ENGLISH FOR TECHNOPEDAGOGY - LESSON 4 : MANAGING ONLINE CLASSROOM INTERACTIONS

Table des matières

Objectifs

At the end of this lesson, learners will be able to :

- *Manage interactions with participants in an online English learning course*
- *Collaborate effectively with learners using English as the medium of communication*
- *Use the English language to motivate participants in a course*
- Use *conditionals in English*
- *Express possession with « Of » and « -'S » in English*
- *Use negation and contraction*

Introduction

Although online teaching is partly carried out asynchronously, it is advisable to include synchronous sessions during the training. These sessions enable interaction between the instructor and the learners, as well as among learners themselves under the instructor's guidance. To facilitate such interactions, instructors need to understand how to manage exchanges in an online learning environment.

The purpose of this course is to provide the foundational skills required for successful online communication in a learning context. It prepares future technopedagogy practitioners to create the conditions for engaging, motivating, interactive, and immersive courses.

MANAGING INTERACTIONS WITH PARTICIPANTS

One of the key aspects of online class management is the instructor's ability to effectively manage interactions with and among participants. To achieve this, teachers can apply specific strategies that foster smooth and meaningful communication both with learners and between them. This approach involves managing interactions at four critical stages: before the course begins, at the start of the course, during the course, and at the end of the course.

1. **Before the Course**

   Before starting the course, it is essential for the teacher to use strategies that create the conditions for seamless communication including the following actions and activities :

   - Familiarize yourself with the course delivery structure and the site/platform

   - Develop an online delivery plan/schedule

   - Check that all resources, activities and links work (i.e. they open in a new window), are current and relevant to the learning experience

   - Update your contact information

   - Contact learners, welcome them to the course and provide clear log-in instructions

2. **Interactions At the Beginning of the Course**

   At the beginning of the course, the following strategies can be used :

   - Check that learners can log-in and provide support and troubleshoot as needed

   - Provide for communication in the course requirements and philosophy : you should include communication into the course structure as a requirement, and make the reasons for this requirement clear in the course orientation. Help students to understand the important role communication plays in the development of the online course community. Furthermore, create a common forum where students can discuss any topic much as they would before and after a face-to-face class.

   - Facilitate **introductions and community-building activities** at beginning of the course. For instance, the instructor can have everyone introduce themselves in a café style **forum**

   - Set clear expectations

   - Confirm contact/turnaround times

- Emphasize the importance of interactions and that online communication between participants is key to building community and contributes to the course outcomes, profiles, forums, chats etc.
- Encourage sharing of experiences

3. **Interactions During the Course**

During the course, other strategies include the following:

- Be a positive online role model :

  The instructor should serve as model to the students by being open minded about sharing life, work, and educational experiences with the students as part of the learning process. This helps the students in opening up and presenting their own personal anecdotes and other information that could prove valuable to the course. The teacher can also be a model in terms of communication by modeling effective communication and providing guidelines. This is how the instructor, as a facilitator, can show students what is expected of them.

- Send some sort of meaningful weekly communication, but, don't overwhelm learners
- Ideally respond to learner's communication within a reasonable time frame to resolve any difficulties/queries to ensure their learning is not interrupted. You can do so through phone calls, emails, messaging, and forum posts
- Provide guidance and direction to learners when needed
- Encourage online communication between participants :

  Encourage student posts and discussion and be prepared to encourage those that are falling behind. When applicable, send individual posts of encouragement to students or send thank you's and good jobs to students as individual emails.

- Relate to learner experiences and ask thought provoking questions
- Promote learner independence/responsibility and learner collaboration
- Provide technical and other learner support as required
- Online learning can be isolated and lonely so provide positive encouragement and feedback
- Monitor learner progress, participation in activities and completion of assessment tasks and follow up as required
- Provide informative developmental feedback

4. **Interactions After the End of the Course**

Once the course is concluded, further actions should be taken for improvement based on learners' feedbacks :

- Wrap-up the course, thank learners for their participation
- Review learner feedback and make recommendations for improvement
- Engage in your own self-reflection for improvement and consolidation

CONDITIONALS
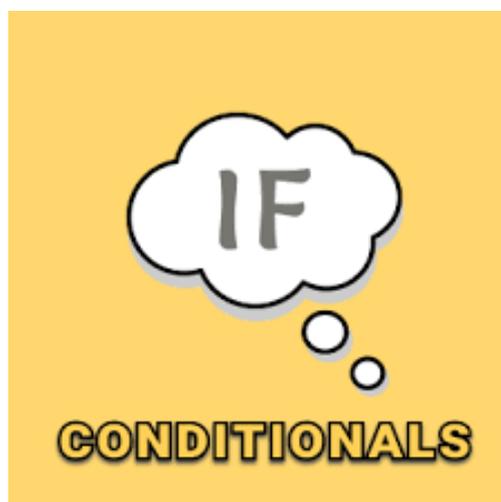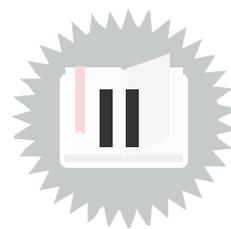
1. **Definitions**
   - **Conditionals** : Conditionals are sentences that express a condition and a result related to it.
   - A conditional sentence has two main parts : the « **if clause** » and the « **main clause** ».
   - **The if clause** : this is the part of the sentence that expresses the condition. This clause is generally introduced by « IF », but it can also start with « WHEN » or « AS SOON AS ».
   - **The main clause** : This is the part expressing the result.

     Examples :

     If you study hard, you will pass your exam

     Here, the if clause is « *if you study hard* » and the main clause « *you will pass your exam* ».
   - **Ordering of clauses** : it is possible to reverse the order of both clauses. However, if you start the sentence by the main clause, there is no need to insert comma after the main clause *(if you read two books per month, you will improve your reading ability / You will improve your reading ability if you read two books per week)*.

2. **How to Use Conditionals in a Conversation ?**

There are five categories of conditionals : zero conditional, first conditional, second conditional, third conditional and mixed type conditional.

a. Zero Conditional
   - This type of conditional is used to express a general truth such as laws and rules. The tense used for zero conditionals is the present simple.

     Examples :

     If you heat ice, it melts. / If he drinks too much coffee, he can't sleep at night. / When the sun goes down, it gets dark.

b- First Conditional

- We use first conditionals to talk about future situations be believe are real or possible. The tense of the « if clause » is the present simple while the « main clause » is in the simple future.

  Examples :

  It it doesn't rain, the competition will take place / The competition will take place if it doesn't rain

  When I am ready, I will call you / I will call you when I am ready

  He will recover fast if he takes the prescribed medicine / If he takes the prescribed medicine, he will recover fast.

c- Second Conditional

- Second conditionals are used to talk about present or future situations that are impossible or unlikely to occur in reality.

- The tense of the « if clause » is the past simple while the « main clause » is in the present conditional.

  Examples :

  If I had a big house, I would need two dogs to keep it.

  If I won the lottery, I'd send some money to my parents.

  If I were you, I wouldn't worry.

  I would choose the USA if I were you.

- When IF is followed by the verb BE, it is correct to say « If I were », « If he were », « If she were », and « If it were ». However, in practice, people often say WAS instead of WERE, especially for HE or SHE.

  Examples :

  If she was president, she would harm the people seriously (or If she were president, she would harm the people seriously).

d- Third Conditional

- Third conditionals are used to talk about past situations that are unreal. Both the condition and the result are completed in the past and there is no possibility that the result could complete in the present or future unlike the second conditional.

- The tense of the « if clause » is the past perfect while the « main clause » is in the perfect conditional.

  Examples :

  If he had studied harder, he would have passed the exam

  If I had been you, I would have called the police

  If it had rained, they would have missed the train.

d- Mixed Type Conditional

- Mixed type conditionals are used in situations where the condition is in the past while the result is ongoing into the present.

- The tense of the « if clause » can be the past perfect or the past simple while the « main clause » is either in the present conditional or the perfect conditional.
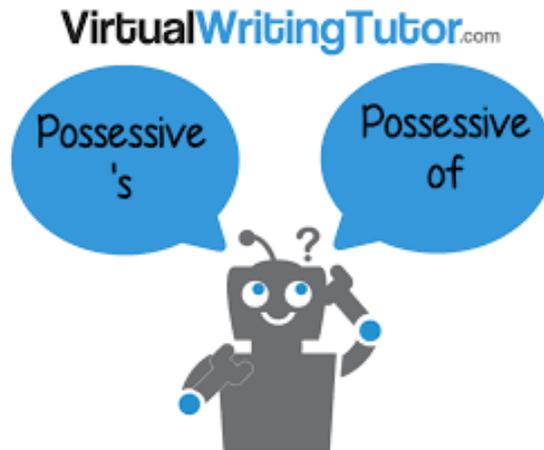
  Examples :

  If he had studied harder, he would pass the exam.

  If you had worked harder, you would have a better job now.

If you were not afraid of spiders, you would have put it outside.

If you were not afraid of spiders, you would have put it outside.

POSSESSION WITH « OF » AND « -'S »

- We use possessives to show that something is owned by someone or belongs to an entity.

- There are three patterns that help to express possession with nouns : « Noun's Noun », « Nouns' Noun » or « Noun of Noun ».

- **Noun's Noun** : we use this pattern for singular nouns

  Example : we are having a party at John's house

- **Nouns' Noun** : this pattern is used for plural nouns

  Example : this is my parents' house

- **Noun of Noun** : this pattern can be used for both singular or plural nouns

  Examples : The house of John / The house of my parents

- **NOTE** : you can use « Noun's Noun » for irregular plural nouns such as « men », « women », « children », « people »

- Sometimes, the possessed thing is deleted after the possession mark to avoid repetition.

  Examples : Is this John's bike ? No, it's **Tony's**. / It is not my grand father's house, it's my **father's**.

NEGATION AND CONTRACTION
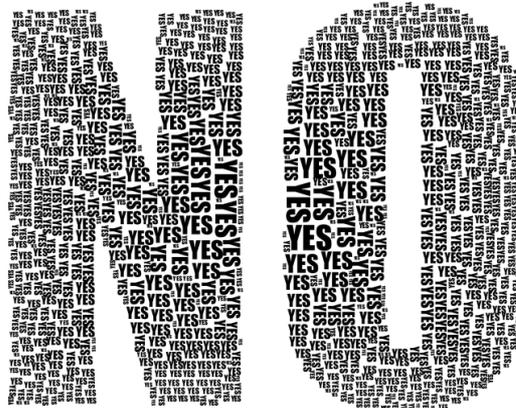
1. Definitions

- **Negation** is the fact of saying « no » or the fact of saying the opposite of something or to say that something is not true.
- **Contraction :** A contraction is a shortened form created by combining two separate words in order to make them easier and quicker to pronounce. Contracted forms are more frequently used in informal conversation or in verbal communication.

2. Negation in English Grammar

- Negation has two major patterns in English : negation with « do » and negation without « do ».
- **Negation with « do »** : most English verbs follow this pattern for negation.

  To make a negative sentence with « do », you should apply this rule :

  General rule : subject + do (or « did » in the past) + not + verb

  In the 3rd person singular (he/she/it), use « does » instead of « do » if your sentence is in the present simple. If the past tense, keep « did ».

  Examples :

  I/you/we/they do not study Arabic at UVCI

  He/she/it does not study Arabic at UVCI

- **Negation without « do »** : we use this pattern for the verbs « be », « have (as an auxiliary verb) », or « modal verbs ».

  To form a negative sentence with these verbs, apply this rule :

  Subject + verb form + not

SUBJECT	BE	Auxiliary HAVE	MODALS
I	am not / was not	have not / had not	cannot (can't); could not (couldn't); will not (won't); would not (wouldn't); may not; might not; shall not ; should not (shouldn't)
you, we, they	are not / were not	have not / had not	
He, she, it	is not / was not	has not / had not	

Examples with « be » :

E.g1 : I am not late (present) / I was not late (past)

E.g2 :You/we/they are not late (present) / You/we/they were not late (past)

E.g3 :He/she/it is not late (present) / He, she, it was not late (past)

Examples with auxiliary « have » :

E.g1: I have/had not learnt anything

E.g2: you/we/they have /had not learnt anything

E.g3: He/she/it has /had not learnt anything

Examples with modal verbs :

E.g4: I/you/we/they/he/she/it cannot play football

E.g5: I/you/we/they/he/she/it will not play football

E.g6: I/you/we/they/he/she/it may not play football

3. Contraction in English Grammar

There are various types of contraction in English, but this section focuses on the contraction of negation patterns.

- To shorten a negation pattern, we usually attach « n't » to the auxiliary instead of using « not ».

Examples with « do »

I don't speak Arabic (I do not speak Arabic)

He doesn't speak Arabic (He does not speak Arabic)

Examples with auxiliary « have »

I haven't spoken yet (I have not spoken yet)

They hadn't taken technopedagogy courses (They had not taken technopedagogy courses)

Examples with modals

cannot : **can't** (he can't fail)

could not : **couldn't** (they couldn't fail)

will not : **won't** (you won't fail)

would not : **wouldn't** (you wouldn't fail)

may not : **mayn't** (this contracted form is less frequent in modern English)

might not : **mightn't** (this contracted form is less frequent in modern English)

shall not : **shan't** (this contracted form is less frequent in modern English)

should not : **shouldn'**t (you shouldn't take too much risk)

Exercice

1. Write a short text explaining how you used to organize classroom interactions and how you plan to improve your practices after this course **(maximum 10 lines).**

2. Record a video explaining the benefits of this course for your future class management. Please ensure that your face is visible in the recording. **(maximum 3 minutes).**

   Kindly send your files to: williams.kouadio@uvci.edu.ci

Exercice

QUESTION 1

Fill in the blank with the right answer :

If I .... the problem to my sister, she'll be happy to help me.

☐ will explain

☐ explain

☐ explained

QUESTION 2

Which of the following is correct :

☐ We'll be late for the film, if we don't hurry up.

☐ We'll be late for the film if we don't hurry up.

☐ If we don't hurry up, we'll be late for the film.

QUESTION 3

Fill in the blank with the right answer :

If I didn't need the money, ... less.

☐ I'll work

☐ I work

☐ I'd work

QUESTION 4

Fill in the blank with the right proposal :

What would you say if he .... you on a date?

☐ asks

☐ asked

☐ would ask

QUESTION 5

Fill in the blank with the right answer:

What would you do differently if you _____ to do this again?

☐ had

☐ have

☐ would have

QUESTION 6

Fill in the blank with the right answer.

That car belongs to my friend. = It's my .... car.

☐ friend's

☐ friends'

QUESTION 7

Fill in the blank with the right answer.

What does your teacher think about your progress? = What's ....?

☐ your teacher's opinion

☐ the opinion of your teacher

☐ your teachers' opinion

QUESTION 8

Fill in the blank with the right answer.

I .... print this document.

☐ do not can

☐ cannot

QUESTION 9

Fill in the blank with the right answer.

Crick .... deserve the job.

☐ does not

☐ do not

☐ not deserve

QUESTION 10

Which of the following contraction is/are correct in English ?

☐ do + not = don't

☐ does + not = don't

☐ can + not = can't

☐ will + not = won't