

WEBINAR

Teaching Beginning Language Classes in Remote Learning Contexts

A Focus on LCTLs

Mahmoud Azaz
Wenhao Diao
Liudmila Klimanova
The University of Arizona

Exploring best-practices that have been applied in remote teaching contexts in Arabic, Chinese and Russian.





THE UNIVERSITY OF ARIZONA

CERCLL

Center for Educational Resources in
Culture, Language and Literacy



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for
Middle Eastern Studies

Other Resources and
Opportunities

- **The Center for Educational Resources in Culture, Language and Literacy (CERCLL) in the UA College of Humanities is one of 16 Language Resource Centers**
 - <http://cercll.arizona.edu> & <http://nflrc.org>
- **The Center for Middle Eastern Studies (CMES) is one of 14 National Resource Centers focusing upon the Middle East**
 - <http://cmes.arizona.edu>

L2DL 2020 SYMPOSIUM Critical Transnational Dialogue and Virtual Exchange



THE UNIVERSITY OF ARIZONA
CERCLL
Center for Educational Resources in
Culture, Language and Literacy



OCTOBER 19-24, 2020
University of Arizona & Online

L2DL.arizona.edu

INVITED PAPERS:

JONATHON REINHARDT
University of Arizona

SHANNON SAURO
University of Maryland, Baltimore
County

INVITED PANEL:

DARREN JOSEPH CUNNINGHAM
Georgetown University

FRANCESCA HELM
University of Padova

CARMEN KING RAMIREZ
University of Arizona

LIUDMILA KLIMANOVA
University of Arizona

The L2 Digital Literacies Symposium (L2DL) is a biennial international event that offers an array of online and face-to-face sessions that allow academics to make connections across the globe. In 2020, the symposium explores intersections between international education, digital literacies, and virtual exchange.

The organizers invite submissions for digital presentations related to these themes.

Participants may attend presentations virtually or in-person. Attendees are encouraged to participate in synchronous and asynchronous discussion related to the virtual presentations available October 19-23; and in the invited, live presentations on October 24. Professional development credentials will be provided for presenters and attendees who participate in these activities.

Call for Proposals

**SUBMISSION
DEADLINE
JUNE 7, 2020**

 College of Humanities

College of Social
& Behavioral Sciences

Upcoming CERCLL dates

WEBINAR

We ALL can do it: Empowering all Learners in the Language Classroom

A free webinar on differentiated teaching and learning

*Presented by **Rebecca Aubrey**, 2019 ACTFL
Teacher of the Year*

JUNE 17, 2020 10-11 AM ARIZONA (PDT)

*"EVERY student deserves the opportunity to
study World Languages"*

Challenges in teaching elementary Arabic remotely via Zoom and similar platforms

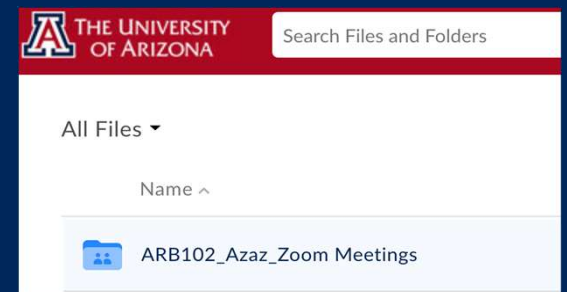
- **Thanking and introduction (*different* settings but *similar* challenges)**
- **Ten basic things/recommendations before Zoom sessions started**
- **Overview of three main challenges in elementary Arabic**
- **Concluding notes**

Mahmoud Azaz, Ph.D.

Associate Professor of Arabic Language, Linguistics, & Pedagogy; and Second Language Acquisition & Teaching

Ten basic things I announced before Zoom sessions started

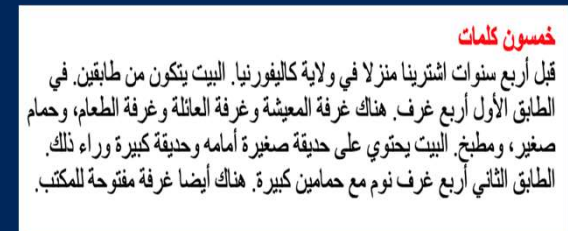
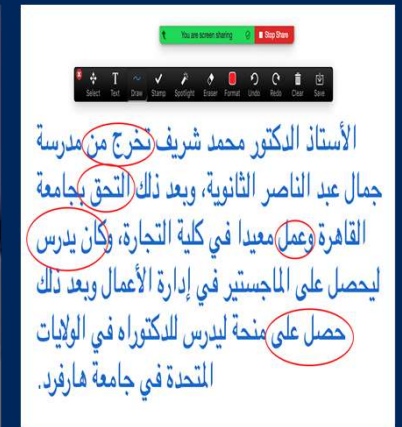
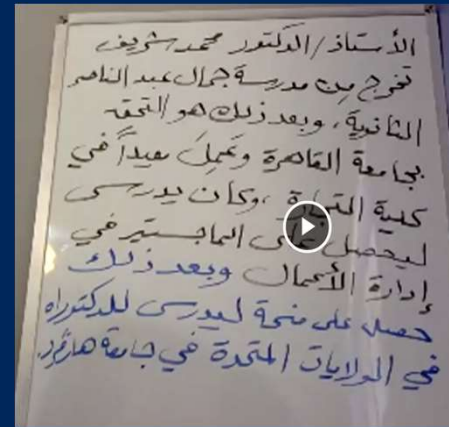
- Join the Zoom session ten minutes before the time
- Use your computers or laptops and not your phones
- Make sure that your video camera is on
- In Breakout Rooms, stay on task/activity
- Speak in Arabic most of the time
- Speak in English when the instructions are not clear
- Raise your hand when you have a question
- Take notes and screenshots of my whiteboard and save them on your desktop and date them in an organized manner
- Listen to the Zoom recordings in the UA Box
- Stay positive!



Challenge #1

Teaching writing and giving feedback

- Combination of handwriting using my whiteboard and typing using Whiteboard in Zoom
- Seven periodic writing assignments: The composition notebook and typing using the standard keyboard
- Shift from Aktub to using the standard keyboard



Challenge #2

Teaching speaking and giving feedback

- Two teacher-learner dyads for modelling followed by immediate feedback
- Two learner-learner dyads for modelling followed by immediate feedback
- A sample task from Egyptian Arabic using the Breakout Rooms with the help of the classroom assistant
- Pairing up students: A class of 25 students
- Procedure: Work in pairs , record conversation, upload it to the D2L, and read feedback.



Evaluation: Pair work/Role play over Zoom (breakout rooms)

Instructions:

- I will divide you into pairs (two students) and you will be working together on drill 6 below.
- Please go over the sheet below to know who you will be working with.
- One partner will be in charge of recording the conversation using zoom and upload it to the D2L under Assignments (Please go over the list to know who will be in charge of recording the conversation).
- As you know, the icon for recording is at the bottom of the screen in the Zoom application.
- In case you could not use Zoom for any reason, please record it on your phone and upload the recording to the D2L.
- Please save the recording on your desktop and name with both of your names (first and last names)

C1:1 C1:2

تمرين (٦): مع صاحبك في الفيسبوك (٢٠ دقيقة)

Drill (6): With your Facebook friend:

You are now a Facebook friend with أحمد in Cairo, who got admitted to the University of Arizona جامعة أريزونا. He wrote a message to you to know more about your daily and weekly routine at UA to know what you have in common. You would like to take this opportunity to know more about him.

- Engage in an interactive conversation in which one classmate with be أحمد and the other student will be the classmate/friend in which you both:
- Talk in some details about your schedules during the week, using the weekdays and the times.
 - Talk in some detail about what you both do in the weekend using the times.

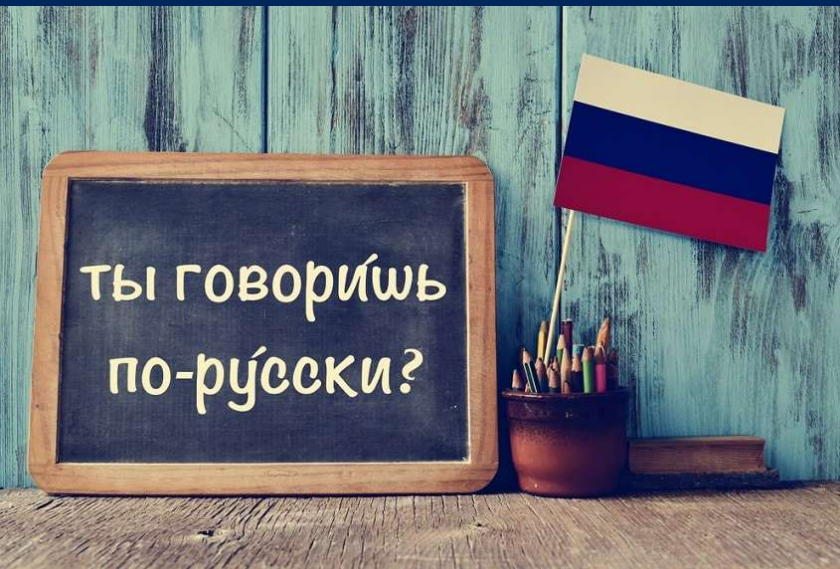
Challenge #3

How to conduct and monitor exams and quizzes and give feedback

- The asynchronous format was not generally an option
- Grading and giving written feedback using the comments function in adobe pdf using Arabic typing
- Meeting over Zoom for individual feedback
- As usual, allowing resubmission for grades under 80%

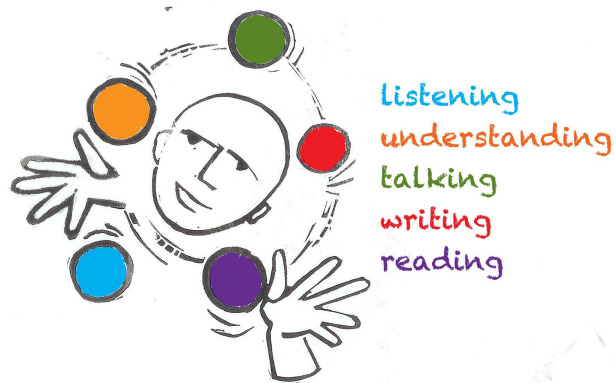
Concluding remarks

- Do not reinvent the wheel
- How to keep attendance and participation generally solid?
 - Good communication with students
 - Check with those who missed class
 - Wellness of students, both physical and mental
- Office hours over Zoom
- There are more specific questions/challenges and I look forward to addressing them in the Q&A



Teaching Beginning Russian Classes Remotely (practical tips, activities and tools)

Liudmila Klimanova, Ph.D.
Russian Language Program Director
University of Arizona



Learners of non-Roman script languages are less willing to pursue online instruction in these languages.

Winke, P., Goertler, S., & Amuzie, G. (2010).

Common Challenges for Beginning Learners of **Russian** in remote classes

1. Reading a Non-Roman script language
2. Phonetic and phonological differences
3. Digraphia (printed vs. cursive text)
4. Keyboarding in Cyrillic – access to learning
5. Complex inflectional morphology
6. Delay in production “patterns” vs conscious construction of phrases
7. Acquisition of new vocabulary

Slide 11

KL-(1 Klimanova, Liudmila - (klimanova), 5/28/2020

Problem #1

How can I teach basic Russian literacy skills: the alphabet, cursive writing, and typing in Cyrillic remotely?

Reading in a foreign language: A reading problem or a language problem?



- Beginning online learners are limited in
 - Recognizing and decoding skills in target language
 - Skills and strategies as language learners
 - Skills and habits as online learners
- Learners may not be good readers in L1
(Murphy-Judy, 2015)

Problem #1

How can I teach basic Russian literacy skills: the alphabet, cursive writing , and typing remotely?

Useful online typing tools for Russian

<https://www.lexilogos.com/keyboard/russian.htm>

<https://russian.typeit.org/>

<http://winrus.com/keyboard.htm>

Basic Reading Skills:

- Screen-share **MS Powerpoint slides** with individual letters and short words;
- Online tutorials and youtube videos or create your own;
- Reading games (students' name in Cyrillic; cognates, names of countries and cities)

Typing in Russian

- **Virtual on-screen keyboard**
- **Install Russian keyboard**

Cursive Writing Skills (synchronous mode):

- Install a portable whiteboard in front of the camera
- **Zoom Whiteboard** (type words, or write with a stylus)
- **Connect your I-Phone or I-Pad to Zoom** (Sharing your screen with screen mirroring)
- **Enabling Annotation Tool in Zoom**
- **MIRO collaborative boards**

miro

My First Board ☆



Москва

Аризона

Дом



Москва

Аризона

Дом

Аризона

Дом

Problem #2 **How do I keep** **students motivated,** **engaged, and ‘on task’** **for the entire** **synchronous class** **period?**

Real-time polling tools

[http:// kahoot.com](http://kahoot.com)

<https://www.polleverywhere.com>

<https://www.peardeck.com/googleslides>

Practice “flipped classroom” –
lecture less, interact more”

- “Cultivate Interaction” in your remote classes
 - ZOOM features: raise hand, yes\no, chat functions, polling function
 - “Warm-up” – at the start of online class

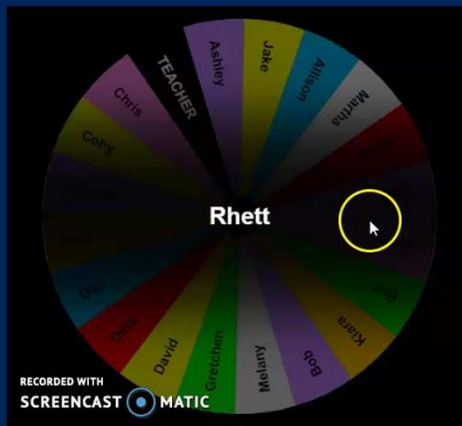
Avoid lengthy explanations during online classes

- Intersperse lecture segments with interactive questions and low stakes quizzes and polls

Sustain attention by changing activities more often

- Change activities\modalities of instruction every 7-10 minutes of your remote class

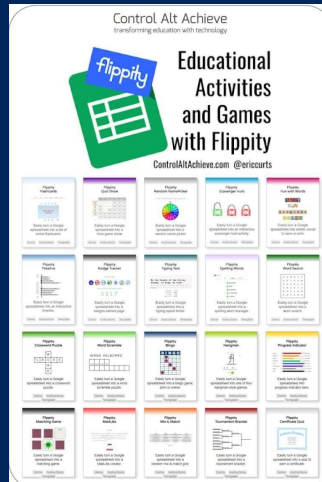
Design your class Random Name Picker
<https://wheeldecide.com/>



Gaming Activities for Synchronous Sessions

- Zoom Games - e.g. word games
- Zoom "Spotlight" feature – "Show & Tell" Projects and group activities in Breakout Rooms
- Collaborative Google Docs\Google Slides
- Use meme generator
<https://www.kapwing.com/meme-maker>

Create interactive activities from Google Spreadsheets
<https://www.flippity.net/>



Vocabulary Flashcards and Games
<https://quizlet.com/>



Problem #3

How can I offer a sufficient amount of language practice asynchronously?



Image credit: Elearning com

- Plan asynchronous activities in all modes of communication: presentational, interpersonal, and interpretive
 - Short tutorials and interactive lectures
 1. No longer than 10 minutes
 2. Interactivity
 3. Formative assessment\feedback
 - A Online Module – no more than 3 components, representing different modalities
 - <https://go.playposit.com>
 - Video interrupted by quizzes\checkpoints
 - Recorded lectures
 - Youtube videos with exercises
 - [https:// Edpuzzle.com](https://Edpuzzle.com) - make a lesson out of any video
 - <https://h5p.org> - create rich interactive content

LLCcommons LANGUAGE LITERATURE CULTURE

Open Resources for Online Teaching in Slavic

Home Find Materials by Search Find Materials by Textbook Find Materials by Topic Map of Slavic Programs Resources FAQ Contact

Find Materials by Search

Level:

Activity Type:

Format:

Grammar:

Vocabulary:

Found 402 Results

Page 1 of 21

Older posts

5 letter rule

In this video, learners are introduced to the 5 letter spelling rule. Length: 1:54.
Level: Novice / Activity Type: Grammar, Writing

Resources for Russian Classes

Portal – LLC Commons – Online Lessons for Russian Classes - a collection of online lessons for asynchronous classes

<https://llccommons.arizona.edu/>



Между нами Словарь Аудио+ Таблицы Где найти

Добро пожаловать!

Между нами is a free, web-based textbook that provides a comprehensive introduction to Russian language and culture. It is organized around the experiences of four American students, each spending the academic year in a different Russian city. Their interactions with host families, roommates, fellow students and teachers create a universe of contextualized information that motivates the use of the target language in the classroom.

Mezhdu Nami – a open access fully online Russian course for beginning learners of Russian

<https://mezhdunami.org/>

Youtube channels
Amazing Russia, and many more

Problem #3

How can I offer a sufficient amount of language practice and teach some material asynchronously?

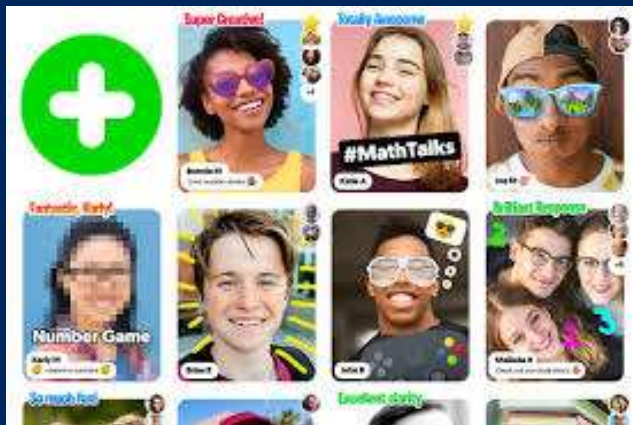


Image credit: Flipgrid.com

Oral communicative practice

- Asynchronous communication
 - **Flipgrid.com**
 - Exchange video messages with classmates
 - Record a video presentation\vlog
- Synchronous communicative practice
 - Zoom conversations in pairs and small groups
 - Authenticity: invite students from another class

Limited access to oral input = limited practice in listening comprehension

Listening skills should be trained separately

“Chunking” mechanisms

- watch a video\cartoon, write all words in L2 you recognize
- Combination of audio input and transcript
 - **Soundcloud.com** – creating audios and annotation



Key points

1. Basic literacy skills constitute one of the primary learning objectives for the beginning level - allocate sufficient time for these skills in your syllabus.
2. Motivation and attention needs to be monitored with frequent check-points, quizzes, and interactions throughout your class and with a **variety of** interactive and group activities .
3. Ensure that your class offers multiple ways to access learning materials.
4. Feedback: It must be prompt – both in asynchronous and synchronous modes of remote teaching.
5. Familiarize yourself with what is available online for your language first, before attempting to design your own materials. Design of materials is a long and time-consuming process.
6. Try out new tools and applications – some are very easy to use, but may come in very handy!

Objectives of My Portion

- Navigating the socio-affective factors while teaching beginning language classes online
- Recommendations with sample activities

Wenhao Diao, Ph.D.
Department of East Asian Studies
The University of Arizona

Remote Language Learning is anxiety-inducing for students too...

- Online language learning can induce anxiety, especially among lower-level beginning students (Ushida, 2005)
 - Unfamiliarity with technology
 - Interpersonal distance
 - Passive consumers of online materials
 - Lacking physical cues for communication (e.g. body language, facial expressions) (Kuo et al., 2014)
- > Regular participation in online format requires motivation

Affective factors in Online Language Teaching

Insights from Research

- **Teachers** play the most important role in reducing students' anxieties (Ushida, 2005)
- **Human interaction** is crucial for successful online language teaching (e.g. Gilbert, 2001; White, 2000)
- Engaging students' identities and “**motivating the person**” rather than the L2 learner (Ushioda, 2011)

1. Focus on learning/teaching, not technology

- Teaching should be module-based and routinized
 - Having everything in one place (e.g., Course site on D2L, or one WordPress site)
 - Repeated use of tech resources
- Expectations should be clear.
 - To-do list or checklist for each class or module.
 - Clear rubric for online participation.
- Utilizing the physical space of online language learning
 - Chinese character quiz using Zoom
 - Activities at home: Cooking (Wu Ping's idea)

2. Focus on meaningful HUMAN interaction

- Use technology to maximize interaction
 - Tools such as VoiceThread allow interaction after each slide
 - Other resources that allow interaction with peers and feedback from teachers (e.g., kahoot, etc.)
 - Social media: WeChat for Chinese learners
- Peer telecollaboration: Insights from study abroad research
 - Interacting with speakers of the target language (Example refined from Emma Trentman)
 - Can be tweaked for L2 learning peers

Language goals (target can-do statements) for BEGINNIG students:

- I can ask and answer simple questions about nationality and occupation.
- I can make social introductions and use greeting expressions.
- I can understand routine questions about my immediate family and myself.

Project objectives addressed:

- Foster the participants' linguistic knowledge, skills, and strategies to effectively communicate with students/teachers from China and engage them in various educational contexts
- Facilitate the participants in making meaningful and accurate comparisons between the U.S. K-16 educational system and the Chinese system.

Preparation:

Write down GREETING expressions that you plan to say to initiate the conversation:

Write down as many questions as you can so that you can ask your peer in Chinese. At this stage. Think about introductions, family, nationality, and occupation.

Now, write down topics and questions you would like to discuss during the conversation. Remember: This is your very first meeting with your peer. For the very first meeting, consider asking questions that would help you to know your peer and have future conversations.

Topics/Questions to discuss in English:

During and After

- During: Use class time to help everyone set up WeChat.
- Follow-Up
 - E.g., Submit a screenshot with an expression or a sticker containing an expression in Chinese
 - Assign conversations through audio, and transcribe a part that contains particularly interesting expressions

3. Motivating the Person, not a Language Learner

- Focus both on form (how it is being said) and meaning (what is being said).
- Delivering instruction in ways that are meaningful to students' lives
 - E.g., talk about the new-normal to explain final particle 了
- Authentic meaningful materials in the digital social world to design meaningful class activities and assessment tools
 - Sample activities

Sample Activity 1: 多少钱



06 元

多少钱一斤
How much is it for a pound?

SHANGHAI
在上海一天只花10元，能吃得饱吗？

282,651 views · May 13, 2020

5.2K 188 SHARE SAVE ...

Thomas阿福
402K subscribers

JOIN SUBSCRIBE

- Before (asynchronous): Watch the video. Write down the prices for the items that he bought. Write down an interesting/difficult expression asking for or giving price.
- During (synchronous): Discuss the expressions and difficulties (e.g., accent). Review the prices.
- Group work (synchronous):
 - Audio/video assignment: “How to survive a day in city _____ with X amount of money?”
 - (Optional): Preparing a comment in Chinese that you will post later for the vlog authors.
- After (asynchronous): Class decides which budget accomplishes the most in terms of cost and nutrition.

Sample Activity 2: 在... loc.

Before (asynchronous): Watch the video.
Using interactive tools (e.g., H5P) for a listening quiz. “E.g., 他们在大山____, 我们在大山____。”

During (synchronous):

Share the answers to the listening quiz.

Group work: Design a commercial containing at least three sentences with the structure “在...loc” to advocate for a social cause.

After (asynchronous): Incorporate photos and make an audio recording with photos.
Class vote for most touching/convincing video.



CCTV is funded in whole or in part by the Chinese government. [Wikipedia](#)

[公益广告]志愿者 留守儿童篇 | CCTV

843 views • Apr 10, 2017

2 0 SHARE SAVE ...

Other ideas?
Questions?
Comments?

- Concerns about social justice and access in online teaching.
- Please contact:

Wenhao Diao, Ph.D.
wdiao@arizona.edu



THE UNIVERSITY OF ARIZONA

CERCLL

Center for Educational Resources in
Culture, Language and Literacy



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for
Middle Eastern Studies

Other Resources and
Opportunities

Thank you for attending!

Find a link to the evaluation survey in the chat

CERCLL: cercll.arizona.edu

CMES: cmes.arizona.edu

- **CERCLL's upcoming dates:**
 - **June 7:** L2DL Proposal Submission Deadline
 - **June 17:** Webinar - *We ALL can do it: Empowering all Learners in the Language Classroom*