

Warm-up



Access the following website (or use the QR code):

<https://padlet.com/xx> Password: xx

Click the pink + button.

1. Post a short entry in which you summarize your online teaching experience. (You can write your name or remain anonymous.)

**What are your experiences of online teaching?
Why are you in this workshop today?**

2. Post at least one comment or ask a question about the posts appearing on Padlet.

Creating an engaging and effective virtual language class meeting

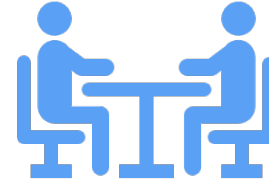
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Discussion



Reflect on the warm-up Padlet activity. **How would you utilize this tool in your online class?**



In the pre-workshop video we showed how to put a basic lesson plan for introductory language online. **How could you adapt the model to your own online class?**

Background: Teaching introductory Finnish

Students of Finnish need several opportunities for authentic interaction.

Essential to maximize the time students spend interacting in the target language.

A new challenge: teaching one of the daily Introductory class meetings per week online on Zoom.

Challenges in designing
student-centered online
classes

Designing more
dynamic Zoom classes
in which the students
are active participants



Starting
point

Our objectives



Keeping students engaged and motivated throughout the lesson



Variety of activities and techniques



Learning about the culture and making connections



Students negotiating meaning and collaborating



Safe space for learning



Having fun while learning

Principles

Cooperative Language Learning (CL): enhancing classroom interaction (Richards & Rodgers 2014)

Task-based Language Teaching (TBLT): while completing the task, students exchange "actual meaning". (Ellis & Shintani, 2014.)

Increasing oral interaction: Utilizing breakout rooms

- ▶ Task design: focus on the meaning
- ▶ Having "a clearly defined outcome"
- ▶ (on defining a 'task', see Ellis & Shintani, 2014)

Increasing written interaction: Utilizing Padlet and Zoom chat

- ▶ Practicing written skills in an authentic-like format → meaningful interaction
- ▶ The instructor got valuable evidence about students' mastery of the topic

Creating a comfortable atmosphere: Utilizing the "waiting time"

→ Zoom chat

- ▶ Getting students to talk to each other while joining the Zoom meeting
- ▶ Discussion prompts on the Zoom chat
- ▶ The "waiting time" spent effectively for interaction
- ▶ Review of previously learned material
- ▶ Chatting in the target language less stressful than engaging in an oral conversation

Increasing student engagement by "gamifying" the class

- ▶ Creating a positive classroom climate
→ motivating students
- ▶ Creating a comfortable and fun atmosphere for learning. (See i.e. Dörnyei, Z. & Csizér 1998.)
- ▶ Warm-up activity
- ▶ Review

Let's play!

- ▶ Website: Kahoot.it
- ▶ (access with your computer / phone)

Making connections

- ▶ Connecting class activities to students' own lives → increasing learner motivation (see also Dörnyei, Z. & Csizér, 1998)
- ▶ Building community between students
 - ▶ e.g. When discussing housing related vocab, students can literally invite others to their homes/rooms
- ▶ Connections to target culture (e. g. Finnish grocery store website)

Assessment



Kahoot quizzes: immediate feedback to both instructors and the students



Padlet: track student progress



Anonymous online surveys (Google forms)



Recording and observation



Peer review

Sample task1: Lempivaate - favorite clothes

- ▶ Students posted pictures of their favorite clothes on a Padlet chat as homework and briefly described the pictures. In the class students discussed each others' favorite clothes in breakout rooms. They used adjectives, such as trendy, comfortable etc. to talk about the clothes.
- ▶ Homework: What is your favorite piece of cloth? Take a picture and post a small entry in which you explain: 1. What is it? 2. Where did you buy/ get it? In-class discussion in breakout rooms:
- ▶ Mikä on X:n lempivaate? Millainen se on? Minkä värinen? Trendikäs, kaunis, hieno jne. (What is X's favorite piece of cloth? How is it? What color? Trendy, pretty, fancy etc.)



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Lempivaate

Mikä on sun lempivaate? Ota valokuva ja postaa pieni teksti, jossa kerrot: 1. Mikä se on? 2. Mistä ostit/ sait sen?

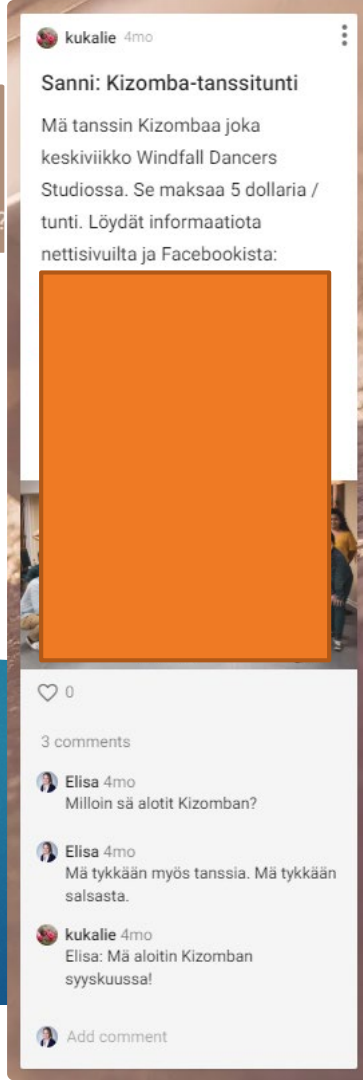
Elisa + 4 · 4mo

Vapaa-aika

Choose a free time activity that you do in Bloomington. Mikä aktiviteetti? Mitä voit tehdä? Miten usein? Missä?

Miten paljon se maksaa? Mistä löydät informaatiota? Miksi?

Sample task 2: free time



Sample task 3: Home



- ▶ Mitä sulla on kotona? What do you have at home?
- ▶ Post a picture of an interesting item you have at home and introduce it. Write at least three sentences to describe and introduce the item!
- ▶ Comment on the posts made by your classmates.
- ▶ Puhu parin kanssa – Talk to your partner: Mitä huonekaluja sinun huoneessa on? What furniture do you have at home?
- ▶ Mitä sulla on pöydällä (on the table)?
- ▶ Mulla on pöydällä...
- ▶ Show the items to your partner and explain.

Sample task 4: Navigating Finnish cities

- ▶ With your partner, pick a city from the following list: Oulu, Tampere, Jyväskylä, Turku
- ▶ Visit the city via Google Maps. Write the name of the city and Rautatieasema (=Railway station).
- ▶ Zoom in, and “walk” the streets of the city. Imagine that you are visiting the town. Write an itinerary in which you go from one business to another:
- ▶ Aloita Rautatieasemalta. Mene Kauppakeskus City Centeriin. Mene City Centeristä Lasipalatsiin. Mene Lasipalatsista Amos Rexiin...

Hands-on: Designing your own activity

- ▶ Think about a topic/theme/function that you are currently teaching in your language class (this week, tomorrow etc.).
- ▶ Brainstorm ideas for activities that you could complete in an online class. Think about your learning outcomes and ways to take full use of the online environment. Use our sample tasks as inspiration or modify them to fit your class.
- ▶ What technologies / materials / websites would you need to design this activity? Make a list.
- ▶ What kind of modeling / material you need to teach your students so that this activity can be accomplished?
- ▶ Share your activity / ideas with a few people. Assess the activity. Give each other feedback and further suggestions.

Designing your own activity

- ▶ Questions to think about:
 - ▶ What kind of texts are usually shared on a platform like Padlet?
 - ▶ What are the topics like?
 - ▶ How long is a typical text? What other kinds of media can be included? How are the different parts connected to each other? (e.g. a picture and a caption)
 - ▶ After this activity, what are the students able to do with the language?
 - ▶ e.g. share their opinion, describe an event in the past or write about their plans for the upcoming weekend
 - ▶ Are the students working individually or in pairs?
 - ▶ Is commenting part of your activity? What is the purpose of commenting?

How to manage your virtual class meeting



Good organization

announcement before the class



Breaking down the material



Photos and gestures



Requesting feedback from students
(making sure they understand)



Modeling each activity



Giving feedback in breakout rooms

Conclusions and future directions



Seeing the technology as
a benefit rather than a
hindrance



Integrating other/new
online tools (such as
polling function on Zoom)

References

- ▶ Dörnyei, Z. & Csizér, K. (1998) Ten commandments for motivating language learners: results of an empirical study. *Language Teaching Research* 2 (3), pp. 203–229
- ▶ Ellis, R. & Shintani, N. (2014) *Exploring Language Pedagogy through Second Language Acquisition Research*. New York: Routledge, pp. 134-160.
- ▶ Richards & Rodgers (2014) *Approaches and methods in language teaching*. 3rd edition, Cambridge University Press, pp. 245-247.

Useful technologies

Padlet

- ↓ padlet.com
- ↓ kahoot.com
- ↓ quizlet.com (see also Quizlet Live)
- ↓ storyjumper.com
- ↓ Adobe Spark
- ↓ answergarden.ch
- ↓ toolsforpedagogy.com
- ↓ [flipgrid](https://flipgrid.com)