The relationship between distance teacher education, additional language and assessment

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Introduction & Background to the Study

• Relationship between additional language, assessment and distance teacher education
• Additional language factor in education
  Linguistic diversity (L1, L2, AL)
  Language proficiency assessment and labelling
  Complexities of AL acquisition
  Lack of awareness
The study and methods

- Alternative forms of assessment and accommodation
- Investigate the influence of dynamic assessment as an alternative for AL learners

Methods
Qualitative study with 8 participants, 2 schools, 2 subjects: Integrated Science and Business Studies with Grade 8 learners
Continuous assessment
Debriefing
Mediation
Adaptation of assessment
Glossary/spelling list

Results and Findings

- Use of DA
- The additional language situation
  Language in the community
    Yoruba, English Pidgin
  Interference: Grammar, spelling, pronunciation
  Receptive and expressive language ability
Teaching and Learning

- Breakdown of basic infrastructure
- Overcrowded classroom
- Code switching/code mixing
- Differences between Integrated Science and Business Studies
- Teaching and learning styles
- Attitudes of the participants

Participants’ challenges in learning

- Reading difficulties
- Comprehension of concepts
- Vocabulary
- Complex terminology
- Rote learning
- Attitude of teachers
- Processing of thoughts and ideas
The place of teacher education

• Severe linguistic challenges raises questions -
  - teacher education
  - criteria for progression
  - adequacy of support system
  - quality of training
  - availability of continuing professional development

The place of teacher education

• Participants’ apparent call for intervention with
  Grammar
  Speech/phonetics
  Comprehension
  Spelling
  Afterschool support
The value of distance teacher education

- Feasible tool for addressing challenges
- Continuing professional development
- Innovations in education
- Research in teacher education
- Re-orientation of teachers

Conclusion

- Accountability from teachers
- Compulsory distance in-service training and professional development
- Research into methods of making distance teacher education available in rural areas and places that lack basic infrastructure