World Language Faculty Perceptions of Emergency Remote Language Teaching

Start of Block: Consent Form

Q4 Information Sheet for Participation in Research Study   Title: World Language Faculty Perceptions of Emergency Remote Language Teaching (ERLT)   Principal Investigators: Li Jin, Katie Angus, Elizabeth Deifell, Yi Xu    Institution: DePaul University, University of Southern Mississippi, University of Dubuque, University of Pittsburgh    We are conducting a research study to investigate college-level world language faculty perceptions of Emergency Remote Language Teaching (ERLT) which is *a temporary shift of instructional delivery in language education to an alternate delivery mode due to crisis circumstances such as the COVID-19* *outbreak*. Our goal is to use what we find to suggest effective resources and pedagogical recommendations that will support college-level world language teaching during and after the COVID-19 outbreak in the United States. We are asking you to be in the research study because you are a faculty member teaching a non-English language at the undergraduate level. If you agree to be in this study, you will be asked to complete an online survey which follows this information sheet. The survey contains eight sections including questions about your basic demographic information (the language you teach, the level of language classes you currently teach, your age range, academic rank, total years of language teaching experience, area(s) of expertise, type of institution you work for, and prior experience with online courses) and your perceptions of the value of online language teaching in general, your self-efficacy in online language teaching, access to technologies and time constraints, access to training on online teaching, stress level during the outbreak, students' readiness for ERLT, and future language teaching. If there is a question you do not want to answer, you may skip it.   This study should take no more than 20 minutes of your time. Research data collected will be anonymous. Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences if you decide not to participate or change your mind later after you begin the study. You can withdraw your participation at any time prior to submitting your survey. After you complete the survey, you have two options before you submit the survey answers. Option 1: if you choose to participate in a random drawing at the end of the survey data collection process (approximately early June), you will need to provide an email address. We will use your email address to participate in the drawing and contact you if you win the drawing. Five winners will be picked and each will win a $20 Amazon gift card. Please note that we plan to recruit about 500 participants. Option 2: if you choose NOT to participate in the drawing, you do not have to provide any email.  If you choose Option 2,  your information is collected online in an anonymous way and we will not be able to link your responses back to you. Once you submit your responses, we will be unable to remove your data later from the study because all data is anonymous and we will not know which data belongs to you.    If you have questions, concerns, or complaints about this study or you want to get additional information about this research, please contact Li Jin, 773-325-1882, ljin2@depaul.edu; or Katie Angus, 570-317-7265, katie.angus@usm.edu; Elizabeth Deifell, 563-589-3000, elizabeth@deifell.com; Yi Xu, 412-624-4923, xuyi@pitt.edu.    If you have questions about your rights as a research subject, you may contact Susan Loess-Perez, DePaul University’s Director of Research Compliance, in the Office of Research Services at 312-362-7593 or by email at sloesspe@depaul.edu. You may also contact DePaul’s Office of Research Services if: Your questions, concerns, or complaints are not being answered by the research team; you cannot reach the research team; you want to talk to someone besides the research team.   By completing the survey you are indicating your agreement to be in the research.

End of Block: Consent Form

Start of Block: Section IX: Demographic Information

**Section I: Demographic Information**   Please provide your responses to the following questions about your demographic information by either checking appropriate boxes or filling in the blank:

Q1 1. Language(s) you currently teach (Select all that apply if you teach multiple languages):

* Arabic (1)
* American Sign Language (2)
* French (3)
* German (4)
* Italian (5)
* Japanese (6)
* Korean (7)
* Latin (8)
* Mandarin Chinese (9)
* Polish (10)
* Portuguese (11)
* Russian (12)
* Spanish (13)
* Other, please specify: (14) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q33 2. The level of language course you teach this academic term (Select all that apply):

* 1st-year language course (1)
* 2nd-year language course (2)
* 3rd-year language course (3)
* 4th-year language course (5)
* Upper-division content course in the target language (e.g., film studies, linguistics, literature) (6)
* Professional language course (e.g., business, medical) (8)
* Other, please specify (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q2 3. Your age:

* 20-29 (1)
* 30-39 (2)
* 40-49 (3)
* 50-59 (4)
* ≥ 60 (5)

Q3 4. Your academic rank:

* Tenured Professor (1)
* Untenured Tenure-line Professor (2)
* Full-time Non-Tenure-Line Faculty (3)
* Part-time Faculty (4)

Q4 5. Total years of language teaching experience:

* < 1 (1)
* 1-5 (2)
* 6-10 (3)
* 11-20 (4)
* ≥ 21 (5)

Q5 6. Area(s) of expertise (Select all that apply):

* Literature (1)
* Culture studies (e.g., film studies, aesthetics) (2)
* Translation/Interpretation (3)
* Linguistics (4)
* Language, Language pedagogy, Second language acquisition (5)
* Other, please specify: (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q6 7. Type of institution where you currently teach (Select all that apply):

* Research-oriented public university (1)
* Teaching-oriented public university (2)
* Research-oriented private university (3)
* Teaching-oriented private university (4)
* Small liberal arts college (5)
* Community college/Technical school (6)
* Other, please specify: (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q7 8. Have you taken any online courses as a student?

* No (1)
* Yes. If so, how many courses? (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q8 9. Have you taught any of the following before the COVID-19 outbreak? (Select all that apply):

* Online courses: Courses where most or all of the content is delivered via the Internet (1)
* Hybrid courses: Courses that blend online and face-to-face delivery (2)
* Web-facilitated courses: Courses that use web-based technology to facilitate what is essentially a face-to-face course (3)
* None of the Above (4)

End of Block: Section IX: Demographic Information

Start of Block: Section I: Faculty Perception of The Value of Remote Language Teaching

Q1 **Section II: Faculty Perception of The Value of Online Language Teaching in General**   
    
1. Using the scale below, please indicate your level of agreement or disagreement with each statement:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) |
| 1) Online language teaching helps me build relationships with my students. (1) |  |  |  |  |  |
| 2) Online language teaching supports my interaction with students. (2) |  |  |  |  |  |
| 3) Online language teaching supports community building in my language classes. (3) |  |  |  |  |  |
| 4) Online language teaching facilitates student collaboration on course projects. (4) |  |  |  |  |  |
| 5) Online language teaching enhances my knowledge of educational technology. (5) |  |  |  |  |  |
| 6) Online language teaching provides rich resources to students and faculty. (6) |  |  |  |  |  |
| 7) Online language teaching makes my assessment of student performance easier. (7) |  |  |  |  |  |
| 8) Online teaching is not useful in second/foreign language learning. (8) |  |  |  |  |  |
| 9) Online language teaching supports an individualized and learner-centered teaching approach. (9) |  |  |  |  |  |
| 10) Online language teaching supports students’ development of communicative competence in the target language. (10) |  |  |  |  |  |
| 11) Students are more likely to drop online language courses in comparison to face-to-face courses. (11) |  |  |  |  |  |
| 12) Online teaching offers advantages over traditional methods of instruction for language educators. (12) |  |  |  |  |  |
| 13) Online language teaching creates an effective learning environment for the language(s) I teach. (13) |  |  |  |  |  |

Q15 2. Are there other aspects of online language teaching that are valuable, especially in comparison to face-to-face instruction?

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Q2 3. Has your perception of the value of online language teaching changed this academic term? Please explain how.

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End of Block: Section I: Faculty Perception of The Value of Remote Language Teaching

Start of Block: Section II: Perception of Self Readiness for Remote Language Teaching

Q16 **Section III: Faculty Self Confidence in Online Language Teaching in General**   1. Please reflect on your confidence in online language teaching. Please indicate your level of agreement or disagreement with the following statements: ***Please skip the last two statements if they don't apply to your language.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) |
| 1) I feel confident that I can successfully teach relevant language content using appropriate technology. (1) |  |  |  |  |  |
| 2) I feel confident that I can help students when they have technological difficulties. (2) |  |  |  |  |  |
| 3) I feel confident that I can motivate my students to participate in technology-based projects and encourage language acquisition. (3) |  |  |  |  |  |
| 4) I feel confident that I can mentor students in appropriate and effective uses of technology. (4) |  |  |  |  |  |
| 5) I feel confident creating appropriate technology-based learning materials and projects for students. (5) |  |  |  |  |  |
| 6) I feel confident promoting and supporting technology-based student collaboration. (6) |  |  |  |  |  |
| 7) I feel confident using digital resources (e.g., electronic portfolios, online videos, etc.) to analyze student performance with the goal of improving my teaching. (7) |  |  |  |  |  |
| 8) I feel confident that I can develop creative ways to teach effectively within the constraints of the technology available to me. (8) |  |  |  |  |  |
| 9) I teach a non-Roman script language (e.g., Arabic, Chinese, Japanese), and I feel confident that I can find appropriate tools to support students’ learning of handwriting in the target language. (9) |  |  |  |  |  |
| 10) I teach a non-Roman script language (e.g., Arabic, Chinese, Japanese), and I feel confident about effectively evaluating students’ ability to do handwriting in the target language. (10) |  |  |  |  |  |

Q17 2. Has your confidence in online language teaching changed since the COVID-19 outbreak? If so, in what way(s)?

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Q30 3. What are the most effective technologies you would recommend to other instructors teaching the same target language? Why?

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Q23 **Section IV: Access to Technology and Time Constraints During the COVID-19 Outbreak**  
   
 1. Please indicate your level of agreement or disagreement with the following statements:

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| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) |
| 1) I have access to a computer whenever I need it. (1) |  |  |  |  |  |
| 2) I have access to a reliable Internet connection whenever I need it. (2) |  |  |  |  |  |
| 3) I have access to the software and networked resources for teaching whenever I need it. (5) |  |  |  |  |  |

Q24   
2. Please indicate your level of agreementor disagreement with the following statements:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) |
| 1) I was well prepared to do online teaching before the COVID-19 outbreak. (1) |  |  |  |  |  |
| 2) I had time to learn how to use new computer technologies on my own before moving my course(s) online. (2) |  |  |  |  |  |
| 3) I had time to participate in technological training before moving my course(s) online. (3) |  |  |  |  |  |
| 4) I had time to create Internet-based instructional materials before moving my course(s) online. (4) |  |  |  |  |  |
| 5) I have time to participate in training in new technologies whenever I need it. (5) |  |  |  |  |  |

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Q25 **Section V: Access to Support/Training Before and During the COVID-19 Outbreak**  
     
Please rate the support and training you receive at the university, department, or from other external sources as **Not Known**, **Not Available, Available But Not Attended, Not Helpful, Somewhat Helpful, Very Helpful**, and **Excellent**.   

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Not Known (7) | Not Available (1) | Available But Not Attended (6) | Not Helpful (2) | Somewhat Helpful (3) | Very Helpful (4) | Excellent (5) |
| 1) Training on technology-based skills (1) |  |  |  |  |  |  |  |
| 2) Training on online classroom management (2) |  |  |  |  |  |  |  |
| 3) Training on effective communication with online students. (3) |  |  |  |  |  |  |  |
| 4) Training on organizing and structuring instructional content (4) |  |  |  |  |  |  |  |
| 5) Training on strategies for accommodating different learning styles (5) |  |  |  |  |  |  |  |
| 6) Training on finding and evaluating quality resources for my online courses (6) |  |  |  |  |  |  |  |
| 7) Training on technology integration in courses I teach (7) |  |  |  |  |  |  |  |
| 8) Instructional support (ongoing support for incorporating technologies into my online courses) (8) |  |  |  |  |  |  |  |
| 9) Technical support (e.g., network, software, hardware) (9) |  |  |  |  |  |  |  |

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Q21 **Section VI: Stress Level During the COVID-19 Outbreak**   
    
1. Please indicate your level of agreement or disagreement with the following statements:

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| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) |
| 1) I feel anxious about my own health. (1) |  |  |  |  |  |
| 2) I feel anxious about my family/friends’ health. (2) |  |  |  |  |  |
| 3) I feel anxious about my students’ well-being. (3) |  |  |  |  |  |
| 4) I feel anxious due to loneliness or isolation. (4) |  |  |  |  |  |
| 5) I feel anxious due to loss of control at work. (5) |  |  |  |  |  |
| 6) I feel anxious due to loss of control in my personal life. (6) |  |  |  |  |  |
| 7) I feel anxious due to teaching online. (7) |  |  |  |  |  |

Q22 2. If you feel anxious due to the outbreak, how has this affected your teaching and/or your use of technology while teaching?

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End of Block: Section II: Perception of Self Readiness for Remote Language Teaching

Start of Block: Section VII: Perception of Students' Readiness for Remote Language Teaching

Q26 **Section VII: Faculty Perception of Students' Readiness for Emergency Remote Language Teaching (ERLT)**  
    
1. Please indicate your level of agreement or disagreement with the following statements:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) |
| 1) I believe that my students are technologically savvy. (1) |  |  |  |  |  |
| 2) I believe that my students have the technologies needed for online language classes. (15) |  |  |  |  |  |
| 3) I believe that my students are motivated to engage in remote language learning. (2) |  |  |  |  |  |
| 4) I believe that my students enjoy online collaboration with their peers. (3) |  |  |  |  |  |
| 5) I believe that my students do their own work online. (4) |  |  |  |  |  |
| 6) I believe that my students will be motivated to continue taking language classes in the future. (5) |  |  |  |  |  |
| 7) I believe that my students will be motivated to take online language classes in the future. (6) |  |  |  |  |  |

Q27 2. What are the most salient challenges you think your students encounter in the ERLT context?

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End of Block: Section VII: Perception of Students' Readiness for Remote Language Teaching

Start of Block: Section VIII: Perception of Future Teaching

Q29 **Section VIII: Faculty Perception of Future Teaching**  
   
 1.  Please indicate your level of agreement or disagreement with the following statements:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) |
| 1) I will consider teaching online language classes in the future. (1) |  |  |  |  |  |
| 2) I will consider integrating certain technologies (e.g., Zoom, Microsoft Teams, Flipgrid) in my future language teaching. (2) |  |  |  |  |  |
| 3) I will consider integrating more internet-based technologies for student collaborative projects in my future language classes. (4) |  |  |  |  |  |
| 4) I will create more Internet-based teaching materials (e.g. Quizlet flashcards, VoiceThread lectures) for my future language teaching. (5) |  |  |  |  |  |
| 5) I will encourage students to use more technologies in their language course projects. (6) |  |  |  |  |  |

Q30 2. What valuable lessons have you learned from ERLT during the COVID-19 outbreak? How will these new insights influence your future language teaching? 

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End of Block: Section VIII: Perception of Future Teaching

Start of Block: Block 6

Q31 1. If you are interested in participating in a random drawing to win a $20 Amazon gift card, please provide your email below.

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Q29 2. If you are interested in participating in a follow-up interview, please provide your email below. Otherwise, please skip this question and submit your survey answers by clicking "SUBMIT" at the lower right corner of this page.

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End of Block: Block 6