ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА ОНЛАЙН: ИНСТРУМЕНТЫ И ПОДХОДЫ

И. В.Школа

преподаватель кафедры иностранных языков и методики преподавания,
Бердянский государственный педагогический университет
ireneshkola@gmail.com

Данная публикация представляет собой попытку изучить практическую модель онлайн-обучения английскому языку, которое все чаще практикуется в различных учебных заведениях во время адаптивного карантина Covid-19, вызванного вирусом короны (SARS-CoV-2). Следует отметить, что сложившаяся во всем мире ситуация бросила вызов системе образования и вынудила преподавателей мгновенно перейти на онлайн-режим обучения. Многие академические учреждения, которые ранее не хотели менять свой традиционный педагогический подход, просто не имели другого выбора, кроме как полностью перейти на онлайн-обучение. Этот способ обучения открывает новые уровни творчества и возможностей для учителей и требует глубокого анализа возможности практиковать и улучшать языковые навыки студентов.

Ключевые слова: онлайн обучение; платформа; поход; синхронная работа; работа в группах.

TEACHING ENGLISH ONLINE: TOOLS AND APPROACHES

I. Shkola

Lecturer of the Department of Foreign Languages,
Berdiansk State Pedagogical University, Ukraine
ireneshkola@gmail.com

This publication is an attempt to explore the practical model of online English language teaching, which is increasingly being practiced in various educational institutions during the adaptive quarantine of Covid-19 caused by the corona virus (SARS-CoV-2). It should be noted that the current situation around the world challenged the education system and forced teachers to shift to an online teaching instantly. Many academic institutions that previously did not want to change their traditional pedagogical approach had no choice but to shift to online teaching. This way of teaching opens up new levels of creativity and opportunity for teachers and needs deep analysis of the opportunity to practice and enhance students' language skills

Keywords: online learning; platform; approach; synchronous work; group work.

This publication is the research attempting to explore a practical model to teach English online.E-learning is increasingly being embraced during the adoptive quarantine Covid-19 caused by a Corona Virus (SARS-CoV-2). This situation challenged the education system across the world and forced educators to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching.

A number of studies have documented the affordances of networked multimedia as regards fostering communicative competence in foreign language learning: O. Andreev, V. Kuharenko, V. Svyrydjuk, J. Horvits, N. Mulina, I. Postolenko, R. Agca, G. Dudeney, N. Hockly, M. Martin, H. M. Satar, etc.

Networked computer mediation has been found to provide language learners with increased opportunities to develop their language skills as well as engage in active work through different teaching strategies. According to AlqahtaniMofareh A., «…the use of modern technology leads to enhanced learner outcomes including better student motivation, improved achievement levels, and increased interaction between student and teacher» [1, с. 175].

Recently, there has been a growth in the popularity of the application of synchronous tools in the language classroom with a view to developing students' communicative competence. Teachers can use videoconferencing, google docs, Google Hangouts, padlet.com, quizlet.com, pixton.com, google classroom, Kahoot, renderforest.com etc. For video-based lessons they can use Lesson Stream from Jamie Keddie or Film English from Kieran Donaghy.

Synchronous communication methods, for example, videoconferencing, can be employed as an alternative to face-to-face interactionto provide additional out-of-class speaking practice, thereby facilitating engagement among learners.

Videoconferencing provides instantaneous interaction, since students communicate with their peers in real time, as well as representing a solution for English Learners who have fewer opportunities to communicate in English. Additionally, communication through videoconferencing includes eye contact, gestures and turn-taking, which can enhance students' positive attitudes and motivation to learn the target language.

Teaching English online can help students to develop their Language skills and consider to be the most important outcomes of their learning experience, by means of task-based activities performed on an online platform via the Internet application, Zoom. «Computer-mediated communicationserves as a venue for social interaction, which provides students with opportunities to use language in an authentic context to express their views, convey information, obtain instantaneous feedback and assess their learning of the target language» [3, p.104].

Teachers should choose the online teaching platform wisely. The site of online teaching needs to be:
- accessible: it's easy for students and parents to use at home;
- equitable: it has printable activities for students without reliable internet or device access;
- communicative: so that students can talk directly to you as well as their peers. This might be via a live chat or a discussion board;
- monitorable: so that you can stay informed of student activity and progress. Automated reporting is ideal;
- sustainable: your online teaching platform needs to be a realistic long-term solution that doesn't burn you out with undue amounts of time and effort.

Video conferencing is considered more advanced compared to other methods of distance education in terms of real-time interaction, relationships and motivation cooperative learning [2, c. 54]. On zoom, for example, teachers can work and provide lively discussions and communication with native speakers.They can use lots of resources on this platform and create a lesson delivery environment, which includes synchronous text chat (chat), asynchronous discussion groups (forums), file sharing, and online testing/evaluation, audio/video conferencing (conferencing), Web broadcasts (Webcasts). Teachers can use the chatrooms as a back channel, and this is often far more effective than a traditional classroom, as you can have some students on audio, and/or video, while the others comment, chat, or interact through the chat box.

Technology has provided lots of tools for presenting and communicating content etc. E-mail, viber, padlet, jamboard, chat on zoom, for example, allow students and faculty members to engage in discussions with minimal space and time proximity requirements.

On zoom students can discuss different topics and ideas in turn, in small groups and in pairs (chat rooms). Teacher monitors the work in the rooms and assists if necessary. In feedback teacher nominates students to share their ideas in the whole group and gives feedback. Teacher can divide classes into groups or pairs and send them to different sub-classrooms. In this way, you can introduce many new games as you have the advantage of information gaps to exploit. Then, there is the extra communicative element for students, a greater sense of intimacy between classmates, bonding, creativity and lots of fun.

There are many platforms for online English Teaching. If you are running one-to-one or small group English classes and are mostly focused on conversation, Google Hangouts is an easy-to-use option. It's free and web-based, which means desktop users do not have to download applications to use it. If you have a Gmail address, you'll be able to send recurring calendar invitations to your student(s) and they will be able to sign in to the Hangout directly from their email. Skype is also a good option and is free for group calls. In much the same way as Google Hangouts, you can share files, type messages and video chat. You can also call to landlines if necessary, but you'll be charged for this.

For creating digital content it's best to use a lot of imagery as too much text doesn't translate well to the screen. Materials need to be attractive and brain-friendly. You can add links to further text-based resources so that students can follow-up on the extra detail.

The Internet opens up a lot of creative opportunities for teachers, giving them the ability to go down their own teaching path and teach the way that they believe is best for their students. The British Council (<https://www.teachingenglish.org.uk/?_ga=2.23747903.467513968.1588856288-340012618.1588856288>) and BBC (<https://www.bbc.co.uk/teach>) have lots of free resources to support English teacher's work. It is

easy to use them for online teaching. Everybody can download free lesson plans and materials; get tips and articles, download podcasts and videos related to the topic that somebody is going to teach.

Teachers can use <https://www.ted.com/> if they like to use real videos and articles for motivating students and getting them talking. TED is a wonderful resource, especially with more advanced students. Most of the lectures include an 'interactive transcript' and subtitles. TED talks are very useful for homework, or to recommend as self-study.

Also teachers can use http://www.breakingnewsenglish.com/. Most of the articles include comprehension questions, great to add to in-class reading and discussion online. The articles also contain vocabulary and grammar exercises. Some of them include a listening component.

This site http://www.perfect-english-grammar.com/ not only has very clear explanations of many grammar topics along with a lot of examples, but most of the grammar points also have self-correcting exercises so students can practice, and you don't have any extra grading to do. As a bonus, the website offers infographics on many grammar points, to help visual learners understand the concepts more easily.

Also teachers can use Pixton.com. It is an easy-to-use and intuitive tool that promotes collaborative work, creativity, and critical thinking. It also includes options for providing feedback, sharing content online, and downloading comic strips. This is a great learner-centered tool that allows students to construct their own knowledge and display it in a way that is meaningful to them by allowing them to create comics representing their concepts and ideas. Pixton is really useful for developing grammar and vocabulary skills. Using of this tools is the easiest and most important way to engage English Language Learners, because When students create, they learn. Teacher provides opportunities for students to create oral and written narratives or to invent academic lyrics to favorite songs. All of these activities encourage student communication and language acquisition through creativity.

So, online teachingopens up new levels of creativity and opportunity for teachers. It can provide students with the opportunity to practice and enhance their communication skills outside the classroom setting.

Obviously, distant learning is not a tracing of full-time learning and requires a new structure of lesson organization – at least because students are more tired when working at the computer and lose concentration. But it is no less obvious that modern distance education has emerged, formed and is developing on the basis of a concept known to us as the «inverted class». This is a system when the student really masters the material on their own before the lesson, and the lesson time is used to talk to the teacher, asking the material that is not clear, to correct mistakes, if any, to discuss difficult questions. This system teaches the student to learn independently. And now is the best situation to start mastering it.

References

1. Alqahtani Mofareh A. The Use of Technology in English Language Teaching Frontiers in Education Technology. – Vol. 2. – No. 3. – 2019. – P. 168–179.
2. Lee, L. Focus-on-form through collaborative scaffolding in expert-tonovice online interaction. Language Learning & Technology. – 12 (3). – P. 53–72.
3. Martin M. Seeing is believing: The role of videoconferencing in distance learning. British Journal of Educational Technology 36. – 2005. P. 97–405. – электронный доступ: <https://www.researchgate.net/publication/227603721_Seeing_is_believing_The_role_of_videoconferencing_in_distance_learning>.