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Friday



This course has shown us various interaction types and formats we can do in OL. It does affect how I view online language teaching. Lack of interaction was one of the concerns that I had to teach a language course online. But after experiencing different teaching plans/lessons, I now do not consider interaction a problem anymore. In fact, some interact types can be further enhanced in the online learning environment.

It is an invaluable experience to be a learner first before I start to design an online course. It helps me set off on the right foot. The experience enables me to open my mind and see how other language teachers design their lessons. As a learner, I also see a common problem that I was unaware of before. Teachers might assume that the activities/lesson plans that they implement can achieve what they are designed for (to help students learn the materials.) However, every individual is different. I realize that sometimes an alternative plan is necessary (when applicable) when we have students with a wide range of cultural backgrounds or different learning styles. The difficulties that I have experienced can be easily fixed just by a handout of explicit instruction, and that makes me re-think about the ways that I have been using to design online activities for my f2f class. This perspective is very helpful when I transition to teach online.

So far, I think most of the activities that I have in my f2f class can be transitioned to online classes as long as I can find the right tools/apps to do so. I appreciate the opportunity to work on the participation rubric, which is practical and essential for a successful online course. I feel more confident at the end of Unit 2.

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