

РОМАНСЬКІ, ГЕРМАНСЬКІ ТА ІНШІ МОВИ

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TEACHING STUDENT ONLINE: SOME TIPS FOR TEACHERS

All teachers around the world suddenly found themselves teaching online and all English teachers are in the same position – and it can be hard to know where to start. The COVID-19 pandemic has caused teachers and students to abandon their physical classrooms and move into emergency distance education settings. Thus, sustaining the quality in education has become a challenge during this transitional period. This paper thesis is dedicated to some of the most important aspects of online teaching that help teachers to deliver excellent online English classes in no time at all.

The biggest difference between regular classrooms and online classrooms is that online, in the marvelous land of pre-written lesson plans and one-on-one instruction, teachers must provide constant, focused, student-specific engagement. The author pays attention to some tips for English teachers that certainly help to make on-line lessons bright and effective. It is considered as follows:

Choose your platform and teaching tools. Before you start, teachers need to decide on a platform to deliver your online classes. Some teachers choose Google Classroom, which is a free online learning management service for schools. It facilitates collaboration, creativity, file sharing and grading – and of course works well with all other Google platforms, like G Suite for Education, Google Docs, Google Slides, and so on. In addition, there's Zoom, a video conferencing and teaching platform which has exploded in popularity recently. It comes with a built-in interactive whiteboard, space for up to 100 students, file sharing, breakaway rooms for group work and chat features. Zoom has a generous free plan, though sessions can only last up to 40 minutes (at which point you would need to restart the lesson to continue or upgrade to a Pro account).

Technology requirements. As a teacher, you'll need to administer your course, create materials, broadcast your class, interact with your students and grade their work. For efficiency, you'll need a laptop, a desktop computer or a professional tablet. Your students will also need a laptop or computer if they want to fully participate in your classes. However, smartphones or tablets with an internet connection can be used when there's no alternative.

Learning objectives. It can be difficult for students to adjust to online learning, especially when they're joining your class from their homes. Bring them into your lessons by starting all your classes with learning objectives. Use your chat box or interactive whiteboard to share what you will cover during the class and explain what you expect from your students. This will help students focus and feel like they are in a regular classroom. At the end of the class, you can reflect on what you've done together and whether you have achieved what you set out to do.

Create a routine. Do your best to develop a routine in the classroom. This will help your students feel they're in a safe learning environment and makes giving instructions faster and more efficient. For example, you can start with a warmer activity that involves all the students (for example, a game, a review or a few student-centred discussion questions), then go into your class objectives and review homework or project work. Also, make sure you mix study with energising games or mini-breaks and have students share their ideas.

Delivering instructions. Online teaching lets you deliver instructions to all your students verbally and in written format. You can also ask students to confirm their understanding in chat boxes and speak to individuals if they are unclear about what to do. Unlike in a physical class, every student can do this at the same time – so you can check everyone is on track. Depending on which platform you use, there's a good chance you'll also be able to share your materials, documents and presentation slides, and display and use other activities like online quizzes and games with the class, which will help them follow along with ease.

In-class group work. Mix up your activities to keep things interesting. Just because you're online, it doesn't mean students can't collaborate. Many platforms allow you to put students in pairs or groups to work together in designated chat rooms. As a teacher, you can drop in and out of these rooms to monitor how things are going, and give feedback just as you would in a regular class. Google Docs, Etherpad (which requires a download and may be more suitable for older learners) and Dropbox Paper allow your students to

work on collaborative writing. You can also make use of your students' webcams. Flipgrid, for example, lets students record and share their own videos, which is great for making online presentations.

Grading and progress tests. Just as in any regular classroom, you'll need to track your students' progress – both during class and throughout their course. Have students present their own ideas to the class using their webcams, and offer them progress tests through online forms and writing assignments. You could also test students using fun quiz software like Kahoot, or more formal online progress tests with Typeform's test maker [1].

A lot of studies also discuss different instructional strategies. These strategies will help in transforming traditional one-on-one learning to remote learning. Among which are considered follows:

Voice and pitch management. One of the prominent features in online teaching is the voice of the teacher. Literature shows that effective communication between students and teachers is very important. Keeping voice pitch high and practicing vocal functioning like pauses, intensity variation is essential. In traditional class teaching, body language, eye contact, and physical gestures are significant teaching tools. However, in online teaching, teachers should focus more on their voice and vocal functions. A recent study suggests that speaking gently is beneficial for students. You can also keep them on their toes by having every single student in the class respond to your questions by typing in the chat box. That will ensure they pay attention. Incorporating fun digital tools such as Quizlet or Quizizz will help keep learners engaged too.

Formulating teaching strategies to enhance online class interactions. Greater interactivity in online course will enhance the overall online class success rate. Literature depicts that more student and teacher discussion can result in higher interactivity. Online class participation can be one way of enhancing student involvement in lecture. Moreover, discussing case studies and asking questions can result in higher student involvement. Thus, universities should arrange meetings with their colleagues. Through these meetings, devise them methods to develop more interactive online classes. Practicing these methods will encourage student presence and improve learning abilities [2].

These instructional strategies can be practiced by higher educational institutes. The Author shares the view of those researches who state that these approaches will facilitate in delivering online education effectively. First, teachers should maintain slow voice speech and practice vocal functions.

Second, teachers should develop interactive online classes and share class materials. Third and fourth teachers should enhance students learning abilities and get their feedback. Fifth, teachers should think more critically, practically, and creatively. Sixth, teachers should offer flexible teaching and assessment policies.

References:

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НЕОЛОГІЗМИ У СУЧАСНІЙ НІМЕЦЬКІЙ МОВІ

Сучасне суспільство змінюється у зв'язку з розвитком науки, техніки, культури та засобів масової інформації. Лексика кожної мови як дзеркало відбиває різні зміни, що сприяють розширенню старих та виникнення нових сфер номінацій. Саме такі зміни в суспільстві та у свідомості людей впливають на інвентар словникового запасу, який щодня поповнюється новими словами, які відображаються як лексичні представники різних явищ з повсякденного життя. Необхідно відзначити, що зміни дуже швидкі. І тому лексичний склад будь-якої мови вимагає постійного дослідження.

Неологізми не завжди зберігають свою новизну. Тому прийнято їх розглядати з точки зору конкретних періодів часу. Так використовують, наприклад, неологізми з XIX століття, періоду після 1917 року, 1989 року і т. д. [1].