



ALL Briefing No. 20

Date : March 2020

Theme: Remote working / teaching online

Background: In the context of the current pandemic and governmental advice about avoiding / limiting personal contact or staying at home entirely schools and teachers are looking for ways of using technology and self-study approaches to help students continue their language learning.

ALL London, in collaboration with Joe Dale hosted a webinar on 23 March 2020 with Georgina Dorr who is teaching in Hanoi and has been coping with the situation of home teaching for 8 weeks already.

Key messages (advice based on experience):

If providing support online, offer 'lessons' assigned under one of three labels:

LL - **Live Lesson** - now one a week; students are exhausted by long online lessons

IA - **Independent activity** – throughout the week

SA - **Support time available** - Google hangout open for chats.

In Live Lessons be balanced - vary tasks for your workload and students' workload

Include physical activity breaks (potentially in Target Language.)

Create manageable tasks in differentiated versions - shorter than in normal lessons as they don't have teacher interaction available.

Plan a variety of task, but be realistic about coverage of skills.

Make support available - extra support sheets.

Keep a markbook of home learning tasks.

Choose a platform that is appropriate to MFL tasks, easy to navigate and easy to monitor.

Avoid opening to many tabs or platforms.

Be as consistent as possible in relation to times and routines.

Useful tasks include **project-based** work:

- Fashion show

- Making crepes (Show film of the process step by step - pupils then do this too.)
- Songs in French - takes away pressure.
- Using photos.
- Using blogs - *Check with your school on issues of safeguarding*

and **creative** work:

Reviews of French YouTubers

Design/ script a video

Make infographics

and **exam**-related work

References from Georgina:

Google classroom is good for :

- Setting work
- Keeping a Markbook
- Differentiated tasks - you can assign according to ability
- Uploading files / working documents / YouTube links
- Google stream - students help each other - pupils can chat in the classroom while working. Advice: turn off notifications!

Google Hangout can be used for:

- Kahoot / Quizzes
- Shared screens
- Daily tutor time
- Describing photos activities
- Conversation classes
- Games
- Link to text book /
- Link to visualiser

You can set up own comment bank e.g. for grammar, spelling. As you mark, it will mark with your code. [Search: google classroom / comment banks]

Note that Google hangouts is not designed to be an educational setting, so share a Code of conduct with students

Also Calendly and Screen castify (See full notes)
(There are other technical choices, of course,)

The webinar:

<http://www.all-london.org.uk/site/index.php/webinars/>

with link to recording.

Fuller notes on the webinar from Helen Myers (from which the Briefing is taken):
<http://www.all-london.org.uk/site/index.php/webinars/tilt-extra-time-with-georgina-dorr/>

Points for reflection / action:

Explore with your colleagues and school leaders the possibility of offering online support as an institution
Co-ordinate with colleagues within / beyond Languages on shared approaches
Use Social Media etc. to share experiences with other teachers in similar contexts and share success stories and useful strategies with info@ALL-Languages.org.uk

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Association for Language Learning, 1A Duffield Road
Little Eaton, Derby DE21 5DR

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