

WhatsApp Remote Equivalents of In-person Teaching and Learning 4.10.20

David J. Rosen djrosen123@gmail.com, editor

Described in the table on the next page are some [WhatsApp](#) remote, distance education, or online learning equivalents of good practices found in in-person teaching in adult basic skills (including ESL/ESOL). This document was spurred by the COVID-19 coronavirus pandemic that has caused the abrupt end of in-person adult basic skills classes and tutorials in the U.S. It was also inspired by the description of the challenges in moving from in-person to online teaching faced by Nan Frydland who teaches adult ESL Students with Limited or Interrupted Formal Education (SLIFE).

If you would like to add other ways of using WhatsApp to this document, email David J. Rosen to request editing privileges.

Original contributors:

David J. Rosen djrosen123@gmail.com is the moderator of the LINCS CoP Integrating Technology and Program Management groups.

Nan Frydland nanfrydland@gmail.com has been teaching low literacy adult learners since 2003. She is currently an instructor at Stamford Adult & Continuing Education in Connecticut, working with SLIFE. Nan has published some of the results of her research in Culturally Responsive Teaching and is developing a blended learning teaching platform incorporating the Mutually Adaptive Learning Paradigm(c) as the Director of Corporate Social Responsibility at Frydland, LLC.

Glenda Rose grose@communityaction.com Dr. Rose is an adult education teacher and coordinator in Central Texas. She has been teaching English to adults since the late 80s. She is also a professional developer who designs and delivers workshops on a wide variety of topics including adult learning principles, teaching adult English language learners, digital literacy, and distance learning.

Paul Rogers pumarosa21@yahoo.com Living in Southern California, Paul Rogers is the creator of pumarosa.com a bilingual (Spanish and English) website with instruction delivered in part through WhatsApp.

Jennie Mollica jennie.mollica@gmail.com is currently teaching part-time as a volunteer while living in Costa Rica, where she has been using WhatsApp since August, 2019. She previously taught for two years in Vietnam and two years in Laos, then several years in Oakland, CA. She teaches a contextualized English for healthcare class to employees of the public health clinic, and also provides volunteer support in an English class in the public high school. Costa Ricans, she says, use WhatsApp constantly, to communicate with friends, receive information from groups, plan and coordinate events, distribute documents.

Heide Spruck Wrigley heide@literacywork.com Dr. Wrigley is an ESL researcher and teacher educator. She lives in New Mexico and works in the U.S. and elsewhere in the world. She has been the educational consultant for OneAmerica's blended learning program for over 10 years.

In-person teaching practice	Detailed examples of good practices using WhatsApp as an online equivalent
<p>General practice in using WhatsApp</p>	<ul style="list-style-type: none"> ● As a teacher or tutor, use WhatsApp on your computer desktop, not on a smartphone, although most or all your students will use it on their smartphones. ● If possible, get your computer on a wired, stable connection. You can teach on WiFi, but it is less stable. ● Create and name a group for each class to ensure that all members are contacted at one time. ● Be sure that members are aware of the group name and the time class begins. ● You can run the class from a phone. I have done it when my computer is acting up. You can toggle among content files, videos and text. It just takes a lot of fast thumbwork! ● If possible, find out in advance if students have any trouble accessing certain types of content on WhatsApp, or if they need any tutorials. (I've had students say they have trouble accessing video links unless they're sent in their own text, rather than embedded in a longer text, for example, and never figured out why this might be...) ● If possible, find out in advance if students have any concerns about sharing content via WhatsApp. (One high school teacher says his students are very cautious about sending images of themselves via WhatsApp because it is so easy for others to re-post them on social media.)
<p>Modeling skills or learning strategies</p>	<ul style="list-style-type: none"> ● Make or find short videos or screencasts (e.g. using the free screencast-o-matic tool, in which you model how to do something. Keep these organized in a personal library where you can easily find and send them to students as an attached file, or as a link. If

	<p>they are large, you could store them in a dropbox account and send a link to a student as needed.</p> <ul style="list-style-type: none"> ● Make a video directly on WhatsApp. it's much clearer, and the audio is better than making a YouTube video which you then have to download to a WhatsApp group. ● If you make WhatsApp videos, be sure to save them. They don't automatically save like using an iPhone camera. That's why I only use my iPhone for videos: then they're easily organized in an album. ● Use authentic materials as you would have before the pandemic, for example, modeling how to wash your hands, in video or photos, with audio and text. ● In beginner videos, the voice component is designed with learners in mind: slow, clearly-spoken English. Follow up with a photo of the video and instructions: LISTEN AND REPEAT. After students send their voice memo, respond by clicking on "Reply" and comment on that person's pronunciation using your own voice message. ● Share links to online ESL resources even if they are not connected to specific curriculum or assignments, to demonstrate how much is available freely on the internet.
<p>Creating or finding content and delivering it directly to students</p>	<ul style="list-style-type: none"> ● We try to keep key learning principles in mind as we select or create online content. It's clear that deep learning requires cognitive, social and emotional engagement; the emotional component often gets left out. ● Create your own videos (or find them, e.g. free on YouTube) or audio files (podcasts) and post links to them on WhatsApp. ● Create original PowerPoints with student photos as content and send them. slide by slide, on WhatsApp. ● Make funny videos as a model to tell photostories, such as making a face for a Paying Bills video, or Going to Work in pajama bottoms. ● Ask students to send their own videos and photos, and then incorporate them into the next day's lesson. ● As a teacher, share your own experiences, like videos of Waiting in Line, Buying Toilet Tissue,

	<p>Making Dinner. Send the video, then send a follow-up handout, with questions and a cloze exercise.</p> <ul style="list-style-type: none">● Make short, free cartoon videos, for example using Powtoon, to engage, explain, and add humor to your lessons.● If you have a new group of students and want to introduce yourself to them, you could make a light-hearted Powtoon to introduce yourself, as ESL/ESOL instructor Helaine W. Marshall has done here.● We've been using story boards a lot and plan to show <i>Saturday: Tales of Mere Existence</i> for the remote class as well https://www.youtube.com/watch?v=RdYEkZL9KPM● We also plan to use compelling pictures and have students respond to "What do you see?" (The book, <i>Material World</i>, e.g. https://www.amazon.com/Material-World-Portrait-Publication-Paperback/dp/B00HRDVK5M, is my favorite. I got permission from the publisher, Sierra, to use some of the images.) We then imagine the bio of the people in the photos and create a backstory.● Teach an entire lesson (e.g. for ESL students) just using WhatsApp. WhatsApp lets you <u>use audio as well as text</u>, and you can <u>attach files of all kinds</u>. Create an interactive lesson plan for ESL beginners on WhatsApp <u>using a mix of text, audio, and images</u>.● Create "audio videos" designed for people to watch as a video, but also to listen to for practice when they are on a bus or driving a car, etc. Over the years I (Paul Rogers) have created hundreds of these lessons some of which you can review on this website, pumarosa.com.● Make a video dialogue and also send a transcript of it.
--	--

<p>Answering Students Questions</p>	<ul style="list-style-type: none"> ● Answer students' questions by sending an appropriate video or text from your own lessons or from your curriculum website (e.g. that you have made using Weebly, Wix, Wordpress or other free website design software, and that may be hosted on the same site for free. ● You can answer by voice using a computer microphone or by holding the button on the phone. My students are ORAL learners and understand my voice much better than text.
<p>Directly observing a learner trying to acquire, practice or apply new knowledge or a new set of newly acquired skills</p>	<ul style="list-style-type: none"> ● Ask students to make a video or take a picture, and send it in real time. For example, if you text a question: "What are you eating for breakfast?", the student sends a photo of arepas and a voice or text message: "I'm eating arepas for breakfast." ● Send a cloze asking students to answer by voice or message. The cloze is a PPT slide or Word doc photo you sent. ● You cannot use the desktop app to do a group call, but you can do group video calls in the app. It is easier to use a desktop web conferencing platform like Zoom and share WhatsApp on your screen than to conduct the class on your phone. ● Ask students to create a skit between classes, film it, and share the film for teacher and classmates to see (I used this when students were able to meet between classes. When this isn't possible, maybe they could make it with family members, or just act out a monologue or some other form of speaking practice.

<p>Encouraging peer support in learning, assessment or problem solving</p>	<ul style="list-style-type: none"> • WhatsApp is interactive. Often students will chat with each other. • Assign students to answer each other using the “Reply” button in response to an individual, not the entire thread. • Pose problem-solving questions directly, as one would do in an in-person classroom: What can you do to stay safe now? If your students were working prior to the pandemic in a problem-solving discussion group, then they will just use text or voice to respond as they normally would. They will respond to each other’s posts, too, if they are already used to this type of exchange.
<p>Tutoring</p>	<ul style="list-style-type: none"> • Students often have a specific question that requires a one-on-one session. You can do this through the video call function (phone only), or through text.
<p>Coaching, advising or counseling</p>	<ul style="list-style-type: none"> • Text or voice message answers to students’ concerns using voice message on WhatsApp. Ensure privacy by using a one-to-one WhatsApp name, not the group name.
<p>Encouraging and supporting learners</p>	<ul style="list-style-type: none"> • Leave WhatsApp open on your desktop (yes, there is a desktop version) for writing responses if your students are used to using WhatsApp. • Send little text reminders to do things between typical class sessions to encourage students to keep focused, come back to tasks, and prepare for the next lesson.
<p>Setting up small-group learning</p>	<ul style="list-style-type: none"> • Create separate WhatsApp groups for beginning, intermediate and advanced students.
<p>Creating group learning projects</p>	<ul style="list-style-type: none"> • Group learning projects can be done with a combination of tools, including WhatsApp. G-Suite tools work well. Students can do group calls in WhatsApp or another conferencing option like Zoom. Students have also gotten creative by taking pictures of their part of the project and sharing them.
<p>Using orality, especially for SLIFE students, as the most crucial tool for</p>	<ul style="list-style-type: none"> • For beginners, leave random recorded messages throughout the week. For example, “What time is it?” or “Are you going shopping today?” Remember

communication	<p>to speak as slowly as possible and still sound natural. It helps students with low English listening comprehension to see your face as you speak, so you can record very short video clips instead of audio alone.</p> <ul style="list-style-type: none"> ● Using voice, visuals and text in combination is the most pedagogically sound way to ensure that SLIFE can process new language. ● Be sure to allow adequate time for learners to watch, listen and respond to a video. ● Send a video, then immediately send a text version of the video to connect orality to literacy. Then wait for student responses. ● Ask students to complete a speaking activity by recording themselves and sending the voice message to the group.
<p>Creating interconnectedness among students and with teacher, especially for SLIFE students</p>	<ul style="list-style-type: none"> ● A fun assignment is to have students take a picture and share it. This task is easily adapted to levels: <ul style="list-style-type: none"> 0-1 Take a picture of water. 2 Take a picture of something with water in it. 3-4 Find something that relates to water and take a picture of it. Write a sentence or two to describe your photo. 5-6 Water is an important resource that should be conserved. Take a picture showing how people are, or are not, conserving water in your neighborhood. Write a short paragraph about how we can improve our water conservation efforts. ● First ask students for their knowledge, and respond to it before sharing your own. If students are reticent, then you can share first to model and to set the stage for sharing. ● Using questions created for developing sharing that are already familiar to students from their previous classes will be easiest. “How are you today?” Is a question that in my classroom could be answered with: “I’m worried about paying the rent.” So this WhatsApp classroom should ideally be mimicking your pre-pandemic classroom in order for students to feel at ease.
<p>Providing scaffolding when students (especially</p>	<p>By sending videos and documents one at a time, students can click to scroll sideways, thereby “reading” or at least</p>

SLIFE) are exposed to new language and content	viewing, the entire lesson or thread, as a book. If you are sending slides that look like a page in a book, then you will have created a resource that students can return to, videos that can be replayed, sentences that can be reread.
---	---

Promising WhatsApp teaching practices for which there are not any equivalent in-person teaching practices

- When students are at home they can answer questions about their activities by sending a photo or video they make at the moment the question is asked. This gives an incredible REAL TIME exchange that is impossible in a classroom and creates interconnectedness, as well as showing that the student understands the instruction.
- Students have PRIVACY: They can ask me questions by voice that only I can hear, which they couldn't do in a classroom, or they can share problems privately, in the same way, by voice message.
- Students send photos of completed homework I can view immediately and send back with comments instead of my having to take them home and write on them.