

# ENGLISH FOR HYBRID, VIRTUAL AND FACE-TO-FACE Teaching



**Hybrid and Online Interactive Tasks**

28<sup>th</sup> January 2021.

Steve Ingham



# Welcome!

## In today's Session

- To focus on **language** to give clear, concise **instructions**
- To make sure all **students understand** by giving **concise instructions** and **concept checking**
- **Strategies** for working with students with **mixed levels**
- **Including all** of your **students**

# Padlet

- What tasks/activities do we use?

## Learning Styles



**VISUAL** learners have a preference for seen or observed things, including pictures, diagrams, demonstrations



**AUDITORY** learners have a preference for information to an explanation, and re-explaining information to others



**KINESTHETIC** learners have a preference for physical experience – touching, feeling, doing, practical hands-on learning

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## Clear, concise instructions

- Giving Instructions:
- Instructions have a **directive** function, and are typically realised using the **imperative**.
- Instructions often take the **form of sequences** of imperative sentences, connected with **linkers**, such as first, next, then and finally.
- Instructions are how we **manage** our learning spaces.

**Hybrid & Online  
Interactive Tasks**

**BREAKOUT  
5 MINUTES**

# **Dodgy instructions**

• QUESTION 1

## Hybrid & Online Interactive Tasks

## Dodgy instructions

BREAKOUT

1. Carefully reflect about the lexicogrammatical factors in the following phrases and afterwards attempt to complete them accurately:
  - a. Juan \_\_\_\_\_ a man
  - b. We \_\_\_\_\_ Argentinian
  - c. She \_\_\_\_\_ a teacher

• QUESTION 2

Hybrid & Online  
Interactive Tasks

**Dodgy  
instructions**

BREAKOUT

## 2. Write synonyms of the following words

- a. powerful
- b. large
- c. incredible

### Answers

	Student A	Student B
a	strong	influential
b	big	massive
c	unbelievable	marvellous



• QUESTION 3

## Hybrid & Online Interactive Tasks

## Dodgy instructions

BREAKOUT

Correct the following mistakes:

- i. Keira Knightley is a famous artist
- ii. Anthony Joshua has brown hair.

**Hybrid & Online  
Interactive Tasks**

**Clearer  
instructions**

- **Terminology**
  - **Polysemy**
- **Cultural references/differences**

## Hybrid & Online Interactive Tasks

## Clear, concise instructions

1. The main way we **manage** learning
2. Often verbal
3. Most clear, concise instructions include some of the following features:
  - A frame
  - A brief summary
  - The organisation
  - The procedure
  - The mode
  - The outcome
  - A strategy
  - The timing
  - A cue

## Hybrid & Online Interactive Tasks

**Clear, concise  
instructions**



## Hybrid & Online Interactive Tasks

## Concept checking questions

### How not to check if your students understand.

Asking the question “**Do you understand?**” can lead us to trouble. There are a couple of reasons for this:

- Learners may be afraid or shy to admit that they don't understand. Loss of face with peers or the teacher can be an issue.
- Learners may think they understand but don't. False friends are one reason for this. For example, a Spanish student may think “actually” translates as “actualmente”.

## Hybrid & Online Interactive Tasks

## Concept Checking

Due to the Covid19 pandemic, thousands of people have been furloughed.

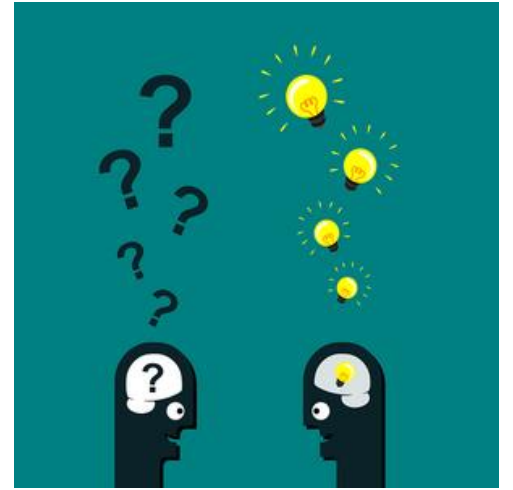


1. Is my sister out of work because she's bad at her job?
2. Did she decide to stop working?
3. Is she working now?
4. Does she have an income?
5. Who pays her?

What type of questions are these?

LAST  
SESSION  
(LEVEL 1)  
CLOSED  
QUESTIONS

BREAKOUT  
10 MINUTES



- 1. I took the train.
- 2. Then we had merienda?
- 3. Mercadona was bustling today.
- 4. The gig economy is growing rapidly.
- 5. I must cut down on using my mobile.
- 6. You should brush up on this for the exam.
- 7. This assignment will be evaluated
- 8. This project will be assessed

## Hybrid & Online Interactive Tasks

## Do you understand?

### How can we check understanding of instructions?

After giving instructions clearly and concisely, we can check understanding by:

- **Modelling** the activity with one student
- Asking one pair of students to model the activity
- Asking students to repeat the instructions back to you – if you have broken the instructions down into clear steps, this becomes easier: “Laura, what is the first thing you are going to do?”... “Ok, Rafa, what are you going to do next?”...

**But these take up considerable amount of our valuable time.**



## Hybrid & Online Interactive Tasks

Do you  
understand?

Other time-  
saving  
strategies

1. Concept questions
2. Using synonyms and antonyms
3. Eliciting or giving definitions or examples  
Example: software  
“What are some examples of software?”
4. Getting the students to **highlight** important **language** and/or **content**
5. Using pictures, realia or provide a finished example
6. Be aware / careful of false friends
7. Using translation

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# Giving Instructions

- **Any Questions?**

And now...

- **Something completely different**

## Hybrid & Online Interactive Tasks

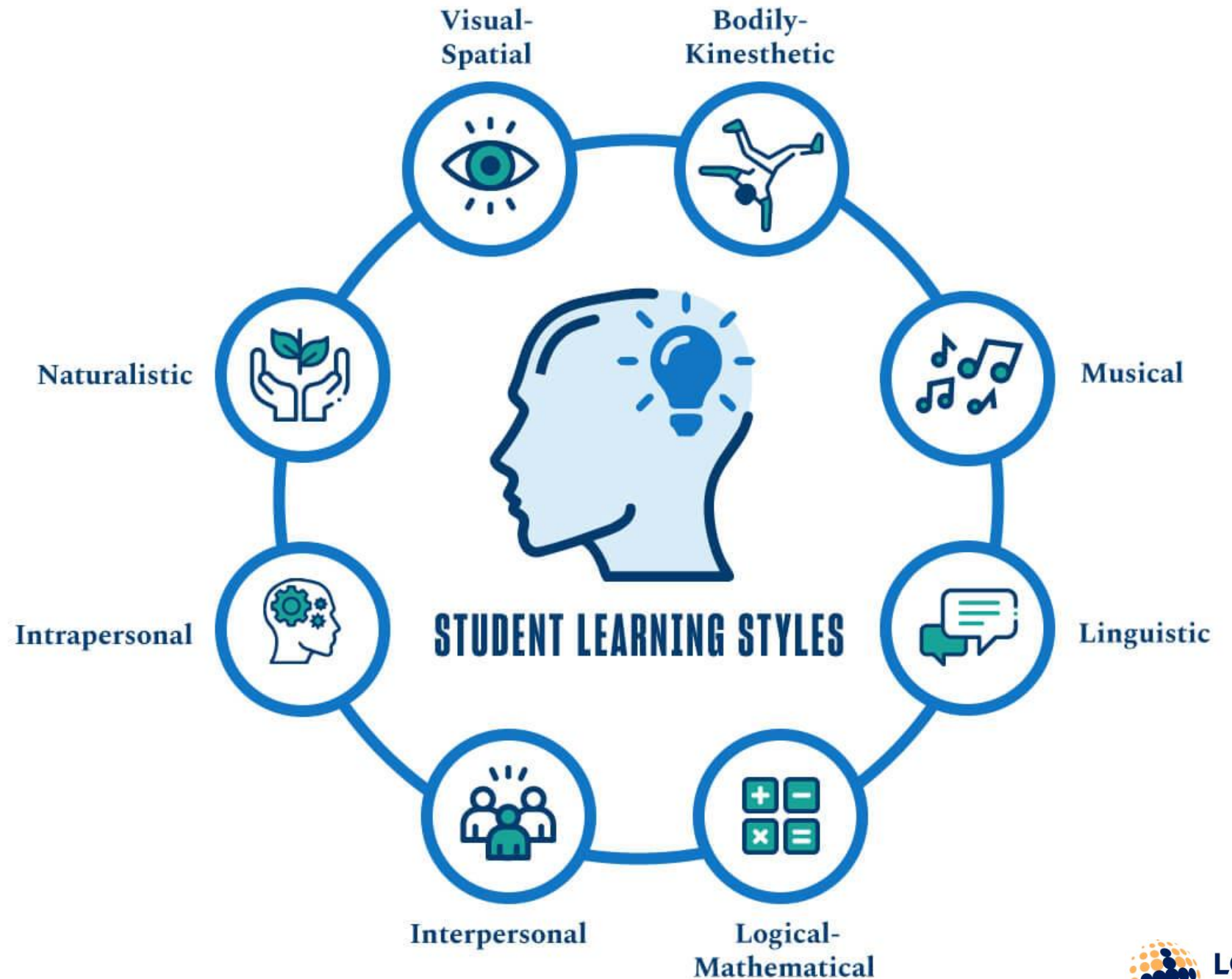
“Everyone is an ocean inside. Every individual walking the street. Everyone is a universe of thoughts, and insights, and feelings.”

Khaled Hosseini

# Hybrid & Online Interactive Tasks

## Everyone's different

Howard Gardner's Multiple Intelligences theory



## Hybrid & Online Interactive Tasks

How to ensure  
everyone is  
learning.

Difficulties:

- **Mixed Ability**

- Aptitude
- Learning style
- Motivation

- **Mixed Levels**

- A wide range of levels

## Hybrid & Online Interactive Tasks

# Strategies for working with students with mixed levels

**BREAKOUT**

ROOMS 15 MINUTES

- **Hybrid & Online teaching and learning is as effective as classroom-based teaching and learning.**
  - **What are our biggest challenges?**
  - **What we do already to deal with these challenges.**
- **Instructions:**
  - 1. Decide on a 'secretary'
  - 2. Discuss the points above based on your own experiences
  - (the secretary will type notes to be copied and posted in the chat (when we return to the main room))



## Hybrid & Online Interactive Tasks

## Strategies for working with students with mixed levels

What we already do....

## Hybrid & Online Interactive Tasks

**Gifted  
learners,  
fast finishers  
& 'weaker'  
students**

- Find out how they feel about your module and their English
- Try to identify students 'area(s) for improvement'
- Ask student to come up with an Study Action Plan
- Communicate your intentions
- Consider a 'study buddy'
- Supplementary material
- Think about the tasks you set – and the evaluation criteria
- Consider other ways of evaluating / assessing
- Assign roles to your group members...

## Hybrid & Online Interactive Tasks

## Strategies for working with students with mixed levels

### Group Roles

- **Manager ( or Facilitator)**
- **Recorder**
- **Spokesperson /presenter**
- **Reflector / Strategy Analyst**
- **Checker?**
- **Questioner?**
- **Encourager?**

The End

# Thank YOU!

- **Next time:**

- To practise language to encourage **reflection** and **goal-setting**
- To focus on language used in **rubrics**
- To describe and discuss **tutor** and **student** roles and responsibilities
- To explore **synchronous** and **asynchronous** tasks

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# References & Resources

Thornbury, S, Underhill, A (ed). (2020) **The New A-z of ELT**, Macmillan Education

Cambridge English Certificate in EMI skills (2015) <https://teachercourses.cambridgeenglish.org/>

LEARNING STYLE QUESTIONNAIRE:

<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>

VARK LEARNING STYLE QUESTIONNAIRE

<https://vark-learn.com/the-vark-questionnaire/>

ANOTHER USEFUL CHECKLIST TO CONSIDER WHEN GIVING INSTRUCTIONS

<https://www.wgu.edu/heyteach/article/guide-giving-clear-instructions-students-that-they-will-actually-follow2001.html>

MORE INFORMATION ABOUT MULTIPLE INTELLIGENCES THEORY

<https://www.simplypsychology.org/multiple-intelligences.html>