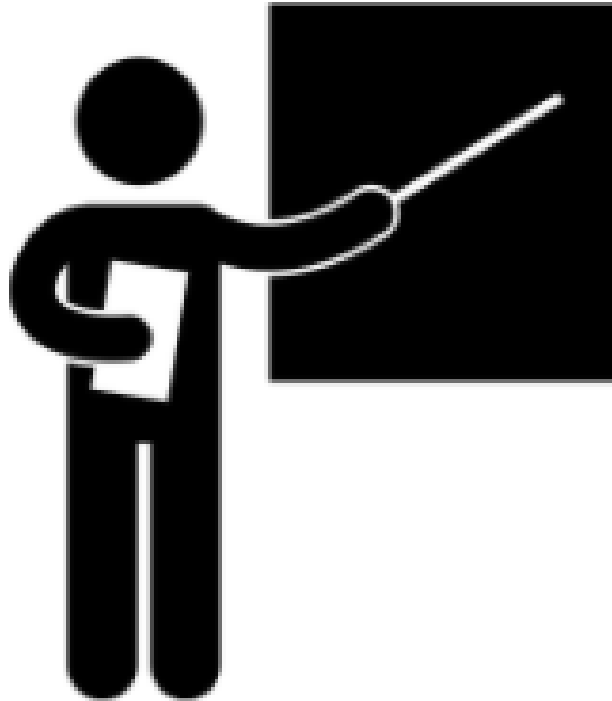
Why is interaction important for language acquisition?

“Language learning evolves out of **learning how to carry on conversations**, out of learning how to communicate.” (Hatch, 1978)



“negotiation for meaning, and especially negotiation work that triggers **interactional adjustments** by the NS or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways” (Long, 1996)





“Just not as
interactive and
exciting as
face to face
classroom”

Hughes, 2020



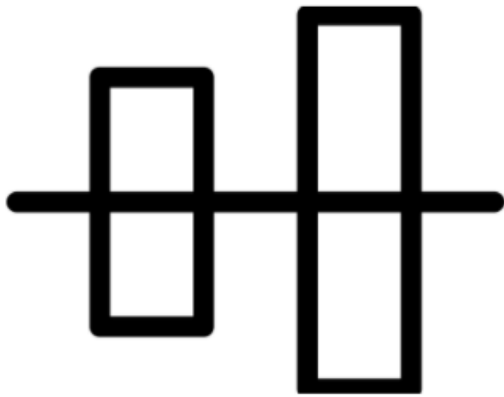
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What is classroom interactional competence (CIC)?

Walsh, 2006



Aligning
pedagogical goals
and **language use**



Creating **space**
for students to
participate and
contribute



Shaping contributions
– giving feedback and
building on what
students say



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E-Classroom interactional competencies

1. Setting specific interaction expectations



Moorhouse, Li and Walsh, 2021



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Our online classroom interaction code



It's okay to.....

It's good to.....

It's important to...

It's rude to.....



E-Classroom interactional competencies

1. Setting specific interaction expectations
2. Provide longer wait times for learners
3. Develop specific questioning techniques to elicit responses



**more
nomination
strategies**

**offer
possibility for
responses in
different
modes**

closed question
with responses
through chatbox
followed by open
questions to
nominated learners
to elicit longer oral
responses

Moorhouse, Li and Walsh, 2021



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Speak, Pass, Nominate



Step 1: Set the question

Step 2: Choose a learner to answer the question- you can do this at random or you can use a random selector tool if you like

<https://www.randomlists.com/name-picker>

Step 3: The chosen learner can either

- **Speak-** and give their answer
- **Pass-** not answer
- **Nominate-** choose someone else they'd like to answer.

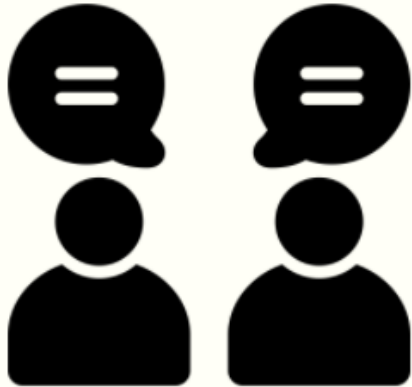
Thanks to Sinéad Laffan on LinkedIn



Watch and listen back



Make notes



Talk it over

Developing your E-classroom interactional competence



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The monitoring puzzle



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“Des professeurs- pour quoi faire?”

(Teachers- what for?)

“Des professeurs- pour écouter.”

(Teachers- to listen)


Yves Chalon





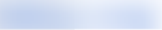

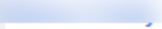

Monitoring – can you use your default technique?



RECENT ACTIVITY

 created a poll in **Barcelona TEFL Teachers Association (BTTA)**.
at 15:12 · 🌐

Just curious- Do you guys have rules for your (adult) online classes regarding cameras, drinking, and smoking? I politely request mine keep their cameras on but I don't insist so in the end it's about 50/50 and one of my students mentioned that he sometimes turns his camera off because he's having a beer and a smoke and he thought it was more respectful this way!

- Added by  Cameras on and people can smoke and drink whatever they like.  45 votes
- Added by  No rules- they do what they want.  16 votes
- Added by  Cameras on and no one smokes or drinks  11 votes



Some suggestions

Chat box feedback



Collaborative google doc

Individual BORs

More rehearsal and prep time needed



How do you monitor output online? Go to the jamboard and add ideas





The flipping puzzle



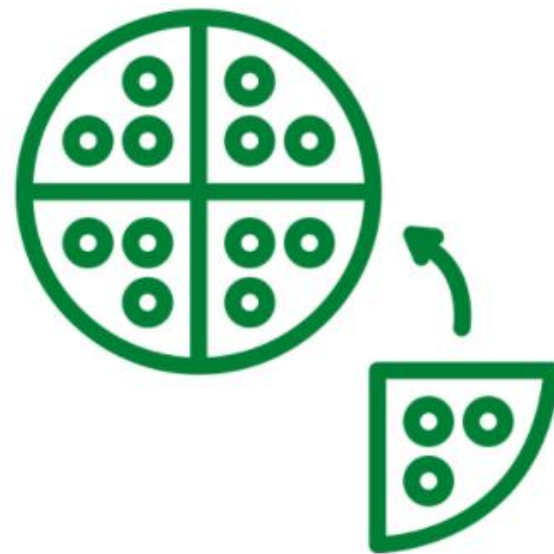
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Using our time efficiently: which bits should we 'flip'?

- Meaning-focussed input?
- Language-focussed learning?
- Fluency-development?
- Language-focussed output?



*(Paul Nation's Four Strands of a well-balanced language course)
Nation, 2007.*



Using our time efficiently: which bits should we ‘flip’?

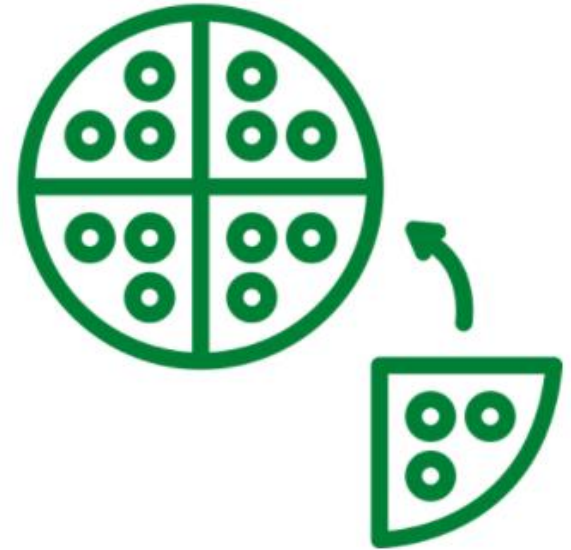
Is it worth “*doing reading/listening*” in SOLS?

What’s the text *for*?



➔ What's the text for?

- Meaning-focussed input?



Reading

- 1 a Marek and Kim are trying a new lifestyle. Look at the photos. What kind of things do you think they do?
b Read Marek's blog post and check your ideas.

Hi everyone! Kim and I are trying a new lifestyle. We usually live in the city, but this month we're living in a forest without electricity, internet, phones and things like that.

So, how am I writing this blog? Well, we come into town once a week to use the internet and buy some things we need. The town is about 10 km away and



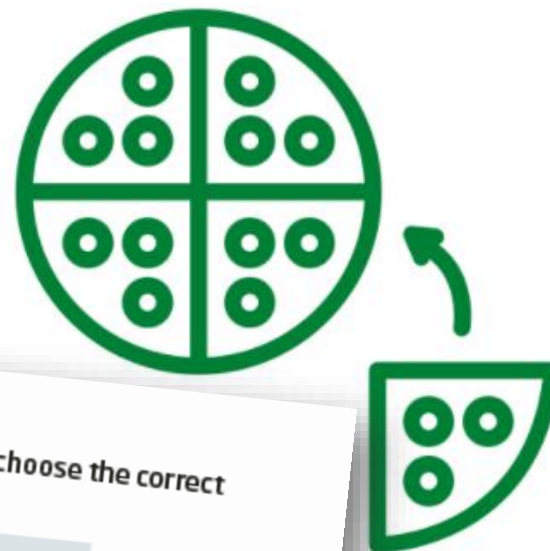
- 2 a Read Marek's post again and answer the questions.
 - 1 How often do Marek and Kim go into town?
 - 2 Where is Kim at the moment?
 - 3 What time do they get up?
 - 4 What do they do in the evenings?
 - 5 What time do they go to bed?

From: Roadmap A2+ by Lindsay Warwick & Damian Williams



➔ What's the text for?

- Language-focussed learning?



Reading

1 a Marek and Kim are trying a new lifestyle. Look at the photos. What kind of things do you think they are doing?
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Hi everyone! Kim and I are trying a new lifestyle. We usually live in the city, but this month we're living in a forest without electricity, internet, phones and things like that.

So, how am I writing this blog? Well, we come into town once a week to use the internet and buy some things we need. The town is about 10 km away and

Grammar

3 a Read the grammar box and choose the correct alternatives.

Present simple and present continuous

Use the present ¹simple/continuous to talk about facts, things which are true or something that happens regularly.

The town is about 10 km away.
We usually live in the city.
We get up at 5.30 a.m. every day.

Use the present ²simple/continuous to describe

b Find and underline three more examples of the present simple and three of the present continuous in Marek's post in Exercise 1.

From: Roadmap A2+ by Lindsay Warwick & Damian Williams



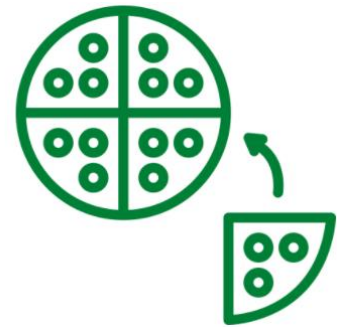
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➔ What about reading & listening skills development?

- Could be language-focussed (helping the learners with vocab/grammar/phon that prevents understanding)
- Could be strategies (e.g. exams)



Model in class & set for homework?



Example: modelling listening skills development

10-Step Process Listening

1. LOOK
2. PREDICT
3. GIST
4. DETAIL
5. 3 TOUGH SPOTS
6. DICTATION (30")
7. CHECK
8. VOCAB
9. RESPOND
10. REFLECT



I demo it in class. I just tell them to number their paper 1-10, then give them the list above, then explain what each means, orally. Then, before they it at home individually, I'll follow up with an email/handout like this:



Kyle Dugan



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Example: modelling listening skills development

5. **3 tough spots:** Identify three spots (minute:second, e.g. 02:45) that are difficult to understand. What's so difficult? Performance (accent, speed, etc.)? Words (unfamiliar words)? Or non-explicit meaning (you know the words, but not the meaning)?

6. **Dictation:** Choose a 30-second section of text and transcribe it word for word

7. **Check.** If there are subtitles/a transcript, listen to check your dictation and understanding. **RED pen**

I demo it in class. I just tell them to number them 1-3. Then, before they do it at home individually, I'll follow up with an email/handout like this:



Kyle Dugan



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And *how* do you share the texts in the SOL?

➔ **Teacher control & lockstep?**

Because it's how we'd usually do it F2F?



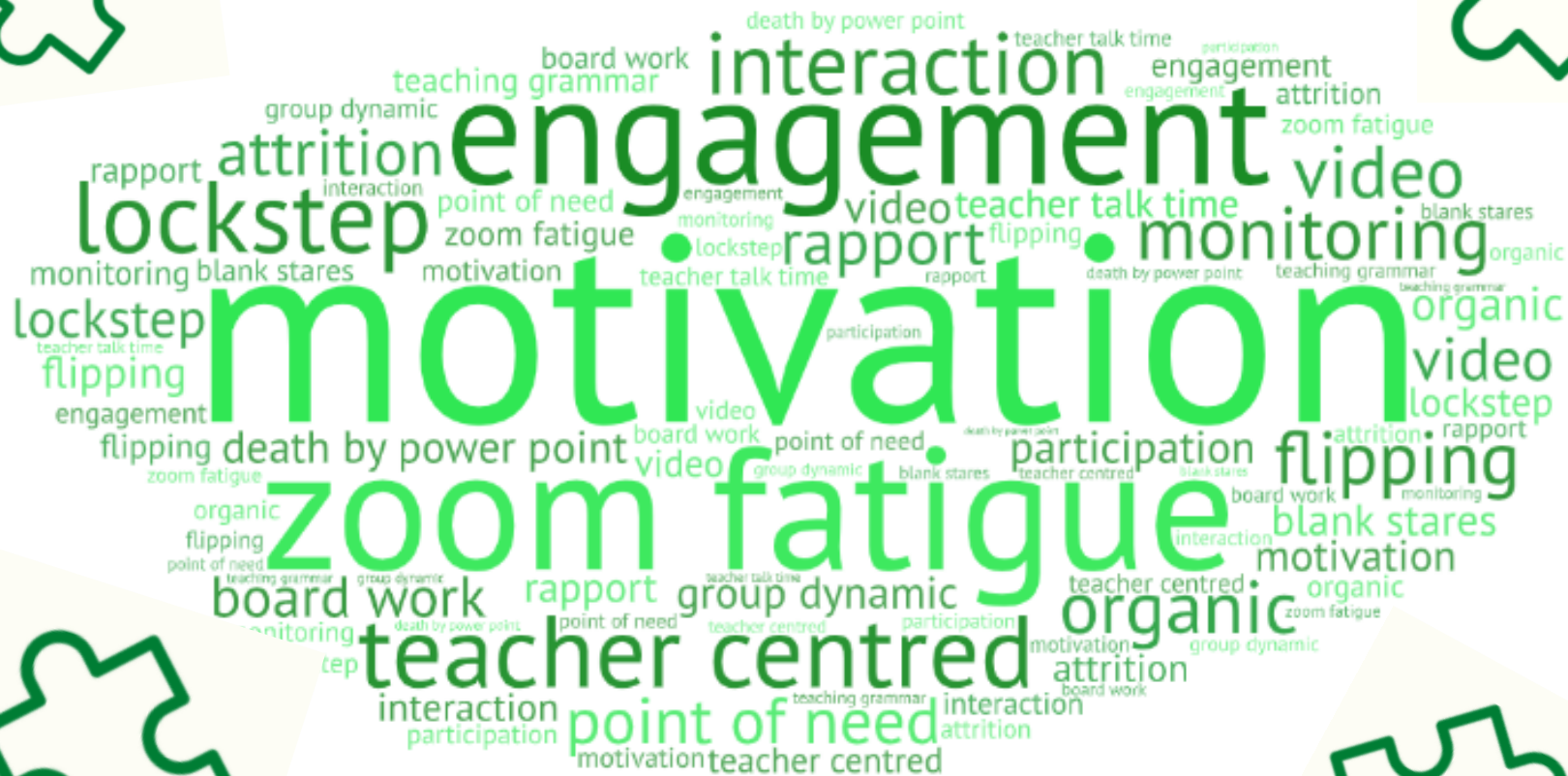
What about flipping the language?

- Vocab – quite easy to shift to self-study.
- Grammar: Do the HOTS in class or the LOTS in class?



The motivation puzzle

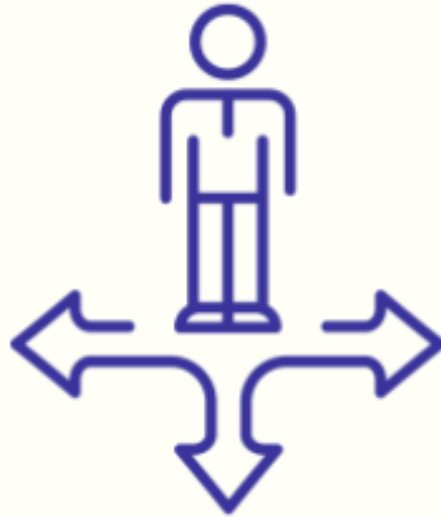




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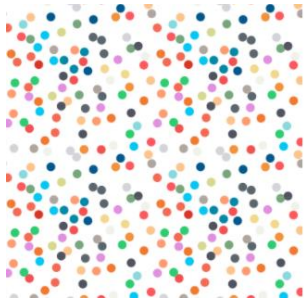


Some suggestions

- Spend more time on rapport
- Create and foster community
- Open classroom early & close it later
- Keep it open during breaks with breakout rooms
- Use asynchronous tasks
- Give learners choice and agency
- Get metacognitive
- Include coaching elements



Types of asynchronous interactive tasks



<https://mawsig.iatefl.org/how-to-create-interactive-online-tasks/>



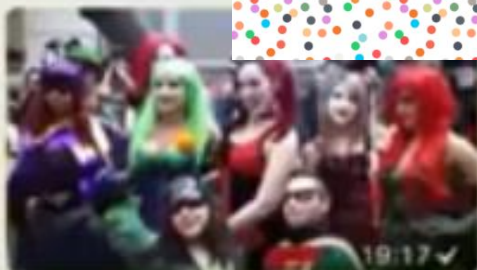
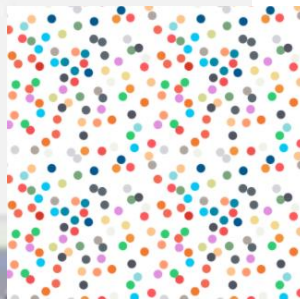
#TESOLSPAINOnline2021



The WhatsApp programme

Interaction patterns

- Confetti
- Pass the parcel



This is a picture of Comic Con. It is held every year in San Diego, USA.
Ask some questions about this event and I will (try to!) answer.
Post your questions by tomorrow. Thanks!

Dahlia (Summer 4A)

How many people was in the Comic Con? 19:20

were* 19:21

Sandra (4A Summer)
What year did it start? 19:21

Andrea (4A Summer)
What day is it celebrated? 19:23

Barbara (4A Summer)
Do you know anyone who has gone to Comic Con?
Have you ever experienced?

Jessica Mackay, TESOL Spain 2021



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Example: coaching elements & metacognition

2. Motivation ARC

Time: 20 mins

Level: A1-C2

Aim: motivating yourself

You think about your motivation to learn English and how you could make it stronger. You may want to do this activity in your own language. Three important factors in Motivation are: Agency (you choose), Relatedness (you connect with other people) and Competence (you know you are getting better). ARC for short!

Step one
Read the example of Dan talking about a time when he felt very motivated

- In Dan's story, he says: "Recently I did my first half-marathon. A friend and I agreed to do it together. Ten weeks before the race, I found a training schedule on the internet which told me when and how far to run each week. I printed it and put it on the wall in the kitchen. It was magic! That little piece of paper made me run four times a week. Sometimes I trained with my friend, too. I'd been running for a couple of years, but I was never as motivated before. I never imagined I'd be able to run 21 km"
- Dan's friend helped him by giving him a training schedule to follow.
 - Dan's friend was with him when he was running.
 - Dan's friend encouraged him to keep going when he was tired.
 - Dan's friend was proud of him when he finished the race.
- Think about a time when you felt very motivated about something. It could be at school or at home, a hobby, a personal goal or a project of some kind. Make some notes. Think about what you were doing to prepare for, an event which measured his progress in some way.

Now try to identify the important elements of motivation in your story.

Step three

Think about learning English and compare it to the example you thought about in steps



Dan Barber & Duncan Foord
(2014)



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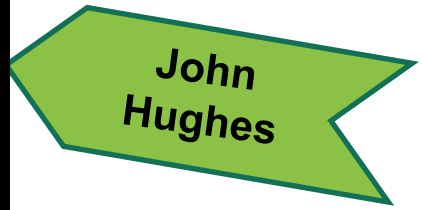
Where do we go from here?



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5. Develop

4. Knowledge constr

3. Information exchange

2. Online socialization

1. Access

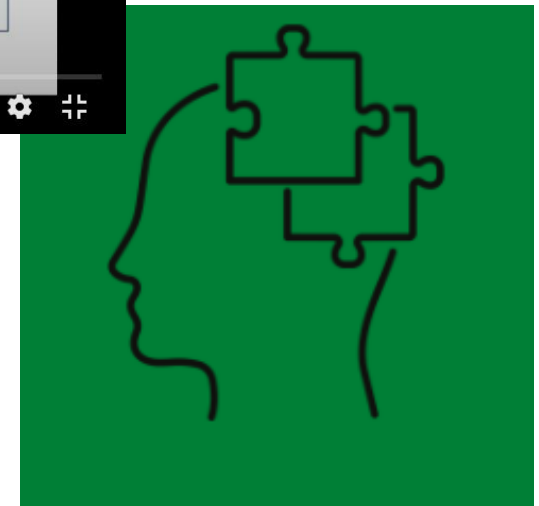
<https://www.gilysalmon.com/five-stage-model.html>

6:32 / 46:41

<https://www.youtube.com/watch?v=PlcPVcv3BfQ&t=1918s>

Gilly Salmon's 5 stage model for online learning

<https://www.gilysalmon.com/five-stage-model.html>



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Q&A

- (We'll stop recording now!)



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