

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