

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.



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

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*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"*

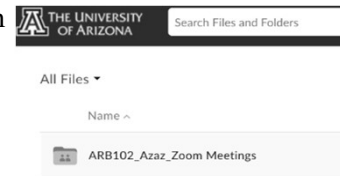
**Mahmoud Azaz, Ph.D.**  
Associate Professor of Arabic Language, Linguistics, & Pedagogy; and Second Language Acquisition & Teaching

## 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**

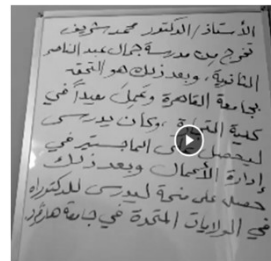
## Ten basic things I announced before Zoom sessions started

- 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



الأساتذة الدكتور محمد شريف يخرج من مدرسة جمال عبد الناصر الثانوية، وبعد ذلك هو التحق بجامعة القاهرة وعمل معلماً في كلية التجارة وكان يدرس ليحصل على الماجستير في إدارة الأعمال وبعد ذلك حصل على منحة ليدرس للدكتوراه في الولايات المتحدة في جامعة هارفرد.



خمسون كلمات  
قبل أربع سنوات اشترينا منزلاً في ولاية كاليفورنيا. البيت يتكون من طابقين. في الطابق الأول أربع غرف. هناك غرفة المعيشة وغرفة العلة وغرفة الطعام، وحمام صغير، ومطبخ. البيت يحتوي على حديقة صغيرة أمامه وحديقة كبيرة وراء ذلك. الطابق الثاني أربع غرف نوم مع حمامين كبيرين. هناك أيضاً غرفة مقفولة للمكتب.

## 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)**

**Assessment:**

1. I will divide you into pairs (five minutes) and you will be working together on D2L slides.
2. Please go over the short video to know who you will be working with.
3. The teacher 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).
4. As you know, the time for recording is at the bottom of the screen in the Zoom application.
5. As soon you could get into Zoom for any reason, please record it so you please not upload the recording to the D2L.
6. Please save the recording on your desktop and name with both of your names (for and last names).

**تمرين (١٠) مع صديقك في الكمبيوتر (١٠ دقائق)**

**هدف (١): With your Facebook friend:**

You are now a Facebook friend with Amal (Amal) who got admitted to the University of Arizona. Write a message to her 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 UA.

**Procedure:** In an interactive conversation in which our classroom will be Amal (Amal) and the other student will be the classroom friend in which you both:

1. Talk in your details about your schedule during the week using the weekdays and the times.
2. Talk in more detail about what you both do in the weekend using the times.

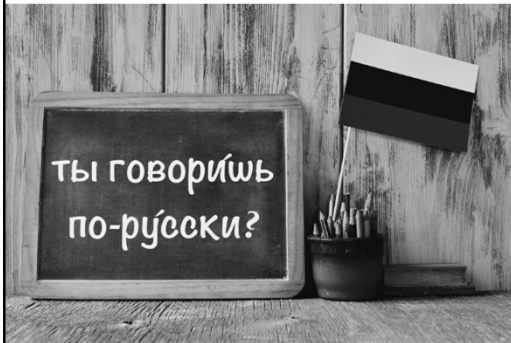
## Challenge #3

### 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

KL-(1)



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

TEDEd

### 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)

**Slide 11**

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

## 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:

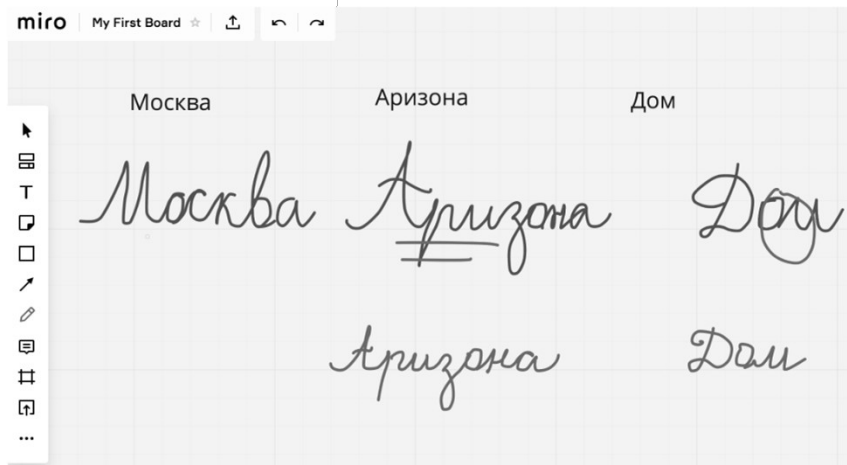
- Screen-share **MS Powerpoint slides** with individual letters and short words;
- Online tutorials and youtube videos or create your own;
- Reading games (students' name in Cyrillic; cognates, names of countries and cities)

#### 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**





## 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>

<https://www.polleverywhere.com>

<https://www.peardeck.com/google-slides>

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

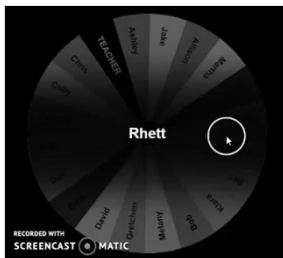
- Intersperse lecture segments with interactive questions and low stakes quizzes and polls

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/>



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

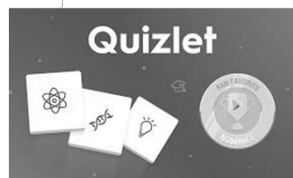


#### Gaming Activities for Synchronous Sessions

- 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>



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



## Problem #3

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

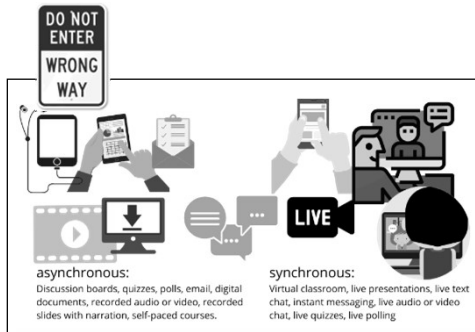


Image credit: Elearning.com

- **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

## Resources for Russian Classes

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

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



Mezhdunami – 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

INTRODUCTION

## 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)

SECTION 1

## 2. Focus on meaningful HUMAN interaction

### SECTION 2

- 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

SECTION 3

## Sample Activity 1: 多少钱



- 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.





	<h2>Other ideas? Questions? Comments?</h2> <ul style="list-style-type: none"><li>• Concerns about social justice and access in online teaching.</li><li>• Please contact: Wenhao Diao, Ph.D. wdiao@arizona.edu</li></ul>
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  <p>Other Resources and Opportunities</p>	<h2>Thank you for attending!</h2> <p>Find a link to the evaluation survey in the chat</p> <p><b>CERCLL: <a href="http://cercll.arizona.edu">cercll.arizona.edu</a></b></p> <p><b>CMES: <a href="http://cmes.arizona.edu">cmes.arizona.edu</a></b></p> <ul style="list-style-type: none"><li>• <b>CERCLL's upcoming dates:</b><ul style="list-style-type: none"><li>• <b>June 7:</b> L2DL Proposal Submission Deadline</li><li>• <b>June 17:</b> Webinar - <i>We ALL can do it: Empowering all Learners in the Language Classroom</i></li></ul></li></ul>
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