

# Language Learning: Online options for speaking and listening comprehension

## Before we get started



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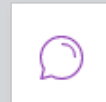


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## During the webinar



Your **microphone** will be muted until Q&A at end of session



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# GOALS

- Build community awareness of options for online/remote language teaching and learning
- Identify common challenges to engaging students online in language learning
- Explore solutions and applied tips and strategies for engaging students in language learning online
- Navigate and utilize support resources

# AGENDA

1. Introduction
2. Setting the stage
3. Panelists
4. Navigating Support Resources
5. Q&A and Barrier Busting

# Introduction

The design process:

1. Focus on the most important learning outcomes for your students.
2. Align learning outcomes with assessments.
3. Identify activity steps in each week/module to build student skills and support success in assessments.



# Practice and Feedback

Providing opportunity for interactivity and practice in online courses, particularly between the student and instructor, can play an important role both in student satisfaction and persistence.

Continuous feedback as learning happens is important to provide a feedback loop to adjust ongoing instruction and close gaps in (language) learning.

# Presence

Constructing presence in the online learning environment is important to establishing a successful online community of learners.

**Social presence:** How instructors and learners see each other as “real people” in the online environment.

Social presence is important to online learners as it combats feelings of isolation and gives learners a feeling of community.

Rosemary M. Lehman and Simone C. O. Conceicao. (2010). Creating a Sense of Presence in Online Teaching: How to "Be There" for Distance Learners

# Setting the Stage

As we move to fully online/distance teaching some questions instructors are asking include:

- What interactive options are there for providing speaking and listening comprehension online?
- What are effective pedagogical and technological solutions for creating social presence to support language learning?
- How can I assess student learning effectively?

# OUR PANELISTS

We have 3 panelists to speak to their experiences with online language teaching and learning approaches:

**Rosa Hong**, Assistant Professor, Teaching Stream, French Studies, UTM

**Kyoungrok Ko**, Associate Professor, Teaching Stream, East Asian Studies

**Marie-Anne Visoi**, Associate Professor, Teaching Stream, French



# Rosa Junghwa Hong (Department of Language Studies, UTM) - French language courses

- All French as a Second Language (FSL) courses and FRE283/FRE383 (Advanced) Language Practice: Oral
- 45-60 students
- Factors for course success
  - 1) Course Disciplinary Content target to develop 4 fundamental axes of L2 Learning (Listening-Speaking-Reading-Writing)
  - 2) Knowledge integration and application opportunities
  - 3) Meaningful and authentic tasks (5Cs of World-Readiness)
  - 4) Active and Communicative Learning (dialogical model)
  - 5) Pedagogy of Empathy – Affective dimension
  - 6) CALL/TELL



# CHALLENGE

Outline of the biggest challenge to online design for success factor outlined in previous slide.

- Human and direct contact
- Building lasting and sustainable learning communities (instructor-students, students-students, instructor-students-TAs)

What was the challenge faced?

- Spontaneity and fluidity in SLP (ex: modeling)
- Preparing students to be smarter E-Learners

What was considered to solve the challenge?

- Transparency based leadership, open communication, empathy pedagogy (ex: Trauma-Informed Care)
- Involve them in the curricular design process (learning and assessment topics, activities, quiz questions, instructional tools, and others)

# SOLUTION

Outline of the solution implemented to the challenge posed above

- What did you do?
  - Frequent FQA sessions (ex: Survey, mid-way checks (Stop-Continue-Start), reflection exercises)
  - Modeling (content and tech) and scaffolding
  - Instructional Technologies
  - No-frill, low-tech version for student assignments – Quercus, MyMedia
- Tips and Strategies for success
  - Pedagogy of Empathy
  - Transparency, leadership and communication

# LESSONS LEARNED

## Lessons learned about implemented solution

- What worked well?
  - Involving students in decision making process (co-constructive curriculum)
  - Consistency and boundary-settings
- What could use refinement (if anything)
  - Time management

# Can we assess students' learning without paper-based exam?



Kyoungrok Ko

Associate Professor, Teaching Stream  
Korean Language Program, Department of East Asian Studies

- Course:
  - EAS110Y1 Modern Standard Korean I (Flipped Classroom)
- Number of students:
  - 60 students in two sections (30 in each section)
- Factors for course success (Flipped Learning Model):
  - Online (asynchronous) pre-class activities using structured materials  
vocabulary, lecture videos, comprehension quizzes, discussion board
  - Real-time in-person sessions → Synchronous online meetings (COVID-19)  
drill, core conversation, role-play, guided conversation, quizzes, Q&A
  - Extended Learning  
homework assignments, final group project
  - Two oral exams
  - Paper-based midterm (15%) & final exam (35%)



# CHALLENGE

- Challenges to course success:
  - Lack of interaction in pre-class online activities
  - Transition from in-person meetings to synchronous online meetings
  - Final group project & assessment
- What was the biggest challenge?
  - Online Assessment
- What was considered to solve the challenge?
  - Academic Integrity
  - Accommodation (online accessibility, time zones)
  - Marking scheme change
  - Platforms to administer exam



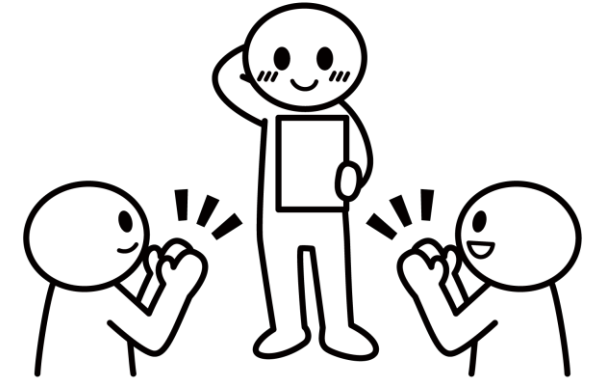
# SOLUTION



- How to solve the challenge?
  - Change Marking Scheme: more weight on daily quizzes, less weight on exams
  - Honor Statement
  - One-on-one interview style performance test to accommodate students: online accessibility, different time zones
- Tips and Strategies for success
  - Use of webcam for proctoring written test
  - Scanning apps (Office Lens, Adobe Scan, CamScanner, Canvas Student)
  - SpeedGrader for marking writing portion
  - Print Screen for backup
  - Release the questions in advance with clear expectation (rubric & demo)
  - Make the test items open-ended questions



# LESSONS LEARNED



- What worked well?
  - Honor Statement
  - Individual Test (accommodation, connectivity issue, academic integrity)
  - Webcam for proctoring & written test
- What could use refinement?
  - Development of low stake daily quizzes, portfolio approach
- Quote or Anecdote about intervention
  - Design tests so students feel no need to violate academic integrity
  - Test students' language performance rather than their fact knowledge

# Marie-Anne Visoi, Associate Professor, Teaching stream

## COURSE INTRODUCTION

### **FSL472H Reading and Writing Fiction and Nonfiction in French—Advanced level French**

- **Description:** A fully online course designed for students who wish to further develop their reading comprehension and writing skills in French. Students will acquire analytic tools to comprehend, analyze and write fiction and non-fiction texts. Multimedia approach to understanding the cultural experiences of francophone world.
- **Enrollment:** 35-38 students
- **Factors for success:** a positive online classroom climate where students can further develop the ability to listen to audio documents, read and comprehend a variety of texts ; write in French at an advanced level; ability to interact with other students in writing by analyzing and interpreting fiction and non-fiction texts in the online discussion forum sessions; research a variety of cultural resources in French and prepare an online research project.

# CHALLENGE

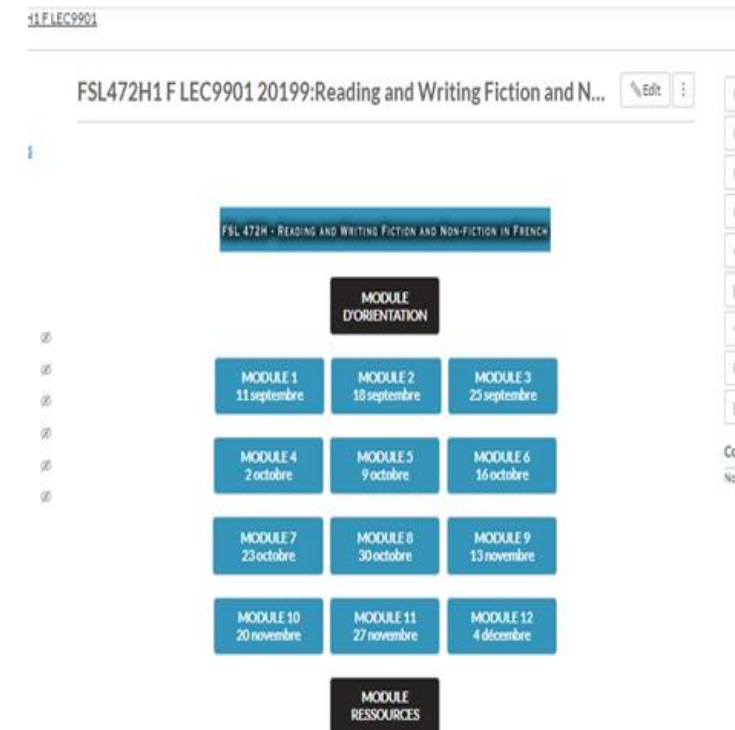
Canvas is very linear. Students do not know where to start and can have difficulty accessing materials from a specific lecture. In order to enhance the academic success of the FSL students registered in the course and ensure that they participate regularly, more personalized teaching strategies were needed. For this purpose, the online course has been redesigned to:

- Allow for easy navigation and quick access to course modules
- Include 1) an orientation module; 2) a French language resources module

# SOLUTION

Provide a more personalized learning through the creation of:

- a **Home page** that maximizes student engagement and gives students a point of navigation by clicking on specific Module cards. The modules are labelled according to the schedule in the syllabus.
- an **Orientation module** including a video and a "*Fiche d'orientation*"
- a **Language Resources module** which includes links to multi-media language resources and can be used on an ongoing basis.



# LESSONS LEARNED









The present course design engages and motivates students to participate in the fully online course: the use of specific tools for easy navigation and a variety of language resources increased student participation(see *Analytics* page).

- The Orientation module and the instructor's welcome video familiarized students with the format of the course and created a positive climate; the Language Resources module provided students with ongoing support for reviewing language according to their specific needs.

## **Plans:**

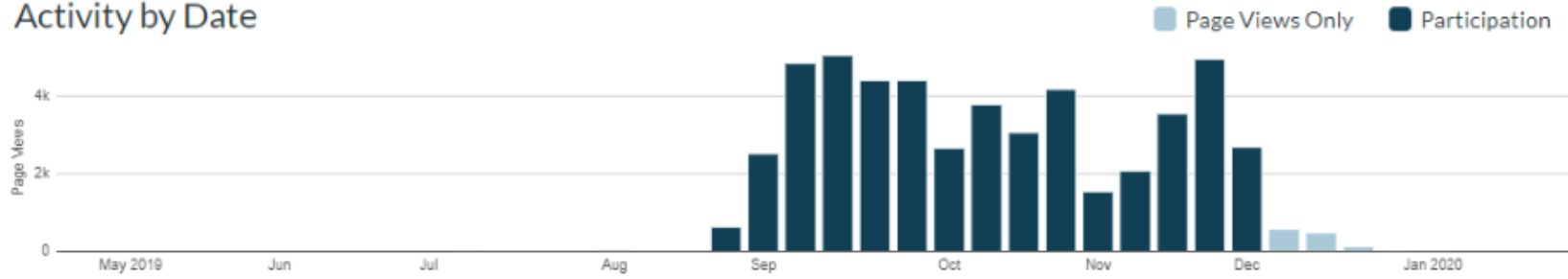
- Add more videos and power-point presentations to each module; include student-led discussion on selected topics in the Discussion Forum.

By empowering students to select resources depending on their needs, we can build an online community of learners and encourage them to extend their learning outside the course hours.

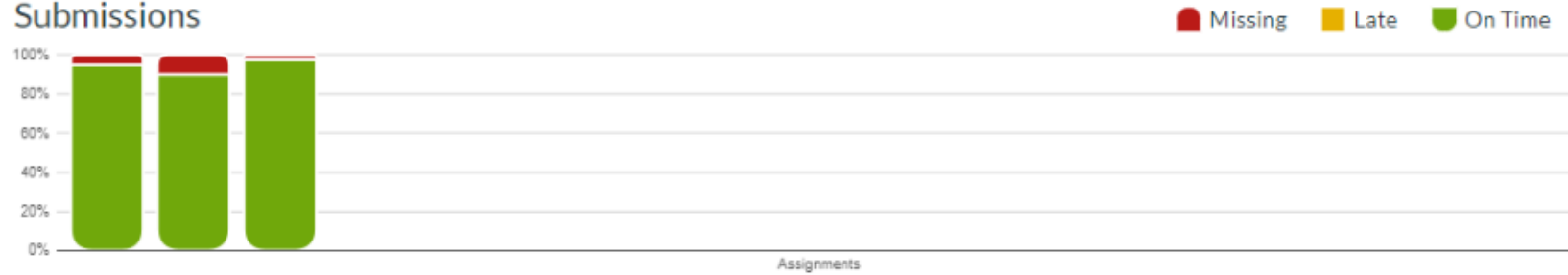
-  Account
-  Dashboard
-  Courses
-  Groups
-  Calendar
-  Inbox
-  Course Evals
-  Help



### Activity by Date



### Submissions



# Specific Support Resources

[Supporting course orientation and navigation](#)

[Engaging students online](#)

[Synchronous and asynchronous options](#)

# General Support Resources

CTSI website: <https://teaching.utoronto.ca>

Upcoming events: <https://teaching.utoronto.ca/events>

Quercus Support Resources: <https://uoft.me/qresources>

Divisional Support: <https://uoft.me/qsupportcontacts>

Questions: [q.help@utoronto.ca](mailto:q.help@utoronto.ca)



# Questions and Comments



Thank You