

USE OF VOD AND ZOOM

IN EMERGENCY REMOTE TEACHING OF L2 GERMAN

Research questions:

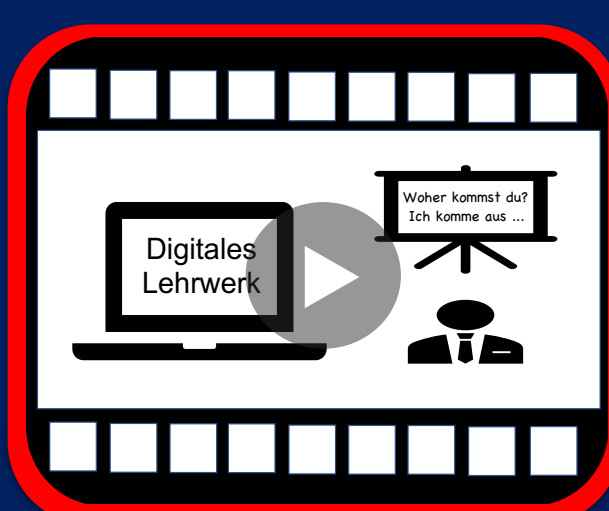
- (1) What difficulties do L2 German students face in ERT?
- (2) What (dis)advantages do (a)synchronous L2 teaching approaches have?
- (3) How does ERT impact students' learning of their L2 German?
- (4) What implications does ERT have for future L2 German teaching?

Findings are based on a student survey (n=78) carried out in two L2 German classes instructed by using VOD and four L2 German classes taught with Zoom in 2020/21 at Hiroshima University.



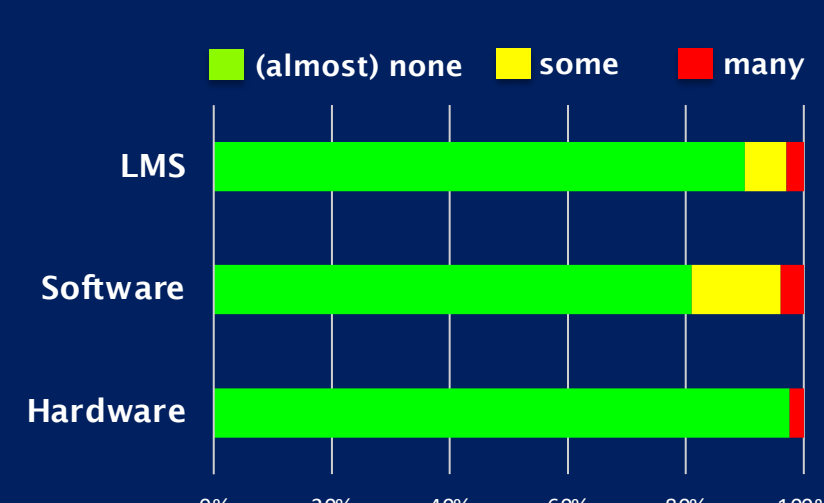
Procedures:

- VODs consist of three components (video of myself, digital blackboard and textbook)
- instructions and exercises covered in each class follow contents of the textbook
- use of digital blackboard for additional speaking and pronunciation exercises
- use of various functions of the digital textbook

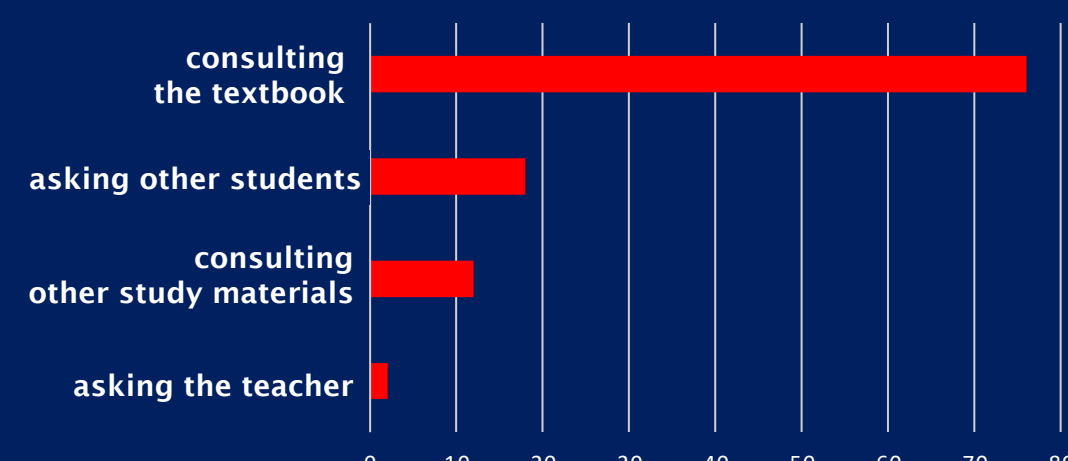


Difficulties:

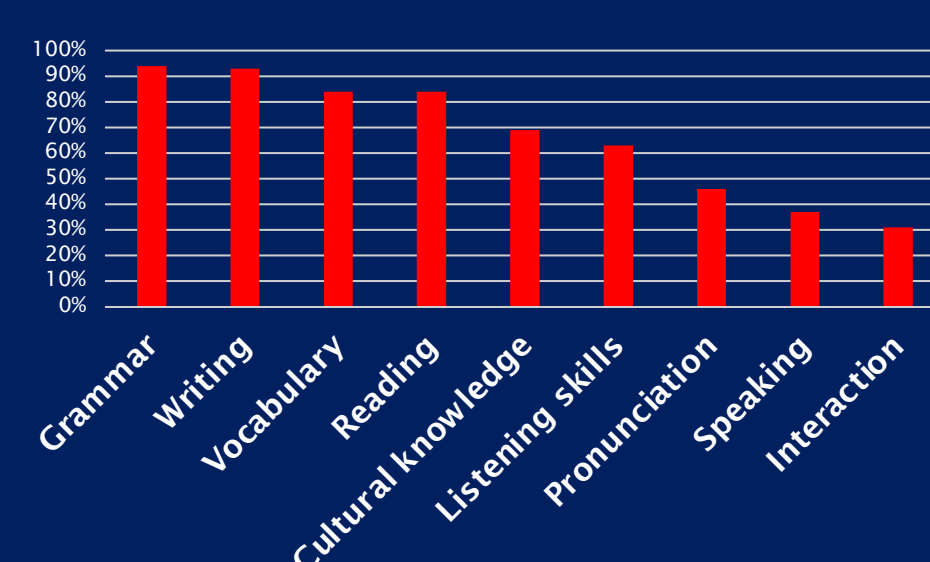
- lack of opportunities for interaction
- lack of speaking exercises
- learning in a secluded environment
- lack of feedback



Difficulties solved by:



Perceived L2 improvements:



We can learn at our own pace and we don't have to worry about others.

We can access the videos outside the allocated class period and watch them as often as we like.

We can't compare our skills and our progress to others.

If we have questions, we cannot solve them immediately.

There is not enough opportunity to actually use German.

- freeing up valuable class time by using video tutorials (flipped learning)
- creating incentives for autonomous learning
- individualization of learning process and adaption to students' learning styles

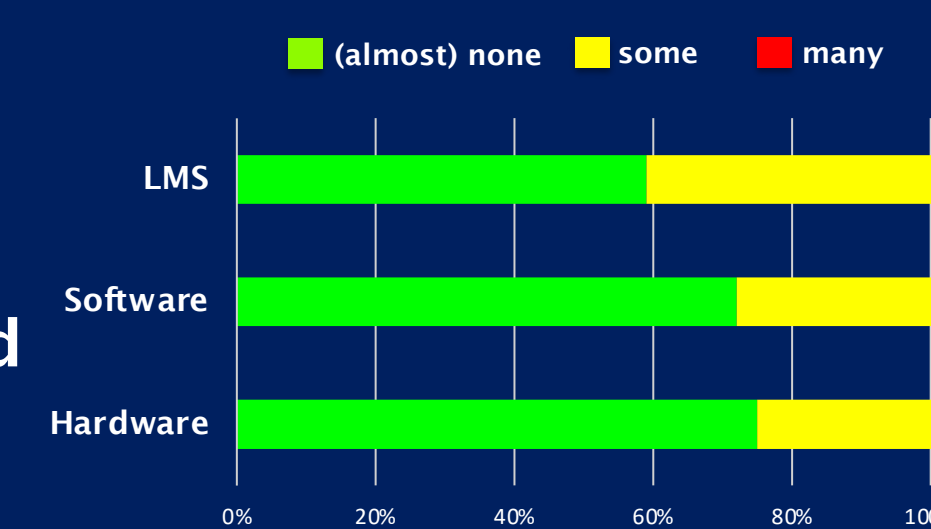


Procedures:

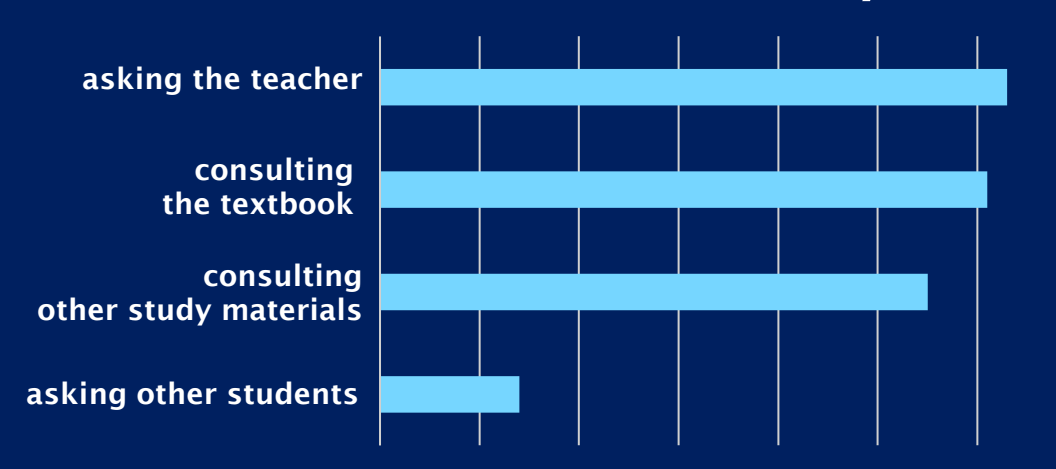
- 90 minutes Zoom-session for the whole class (no splitting)
- instructions and exercises follow the contents of the textbook
- use of various functions of the digital textbook
- use of Zoom's chat-, screensharing- and breakout-room-functions
- 3 to 4 breakout-room-sessions per class (2 to 4 participants) for discussions, and conversation, vocabulary and grammar exercises

Difficulties:

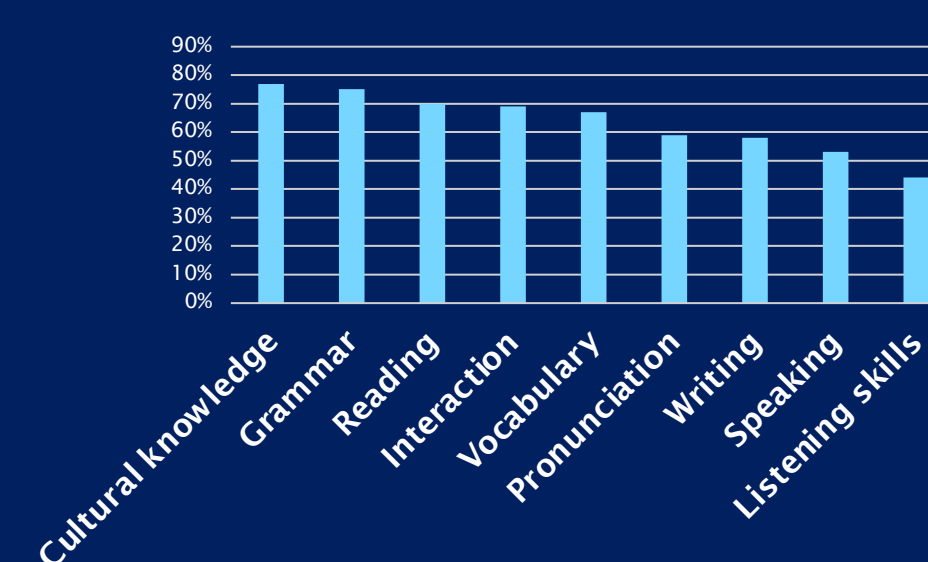
- limited opportunities for active participation
- poor sound quality and background noises
- communication difficulties



Difficulties solved by:



Perceived L2 improvements:



Zoom is a convenient tool to share texts and pictures within class exercises.

The Zoom classes offered a good chance to study with the other course participants at the same time.

Zoom classes were a good opportunity to meet the teacher and the other students.

Sometimes technical difficulties or sound overlaps hamper the communication.

It is difficult to assess how one's own voice and background noises are perceived by others.

Since it is difficult to make remarks or private comments, teaching contents are not as memorable.

- stimulating learner interaction outside the classroom
- integrating more online resources into classroom teaching
- creating computer-mediated writing activities

IMPLICATIONS FOR FUTURE L2 GERMAN CLASSROOM TEACHING