

# The validity of teaching and learning a modern language through the online delivery mode

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# Welcome to Online Learning!



# Session Agenda

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- Introduction
- Hypothesis/Research Question
- Brief Literature Review
- Presentation of Survey
- Conclusions
- Results and Takeaways

# Introduction

The question of the most effective way to facilitate learning , acquiring knowledge, skills, formally, is the issue at hand.

Although distance/remote learning has existed in various forms for a long time, without ever becoming a threat to the traditional mode of in person teaching, it has become increasingly more sought after, particularly in higher education for various reasons, not of the least of which are the financial benefits to institutions, as an option within the traditional setting.

CAU has been working towards offering online course offerings, particularly, during the Summer semester since its students come from all over the country, a lot of the time, its out of state students outnumber the instate students. Summer online course are most appealing and highly subscribed, and also lucrative.

Some instructors like myself, found it difficult to fathom how learning different language, a second language, like Spanish to English speakers could be delivered remotely, and still achieve the same results as teaching it in person. I got even more skeptical when one students in my second level/semester classes who had taken the first part online during the summer, could not so much as respond to basic greetings, knew almost nothing. I was convinced it was fraudulent.

However, I have since discovered that, the concept is not the issue, that there are ways to deliver teaching online, and possibly have it be more effective than in person classes. It requires an adjustment of priorities of teaching, innovation in evaluation and assessment, modes of skill acquisition.

# Session Agenda

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- **Hypothesis**

Teaching online courses is not as effective as delivering material traditionally in a face to face classroom setting.

# Research Question

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Is the online delivery mode well-suited for teaching and learning a modern language?

# Literature Review: Trends

- Increasing proliferation of online instruction at tertiary institutions (For a while this year, it was the sole option for education) no longer an option
- Even before COVID there was high growth, adoption, and investment in education technology software
  - Language Apps, virtual tutoring, video conferencing
- Support available to student is a distinguishing feature
- High performing students do as well online as in on-site courses, sometimes even better.
- In general students do worse in an online setting
- Low performing students are more likely to do worse than the average student

# Literature Review: Trends

- We may be skeptical, but we must embrace and accept it
- Virtual education will need creativity, attentive teaching, and patient support to succeed
- Its effectiveness varies among age groups. The younger the student the greater the need for a more structured the environment for optimal learning
- OLC guidelines and standards, create varied opportunities for students to engage with the subject matter
  - Synchronous component vs. Asynchronous
  - Student interaction through discussions
- It stands to reason that a hybrid model of education will emerge, and online education will become an integral component of school education



## Literature Review: Benefits

- Wider and more variable access to courses and disciplines
- Students learn faster online because they go at their own pace, going back and re-reading, skipping, or accelerating through concepts as needed
- Support available to student makes a significant difference in success
- Broadened and diversified communication tools: chats, voting, document sharing, etc.
- Constantly changing and improving technology will facilitate provisions to increase student motivation and interaction
- The move to online learning could be the catalyst to create a new, more effective method of T & L

# Literature Review: Challenges

## **Online course-taking not as effective for most students**

- Generally harder to keep students engaged with virtual lessons
  - More distractions, less oversight may reduce motivation
- Students learn less efficiently than usual in an online class
  - Need help with technology, facilitator, mentor
  - Support and structure
- Affluent students do better than students with economic constraints, students with fewer resources learn less when they are not in school

**Figure 1.** The SWOC Analysis of Online Learning During Such Crises.*Note.* SWOC = Strengths, Weaknesses, Opportunities, & Challenges. **Shivangi Dawan:** Jun

# SWOC Analysis of Online Learning

## Strengths, Weaknesses, Opportunities, Challenges.

SWOC Analysis	
<b>Strengths</b> <ol style="list-style-type: none"><li>1. Time and place flexibility</li><li>2. Wide and diverse reach of audiences</li><li>3. Extensive array of courses and content</li><li>4. Immediate Feedback</li><li>5. Suitability for all ages</li></ol>	<b>Weaknesses</b> <ol style="list-style-type: none"><li>1. Technical difficulties</li><li>2. Learner’s capability and confidence level</li><li>3. Structure &amp; Time management</li><li>4. Distractions, frustrations, anxiety, stress &amp; confusion</li><li>5. Absence of physical human interaction</li></ol>
<b>Opportunities</b> <ol style="list-style-type: none"><li>1. Scope for innovation &amp; digital development</li><li>2. Designing flexible programs</li><li>3. Strengthening skills in problem-solving, critical thinking &amp; adaptability</li><li>4. Innovative pedagogical approach (Transformation of education)</li></ol>	<b>Challenges</b> <ol style="list-style-type: none"><li>1. Inequitable access and Distribution of ICT Infrastructure</li><li>2. Quality of education</li><li>3. Digital illiteracy</li><li>4. Digital divide</li><li>5. Technology costs and obsolescence</li></ol>

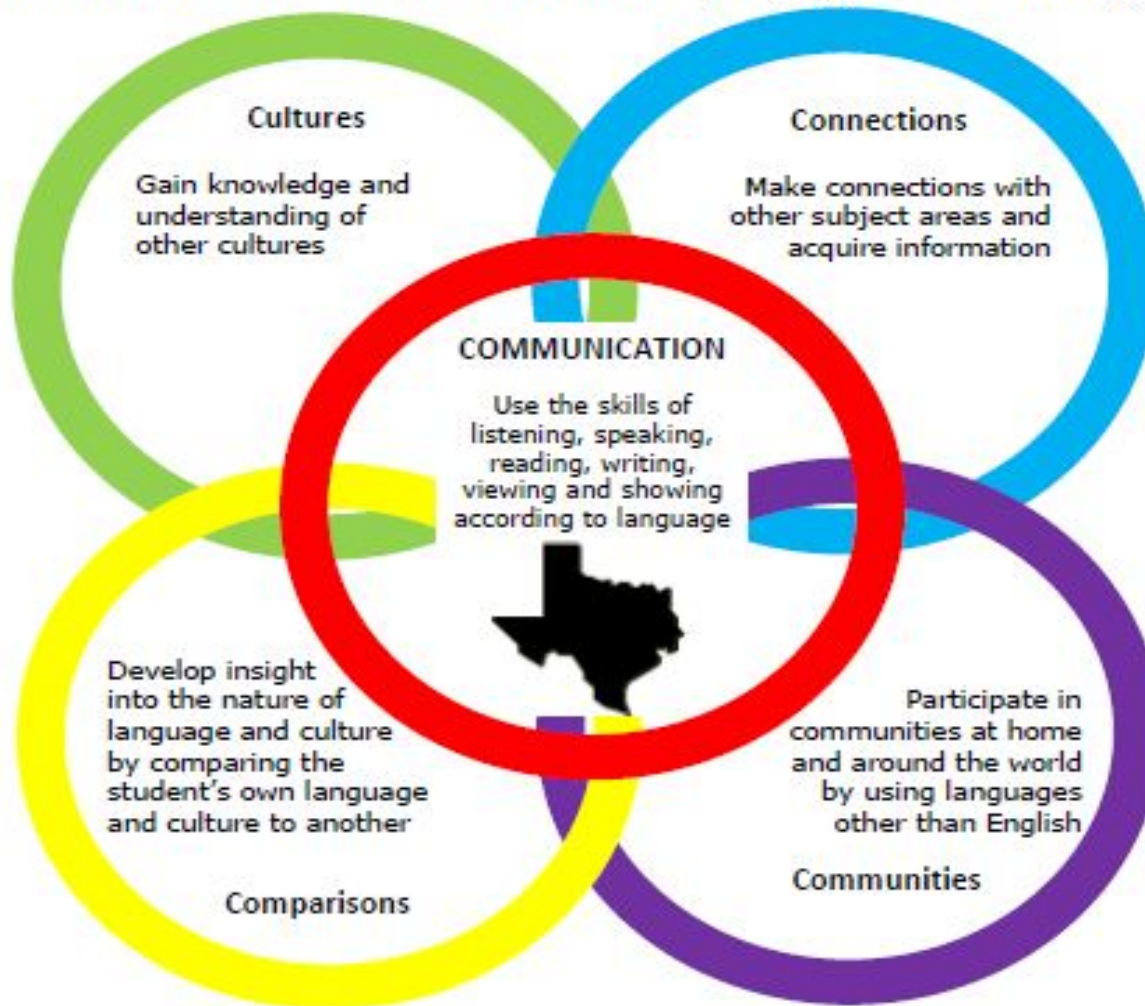
The SWOC Analysis of Online Learning During Such Crises.*Note.* SWOC = Strengths, Weaknesses, Opportunities, & Challenges. **Shivangi Dawan:** June 20, 2020 (Modified)

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# Components of T & L a Modern Language (Communication is at the center)

NATIONAL AND STATE STANDARDS FOR LOTE (Languages Other Than English)



# Putting theory to practice: Acquiring the four Skills

- Reading (Interpretive)
- Writing (Interpersonal, presentational)
- Listening (Interpretive)
- Speaking (Interpersonal, presentational)
  - the challenging skill to acquire on an asynchronous/hybrid online program:

## T & L a Modern Language online: Resources

- Publishing houses such as Vista Higher Learning and other publishing houses practically created online learning programs and software for teaching and learning modern languages online.
- Publishers in conjunction with Learning Management Systems (LMS) make it easier to teach and learn a modern language digitally.
- Instructor customized material to meet the needs of our students

# T & L a Modern Language online: Putting theory to practice: Resources

- Present information in a variety of media:
  - Short instructor podcasts
  - Short videos
  - Internet resources, (YouTube, etc.)



Vistas, Sixth Edition



## Putting theory to practice: Online Activities for Speaking

- Virtual chatting with native speakers
- Partner chats: two students come together and converse
- Live-chat: speaking exams through spontaneous live chat on supersite
- Live Presentations through Zoom video-conferencing and interactive discussions presenting participation in cultural activities, Restaurants, Festivals, etc. and presenting to class.

## Discipline specific information

Teaching Online Spanish at CAU



# Survey Report

## Student Perspectives on online teaching

- Student Profile
  - Gender distribution
  - Classification
  - Availability and employment status
- Student familiarity with course layout in LMS Canvas
  - Do students know where to find course components in LMS?

## Student profile:

### Gender & Classification

Gender	Percentage	Count	mode
Male	11%	7	
Female	89%	59	X
TOTAL	100%	66	

Classification	Percentage	Count	Mode
Freshman	3%	2	
Sophomore	42%	28	X
Junior	29%	19	
Senior	26%	17	
TOTAL	100%	66	

## Student profile: Course load

# of classes taken	Percentage	Count	Mode
1	0%	0	
2	3%	2	
3	2%	1	
4	6%	4	
5	49%	32	X
6	40%	26	
TOTAL	100%	65	

## Student profile:

### Work load

# of hours worked per week	Percentage	Count	Mode
0	6%	4	
1-5	2%	1	
6-10	3%	2	
11-15	6%	4	
16-20	18%	12	
21-25	17%	11	
26-30	11%	7	
31-35	17%	11	
36-40	21%	14	X
TOTAL	100%	66	

# Student perspectives on online teaching

## Survey Report

- Resources for student success
  - Text: Vistas. [www.vhlcentral.com](http://www.vhlcentral.com)
  - LMS: Canvas
  - Customized Instructor material
  - Vocabulary practice at [www.wordplay.com](http://www.wordplay.com)
- Student Assessment
  - Oral presentations and discussions
  - Role-play

## Resources: Devices

Devices	Percentage	Count	Mode
Cellphones	43 %	55	
Tablets	11%	14	
Laptops	44%	56	X
Desktops	2%	3	
TOTAL	100%	66	128



## Student behavior/attitude: Sentiments about Zoom component

Zoom Component	Percentage	Count	Mode
Helpful, needed to understand material	37%	24	
Helpful, but not indispensable	43%	28	X
Should not be required	20%	13	
TOTAL	100%	65	

### Did not use resources

Reason	Percentage	Count	Mode
Didn't know how to find them	67%	8	X
Didn't know they existed	17%	2	
Didn't need/want to use them	17%	2	
Total	100%	12	

# Qualitative Evaluation/assessment of Instructional Resources

Instructional Resources	Mode	Median	Variance	Standard Deviation
Instructor's PowerPoint/Podcasts	10	6.4	7.98	2.82
Wordplay	10	6.9	10.46	3.23
Publishers website – vhlcentral	10	7.3	2.85	2.85
Live Zoom meetings	7	6.3	7.03	2.65
Zoom recordings	10	6.3	8.91	2.99
<b>TOTAL count</b>	<b>66</b>			

# Expected Grade based on Midterm grade grades at Midterm

Actual

Expected Grade	Percentage	Count	Mode		Count	Percentage	Mode
<b>A</b> <b>90-100</b>	<b>42%</b>	<b>27</b>	<b>X</b>		<b>15</b>	<b>20%</b>	
<b>B</b> <b>80-89</b>	39%	25			<b>20</b>	<b>27%</b>	<b>X</b>
<b>C</b> <b>70-79</b>	14%	9			12	16%	
<b>D</b> <b>60-69</b>	2%	1			12	16%	
<b>F</b> <b>Below 60</b>	5%	3			15	20%	
<b>TOTAL</b>	<b>100%</b>	<b>65</b>			<b>74</b>	<b>99%</b>	

# Student perspectives on online teaching

## Survey Report

- Student Assessment
  - Oral presentations and discussions
  - Role-play

# Manos a la obra:

## Presentaciones de los estudiantes

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**LECCIÓN 1: LOS SALUDOS, LAS  
PRESENTACIONES Y LAS DESPEDIDAS**

**LECCIÓN 1: LOS SALUDOS, LAS  
PRESENTACIONES Y LAS DESPEDIDAS**



# Survey Report

## Student Perspectives on online teaching

- Student disposition to online learning versus traditional onsite learning

# Student perception of most suitable Delivery Mode

## Prior experience with Online learning

Had you taken any Asynchronous Online class	Percentage	Count	mode
Yes	26%	17	
No	74%	48	X
TOTAL	100%	65	

## Desired Delivery Mode

Delivery mode of Instruction	Percentage	Count	mode
Traditional-Face to face-In person	60%	39	X
Hybrid-Blended	25%	14	
Asynchronous-fully online	15%	10	
TOTAL	100%	65	

## Survey Findings:

### Student profile

- Gender distribution was lop-sided, 11% males to 89% females.
- Although the modal variable was sophomores (42%), there was a sizeable percentage of upper classmen (55%) taking a foundational course, Elementary Spanish (101.) Only 9% of the respondents are taking a third-year level course in Spanish Conversation (304).
- In terms of availability for study, the survey revealed that 89% of the respondents were carrying a full load of courses 5 to 6 classes, and 84% working 16 – 41 hours per week, leaving very little time and energy for schoolwork.



## Survey Findings:

### Availability of Resources

- Cellphones (iPhone) abound. 44% had laptops and 43 percent had iPhones, an indication that most had combinations of these. Other devices used were tablets and very few desktop computers.
- Instructional resources were textbook VISTAS and publisher resources from Vista Higher Learning platform, highest mean score, though the modal score of a perfect 10 was shared with Instructor's PowerPoint and Podcasts, and Wordplay, free software for vocabulary practice.
- 'Zoom' in real time or recorded for synchronous class meetings scored less than perfectly, unlike the other resources. On average less than 30% of the students were able to make it to the class meetings in real time via Zoom, and from appearances, due to workload burden and time conflicts could not not watch the recordings much, either.
- 18% of respondents said they have not been using the resources

## Survey Findings:

### Availability of Resources

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- 18% of respondents said they have not been using the resources.

## Survey Findings: Student Perceptions

- Although the Zoom component was not scored highly, just above average, 80% admits that Zoom helps them understand the material better.
- Another point of interest is the perceived performance in the classes. Although the LMS system keeps students apprised of their grades, students seem to expect different grades than what they see. 81% expects to make As and Bs although the actual grades at midterm reveal 47% making those two top grades.

## Survey Findings:

### Student choice of delivery mode

- 74% indicates no prior experience with Asynchronous online learning.
- When asked about the desired delivery mode, 60% selected Traditional/face-to-face/in person/onsite delivery.
- Another 25% selected hybrid/blended delivery, leaving only 15% for totally/asynchronous online delivery of instruction.

## Conclusions:

- The level of motivation to do well is high on average because more senior students are enrolled in the foundational course than is usually the case.
- Taking this course online is tough on the students because both course load and workload are competing for the students' time and energy. The school administration will have to review the adequate course load for online courses, while students will need to adjust workload to be successful.
- Student assess the resources they have at their disposal to be adequate because the school was proactive in providing Dell and HP laptops to all students who indicated need. Bundling the textbook in with tuition and fees also ensured that student purchase the required text and online resources. Student perception is that the instructional material is suitable for their learning.
- Using Zoom as a resource could be improved for effectiveness, although most of the respondents are hard-pressed for time availability and energy to get the best out of it. Nonetheless, using Zoom for instruction can always be improved.

## Conclusions continued:

- Traditional methods of formative and summative assessments for modern language courses are also being overhauled, as in many other areas of study, although it needs to be pointed out that publishing houses and learning management system creators have contributed immensely to making what would otherwise have been an inconceivable, the less than ideal processes for teaching and learning a modern language learning feasible and passable.
- In answer to the core question of this survey “whether the online delivery mode is a valid way to teach a Modern language, (Spanish in this case),” 85% respond that their choice would be an in person, onsite delivery, while 15% would choose a strictly online option.
- The hypothesis is supported by the responses in this survey, however, given the current realities of COVID-19, whether or not it is a valid delivery mode for HBCUs, it is no longer a choice but a necessity.
- In conclusion, if it wasn't before, online learning, clearly, has certainly become a viable, not just an alternative, but a complementary mode, that has come to stay, which will only result in improved methods of instruction globally. The infrastructure needed to support and boost online learning has been propelled into place at an accelerated pace because of COVID-19, and a lot of the weaknesses and challenges mentioned in the literature have been addressed and will continue in a forward and positive way.

## Takeaways

- Several modes of delivery of course material to sustain interest and engagement, and to meet varying needs of our students.
- Well-thought out and effectively designed assessments that require application, analysis, critical thinking, and deductive reasoning, based on the material presented in the course.

## Takeaways continued

In general, based on personal experience and the results of this survey, online T & L is considered as not the ideal, nor the first-choice mode of instructional delivery for the majority of our students. However, online learning integrates well with the preferred option, and is imperative in the current environment.



# Thank you!

