



Center for Advanced Research on Language Acquisition
(CARLA) / University of Minnesota

Transitioning to Teaching Language Online (TTLO)

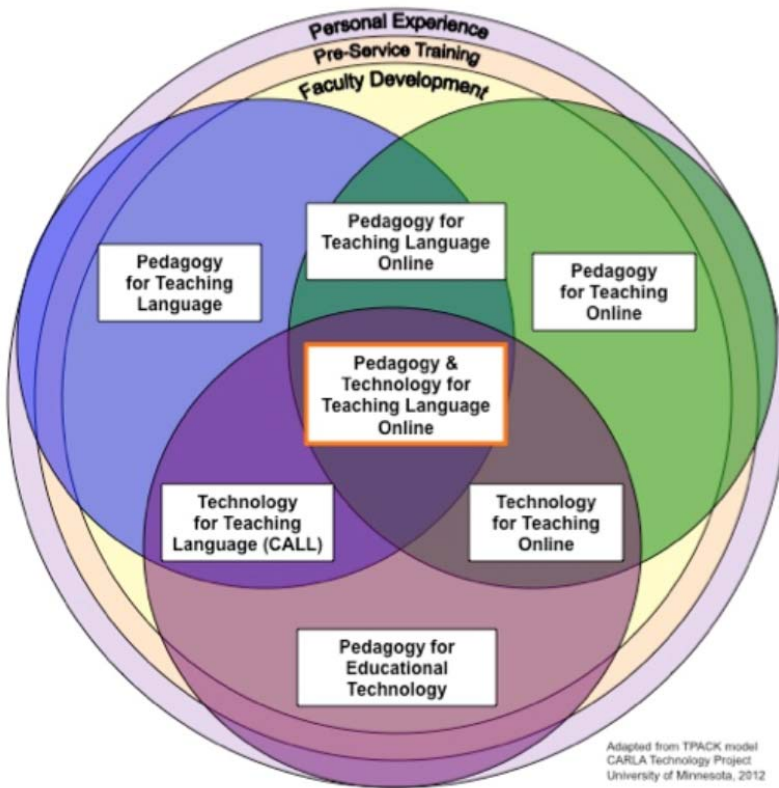
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CARLA | Center for Advanced
Research on Language
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UNIVERSITY OF MINNESOTA



Preparing Language Teachers to Teach Online



Survey in 2012

- to experienced online language teachers
- Reported very little training or support
- Practically none specific to language needs

Filling the need:

- LCTL program support
- Online training PD

Initial course development funded by STARTALK grant for 10-11 critical LCTLs

Framework created by Marlene Johnshoy



TTLO Goals & Experiential Learning Cycle

Program Goals:

- Interpret experiences as an online student and as an online language learner
- Compare the differences between face-to-face and online language instruction
- Identify ways to overcome major challenges and maximize opportunities for online language learning
- Evaluate appropriate online tools for specific language objectives
- Develop proficiency-oriented language activities, targeting all 3 communication modes, using appropriate technology

Enacted through an experiential cycle of:

1. Experiencing it (from the student viewpoint)
2. Discussing use of the software/website/guidelines/checklists
3. Creating an activity (for future student use)
4. Testing the activity with peers (safe environment)
5. Reflecting (adv/disadv, other activity ideas, etc.)



TTLO Course Content

Course Co-Creators:

Marlene Johnshoy, Frances Matos-Schultz, Alyssa Bonnac

Unit 1 – General Online Course Development & Online Teaching

- It's nice to meet you!
- Am I ready to teach online?
- What is my context and institutional support?
- Course Development Guidelines/Checklist
- Online Teaching Best Practices
- Group Project and Jigsaw

Unit 2 - Teaching Language Online

- Spanish Lesson
- Vocabulary presentation
- Reading / Listening
- Writing
- Speaking
- Plagiarism
- Feedback

Unit 3 - Teaching with Technology

- Copyright / Authentic Materials
- Interpretive Activities
- Interpersonal Activities
- Presentational Activities
- Screencasts, Grammar & Vocab Support Tools
- Feedback and Assessment



Challenges, Successes, & Impact

Challenges:

- Pedagogical background of participants
- Amount of content vs. intense timeframe
- Attrition rate
- Facilitator burnout

Successes:

- Mentor teachers grow into PD Instructors
- Course improvement through course evaluation activities
- Request for STARTALK staff and instructor training as more go online
- Course development beyond LCTLs

Teacher participant feedback:

- Now I know what to expect.
- I'm becoming my students!
- I have many resources to come back to for my own online course building and teaching
- I will be using new teaching ideas and tools in F2F courses
- I came in skeptical of teaching online, but now I know it's totally possible!

Teachers served: Around 160 in 5 years

Languages served: 13 LCTLs + French, Spanish, German, & ESL

Course information - <http://carla.umn.edu/technology/STARTALK/index.html>

Bibliography for Teaching online – <http://carla.umn.edu/technology/tlo>

CARLAtech Diigo group – <https://groups.diigo.com/group/carlatech>