Teaching Languages Online
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Anticipating challenges and planning for more effective instruction
¡Hola!

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Credits

● Presentation template by SlidesCarnival

● Center for Applied Research in Language Acquisition (CARLA) – Transition to teaching language online (TTLO)

● Outstanding instructors: Marlene Johnshoy (CARLA TTLO Director); Ritu Jayakar (UPENN); Frances Matos (UofMN), Shannon Spasova (MichState)
Objectives

We can:

use effective strategies for planning and organizing online language learning.

We can:

“transition” face-to-face instruction online by choosing appropriate technology supports, within an LMS or based in the web.

We can:

anticipate and respond to challenges inherent to the online environment.
1. Planning for effective language instruction online

- It’s a lot like planning for ANY effective instruction online
To “Zoom” or not to “Zoom”?

Should instruction be synchronous or asynchronous?
Some basics

- Repetitive, predictable structure and due dates
- Defined and manageable number of activity types/technology tools
- Lots of low-stakes practice, interaction, feedback
- A first module that teaches procedures and tools while building community and defining expectations – this IS the content
- Less is more
Example instructional sequence

- **DUE Tuesday**: Read/view input source(s): Teacher lecture, reading, video etc. Complete comprehension activities

- **DUE Friday**: Interactive or individual practice with feedback, practice “quizzes”, exercises, discussion board, Flipgrid, etc.

- **DUE Sunday**: Individual formative/summative assessment, oral or written performance, quiz, etc.

It helps students to know:
I will have something due every Tuesday and Friday.
ACTFL Lesson Sequence

● Gain attention – activate prior knowledge
● Provide input
● Elicit performance – provide feedback
● Repeat input/performance/feedback as necessary
● Closure
2. Transition our face-to-face instruction online

- Choose the tools that best suit OUR instructional purposes
What does a typical lesson in YOUR face-to-face classroom look like? How could you do the same online? Which tools can help you? Which parts transition well, which don’t?
Example of a transitioned lesson

- **F2F** – Warm-up
  Do now on paper, pair-share
  Online – Padlet or my LMS

- **F2F** – Provide input
  Slideshow with images introducing new vocabulary
  – circling to provide repetition
  Online – PearDeck Or Edpuzzle or my LMS

- **F2F** – Elicit performance/Provide feedback
  Info-gap activity
  Online – (S) Zoom breakout or (AS) Flipgrid

- **F2F** – Exit ticket – formative assessment
  Online – Google forms quiz or my LMS
Tools for the communicative modes

● **Interpretive (reading/listening/viewing)**

Embed questions in a video: Edpuzzle, HP5, Playposit
Add questions to a text: Actively learn, Google Forms, Pear deck
Your LMS?

● **Interpersonal (spoken or written exchange)**

Host live conversation: Zoom, Google hangouts
Asynchronous verbal exchanges – Flipgrid, Padlet, VoiceThread
Asynchronous text exchanges – Padlet, Chatzy
Your LMS?

● **Presentational (speaking/writing)**

Record speech – Flipgrid, Vocaroo, VoiceThread, Screencastify, Vidgrid
Writing – Google Docs/slides, Edublogs, Padlet
Your LMS?
Defined and manageable number of tools
3. Anticipate and respond to challenges

- keeping students engaged
- giving feedback
- opportunities for interpersonal communication
- assessment
- academic dishonesty
Engagement

Relationships
Frequent communication from instructor
Opportunities to interact with peers and be known

High expectations/high support
Challenging, but not overwhelming – resources to support performance at high levels (models, multiple attempts, instructor AND peer-to-peer “help”)

Content
Quality, novelty and matched to student interest
Feedback

Automatic/immediate
Provide auto feedback on practice activities an allow multiple attempts, encourages self-correction or “uptake”

Peer to peer:
Use structured peer review or gallery-style sharing to give feedbacks on drafts or steps in larger products

Vary types
Whole class, “common errors”
“final thoughts”
Individual
Criterion referenced (language of the rubric)
Small group
Most effective is immediately applied

Plan the feedback as you plan the unit/lesson/activity
Interpersonal communication

**Context**
What is possible? Accessible? Feasible? Age, language level and institutional expectations

**Plan**
Establish structure and schedule of synchronous participation and communicate in advance
Keep partners/groups static longer

**STRUCTURE tasks to make them purposeful**
Student reflection rather than teacher review/grading
Assessment and Academic Honesty

Hard to copy or “Google”
Reference course content, experiences, personal reflections/connections. JPEGs of text aren’t selectable, Create a time limit for assessments.

Teach and reteach policies
Remind students continuously about academic honesty expectations.

Performance tasks
Are better measures of learning AND harder to “cheat” on – listening and speaking tasks, in particular.

Have realistic expectations for performance
Use a rubric and make clear that perfection is not required. Develop student understanding of realistic expectations.

Clarify appropriate resource use vs. inappropriate
Provide appropriate resources – word banks/lists, examples or model responses.

Address offenders swiftly and clearly – TEACH
How you know, why the behavior doesn’t support learning and what the consequences are now and in the future.
Final thoughts:
It is possible to deliver quality language instruction online.

Your questions?
And experiences....
¡Gracias!

Let’s keep talking:

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