TEACHING IN THE NEW NORMAL TEACHER EDUCATION

DR ANNA NUNAN
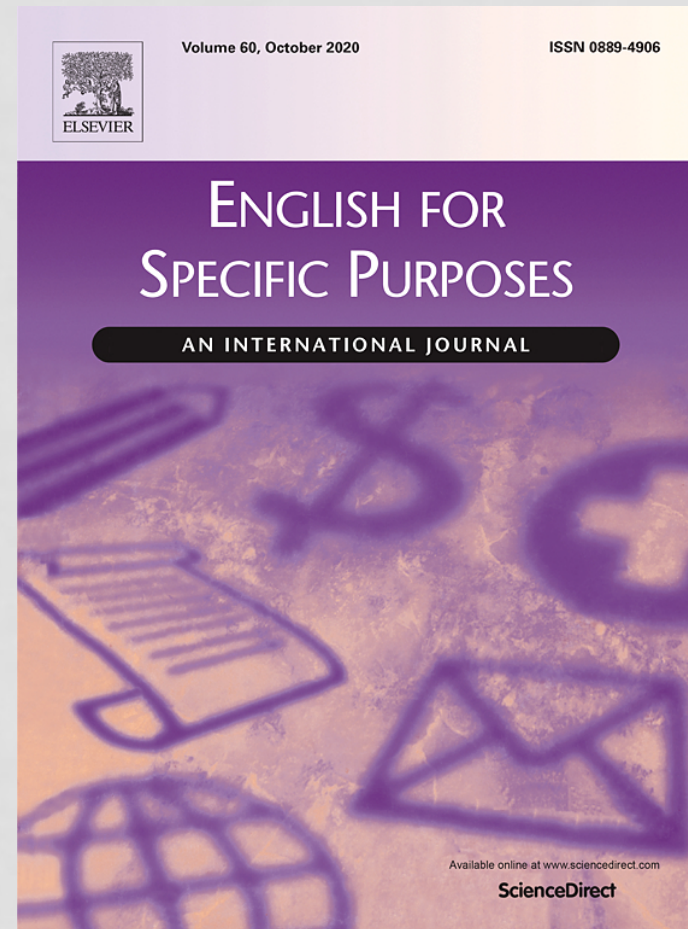
TEACHING IN THE NEW NORMAL

RECENT PACE OF CHANGE

- Sudden and unprecedented
- Slow to fast – even at a monolithic university
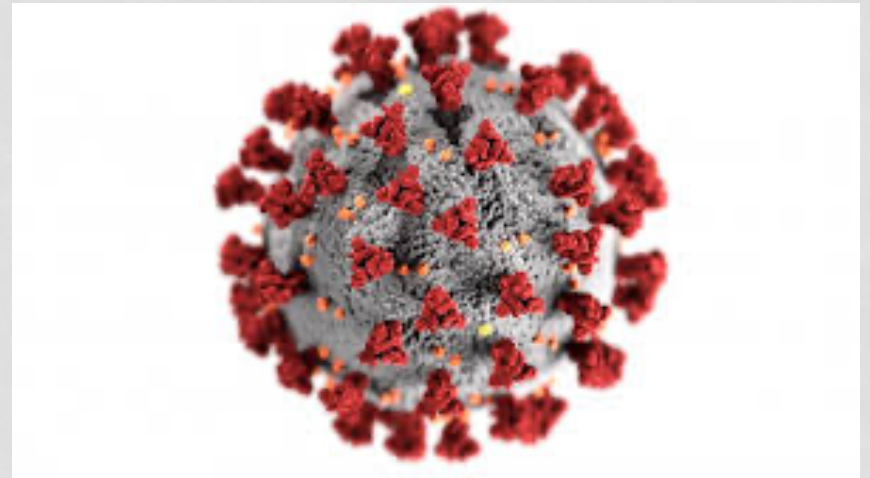- Pivot to online teaching
- Blackboard Collaborate/Zoom/Google Meet…

CHANGING FACE OF ELT

- English for Academic and Professional Purposes

REASON FOR CHANGE

- Unsettling

DYNAMIC ENVIRONMENT, …

- Usually in response to student needs
- Or compelling research

OLD NORMAL

NEW NORMAL?

CLASSROOM NOSTALGIA?

ACQUISITION RICH ENVIRONMENT?

THING OF THE PAST?

ONLINE LANGUAGE TEACHING PREPARING TEACHERS (MARCH 2020)

- Emphasize the advantages
- Minimize the disadvantages

ADVANTAGES OF ONLINE TEACHING

- Correlates with 21st century learning frameworks by utilizing construction and creation capabilities of Web 2.0
- Easier access to 'new' learner-appropriate tools – gaming, social media
- Electronic materials – less paper waste
- Collaborative tasks are easier outside class time
- Classes are accessible from anywhere
- Avoidance of travel, commuting and relocation

DISADVANTAGES OF ONLINE TEACHING

- Dissociation, disconnection, distractions
- Communication difficulties
- Technical realities – internet, sound and vision
- Unnatural, altered rhythm of pauses and conversation
- Consciousness of ever-present cameras
- There are limits to 'immersion' online and to cultural and experiential language learning

TEACHER EDUCATION - LOOKING AT RESEARCH

- Teachers often don't engage with research that might be relevant for their pedagogical practice (Borg, 2009)

POTENTIAL TO DISRUPT TRADITIONAL APPROACHES

- Online is substantively different to face-to-face and has the potential to disrupt and transform traditional approaches, even if online environments try to replicate face-to-face classes (Hampel, 2019)

RESEARCH - BROAD PERSPECTIVES

- Online education and the emotional experience of the teacher
- Presence and positioning of the online instructor persona
- Effective communication online
- Collaborative tasks for online language teaching
- Comparative analysis of learning outcomes
- Connectivist vs. dissociative effects of online learning
- Theory-practice gap
- Planned online language education

CONNECTIVISM VS. DISSOCIATION (REESE, 2015)

- Debate on whether online educational options are harmful to traditional education or offer endless benefits to 21st century learners

- Just as the print technologies and literacies shaped the Enlightenment, the social media technologies and literacies will shape the cognitive, social, and cultural environments of the 21st century

CONNECTIVISM

Today's Learner

- Collaboration
- Constructivism
- Autonomy
- Community
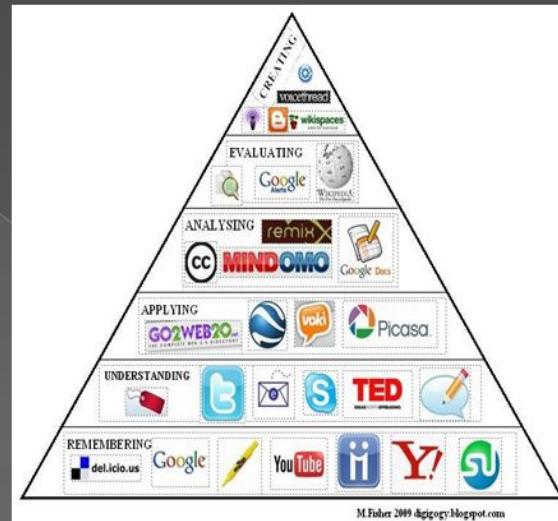
Rheingold, H. (2010). Attention and other 21st century social media literacies. Educause Review, 45(5), 14-24.

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CONNECTIVISM – LEARNING IN A DIGITAL AGE

- 21st century skills
- Cultural and global awareness
- Self-direction
- Risk-taking and creativity
- Communication
- Reflection
- Real world applications of knowledge

(Green et al., 2010)

DISSOCIATION ONLINE

- Dialogue is lacking in online courses
- Online courses expect too much self-discipline from students
- Students need to be connected - on campus/in person experiences connect them to instructors and peers (Bejerano, 2008)

AGE OF TECHNOLOGY

FRAGMENTED EXPERIENCE

DETRIMENTAL EFFECTS OF THE AGE OF TECHNOLOGY

- Rapid access to bits of information leads to fragmented experience, compromised ability to focus on other people and lessened ability to think critically or argue logically (Chun et al., 2016)
- Teachers, however, must pay attention to technology because technology inevitably affects language use in terms of individual volition, social conventions, situational contexts and material constraints

DEMANDS ON TEACHERS' TECHNOLOGICAL COMPETENCE

- Increasing demands on language teachers' technological competence
- Teachers feel unprepared
- Some are over-reliant on already developed pedagogical expertise

BEGINNINGS OF ONLINE LANGUAGE CLASSES

- The focus on interactive skills in CLT in the 1970/80s posed serious challenges for distance language education (Stickler et al., 2020)
- Telephone tutorials with email (1996), VoxChat, Lyceum (2002)
- New skills for teachers and learners are required
- Questionnaires, observations, interviews in comparative satisfaction studies (2007)

FINDINGS OF EARLY DISTANCE LANGUAGE EDUCATION STUDIES (2007)

- Student learning with ICT is more successful if teachers develop the skills to integrate digital tools into their teaching practice
- A close connection can be found between flexible, professional teacher development and improved student learning
- Teachers need to learn to plan, foster and manage a collaborative and communicative classroom where technology enhances language learning
- Need to create opportunities for interaction and promote learner autonomy
- Need to assess the ICT proficiency of students, allocate appropriate time to lesson stages and use Twitter, Wiki, Facebook, blogs and forums
- Need to identify similarities and differences between online and face-to-face teaching contexts

THEORY-PRACTICE GAP - RECOMMENDATION

- Need for a framework for flexible, experiential teacher training workshops (Stickler et al., 2020)

DIGITAL CONTENT CREATION, SAFETY, PROBLEM SOLVING

INFORMATION AND DATA LITERACY

TEACHER TRAINING

- Teaching with technology, using its advantages, the social skills of community building, skills to teach creatively and develop a personal teaching style in an online medium
- Experiential learning is important where teachers are immersed in the technology and construct content and develop self-reflection skills, peer feedback and support strategies
- Inclusion of professional digital competence in teacher education
- Collaborate with IT coordinators, educational technologists

TEACHER EDUCATION PEDAGOGICAL AND TECHNOLOGICAL

Prepare teachers for the classroom

- Practices should not involve using technological innovations without a sound pedagogical foundation

Prepare teachers to teach online

- Practices around technology should not be largely under the control of the teacher

CLASSROOM TO ONLINE ONLINE TO CLASSROOM

Shared skills

- Building a rapport with students
- Good planning, organization and time management
- Clear aims and outcomes
- Speaking the target language
- Listening to students
- Some reading and writing tasks
- Some group work

New skills

- Checking non-verbal communication online
- Measuring student response and uptake online
- Monitoring breakout groups
- Providing quick checks and clarification requests online, quick feedback to individual students
- Developing communicative online communities
- Developing online collaborative activities

WHAT HAVE WE LEARNT?

LOST AND GAINED?

ONLINE VS. CLASSROOM

PREFERENCE, CHOICE, FLEXIBILITY

THE NEXT NORMAL
THE FUTURE POST-COVID

Hybrid

- Synchronous classes taught live and remotely at the same time

Blended

- Learning that integrates digital technologies (online tools and techniques), project-based learning and connected learning

HYBRID LEARNING

LIVE AND REMOTE AT THE SAME TIME

DIGITAL TECHNOLOGY

ONLINE TOOLS AND TECHNIQUES

PLANNED ONLINE LANGUAGE EDUCATION

A cautionary tale

- Due to the time constraints of rapidly transitioned online teaching, there are some key areas where compromises will likely have to be made: test security, assessment, copyright, accessibility, and technology use (Gacs et al., 2020)
- High-quality online instruction - review objectives, delivery format, platform and tools, interaction types, assessment and evaluation
- Establish communication practices, be visible, present and authentic, establish a learning community, seek feedback

ESTABLISHING A LEARNING COMMUNITY

Ways of

- While this is one of the most challenging things to do online, there are ways to foster a class community (Hampel & Stickler, 2015).
- Assignments should be included that have students interact with each other and not only with the instructor. Allowing students to express their creativity and personality can create community. Laying down ground rules of online communication netiquette for forum discussions (Mintu-Wimsatt et al., 2010)

ISSUES

- Avoid the dichotomy of old–fashioned classrooms vs. online classes
- Formal learning versus online
- Online for financial reasons
- Evening & exam classes online

- Need to understand student perceptions of online language learning
- Consideration over time of advantages and disadvantages of both
- Direct, parallel comparison studies of classrooms vs. online in terms of outcomes

AVOIDING TECHNOLOGICAL DETERMINISM

- We should avoid technological determinism – the foundation of any language course is a well-developed, methodologically sound curriculum based on language acquisition research findings (González-Lloret, 2020)

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ENGLISH LANGUAGE TEACHING