



Pearson

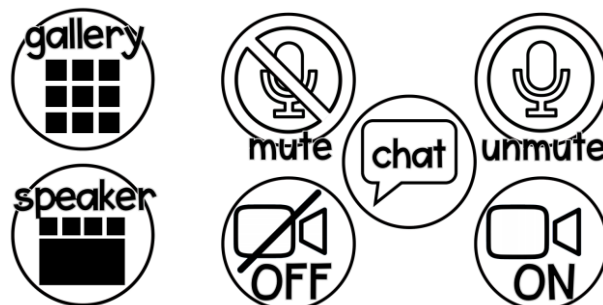
Planning a structured and enjoyable online EFL lesson for primary students

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04.12.2020

Digital training

- Practice the technology yourself
- Prepare a 'how-to' handout to send to your students before class
- Take the first couple of classes to practice the buttons and features
- Use signs to help you communicate what you want



Expected behavior – classroom management online

- Collaborate on rules of the class:
 - No mobile phones
 - No other tabs open during class
 - Use the chat box when completing a task
 - Mute your microphones and unmute when called on

- Arrive on time
- Work in a quiet place
- Ownership of work done on a collaborative document
- Visit the rules every time you start a class

Hello everyone! Please remember to:

- Use the chat box to talk about the lesson only
- Listen to the teacher for mute / unmute instructions
- Turn off any other devices
- Work in a quiet space
- Have lots of fun

Expected behaviour

Visual cues for your students – email them at the start of the year

- Toilet break
- They know an answer
- They understand
- They don't understand
- They want to ask a question



Multi-lingual vs. monolingual

- It's harder for students to answer all at once
- Turn taking and patience are skills to be worked on and praised
- Turn taking can be controlled by the students themselves
- Keep a tally of who's responded every lesson to make it as fair as possible

Structure

- Don't be too ambitious
- An exchange of 600 words requires about 6 minutes for complex group tasks in face-to-face settings, while exchanging the same number of words by collaborative documents (Google Docs, email and so on) would take... 1 HOUR!

Ned Kock, "Media Richness or Media Naturalness? The Evolution of Our Biological Communication Apparatus and Its Influence on Our Behavior Toward E-Communication Tools," IEEE Transactions on Professional Communication, vol. 48, no. 2 (June 2005), pp. 117-30

Beginning the class

- Focus the first few weeks on learner training
- Start the class with an activity any student can join in on if they are late
 - Singing time
 - Previous vocabulary review game, e.g., hangman, anagrams
 - Then take the register

Structure

- Visual instructions – use your screen sharing tool to your advantage
- Vary your activities as much as possible
- Put the aims of the class at the beginning after your warm-up and hello

What learning should we be promoting for home during school closures?

- Activate
- Explain
- Practice
- Reflect
- Review

[Blog: What learning should we be promoting for home during school closures? | News | Education Endowment Foundation | EEF](#)

Approach	Teacher	Parent	Pupil	Resources
Activate	Prepares a home activity of matching flags and maps	Supervises homework but child complete alone. Gives answer key.	Completes activity before class	Worksheet: Counties and flags Weekly email to parents
Explain	Page 44. Teacher highlights there is / are	Provides quiet space	Needs their pupil book and a notebook	Pupil book page 44 Teacher's PowerPoint
Practise	Page 44, teacher provides gap fill of there is / are and completes the listening page 45	Provides quiet space	Needs their pupil book and a notebook	Pupil book page 44 and 45 Teacher's PowerPoint
Reflect	Provide a model of there is / there are game sentences	Supervises homework but child complete alone.	Completes their game sentences in their notebook. Look at page 44 to help them.	Worksheet: There is / there are
Review	Prepares online collaboration tool for group project 'What has your country got?'	Provides quiet space	Works collaboratively with group using Google Docs	5 different google doc pages ready Model

Grading your activities

- Children often get tired or get bored!
- Think about how to vary the support given:
 - sentence starters (there is a...)
 - missing letters (th_ _ e i_)
 - showing pictures to help
 - accidentally showing the answer!

Building a community

- Positivity
- Fairness (rules of the class / tally sheet / delayed typing and response)
- Prepare a question for a friend (repeat)
- Make a get to know your fact sheet – this person...
- Show and tell rotation

Approaching reading and listening

- Pre-text tasks:
 - Slow reveal of a picture – what can students guess about the story?
 - Two sets of words – which ones go with the text?
 - Which sentences go with the text?
- As you experience the text tasks:
 - Stopping and checking
 - Stopping and predicting
 - Put your hands on your head when you hear the word 'forest'
 - Give me another word for / describe this word to me
- After the text tasks:
 - Put the action in order
 - What will happen next – cartoon / writing
 - Comprehension questions vs reaction questions

Fun activities that work online

Flashcard vocabulary

- What is it?
- Yes or no
- Spin it
- Slow reveal
- Left or Right?
- Close your eyes and take one away

Sentences and spelling

- Anagrams
- Mixed up sentences
- Bingo

Speaking fun

- Backs to the camera
- Mystery box
- Prepare a question for your friend

Forgive yourself

- You will make mistakes
- That's how we learn
- That's what we tell our students!
- Don't be hard on yourself