

**NEW PERSPECTIVES IN ESL
TEACHER TRAINING IN
BLENDED SYNCHRONOUS
ENVIRONMENTS**

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Agenda

- Anywhere, Anytime, Anyway Learning
- Blended Learning: Opportunities and Challenges
- Platforms and their features
- Synchronous ESL Online
- Lessons Learned
- Questions



Anywhere, anytime, anyway

- *Anywhere, Anytime, Anyway* is a slogan “associated to e-learning with the aim to emphasize the wide access offered by on-line education” (Iorio, Feliziani, Mirri, Salomoni, and Vitali, 2006, p. 3).
- Algonquin College has made a commitment to being an Anywhere, Anytime, Anyway institution.
- 100% asynchronous is one way to achieve this, although it sacrifices social presence, which was a major shortcoming of correspondence education (Snart, 2010).
- Students having the choice to come physically or virtually is an alternative that maintains social presence.
- Social presence adds value. Yamada (2009) has shown synchronous online learning can have better results than asynchronous online learning alone.

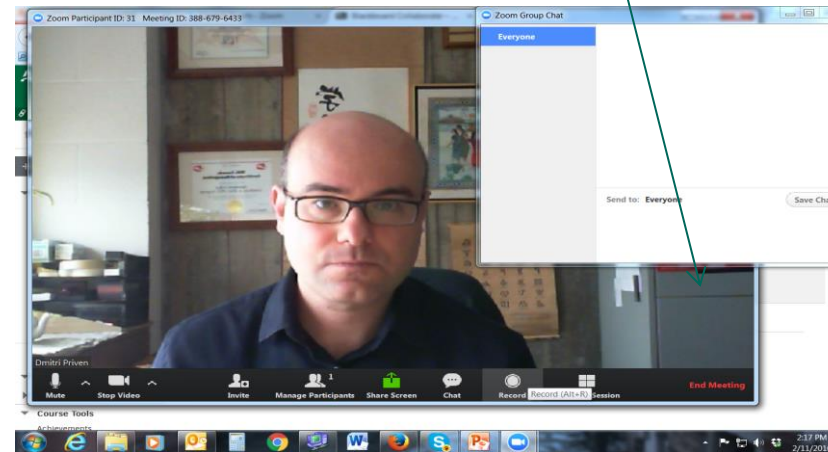
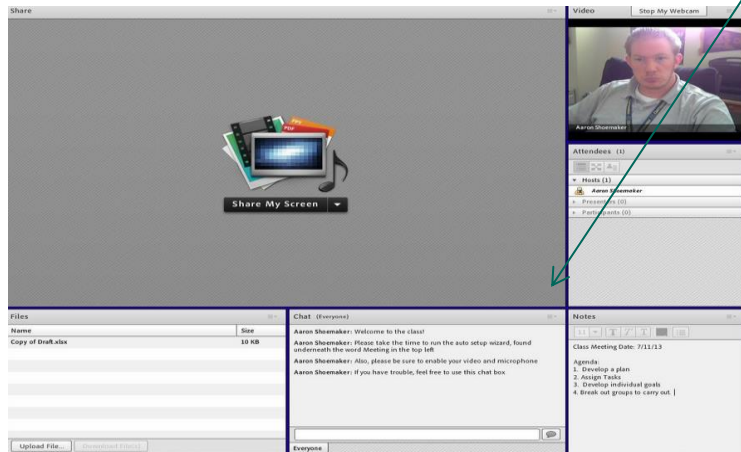
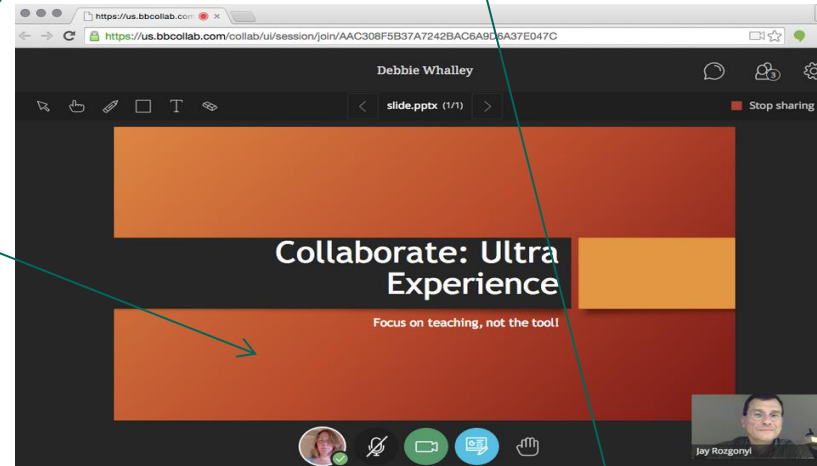
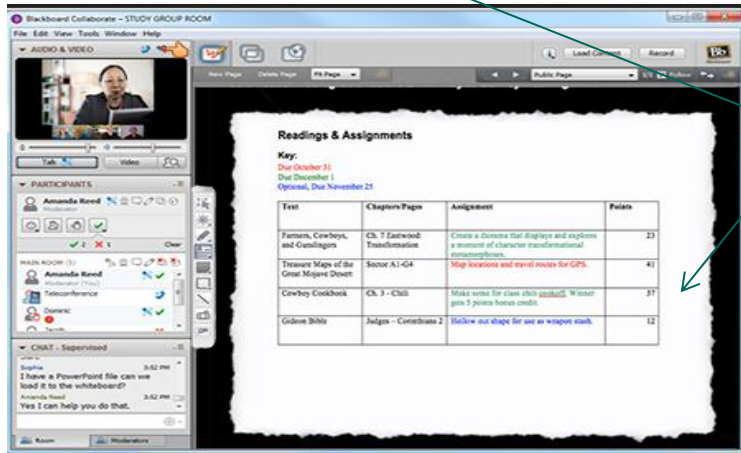


Teachers of English as a Second/ Foreign Language Program at Algonquin college (TESFL)

- Graduate certificate program in TESFL (605 hours)
- TESL Ontario and TESL Canada certified
- 10 courses, 2 field placements, 1 independent project
- LMS used: Blackboard Learn
- Blended delivery since 2014; completely online program in ministry approval for 2016



Platforms used: Blackboard Collaborate, Blackboard Collaborate Ultra, Adobe Connect, Zoom



Pedagogy in the TESFL program: integrating physical and virtual students

STUDENTS IN CLASS:

- **Lecture: f2f**
- **Slides: on screen through Collaborate**
- Video: on screen
- Media (sample activities, files): on screen; access on laptops
- Websites: on screen
- Whiteboard
- Class interaction: f2f
- Group work: f2f

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Lecture slides and communication through chat

The screenshot shows a Blackboard Collaborate session titled "16W_TSL5255_300 TEACHING READING AND WRITING - WEEK 3 CLASS". The interface includes a video window on the left showing a presenter, a central slide, and a chat window on the bottom left. The slide content is as follows:

RESPONDING TO DIALOGUE JOURNALS: RESPONDING VS. CORRECTING

- **Positive comments**
 - I enjoyed reading your entry. Well done! I liked your description of the party you went to. Sounds like it was fun!
- **Comment on the language**
 - Be careful about *since* and *for*. We use *since* for (a mini-grammar lesson)
- **Positive reinforcement (reformulation in response)**
 - S: Sami have 2 1/2 year old. When he born he weigh 2 pounds... → T: I'm happy that he's growing up. I didn't know that he was born early.
- **Ask for clarification**
 - Did you mean you were
- **Refer S to dictionary or grammar book**
 - S: I'm not interested about sailing ... → T: Have a look at interested in your dictionary

The chat window shows the following messages:

- Heather Jermyn better 8:09 AM
- gone again 8:10 AM
- Dhruba Bhandari joined the Main Room. (12:56 PM) -
- Emily Zwakenberg about how long should the writing pieces be? 8:26 AM

The video window shows a presenter in front of a whiteboard with "X01" written on it. The system tray at the bottom shows the time as 12:58 PM on 1/27/2016.



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Running a video from the web through app share

The screenshot displays a Blackboard Collaborate session titled "WEEK 7 CLASS". The main window shows a YouTube video titled "ESL Lesson Demonstration - Language House TEFL Prague" by Chris Westergaard. The video is currently playing at 3:19 of a 6:05 duration. The video content shows a man standing in front of a whiteboard with handwritten notes and diagrams. The whiteboard text includes "What's", "The capital", "population", and "landscape like".

On the left side of the Blackboard interface, there are three panels:

- AUDIO & VIDEO:** Shows a video player with the name "DMITRI PRIVEN" at the bottom.
- PARTICIPANTS:** Lists the "MAIN ROOM (6)" with participants: DMITRI PRIVEN (Moderator), Chantal Francoeur, Dhruva Bhandari 4, and Emily Zwakenberg.
- CHAT:** Shows a chat log with messages from Pauline de Gonzague and Chantal Francoeur. The chat history includes: "yes", "i am running an JAVA update - hope that fixes the problem", "can you post the questionnaire on the blackboard so we can see it?", and "- Chantal Francoeur joined the Main Room. (3:11 PM)".

The bottom of the screen shows the Windows taskbar with various application icons (Internet Explorer, File Explorer, Mail, Chrome, Word, Skype, PowerPoint) and the system tray showing the time as 3:12 PM on 1/27/2016.

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Interactive app share feature – working with an MSWord DOC

The screenshot displays a Blackboard Collaborate session titled "15F_TSL5252_300 PEDAGOGICAL GRAMMAR". The main window shows a Microsoft Word document titled "Unit 6 _ Grammar Modals [Compatibility Mode] - Word". The document content includes a paragraph about modals, a numbered list item, and a table with two columns: "I as a subject" and "You as a subject". The table contains the following text:

I as a subject	You as a subject
May I help you? Can I have some more toast? Could I have a coffee? I	

On the left side of the Blackboard interface, there is a video feed of a participant named "DMITRI PRIVEN". Below the video are sections for "PARTICIPANTS" (listing "DMITRI PRIVEN" as Moderator) and "CHAT" (showing a log of room entries and exits). A notification at the bottom right of the Blackboard window states "Chantal Francoeur joined session." The Windows taskbar at the bottom shows the time as 2:39 PM on 1/27/2016.



App sharing on Zoom

The screenshot shows a Zoom meeting interface. At the top, the Zoom control bar includes buttons for Mute, Stop Video, Manage Participants, New Share, Pause Share, Annotate, and More. The meeting ID is 388-679-6433. The shared document is a PDF titled 'TSL5256.Market Leader Pre-Int Unit 9.pdf'. The document content includes:

The Sales Manager and Deputy Sales Manager decide to hold a meeting with representatives of both groups. The purpose of the meeting is to decide what actions to take so that the sales representatives work together more effectively.

- 1 Divide into groups:
 - Group A Sales Managers (turn to page 136)
 - Group B Deputy Sales Managers (turn to page 138)
 - Group C Muller Sales Representatives (turn to page 139)
 - Group D Peterson Sales Representatives (turn to page 140)
- 2 Read your role cards and prepare for the meeting. Use the agenda as a guide for the meeting. It will be led by the Sales Manager and the Deputy Sales Manager.
- 3 Form new groups with people from groups A, B, C and D. Have a meeting and decide what actions you should take to improve the effectiveness of the sales team.

AGENDA

- 1 Relations between sales representatives
- 2 Delivery dates
- 3 Reports
- 4 Determine responsibilities

Writing

As the Sales Manager of MPM, write the Recommendations section of a report to the CEO about the actions agreed on in the meeting with the sales representatives.

Writing file page 135

RECOMMENDATIONS

To enable the sales representatives to work together more effectively, we have agreed on the following three points.

Firstly, we should ...

A video thumbnail for 'Dmitri Priven' is visible in the bottom right corner of the document. The Windows taskbar at the bottom shows various application icons and the system clock indicating 3:39 PM on 2/8/2016.

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Webtour feature on Blackboard Collaborate

The screenshot displays a Blackboard Collaborate session titled "Blackboard Collaborate - 15F_TSL5252_300 PEDAGOGICAL GRAMMAR". The main content area shows a web browser displaying the "CORPUS OF CONTEMPORARY AMERICAN ENGLISH" website. The website header indicates "520 MILLION WORDS, 1990-2015" and provides a link to "DOWNLOAD ALL 190,000 TEXTS". The interface includes a search section with fields for "WORD(S)", "COLLOCATES", and "POS LIST", along with "RANDOM", "SEARCH", and "RESET" buttons. Below the search section are two columns for "SECTIONS" with a "SHOW" button. The "INTRODUCTION" section of the website is visible, describing the COCA corpus and its features. On the left side of the Blackboard interface, there is a video feed of a presenter named "DMITRI PRIVEN" and a chat window with messages from "Nadia Ayadi #2". The bottom of the screen shows a Windows taskbar with various application icons and a system tray with the time "2:46 PM" and date "1/27/2016".

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Instructor's use of public page on Blackboard Collaborate

The screenshot displays the Blackboard Collaborate interface. The main window shows a 'Public Page' with the following text:

asking for permission guesses/hypothetical

abilities probability COULD SHOULD WOULD CAN MAY
MIGHT NEED HAVE TO MUST SHALL BE SUPPOSED
TO WILL OUGHT TO HAD BETTER

MODALS AUX

The interface includes a video feed of the instructor (DMITRI PRIVEN) on the left, a participants list, a chat window, and a playback control bar at the bottom. A green arrow points from the title 'public page' to the 'Public Page' label in the top right corner of the main window.



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Lecture slides and chat function on BC Ultra

The screenshot shows a web browser window with the following tabs: ECS Webinterface V2.0, Post Attendee - Zoom, Blackboard Collaborate - ..., and 16W_TSL5256_010 Teachin... The address bar shows the URL: https://us.bbcollab.com/collab/ui/session/join/EDFF6F75254E94B031E935FF41B21702. The main content area displays a presentation slide titled "16W_TSL5256_010 Teaching List, Speak and Pronunc. Room". The slide content is as follows:

Next Slide

PRE-LISTENING ACTIVITIES: ACTIVATING SCHEMATA/PREDICTING

- **BRAINSTORMING** → concept map – Ss walk in groups on poster
- **VISUALS** → Google images, "Guess what's happening.."), picture stories; diagrams (e.g., Venn diagram)
- **REALIA** (e.g., maps)
- **TEXTS AND WORDS** → reading ex. for initial input
- **OPINIONS, IDEAS, FACTS** → KWL charts; speed writing on subject of passage; group writing (e.g., topic → Group 1 questions, Group 2 imperatives, Group 3 negatives)

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The chat window on the right is titled "Chat" and shows "Chat with: Everyone". The message area contains the text: "Nothing has been said since you joined. Start chatting below." The input field at the bottom of the chat window says "Say something...".

The bottom of the screenshot shows a Windows taskbar with various application icons (Internet Explorer, File Explorer, VLC, OneDrive, Calculator, Chrome, PowerPoint, Word, Firefox, Skype, PowerPoint, Zoom) and a system tray with the time 2:07 PM and date 2/11/2016.

Blended delivery: opportunities

- Integrating f2f and online students in real time: online students do not feel isolated
 - Flexibility: Ss can choose to attend f2f or online or through a combination
 - Opportunities for collaboration in class (Breakout Rooms)
 - Instructor can share the same media with “virtual” students as with “physical” students
 - Opportunities for international students - same program at a reduced cost (no living expenses)
 - Teaching practica opportunities for off-site students (TESL Ontario recognizes online synchronous practicum placements for up to half of the required hours; TESL Canada soon to follow suit)
- → → Classroom immersion experience as in f2f (as opposed to traditional DE or asynchronous online programs)**



Blended delivery: challenges

- No terminology to describe this approach! (Blended, hybrid, ...?)
- Instructor capacity with web-conferencing tools: training required
- Takes practice to ensure smooth integration of tools for classroom use
- Increased cognitive load for teachers: keeping track of activity in f2f and virtual class (hand raised, students using the chat function)
- Camera needs to be HD and broadcast an HD feed to display the whiteboard/blackboard - integrated whiteboard/public page is good for online teaching only
- User experience depends on internet connectivity, type of mic/speaker used
- Some web-conferencing tools still use outdated technology (e.g., Blackboard Collaborate is Java-based); newer tools are HTML- and browser-based



Synchronous ESL online

- Following the same activities online as in a f2f class
- Students must know directions which are really challenging to anyone below a CLB 3/4
- Orientation to your synchronous platform is a must

The screenshot displays a synchronous online learning environment. The main window shows a lesson plan titled "Top Notch 1 ActiveTeach" with sections for listening comprehension and conversation practice. A table is visible with columns for "Kind of event" and "Time of event".

Kind of event	Time of event
1	
2	
3	

The interface also includes a video feed of the teacher, a whiteboard with handwritten notes, and a chat window with messages from participants and the teacher.

Whiteboard content:

- we are going to leave
-
- we are going to stay
-
- I'M going to go
-

Chat (Everyone):

Don (Teacher): Yes, we have several muslim students in our class.

Don (Teacher): You can check the homework answers starting on page 69 in the homework handout

Don (Teacher): page 24



Lessons learned

- **Technology**
 - Orientation to the platform before taking classes
 - Technical support is not an in-class teacher activity
 - Users need to optimize their computers for audio (run Audio Set Up Wizard)
 - Headset with mic preferred to laptop integrated speakers/mic
- **Classroom Management**
 - Paying attention to online students: chat, asking questions, sharing the microphone, inviting online students to participate in class discussion
 - Not making the f2f class online: physical group interaction, f2f participants not on their computers



Lessons learned

- **Group Work**

- Separating group work: online groups in breakout room and f2f groups in the classroom
- No pairs in breakout rooms – at least 3 in a breakout room
- Monitoring group work in breakout rooms

- **Whiteboard**

- HD Webcam – picking up physical classroom whiteboard
- Physical whiteboard vs. Virtual whiteboard



Questions



References

- Iorio, A. D., Feliziani, A. A., Mirri, S., Salomoni, P., & Vitali, F. (2006). Automatically producing accessible learning objects. *Journal of Educational Technology & Society*, 9(4), 3.
- Snart, J. A. (2010). *Hybrid learning: The perils and promise of blending online and face-to-face instruction in higher education*. Santa Barbara, Calif: Praeger.
- Yamada, M. (2009). The role of social presence in learner-centered communicative language learning using synchronous computer-mediated communication: Experimental study. *Computers & Education*, 52(4), 820-833. doi:10.1016/j.compedu.2008.12.007

