

ПЕДАГОГИЧЕСКИЕ НАУКИ

УДК 371.315.7
ГРНТИ 49.38.32

ON-LINE TEACHING AND LEARNING DURING THE CORONAVIRUS PANDEMIC

Lyusina Irina Aleksandrovna
Murmansk Budgetary Comprehensive School "Lyceum 2"
2, Samoylovoy, Murmansk, Russia, 183038

ОН-ЛАЙН ОБУЧЕНИЕ ВО ВРЕМЯ ПАНДЕМИИ КОРОНОВИРУСА

Люсина Ирина Александровна
МБОУ г. Мурманска 2 Лицей 2»
183038 г. Россия, г. Мурманск, ул. Самойловой, д. 2

Annotation. The coronavirus pandemic has divided the world into two groups: before it and after it. People have to stay at home and our living habits have been changed either. In fact, it touches all aspects of our lives: the way we shop, the way we do business and even the way we teach and learn! A great amount of people have to work on-line. The list of how technology has influenced our lives recently is endless. This fact is admitted by both groups, those who are not really into gadgets and who are hooked on devices. Nowadays we have started realizing that technology has changed the world beyond our imagination.

The focus of this article will be on some ways of teaching and learning on-line. I would share my ideas and some of the tools that I use to achieve the concept of the 'connected study'. I would highlight how high-tech homework increases learning among digital teens. I hope this article will be helpful for teachers of English.

Аннотация. Пандемия коронавируса поделила мир на две группы: до пандемии и после. Людям необходимо было оставаться дома и поменялся образ жизни. Фактически, это затронуло все аспекты нашей жизни: шопинг, бизнес и даже обучение! Многим людям пришлось работать он-лайн. Список того, как технологии того, как технологии повлияли на нашу жизнь может быть бесконечным. Это признают обе группы: те, кто привязан к гаджетам и те, кто не представляет свою жизнь без них. Сегодня мы начали понимать, что технологии колоссально изменили наш мир.

В данной статье я бы хотела поднять проблему он-лайн обучения. Поделиться идеями и необходимыми ресурсами, которые я использую для достижения концепции он-лайн обучения, которые помогают улучшить качество обучения в домашних условиях. Надеюсь, что данная статья будет полезна учителям английского языка.

Key words: coronavirus pandemic, web-resources, apps, teaching and learning, interaction, platform, teens

Ключевые слова: пандемия коронавируса, интернет ресурсы, приложение, обучение, взаимодействие, платформа, подростки

Digital technologies are highlighted due to the pandemic

About 20 years ago, when I started teaching, technology in the classrooms was limited. There were not enough computers for everyone at school. Moreover, few people had computers or laptops or even mobile phones at home.

It stands to reason, that technology are being changed and developed. Today recording a lesson, filming a friend's birthday party or doing some Internet research has become natural! Technology has become an integral part of everyday life. And we have to face and realize it due to the coronavirus pandemic. While staying at home have tested some contents in order to continue working with my students and I hope my ideas will be helpful for someone.

The school where I work is a secondary comprehensive school. I teach over 180 students, aged 12 to 17. They use textbooks published by the same firm, differing only in the level of development. In other words, each book builds on the previous level. Unfortunately the duration of our lessons was limited

according to the schedule. And they mustn't be longer than 30 minutes. There are many web resources, for example, <https://uchi.ru>, <https://resh.edu.ru>, <https://infourok.ru/>, <https://lingualeo.com>, <https://www.yaklass.ru> useful for both for teachers and pupils. In the limited conditions, the most suitable tool for teaching, to my mind, is the platform <https://www.yaklass.ru>. Teachers of different subjects, such as Math, History, Russian, Chemistry, Biology and the others can use it in their work.

Apps for teaching and learning

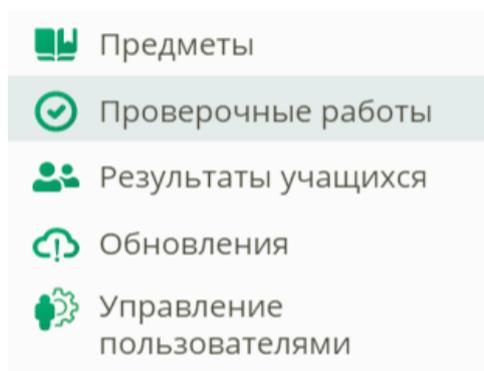
When I first started teaching on-line, in April 2020, I was a bit skeptical about it. Part of this scepticism was due to my own ignorance – I felt unsure of my own capability. Nonetheless, there was no escape. The on-line lessons were an essential part of the learning materials and had to be used. All the students had to be signed up and their names entered into the program. They were then given a password and username with which they could log-in on any gadget (a computer, a laptop, a tablet or a mobile phone) and

access their electronic classwork or homework anytime and anywhere.

Every subject of this resource has modules for study.



And every teacher can create tasks or tests.



The teachers put the date, making the students aware when they need to do them.

Проверочные работы /

Создание проверочной работы

1. Настройки → 2. Задания → 3. Учащиеся → 4. Обзор и подтверждение

Тема работы:

Введите тему работы (обязательное поле)

Инструкции к работе (текст, который будет выслан учащимся на электронную почту):

Введите инструкции или сообщение для учащихся

Дата и время начала: Дата и время окончания:

01.10.2014 23:34 02.10.2014 23:34

Время выполнения работы:

00:45 (часы : минуты)

Учащиеся могут видеть результат работы сразу после её выполнения.

[➔ Продолжить](#)

The teacher determines the closing date by which the homework must be completed by clicking on a calendar. Once this closing date has arrived, the homework automatically closes and no more can be submitted. However, should the students need more

time, the teacher can extend the closing date at any time. The teachers can then go into the students' accounts and see who actually did or didn't do their homework and what they got correct or incorrect on the assignments.

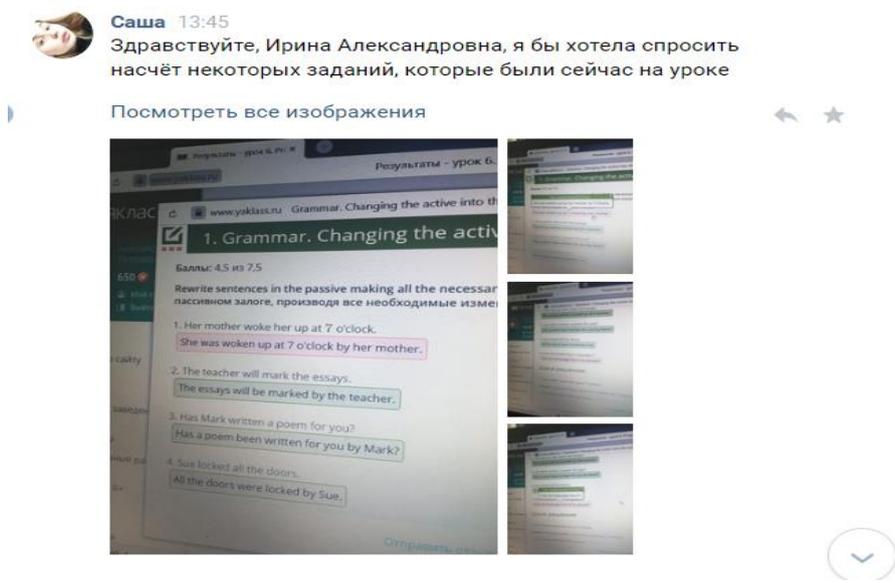
Homework. Past Perfect and Past Perfect Continuous

Класс: 10Б
 Максимальное количество баллов: 15
 Срок проведения: 16.04.2020 15:17 - 20.04.2020 22:01
 Максимальное количество попыток: 3
 Итоговый результат: засчитывается лучшая попытка

Работу выполняют: 3 Работу не выполняют: 2 [Фильтр по результатам](#)

Результат	Учащийся	№ 01	№ 02	№ 03	№ 04	№ 05	№ 06
		1,5 б.	1,5 б.	3 б.	3 б.	1,5 б.	4,5 б.
Не начато	Валерия Афанасьева						

Additionally, the students can send email messages or chat to the teachers and the teachers can reply.



Generally, web resources motivate pupils as they also provides correction and feedback. Consequently, the students find out if their answers are correct immediately; they don't have to wait to get the answers

from the teacher. This rapid response accelerates learning and it's really handy as it saves time. As a result, the level of knowledge is being enhanced.

Результат	Учащийся
22,5 Б. 83% 20:29	Дарья Аленичева
13 Б. 48% 24:27	Полина Бережная
18,5 Б. 69% 27:21	Юлия Бородина
19,5 Б. 72% 20:32	Даша Вдович
27 Б. 100% 17:56	Екатерина Гереш
18,5 Б. 69% 24:35	Анастасия Исаенко
24 Б. 89% 17:11	Виктория Конкина
22,5 Б. 83% 24:01	Егор Норицын
8,5 Б. 31% 20:16	Дмитрий Петров
22,5 Б. 83% 24:05	Софья Рубашкина

Moreover, pupils don't have a chance to rewrite from each other as "yaklass" provides a big variety of exercises for all tasks for every pupil. Besides, the other links are blocked during the session.

Besides, it is a good way to make the work at home more interesting and to provide ideas and directions for autonomous learning as there are a lot of interviews, stories and songs that pupils love so much.

Listen to the song by Adele 'Set Fire To The Rain' and fill the gaps with the verbs (in past simple) that you will hear.



I let it fall, my heart,
 And as it fell you to claim it
 It dark and I was over
 Until you my lips and you saved me

 My hands, they're strong
 But my knees far too weak
 To stand in your arms
 Without falling to your feet

The key point of the 'connected study' concept is that technology can break down the barriers between lesson and homework, merging them so that, the homework is a direct extension of the actual lesson. Indeed, when I plan my lessons now, I think of the two parts (the lesson and the homework) as one whole: they are connected. What's more, the better the connection between what we do in class and what the students are asked to do at home, the better they engage with the homework.

However, despite the positive contributions this web resource makes to the studying, it is not the be-all and end-all of teaching or learning. It's only a supplement of learning process. Good language learning still needs to involve speaking and writing assignments. Furthermore, as with more traditional types of work, the key is to give enough practice. The mentioned resources cannot in any circumstances be a replacement for a good teaching method. However, it is a great addition to what teachers do in class. Such Apps can be useful during the limited period or for providing pupils with their homework.

Interaction

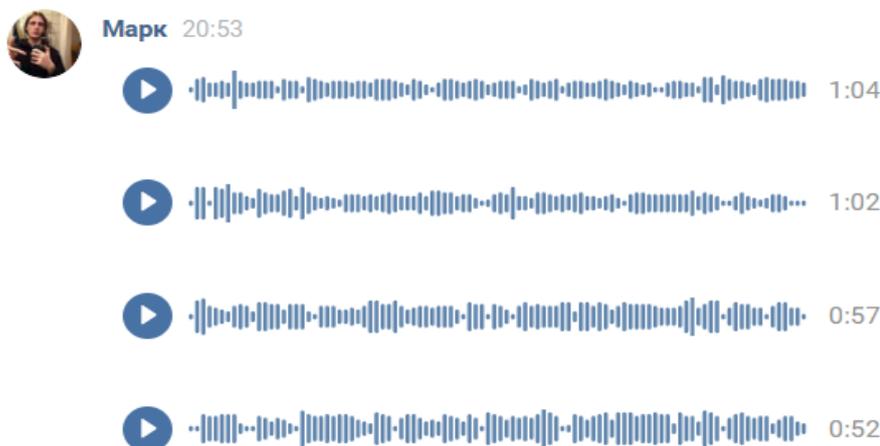
During the pandemic I have found a great number of possibilities that can help us to share, collaborate, upload videos, add audio, blog – and much more. It now means that I can organise collaboration at home. So, for example, the homework might be a collaborative piece of work where the pupils could make a list of the typical mistakes then comment on each other's mistakes inside there group. (I have previously created chats according

to their class where they ask to explain their mistakes.) This is all very positive and has really helped to motivate the students, to make the learning more personalized, to share ideas with each other without embarrassment and to introduce different forms of group and pair work and to extend the lesson beyond the classroom.

It stands to reason, that the best way to develop fluency is to take part into discussion. Children like commenting another person's mistakes. This process can involve the whole group. There is a great video that shows a presenter making loads of mistakes which is ideal for the students to watch and analyze at www.youtube.com/watch?v=wXILI9Q1jIw. Besides, it is very funny and can be helpful in their real life. Children watch a video of a bad presentation and suggest ways that it could be improved, in their chats. It's important to give them examples of good presentations at <https://www.presentationzen.com>.

Sometimes I have my pupils watch TED talks (with or without subtitles or transcripts), and do related language work or hold a discussion around the topic. But the TED website itself also engages viewers in dialogue around topics. TED Conversations (www.ted.com/conversations) has forums in which viewers can discuss issues that may come out of watching the videos. You could always encourage your teens to contribute – they will need to sign in. There is no more authentic use of language than engaging in a real online discussion. The homework is, therefore, can be linked to the content of the lesson.

I am especially interested in using the web resources for speaking activities. They can do it at <http://vocaroo.com/> or at <https://vk.com>.



Here, the students can click on a button, record themselves speaking and then send the recording to me. I comment or correct their speech. It is the best way to develop their fluency and accuracy. There are obvious benefits to such an approach:

1. Shy students benefit as they can make the recordings in the privacy of their own home.
2. The students can make their recording as many times as they like until they are happy with it, and then submit it.
3. The students can build up evidence and examples of their progress in speaking over a period of time.
4. It is the best way to prepare them for the oral part of exam staying at home during the pandemic.

The good news is there are more and more of these types of tools emerging on the internet. I recently came across Eyejot, another great tool that we can use for speaking activities. Eyejot (at www.eyejot.com/) has the advantage that recordings can be downloaded onto a hard drive. It also works with a webcam so the recordings can be done as videos.

I might then get them to practice target language in pairs, thereby building their confidence in speaking at <https://zoom.us/postattendee?id=4>. One way to use it might be in the context of a job interview. Before the lesson, you might watch some videoed examples of job interviews and get the students to analyse and focus on the questions asked. You might then put them into pairs, get them to think of ten more interview questions and then ask them to role-play an interview. When giving feedback, you can focus on any problems of pronunciation or language use. Finally, for homework, you can get the pupils to record their interviews. They send their recordings directly to you for feedback on

their oral performance. This is just one simple scenario but there are obviously many other ways this tool can be exploited. Pupils download this app, set it, get my link and log onto it at an appointed time. But to my mind the lesson shouldn't be less than 60 minutes so that to have enough time for every pupil.

Conclusion

Technology has revolutionized the ways we taught and learned due to the pandemic coronavirus. It has extended our view and has removed the walls of the classroom and making it an essential part of our life. With high-tech resources children can not only have fun playing on the computer but learn at the same time, provided that there is a good balance.

On the contrary, the students keep begging for more! And it is important to find the balance between development and addiction. The bottom line is that happy students equal happy teachers, which in turn creates a positive educational environment. It is a win-win situation.

Resources

1. Nestor Kiourtzidis *Become an Online English Teacher*. London: Pavilion Publishing and Media; 2015 (In Eng).
2. John Hughes *A Practical Introduction to Teacher Training in ELT*. Pavilion Publishing and Media; 2015 (In Eng).
3. Fiona Mauchline, Julie Moore, Stacey H. Hughes *ETpedia Vocabulary*. Pavilion Publishing and Media; 2019 (In Eng).
4. Marianne Celce-Murcia, Donna M. Brinton, Marguerite Ann Snow, David Bohlke *Teaching English as a Second or Foreign Language*. National Geographic Learning; 2014 (In Eng).