

## EU-Speak 3

- A three-year lifelong learning (Erasmus+) funded project which is creating and delivering six on-line modules to teachers of low-educated second language and literacy acquisition (LESLLA) adults worldwide.
- Each module is six weeks and free of charge. Modules use Moodle webpage. Two modules have been developed: 'Working with LESLLA learners' and 'Bilingualism and Multilingualism in the LESLLA Classrooms'.

## Aims of my project

- To evaluate the usefulness of module 2 (Bilingualism and Multilingualism in the LESLLA classroom) activities based on teachers' perceptions and feedback
- To discuss the implications for future design and implementation of online LESLLA teacher education modules

## Literature Review

- Simpson (2012: 1): 'online and distance education is very likely the fastest growing area of education in the world today, in both the developed and developing worlds'.
- Banegas and Busleiman (2014): online language teacher education courses influence teacher motivation. They find that teachers' initial motivation shifts from extrinsic motivation to an expression of interest in learning when they realise that they have learnt something valuable.
- Srinivas (2014): online collaborative tasks such as discussion forums can provide a supporting learning environment for teachers and will lead to positive interaction between teachers, development of meta-cognitive knowledge and critical thinking skills.
- Cullen et al. (2013: 433): although online learning can offer a collaborative environment, online technologies cannot guarantee this and 'collaboration in itself does not guarantee learning'.

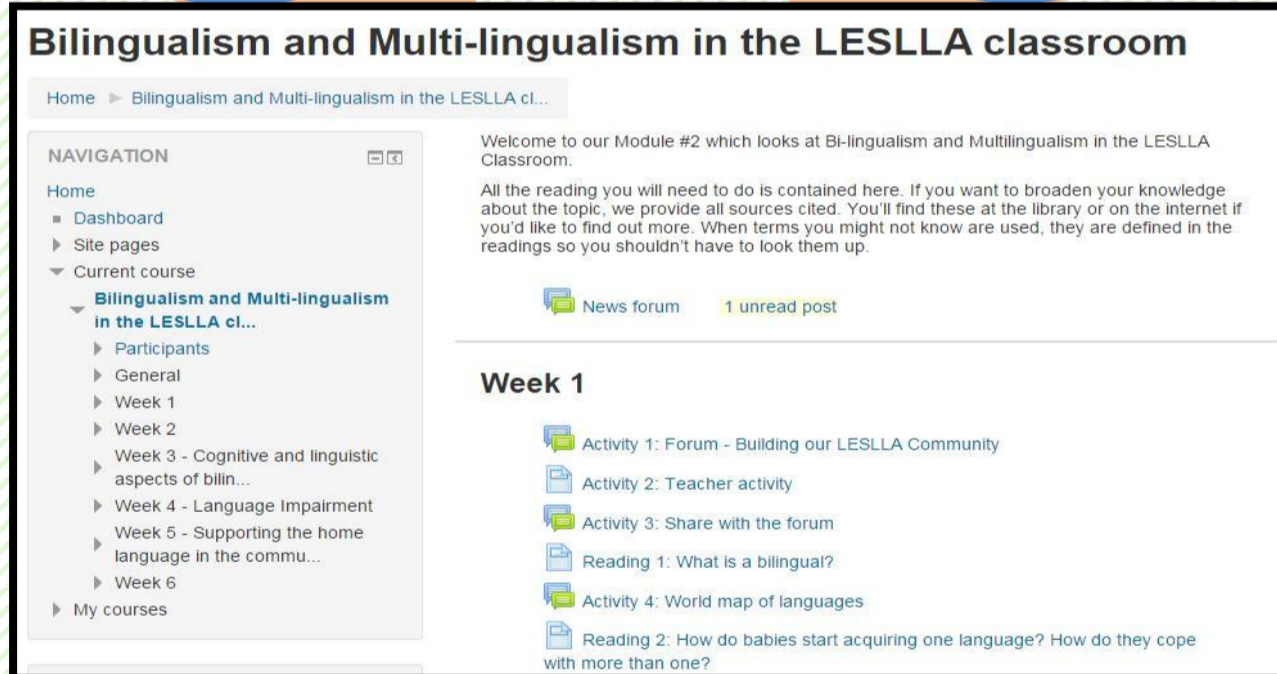
## Contribution of Study

Contributed to the continued improvement of the quality of the online LESLLA teacher education modules. This is significant since evidence that teachers learnt from the module can influence their willingness to bring the suggested teaching methods into their LESLLA classrooms.

## Methodology

Analysis of the qualitative data (Teachers' comments on the discussion forums)

Analysis of the qualitative data (Teachers' comments on the module 2 evaluation)



**Bilingualism and Multi-lingualism in the LESLLA classroom**

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Welcome to our Module #2 which looks at Bi-lingualism and Multilingualism in the LESLLA Classroom.

All the reading you will need to do is contained here. If you want to broaden your knowledge about the topic, we provide all sources cited. You'll find these at the library or on the internet if you'd like to find out more. When terms you might not know are used, they are defined in the readings so you shouldn't have to look them up.

News forum 1 unread post

**Week 1**

- Activity 1: Forum - Building our LESLLA Community
- Activity 2: Teacher activity
- Activity 3: Share with the forum
- Reading 1: What is a bilingual?
- Activity 4: World map of languages
- Reading 2: How do babies start acquiring one language? How do they cope with more than one?

Retrieved from <http://www.eu-speak.net/course/view.php?id=5> and accessed on 21/9/2016.

## Findings and Discussion\*

\*Part of the conference presentation at LESLLA 2016 12<sup>th</sup> Annual Symposium

## Which module activities teachers take up and like/ find useful?

- 59% of the teachers completed the activity called 'Languages in the household and community'. Teachers commented that it fostered interaction between teachers and students in the classroom. Teachers employed various methods e.g. classroom questionnaires and interviews to implement this activity.

- Only 24% of the teachers believed that the 'World map of languages' activity was useful to generate meaningful conversation with students. Some stated that it helped them to get to know more about the linguistic features of their students' languages. However, the majority complained that it was difficult to carry out in classrooms due to their students' low levels of language proficiency.

- 53% of the teachers completed most of the discussion forum questions. Teachers commented that these discussion forums allowed them to gain new knowledge from their fellow participants.



"It was most helpful to suggest an idea & then for another participant to make suggestions on how to improve the idea."

## Which module activities teachers did not do and why?

- 59% of the teachers did not complete the 'Why prosody is important?' activity. Teachers did not have sufficient time to complete this activity since it was almost the end of term. Also, teachers commented that it was not realistic to ask teachers to make audio clips of students speaking different languages.
- 47% of the teachers did not contribute to the discussion forums for more than three weeks. Teachers complained that they "never got notifications if someone commented on [their] posts", not enough "feedback from experts in the field" and lack of face-to-face interaction with mentors and their peers.



"It is end of term and there is not time for this."

## Conclusion and Recommendations

- Mentors should ensure each teacher is contributing to activities regularly, and timely feedback should be provided to teachers
- Ensure the module activities are manageable for teachers (in terms of time as well as difficulty)
- A range of online tools should be utilised to promote collaborative learning and dynamic exchanges between mentors and teachers (e.g. Skype in particular)
- Impact: Project meeting on the 6<sup>th</sup> and 7<sup>th</sup> of September 2016 discussed and decided to increase amount of mentoring.

## References

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