

vision for the future



TRAINING & STUDENT ENGAGEMENT

Online Delivery for English Language Teaching

Dr Patrick Pheasant



NATIONAL VET CONFERENCE
GOLD COAST 2021

#2021NVC

Online Delivery for English Language Teaching

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Session Outcomes

The aim of this session is to...

- Share the experiences of English Language Centres who have transformed some or all of their delivery to online modalities
- Share research regarding the differences in expectations between students and providers / teachers around online delivery
- Explore best practice and current resources around online delivery
- Build networks for online delivery of English language teaching across multiple sectors

**NEAS is the Global Leader
in Quality Assurance for
the English Language
Teaching Community.**

Quick Links



**Quality
Assurance**



**Quality
Centres**



**Professional
Development**



Resources



Membership



Conference

“QUALITY AND QUALITY ASSURANCE MUST BE IN THE DNA OF THE INSTITUTION!”

MICHAEL FAY, AFG VENTURE GROUP

- Quality assurance provides reassurance to government regulators.
- Quality education is vital for a country's attractiveness as an education destination of choice.
- Quality assurance matters to Australia and the greater ASEAN / Asian region.
- The support and guidance provided to Education Providers is valued.
- Quality teaching improves the student experience.
- Innovation and positive disruption will refocus the ELT community.

NEAS CENTRES WITH ENDORSED ONLINE COURSES

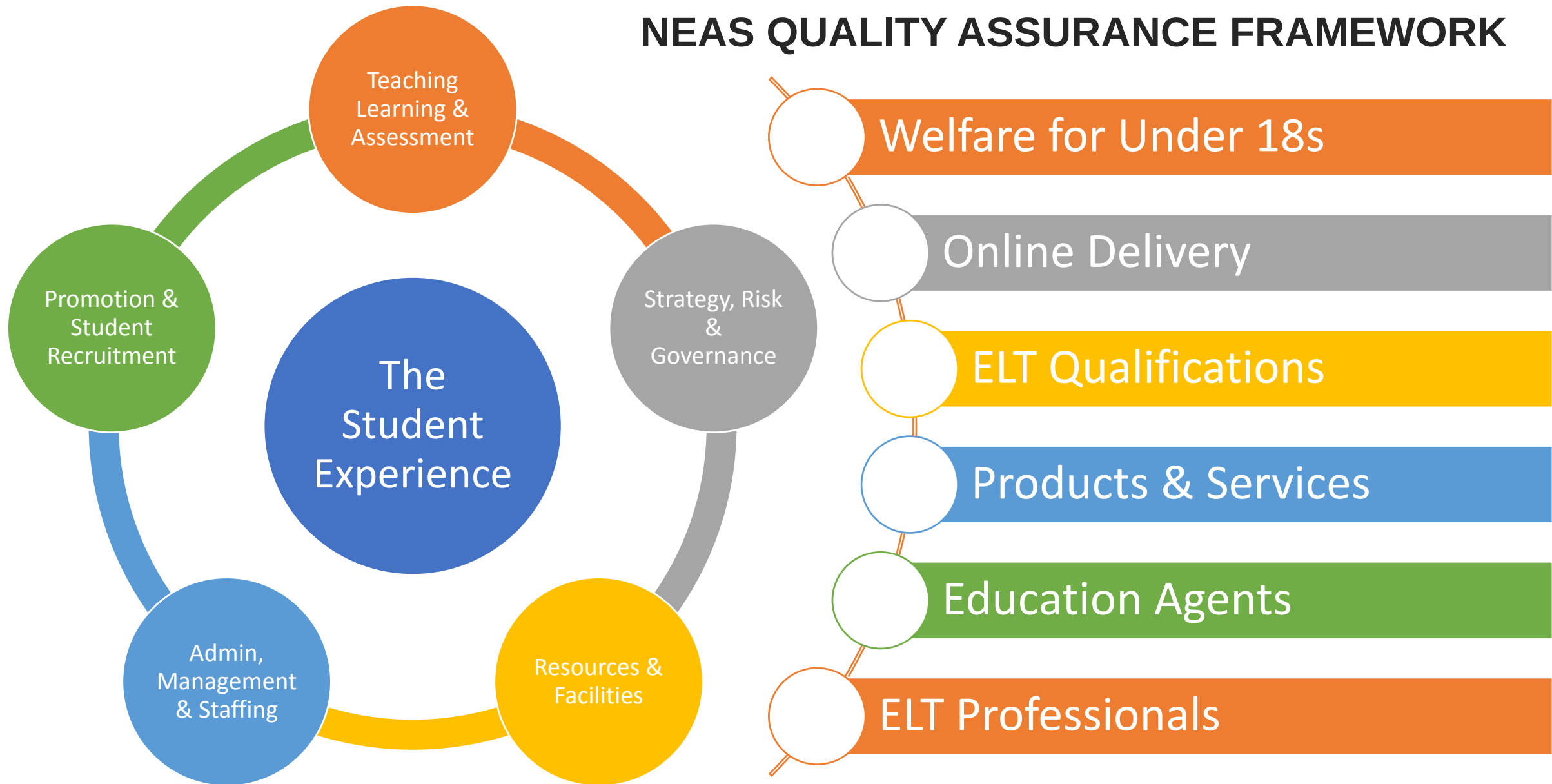


MITCHELTON
STATE HIGH SCHOOL

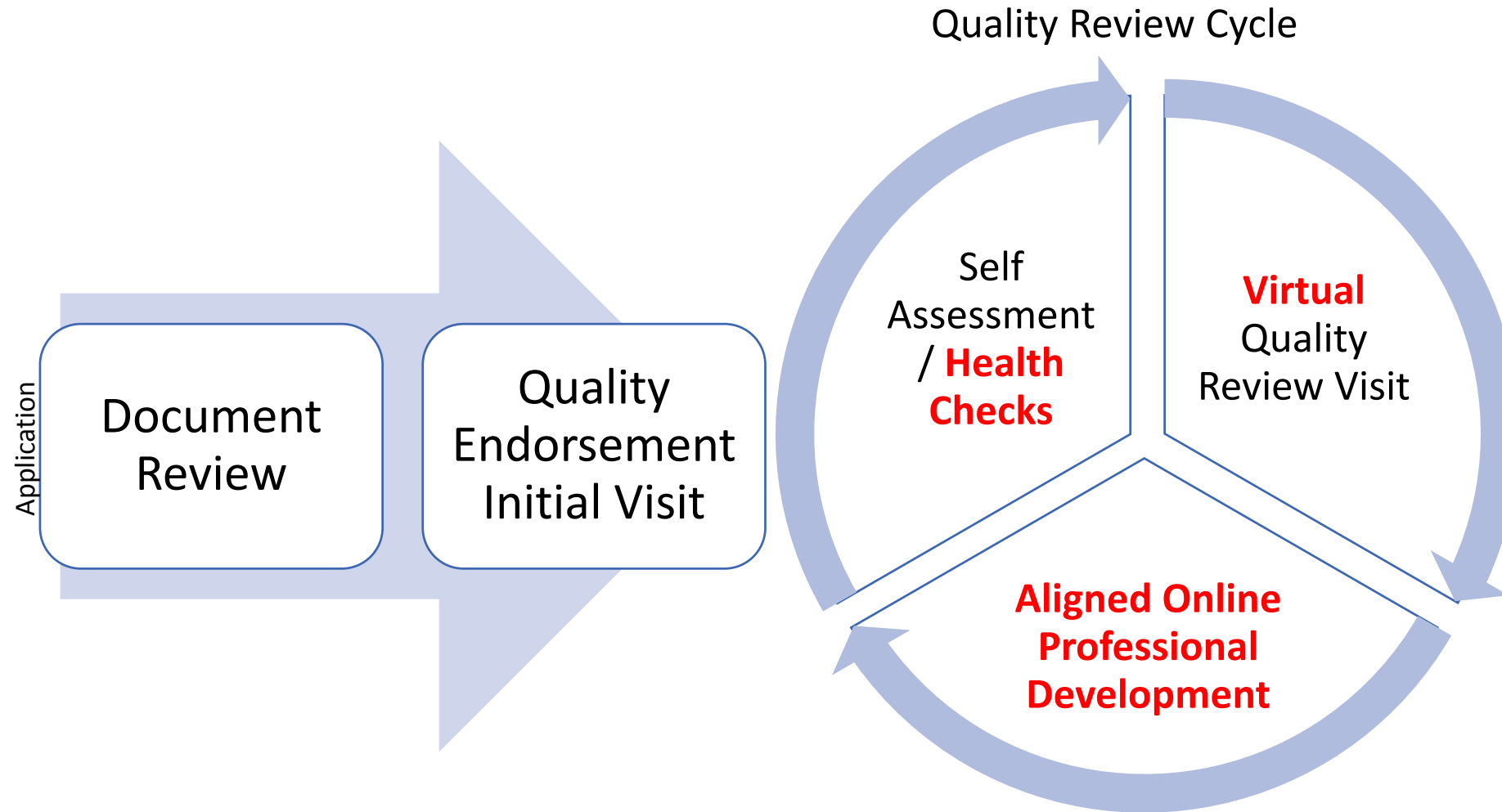
Participation | Accountability | Respect



NEAS QUALITY ASSURANCE FRAMEWORK



ONLINE QUALITY ENDORSEMENT AT A GLANCE



GLOBAL BEST PRACTICE in ONLINE DELIVERY FOR ELT

- H.1. The online environment is **designed** to support a positive and engaging user experience.
- H.2. Learning and **assessment** strategies are appropriate to online delivery.
- H.3. Learning **resources and technology support** and facilitate learning.
- H.4. Courses are supported by an **integrated reporting** system.

<https://neas.org.au/resources/neas-quality-framework/#area-h>

H1. Design

- Signposted navigation
- Consistency
- Accessible
- Teacher presence
- Focus
- Variety
- Forum
- Individual interaction

H2. Assessment

- Variety
- Appropriate instructions
- Inclusive content
- F2F oral skills
- Cognitive load
- Automated feedback
- Active and collaborative
- Templates and rubrics
- Transparent

H3. Resources & Tech Support

- All devices
- Tech skills
- Scaffolding
- Advanced digital literacy skills
- Single sign on
- Help Desk for trouble shooting

H4. Integrated Reporting

- Explicit orientation and socialisation activities
- Participation
- Timing
- Netiquette
- Support services

What are our students experiencing online?



COUNCIL OF
INTERNATIONAL
STUDENTS
AUSTRALIA

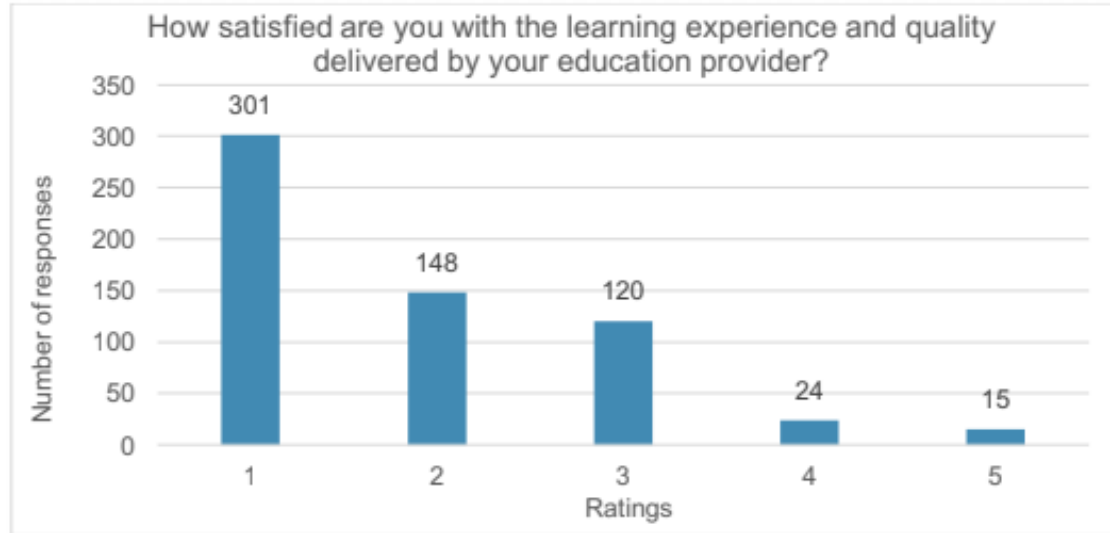


Figure 1. Students' ratings on online learning experience and quality (1=very dissatisfied, 5=very satisfied) (n=607). The proportions were highly similar across the two respondent groups.

- 64% stated they are unsatisfied with online learning quality and experience
- The main factors were lack of interaction with peers and teaching staff, time zone differences, inability to access practical components, loss of exposure and foreign experience, and technical difficulties

Quality Area H: Online Delivery

Industry Data as at 03.06.20

Compared with 12 months later as at 19.05.21

QUALITY AREA H:
ONLINE DELIVERY

A SURVEY OF STUDENT'S
EXPERIENCE ONLINE IN
ENGLISH LANGUAGE TEACHING
IN AUSTRALIA

12 Months of Comparison Data from NEAS Online Health Checks

	Centre Response (n=111)	Student Response (n=236)	Gap	Centre Response (n=326)	Student Response (n=794)	Gap	12 Month Difference
H1 (Design)	83.85%	78.17%	-5.68%	84.77%	80.25%	-4.52%	+1.16
H2 (Assessment)	83.10%	77.26%	-5.84%	84.06%	79.75%	-4.31%	+1.53
H3 (Support)	79.13%	76.47%	-2.66%	80.79%	79.06%	-1.73%	+0.93
H4 (Reporting)	85.19%	77.95%	-7.29%	84.36%	78.93%	-5.43%	+1.86
Overall (Expectation)	82.82%	77.46%	-5.36%	86.56%	74.74%	-11.82%	-6.46

Most Aligned Drivers (Smallest Gap)

Centre Response (n=111) Student Response (n=236)	Gap	Centre Response (n=326) Student Response (n=794)	Gap
H2.6 Content is linked to formative assessment activities with automated feedback.	-2.98%	H3.5 All course-related activities are accommodated by a single sign on process.	-0.16%
H3.2 Students have the necessary technical skills and technology to complete tasks.	0.52%	H2.8 Self- and peer-assessment activities are supported by templates and rubrics.	+1.07%
H2.8 Self- and peer-assessment activities are supported by templates and rubrics.	0.56%	H1.1 Navigation is intuitive, logically sequenced and signposted.	-1.54%

Least Aligned Drivers (Largest Gap)

Centre Response (n=111) Student Response (n=236)	Gap	Centre Response (n=326) Student Response (n=794)	Gap
H1.6 To maintain learner motivation, a range of learning tools is employed in the design process.	-16.06%	H1.6 To maintain learner motivation, a range of learning tools is employed in the design process.	-11.61%
H4.2 Students are given clear information and explicit instructions as to the amount and timing of participation required of them.	-14.89%	H4.2 Students are given clear information and explicit instructions as to the amount and timing of participation required of them.	-10.43%
H2.4 Oral skills development is supported through the use of real time face-to-face video interaction.	-13.08%	H2.4 Oral skills development is supported through the use of real time face-to-face video interaction.	-9.92%

Ideas from ELT Centres – Improving Online Engagement

- Incentivising positive online learning behaviours, i.e. ‘cameras on’ with netiquette and orientation sessions at the start of the program.
- Opportunity for incidental communication and socialisation is often removed with online delivery. To counteract Zoom fatigue, build into the F2F hours intentional time for socialisation.
- Slow down, take time out of the syllabus to have fun.
- Intentional engagement activities (task-related, arts, problem-solving).
- Virtual excursions – experience of culture and environment in Australia. Use websites of tourist attractions in Australia.
- Community and guest speakers to spice up the 20hrs.
- Reverse engineer your syllabus, with deep end / experiential activities first, then scaffolding to improve identified weak areas.

Ideas from ELT Centres – Improving Online Engagement

- Facilitate interaction with students every 3-5 minutes.
- Learn and use diverse presentation methods, like online chat, polling, breakout rooms and virtual whiteboards to stimulate student engagement and contribution to the lesson.
- Ask new students to attend a session a day before their commencement in their new class to assist with their induction to the platform.
- Invite education agents to join the Zoom orientation sessions as an additional support for students.
- Facilitate collaborative research and presentations using apps like Padlet.

Focus Questions



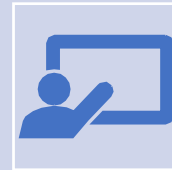
What is a message you'd like to give for someone who wants to teach English online but has little experience?



Where do you think the ELT community will be in 12 months' time with regards to online delivery?



What can be done better (or only) online for English language teaching?



What are the barriers for teaching English online?



Thank you for being a part of our

vision for the future
NATIONAL VET CONFERENCE
GOLD COAST / 9-10 SEPTEMBER 2021

We hope you found it to be a valuable experience
and that attending has helped shape your "Vision for
the Future".

We look forward to seeing you next year!

