

PROGETTO CERTILINGUA

**Sharing Experiences of Successful Online Teaching:
Voices in Finland & Italy**

28 September 2020

**More than meets the eye:
challenges and pedagogical implications
in online teaching**

Lucilla Lopriore



Previous experience of online teaching and/or ICT use:

- Blended and online teacher education courses (eg the **ENRICH Project ERASMUS+KA2** - Greece, Italy, Norway, Portugal, Turkey);
- **ICT** modules within teacher education courses;
- Pre/in-service (TFA/PAS), CLIL methodology, eTwinning TTI;
- Webinars & Zoom presentations;

SAMPLES of ONLINE TEACHING

1st example

The context: 2nd semester (March-July 2020)

Where? Roma Tre University

Courses: 1st yr undergraduate & 2nd yr postgraduate English courses & exams

Platforms used: TEAMS & ZOOM

Samples of online teaching

(2° Post-grad. Tasks & Evaluation)



EU Documents - 9 March lesson - 1st part



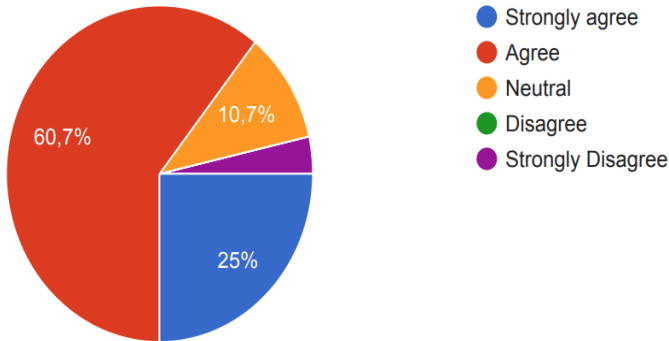
2nd online lesson Thursday 12th March 2.00pm-4.00pm & TASKS

TASKS:

1. Read the first part of the Power Point I used on Monday (loaded on this moodle) and double check the sections of the Council and of the EU websites. Identify 12 parts/materials most useful for strengthening your writing & translating skills and competences. Choose 3 out of these 12 and write a short summary explaining the type of document, its main features and predictable drafting and/or translation issues.
2. Complete the tasks you had to do for both the 5th and 9th March on European documents. How has the 9th March EU institutions presentation helped you better carry out those tasks?
3. Start thinking of a research area from the European documents you'd like to investigate for your research projects. Think of what you'd like to investigate, why and how. Jot down your ideas.

YOU: 13. I think I learnt during this course

28 risposte



Professor J. Lo Bianco - Invited speaker - 30 March 2020 & Recording

Professor Joseph Lo Bianco, University of Melbourne, Australia, will intervene on *Language Policies and Language Planning* from 12.00 to 12.30 tomorrow **Monday 30 March 2020** during the first part of our lesson.

He kindly agreed to spend 30 minutes with us, no more, for personal reasons.

In order to be prepared for the event, I'm asking you all to:

1) read the Bionote about Prof. Lo Bianco by using the link below:

<https://findanexpert.unimelb.edu.au/profile/4818-joseph-lo-bianco>

2) read at least 2 of the following articles in this section, specifically 2 of the following 3:

2013 - Language Policies

2015 - Exploring language policies

2016 - Conflicting languages

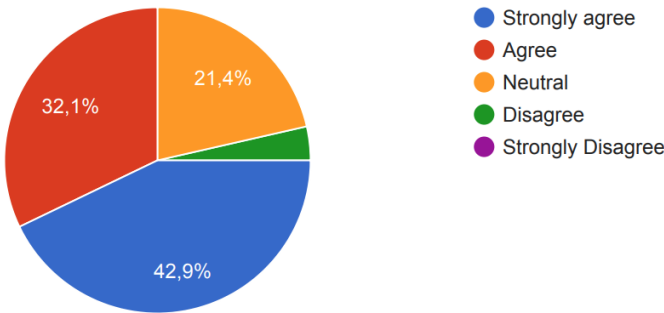
They are 3 of the 9 articles/chapters loaded in the folder for your reference);

3) Prepare one question you'd like to ask Prof. Lo Bianco. You may in case send them to me in advance in this chat, but I'd like you asked them yourselves..

He won't be able to devote much time to us so please be prepared and please be ready to welcome him at the beginning and to thank him at the end of his talk.

YOU: 12. I had the opportunity to contribute constructively during the course.

28 risposte



WELCOME

To our 63 participants from
Cyprus, Italy, Pakistan, Qatar and Ukraine!

Please use the Zoom chat to write:
your name, where you are from and how many course
modules you have completed so far.



TODAY'S MEETING

- WELCOME to our participants from Alessandra, Lucilla, Silvia and Valeria
- A look at the ENRICH course development: **where are we?**
- Preparing for this meeting **eliciting your reflective feedback** on what the course has so far given you.
- Looking at **your responses** in the PADLET & ONLINE teaching
- **PADLET**: why this tool and how to use it in our daily teaching
- The opportunities of the ENRICH course: **not only reading and completing the activities, opening our classroom practice and sharing ideas in the FORUM!**

PADLET QUESTIONS

COURSE SECTIONS	1. In these sections...	2. In these sections..	3. In these sections..
USING ENGLISH 1. ENGLISH AS A LINGUA FRANCA 2. Key issues in using ENGLISH AS A LINGUA FRANCA 3. The ELF discourse	1. Have you modified your current beliefs and notions in your ELT practice? YES (What? Why?) NO (Why?) NOT YET (Why?)	2. You carried out some activities. Were they helpful? Did they trigger ideas for your classroom practice? YES (In what way? Why?) NO (Why?)	3. You read the other participants' responses. Have you found similarities or differences? YES (What? Why?) NO

YOUR VOICES from PADLET

padlet

Alessandra Cannelli + 14 1g

ENRICH COURSE -USING ENGLISH 1

Have you added or modified your current beliefs and notions in your ELT practice? YES (What? Why?) NO (Why?) NOT YET (Why?)

Pasqualina Nazzaro

I was already aware of the use of ELF at school. I usually say to my students that it's important to communicate their own ideas even if they don't remember a word or an expression. I suggest to speak in order to be understood, just to be able to survive abroad.

Stefania Carlotto

Yes, I have. I've never thought I could use ELF at school while teaching. Now I've realized that I can be easy-going even during the lesson, instead of insisting for the use of the British variety of English. I'll be more aware now on.

Saima Abedi

I used to think that ELF is just like second language learning and the conversation is usually between native and second language learners. It focuses on use of good English.

Yes, I have every time I have a foreigner student I try to use English as the way to help the student and to know something about his/her origins

Maria Cristina Bevilacqua

I had heard about Lingua Franca before, but this course makes me think about language use in a deeper and aware way. I'm considering some aspects of the language I had never thought about before these lessons.

Monia Lanciotti

Yes, I have! Each single course, especially with an international background, gives the opportunity to see new aspects of our way of teaching. As far as it concerns ELF, I have started to appreciate the content of what my students try to say or write, giving the appropriate value to mistakes and slips, also because I have to take into account their mother tongue.

A.Clementi

As far as I am concerned I did not know there was a notion of ELF because I always believed to teach English as a foreign language and use English to communicate with other people. Starting this course, even if not at full speed, modified my current beliefs and notions. That's why I

manuelakellycalzini@trinitycollege.it

I have definitely gained greater insight and new ideas regarding ELF. I think I have strengthened my beliefs and added some notions too. Communicative competence globally becomes the aim of English language teaching and learning. So far, the

Kashif Raza

I have been reading about ELF and multilingualism for a while. This course provides a better platform for understanding ELF and its role in ELT practices. I have started to see my students' language errors as

TEACHING ENGLISH

Introduction

Key Issues

Large & small Cultures

Content of ELF-aware Teaching

ELF Awareness

Instruct. Context

LEARNING ENGLISH

Establishing Our Context

Our Learners

Defining ELF

English as a Lingua Franca

Commun. Strategies

Language Skills

Using ENGLISH

Methods, Approaches & Beyond

Language Assessment

Lesson Planning & Evaluation

Employing TBL

Employing

Trans-languaging

ELF Discourse

0. Introduction

1. Using English

1.1 ELF

1.1.1 Defining English as a Lingua Franca

1.1.2 Key issues in using ELF

1.1.3 The ELF Discourse

1.1.4 Using communication strategies in ELF interactions

1.2 Linguistic diversity

1.2.1 Migration contexts

1.2.2 Multilingualism

1.2.3 Translanguaging

enrichproject.eu/moodle/course/view.php?id=17

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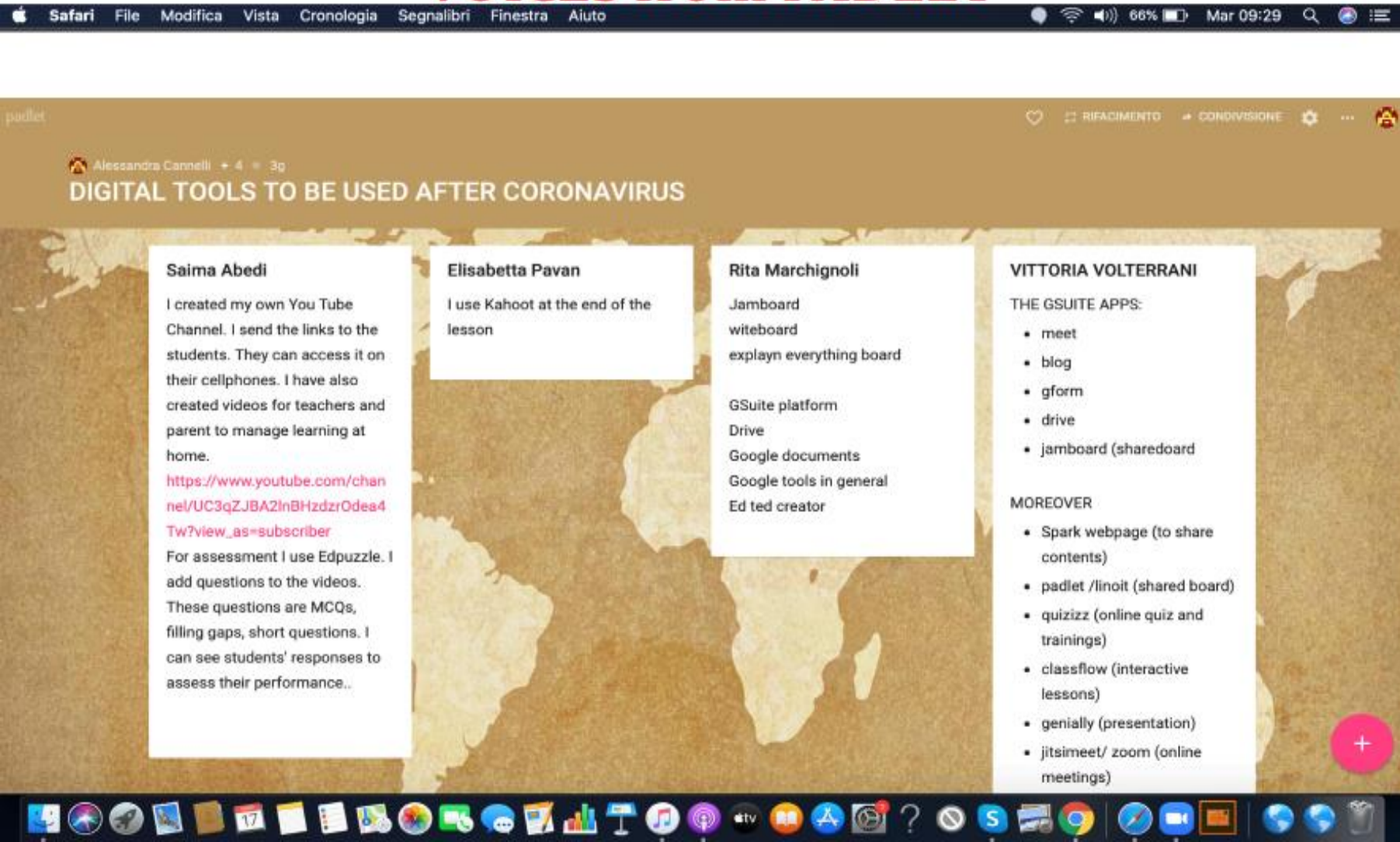
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HOW ARE YOU COPING
WITH DISTANCE TEACHING?

The CORONA VIRUS CHALLENGES
in Multilingual Classrooms

VOICES from PADLET



More than meets the eye:

Challenges



- Lack of previous **continuous** experience in online teaching;
- Visual / audio and spatial control: initial **uncertainties**;
- **Students' expectations**;
- **Time & space** control;
- **Delayed** use of online opportunities (eg Break rooms in ZOOM or apps)
- Students' **interactive** participation in groups of 80/90 sts;
- F2F creativity is abandoned in favour of '**control**';
- Awareness that there was more there that I was not using and that I was **losing opportunities!** (particularly with younger sts.)

More than meets the eye:

Pedagogical implications & doubts 🤖 🤖

What have I learnt, slowly but successfully?

- 🤖 Relevance of ICT and of tools for thought (apps)
- 👍 Watching other colleagues/or yourself on the screen and step into your learners' shoes (eyes&ears);
- 🤖 Exploiting the power of images and videos: allow sts to bring materials onto the screen (Freepik, etc.) ;
- 👍 Enhancing project based learning (learners' autonomy) with older sts.;
- 🤖 Promoting individual and group reading (Perusal, Xreading etc.)
- 👍 Structuring interactivity through Tasks & apps (Flipgrid, Padlet, Kialo, Playpost, etc,
- 🤖 Learning to use your voice by eliciting your sts to speak out (Instructional talk);
- 🤖 Unveiling creativity (yours & your sts).

More than meets the eye:

CONCLUSIONS

What have I learnt (but I'd like to practise more)?

- Online teaching can **enhance learners' different learning styles and scaffold multilingual experiences**;
- Online teaching & learning sustains learners' **aural development**;
- Online teaching and learning should be **embedded in pre-and in-service teacher education courses**, and **for all subject matters!!**
- It should be a **cross-curricular mode**;
- Online teaching can trigger creativity if we start using it as part of our teaching and see it as a **powerful tool**

But.....

I can't use online only.....

and online can be very stressful if not **carefully planned in advance**

More than meets the eye:
looking forward!

Thank you for listening!

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