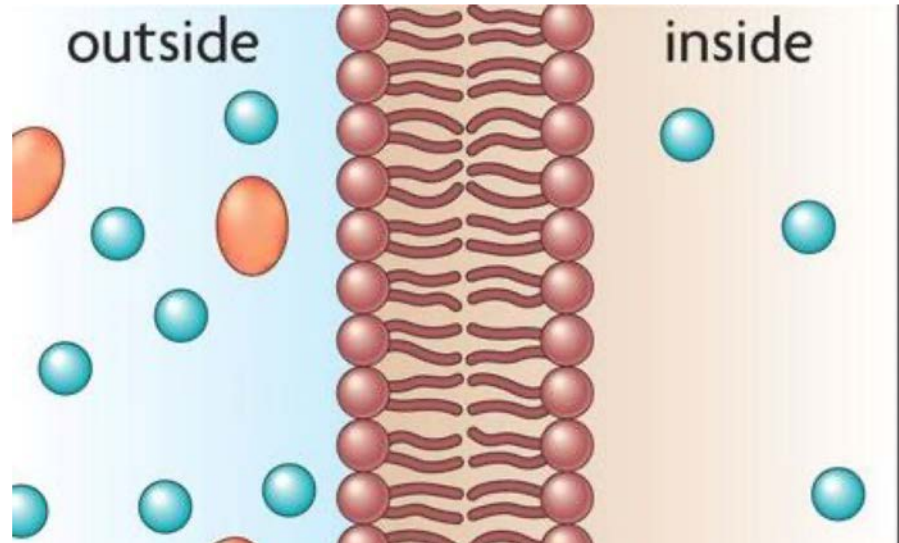# The Evolving Language Classroom: a Semipermeable Membrane

NEALLT 2022
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Columbia University

Undergrads in Spring 2022

Current seniors - started 2018-2019, had one full year before the pandemic. Sophomore year was interrupted.

Juniors - Started in the pandemic year. 5 months of normal college

Sophomores - Started in Fall 2020, first year remote

Freshmen - Started Fall 2021, hybrid experience

What am I noticing in language classrooms in Spring 2022?

- Expectation of telepresence on demand

- Accessing digital spaces inside the classroom

- Competition for students' attention

Spring 2022 emails

- "There should be a Zoom option setup for students who have not taken the covid test yet. This is unfair. Please let me know who else I can contact to get the Zoom link for class until I get access to Columbia's buildings."

- "I am feeling that I may have covid. Please send the Zoom link for class."

- "I can't come to campus today, due to an injury. Could I get the zoom link for today's class?"

Learners and instructors are on two different pages

Addressing the gap in expectations, acting upon the opportunities

- Addressing expectation of Zoom on demand
  - Think through a "framing" (whatever it may be), rather than ad-hoc requests
  - Explain the reasoning for this, address it directly
  - Avoid "otherizing;" college-age learners are historical subjects embedded within different circumstances
- Acting upon the opportunity
  - Ability to move rapidly between modes, whereas before it was difficult even to explain
  - Move some portion of work to Zoom, if advantageous/permitted
  - Allowing guests to easily join

Digital spaces inside the classroom

- A source of greater economic fairness
- Opportunity to reorganize classes in a more participatory, student-centered way
- Greater opportunities to create multiple pathways to success (Diana R's presentation yesterday)
- Students can engage with target culture's digital spaces

Competition for students' attention

- Moving away from the punitive model
- Understand that students view digital devices as a source of economic redress, instrument to enact (institutional) fairness, instrument for emotional soothing
- Frame the usage or non-usage of devices as a strategy for accomplishing a specific task
- Elicit feedback, get student input into how devices are used in class

The Evolving Language Classroom: a Semipermeable Membrane

Co-constructed and co-negotiated by instructors and learners as they strive for effective and equitable learning experiences

outside

inside
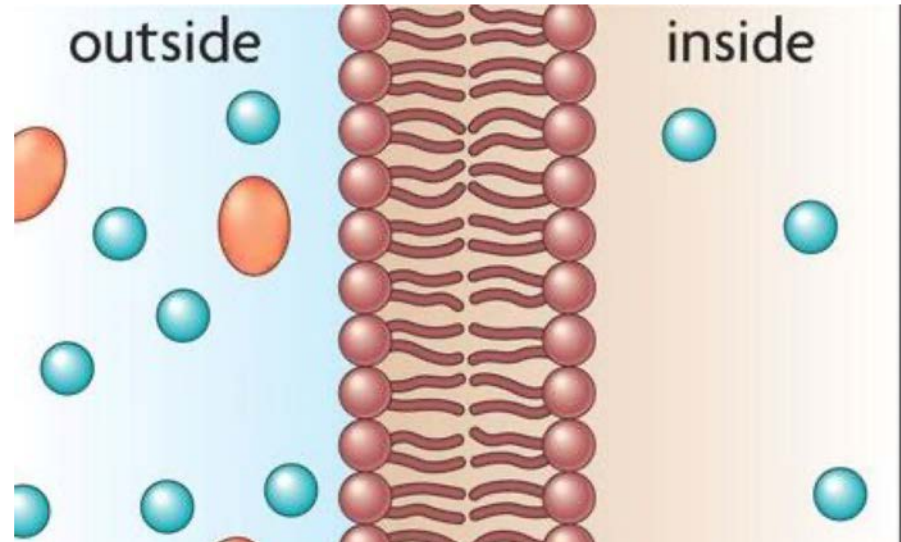
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Reactions? Agreements? Disagreements? Protests?

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