

FLCL_ Online Language Teaching Solutions_ Spring 2020

How to prepare for the famous Plan B or C or D...

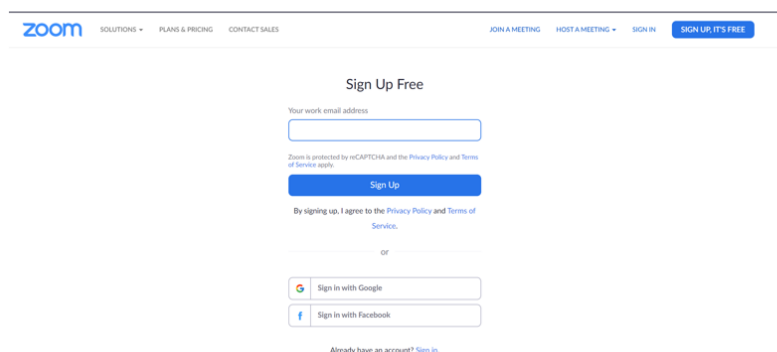
- Use your BARD email - tell your students: Use your **BARD email and check regularly!!!**
- Consider asking your students to NOW all download **WHATSAPP / WeChat** on their phones; create a CLASS GROUP for fast, low tech and easy communication at all times wherever they go with their phones.
- If you don't have an online Learning Management System (LMS) yet, please begin setting up your **GOOGLE CLASSROOM** or re-activate your **MOODLE**- make sure all students are signed up before they leave!
- Make your LMS the main **"go-to point"** for all content-related communication with the students, announcements, content delivery and provide **grading policies!**
- **Post/ "announce"** detailed (for each day of the week) lesson plan **on your LMS** for students to see **weekly syllabus** in one glance made available regularly by a certain day / time (i.e. Sunday evening)
 - chapter work they need to prepare (vocabulary, grammar, readings etc) for each day
 - homework assignments - what kind / due to be posted/ when
 - scheduled online quizzes/ exams
 - scheduled online class meetings (w/ faculty)
 - other scheduled activities (one-on-one oral "interviews", presentations etc)

How to address our biggest concerns (BOLD BULLET POINTS compiled from 10 FLCL responses) with some online tools, tips and tricks. Thank you Yichen Lee for sharing your expertise!!!

1. Moving or replacing precious in-class activities to an online environment

There is NO WAY to replace that truly - generally speaking, it seems prudent to plan as many exercises as possible in an asynchronous manner. But scheduling Videoconferencing sessions will certainly help - to either invite students who won't be able to return to the otherwise regular classroom meeting here at Bard or, if all goes on line - to replace at least some of the usual classroom meetings!! If you are already familiar with a certain video conferencing tool, please go ahead and use it! (i.e Bluejeans). Until July 1st, Google opened up **GOOGLE MEET** for colleges, certainly a very practical tool to schedule and have online meetings, attach documents and share links .

Video-conferencing tool: Zoom



The screenshot shows the Zoom website's sign-up page. At the top, there is a navigation bar with the Zoom logo and links for SOLUTIONS, PLANS & PRICING, CONTACT SALES, JOIN A MEETING, HOST A MEETING, SIGN IN, and a blue button that says 'SIGN UP, IT'S FREE'. The main heading is 'Sign Up Free'. Below this, there is a text input field for 'Your work email address'. Underneath the field, it says 'Zoom is protected by reCAPTCHA and the Privacy Policy and Terms of Service apply.' There is a blue 'Sign Up' button. Below the button, it says 'By signing up, I agree to the Privacy Policy and Terms of Service.' There is an 'or' separator, followed by two social login options: 'Sign in with Google' and 'Sign in with Facebook'. At the bottom, it says 'Already have an account? Sign in.'

*Yichen Lee who has taught online courses now for over 10 years yesterday made a solid case for using **ZOOM** (free sign up/ join by sharing a link) for our needs in language teaching due to the fact that, compared to Google meet, this tool allows us to address two of our biggest concerns:*

- **Whiteboard work, speed, instant feedback when introducing new material: grammar, new vocabulary , cultural and other contexts etc.**

ZOOM offers a shared “**whiteboard**” and **annotation** features so faculty and students can write, draw, highlight etc. as if using a blackboard



- **small group/ pair work - speaking, pronunciation, grammar exercises**

ZOOM allows students to set up “**Breakout Rooms**” - in other words, the teacher can automatically or manually put students together in smaller groups, assign different tasks and communicate with the groups individually .

Zoom also has a “**RAISE-HAND**” **feature** - to collect responses and ask questions

Zoom also allows you to **RECORD** each session, save the recording (MP4 format) and then share that file on your LMS for all those who could not attend.

- **Listening/ Dictation/ transcription and reading exercises**

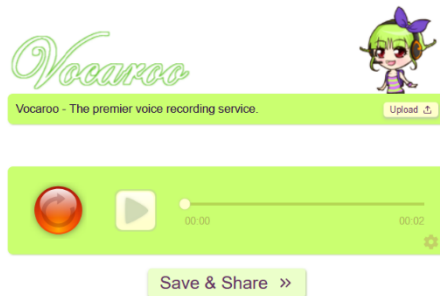
Through **Zoom** or **Google Meet** faculty can conduct these exercises and instruct students to write down dictations, transcripts, short answers etc. and then share those either by sharing their screen or by posting their written work on the LMS

NOTE: Videoconferencing with >15 people becomes almost impossible due to sound delays, crowded displays etc.

But there are ways to plan for asynchronous exercises everybody can access and still allow for a lot of precious **SPEAKING TIME!**

Note: the “basic” version of zoom is free to sign up, but the videoconferencing can only last for 40 minutes per time.

Please purchase the **PRO-VERSION** (\$15/month) if needed - save the bill and send to Stephanie kufner@bard.edu for reimbursement!



- **Oral Presentations, Reading/ pronunciation/ dramatized readings or poetry recitation exercises etc.**

One great tool is the free/ online audio recorder VOCAROO - no download, no app - simply go to the Vocaroo [website](#)

This tool allows students or faculty to easily record, SAVE AND SHARE on the LMS, via email or WhatsApp

- **Assessing level of listening comprehension/ proficiency and speaking (studied grammar, vocabulary, literary texts, film shorts)**

Use Vocaroo to record your question(s)/ prompt; send out to students and have students respond either in writing or also with a recording ;

-- ask students to share their recording on something like a discussion forum in moodle

-- have all/ some/ assigned students listen to one or more answers and

----write a review/ critique/ etc. or

---- RECORD their comments and then share that with one , more or all in same forum

- **Oral tests**

Use above described methods with live or prerecorded methods or

Schedule one-on-one **WhatsApp/ WeChat** video/ or audio meeting - or schedule one-on-one Video Conferencing meetings ;

2. Delivering, marking and returning (hand)written homework and lab/workbook assignments

- If applicable - instruct students to take their lab book/ work books etc home, and write out all exercises on a document they can share on your LMS for you to correct and return ;
- If hand-writing is of utmost importance , ask them to do the homework in writing and upload pictures of their homework to the LMS or send to you by email ;
- use ZOOM - whiteboard to have students present their writing skills on a shared screen

3. Vocabulary, Pronunciation and some grammar training

QUIZLET for vocabulary training, pronunciation practice; dictation practice, vocabulary work with synonyms, antonyms or sentence practice ; grammar feature training (singular-plural; gender etc)

Quizlet is for free on line - however, if you want teacher and class functions you have to subscribe - it's very cheap and we have multiple Bard accounts already available (see below)

QUIZLET - Vocabulary Trainer, Self-Study, and Self-testing – existing Bard accounts with “Class features”

Department	Username	Password
FLCL	ForeignLanguages	Languages
French	FrenchBard	Languages
Russian	RussianBard	Languages
Chinese	ChineseBard	BardChinese
Italian	ItalianBard	BardItalian
Arabic	ArabicBard	BardArabic
Japanese	JapaneseBard	BardJapanese

4. Weekly quizzes and Exams (dated and timed to lessen possibility to cheat)

There are multiple tools that allow you to prepare quizzes and tests, and present them to the class in a “timed” fashion. Make them as tightly timed as possible to avoid student cheating with dictionaries , google translate etc. ; create as many “open questions” as possible .

Moodle as well as Google Classroom provide test-making features / also timers .

You can also use other online tools and then simply embed the respective link in your LMS. Here are some online tools

QuiaWeb - and old, but solid quizmaker in a “class environment” - The “quizzes “ can be used simply as practice or review for the students or can be set as timed and dated QUIZZES” - We have Bard accounts for the following languages

QUIA – Quiz maker - existing Bard accounts with “Class functions”

Department	Username	Password
Arabic	arabicbard444	arabicbard444
German	germanbard444	germanbard444
Spanish	germanbard444	germanbard444
ESL	eslbard444	eslbard444

Deutsche Grammatik - 202 Review - Gerda Dippmann

Bard College Languages and Literature
<http://inside.bard.edu/cflc>

My Quia activities and quizzes

QUIZ [CH 01 \[01\] - Practice 01 - Inverted Word Order Inflected Verb-Subject](https://www.quia.com/quiz/4750054.html)
<https://www.quia.com/quiz/4750054.html>

QUIZ [Unit 1 - Word Order - Statements - Inverted Word Order](https://www.quia.com/quiz/4277633.html)
<https://www.quia.com/quiz/4277633.html>

QUIZ [Unit 1 - Word Order - Dependent Clause](https://www.quia.com/quiz/4277717.html)
<https://www.quia.com/quiz/4277717.html>

CLASSMARKER - A quizmaker **free for instructors to register**. Once the account is verified, it's easy to create all types of questions(short answer, true/false, multiple choice, grammar, essays....). After the time, due date and attempts are set, a link will be generated and can be added to any Learning Management System (i.e., Moodle, Google Classroom).



5. Already invited and scheduled guest speakers

Use Skype or video conferencing tools to invite your scheduled guests in! Or ask them to record their presentation or send their PowerPoint?

6. FILM MATERIAL - Deliver film material to students to watch, study, work with -

Browse the **LC Database** for material already encoded and send a request to upload it to the online CCloud Server.

If not already available, please send original DVDs to the LC for encoding; all material will then be uploaded to our **ENSEMBLE Video Server** ; please indicate department and class. We will then make it accessible on the portal and the respective department ; we will also send you the link (which can also be embedded into your moodle account)