OL4LL

Online Languages for Lifelong Learning

OÉ Gaillimh
NUI Galway

IRISH RESEARCH COUNCIL
An Chomhairle um Thaighde in Éirinn

Presentation of the project

- Irish Research Council under the *New Foundations scheme;*

- *The Diploma in Italian Online* (a two-year programme);

- *BA sa Ghaeilge Fheidhmeach* (Applied Irish, a four-year degree programme);

- Questionnaires

OL4LL

- Explores e-learning in Applied Linguistics - Adult Education and Lifelong Learning;

- Investigates profile, motivational factors and learning styles of online language course users at NUI Galway;

- Considers the implications for course design and curriculum development, choice of technology and pedagogical resources.

Available literature and bibliographical research

The bibliographical research was organized under four main headings:

1. e-learning and foreign language acquisition (26 articles);

2. e-learning and foreign language teaching (10 articles);

3. e-learning and foreign language course structural design (2 books and 1 article)

4. e-learning and foreign language teacher training (4 articles).

Online Languages 4 Lifelong Learning

NUI Galway
OÉ Gaillimh

IRISH RESEARCH COUNCIL
An Chomhairle um Thaighde in Éirinn

| HOME/BAILE | ABOUT/FAOI | TRAINING VIDEOS | OUR PROGRAMMES/CLÁIR | REFERENCES/TAGAIRTÍ | CONTACT US/DÉAN TEAGMHÁIL LINN |

ANYTIME – ANYWHERE

The Project

The Team

Create a WiX site!

Online Languages 4 Lifelong Learning

NUI Galway
OÉ Gaillimh

IRISH RESEARCH COUNCIL
An Chomhairle um Thaighde in Éirinn

| HOME/BAILE | ABOUT/FAOI | TRAINING VIDEOS | OUR PROGRAMMES/CLÁIR | REFERENCES/TAGAIRTÍ | CONTACT US/DÉAN TEAGMHÁIL LINN |

Languages and e-learning
REFERENCES

e-Learning in Applied Linguistics

This biliography lists articles exploring distance learning of languages in e-learning mode. It does not include articles dealing solely with technology-enhanced classroom-based language teaching and learning.
Our list is certainly not exhaustive. If you would like to flag other publications (or indeed inaccuracies), please use the form on the right. Thank you.

E-learning & Applied Linguistics.docx

Structural Design

Would you like to suggest more references?

Fill in the form and click Send.

Please indicate Author(s), Title, Journal + issue (if applicable), Pages, Publisher, Location, Date. A short abstract would also be appreciated.
Thank you.

Name

Email

Subject

Message

Send

This site was created using WIX.com. Create your own for FREE >>

Methodological framework of OL4LL

- *Constructivism* – design of curriculum and material of the two courses;

- *Connectivism* – use of social networking tools (Glogster, Edmodo, Skype);

- *Lifelong learning* and language learning.
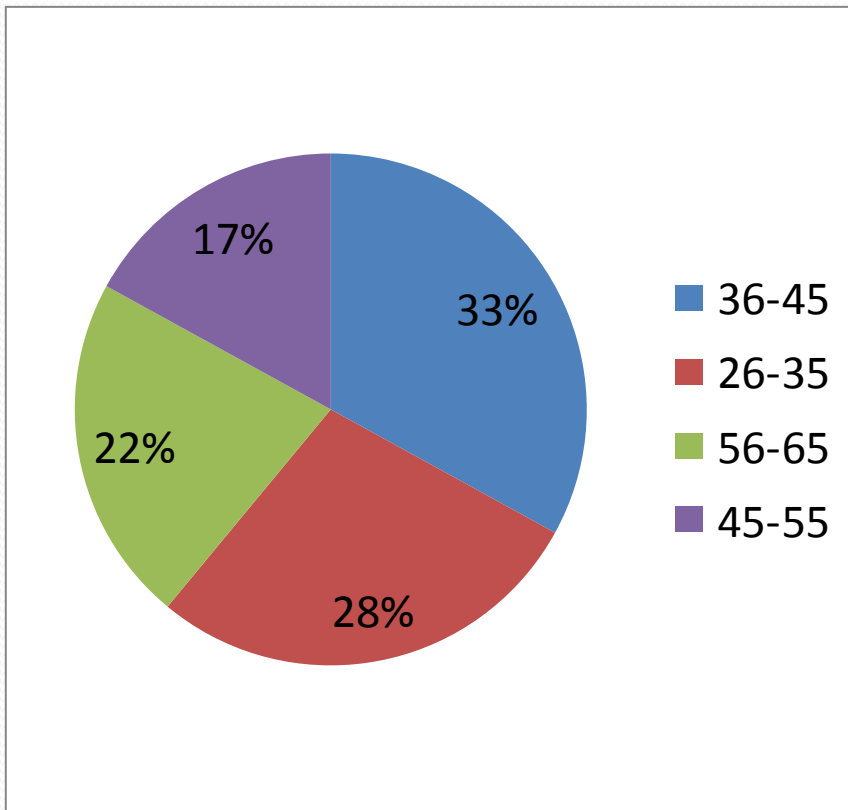
Diploma in Italian ONLINE

- For the *Diploma in Italian Online* 18 students out of 27 filled in the questionnaires - 10 females and 8 males;

- Data presented here is based on a preliminary qualitative and quantitative analysis to be considered as a start for the development and implementation of innovative structural design and creation of *ad hoc* pedagogical material.
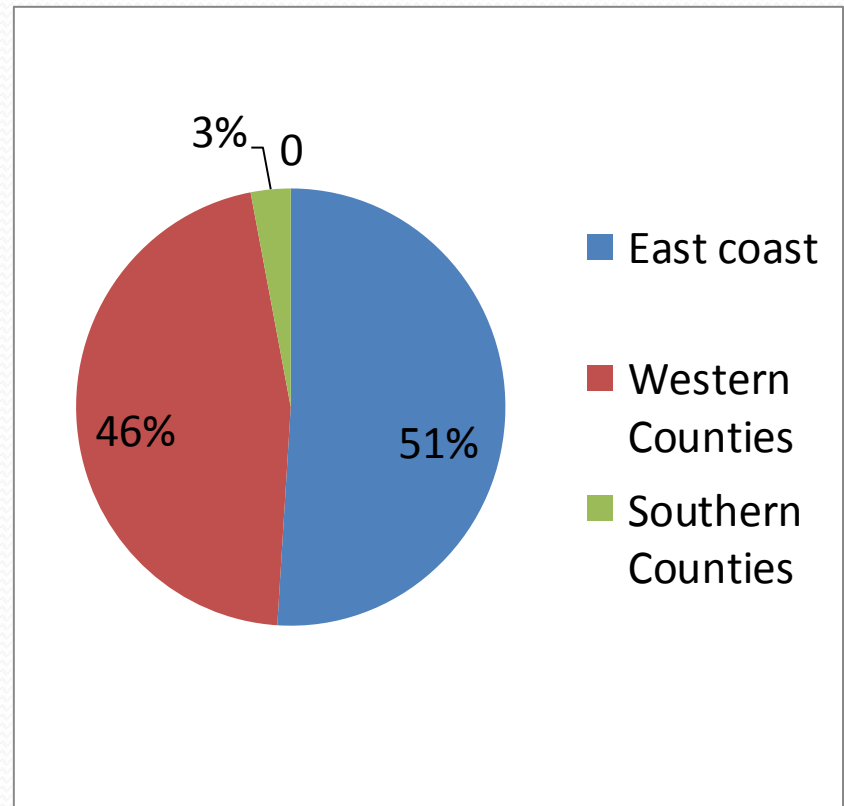
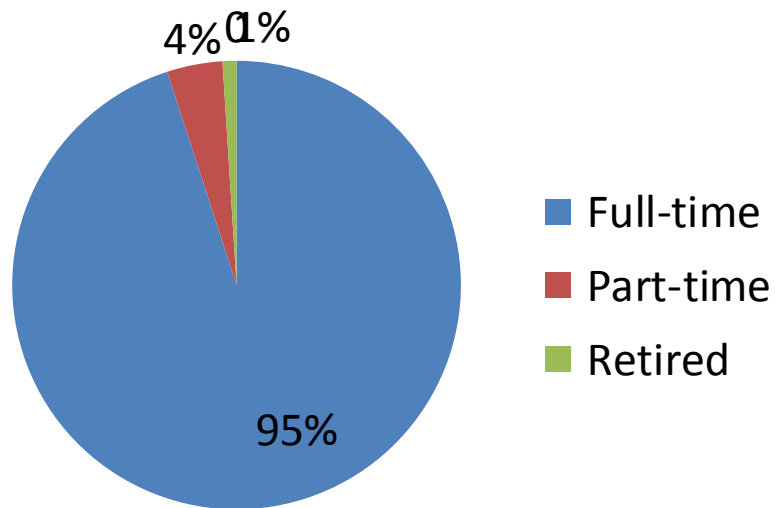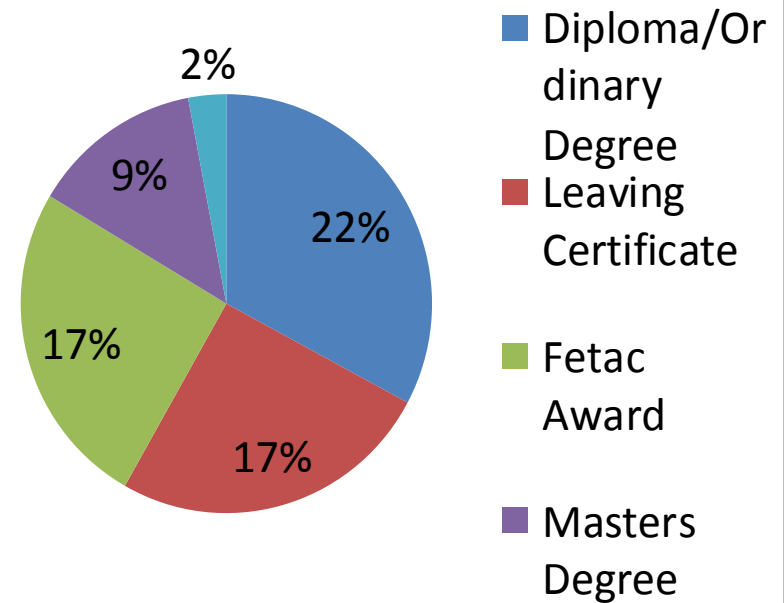# *Data – 1*

Age of the participants (average)

- 36-45 — 33%
- 26-35 — 28%
- 56-65 — 22%
- 45-55 — 17%

Geographical collocation

- East coast — 51%
- Western Counties — 46%
- Southern Counties — 3%
- 0

Data - 2

Employment situation

- Full-time 95%
- Part-time 4%
- Retired 1%

Academic qualifications

- Diploma/Ordinary Degree 22%
- Leaving Certificate 17%
- Fetac Award 17%
- Masters Degree 9%
- 2%

Data - 3

Technological difficulties

- Broadband Connection — 22%
- Praat — 7%
- Clipflair — 8%
- Not specified — 14%

Blackboard Collaborate

- Level 5 — 17%
- Level 4 — 39%
- Level 3 — 0
- Level 2 — 11%
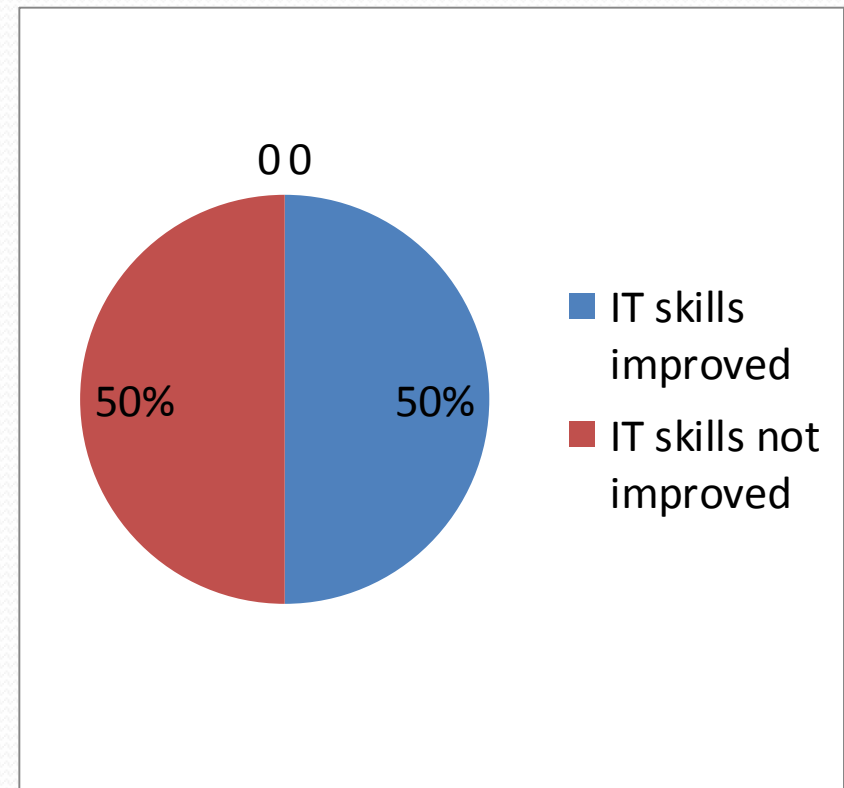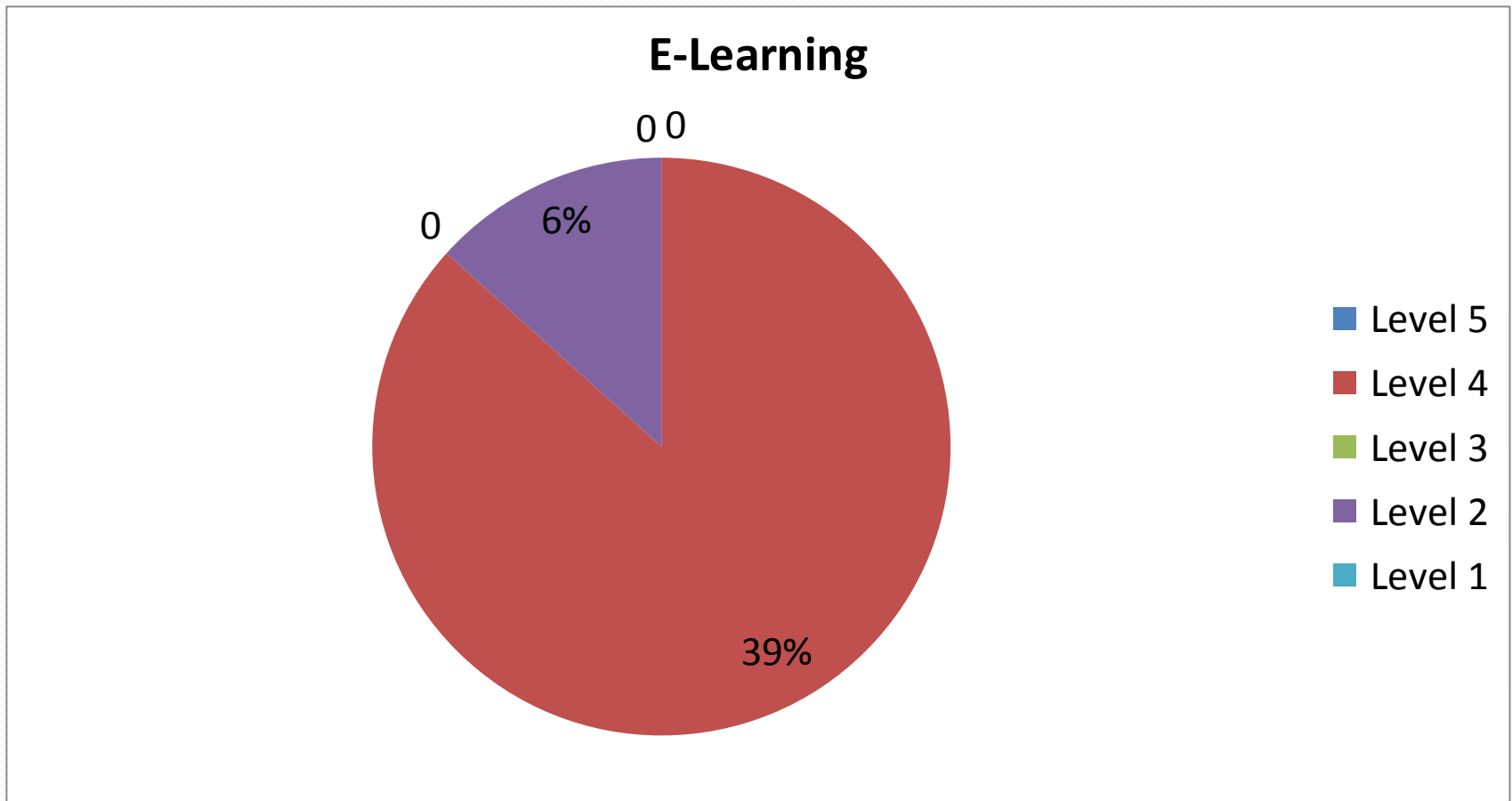- Level 1 — 0
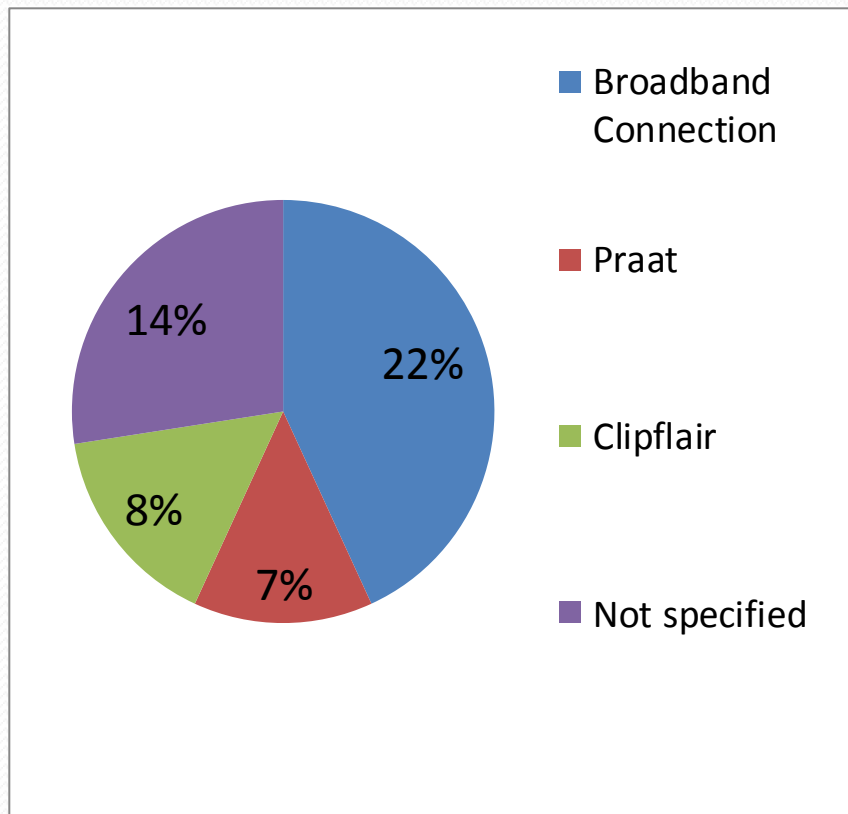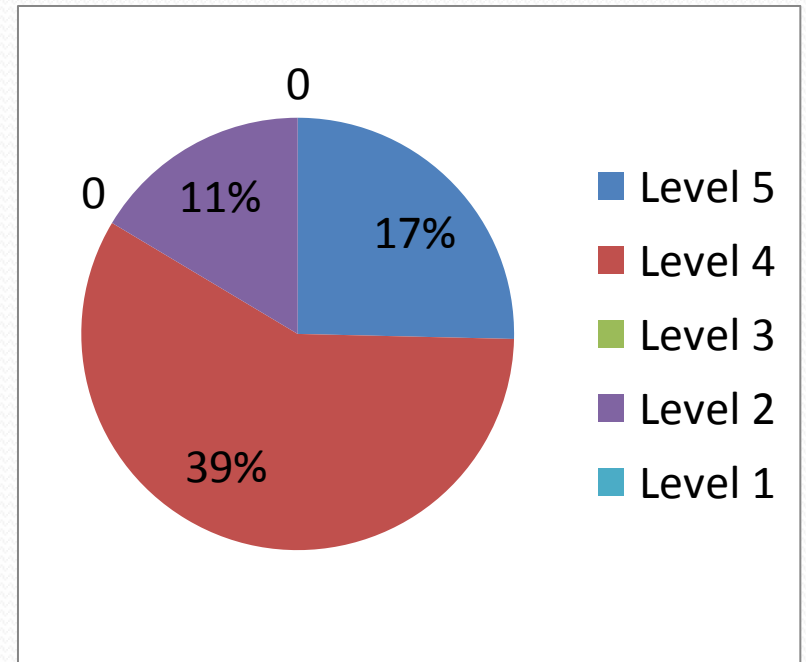
Perceived IT skills by students

In detail

- Students were asked about **their** perceived IT skills prior to and following attendance of the course (using the 1-5 scale);

- No student rated their IT skills at level 1 either before or after the course while the majority (44%) rated themselves at level 3;

- After the online course the majority (39%) rated their IT skills at level 4, showing a significant improvement. In particular, 2 students moved from level 2 to level 3, 2 students from level 2 to 5.

In general

0 0

50%   50%

- IT skills improved
- IT skills not improved

New & old approaches to learning

E-Learning

0 0

0

6%

39%

Level 5
Level 4
Level 3
Level 2
Level 1

Comments on the Diploma in Italian Online (12 students out of 18)

- 5 students were annoyed with difficulties with technical tools and IT skills, and among them 2 referred in particular to *Praat* (http://www.praat.org) and *Clipflair* (http://www.clipflair.net);

- 2 expressed their appreciation for the blended format of the course, referring to the *on-campus* sessions as very useful as an opportunity to meet their classmates;

- 3 wished the course could be continued further as they found the '*anywhere/anytime*' condition a great help for learning;

- 1 of the students stressed the importance of the conversation classes, amd the *Diploma in Italian Online* includes group conversation sessions on Skype;

- 1 student expressed his/her increase in confidence in both IT skills and Italian throughout the course, while another student pointed out how the interaction with tutors and peers was a fundamental part of his/her learning process during the course.

BA sa Ghaeilge Fheidhmeach
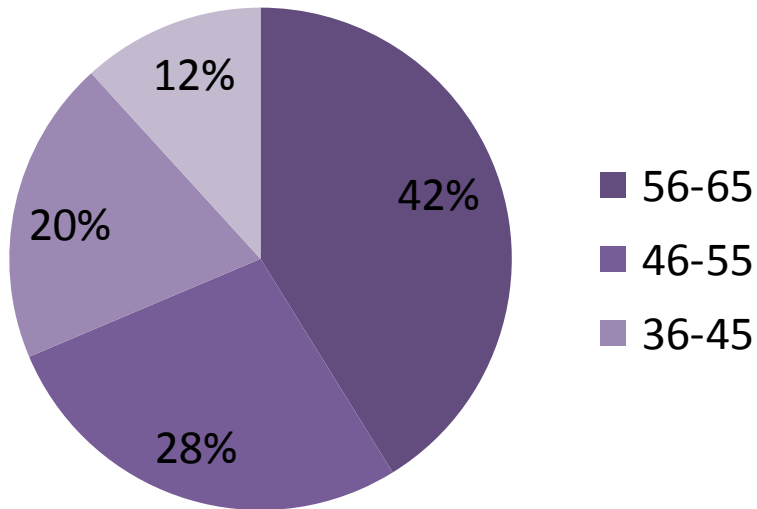
- For the *BA sa Ghaeilge Fheidhmeach*, 24 questionnaires were collected, from a total of 30 students - 7 from female and 18 from male students.
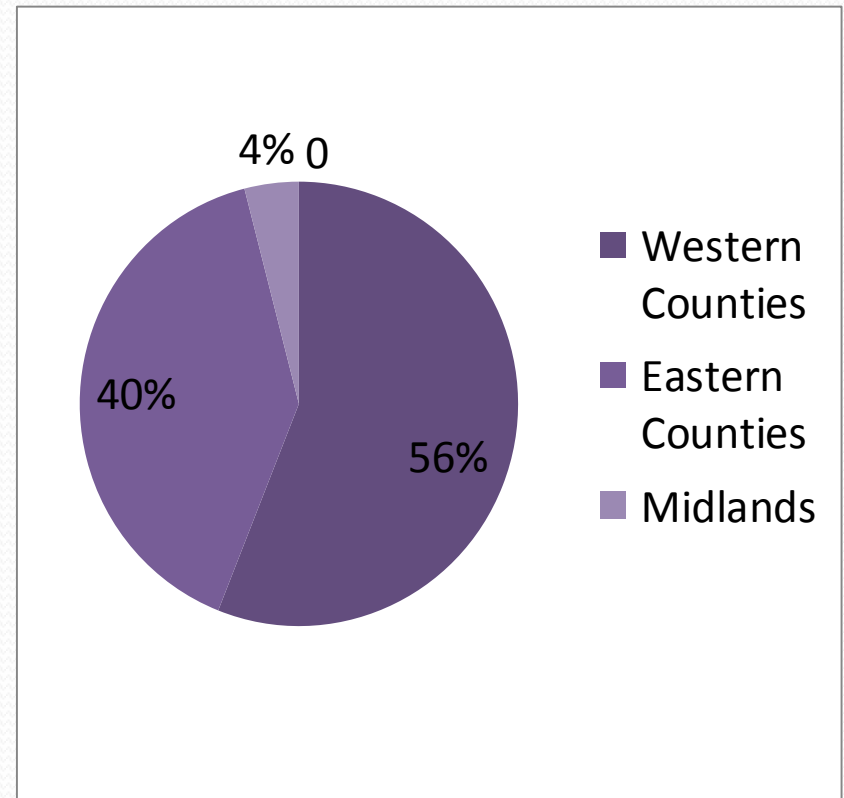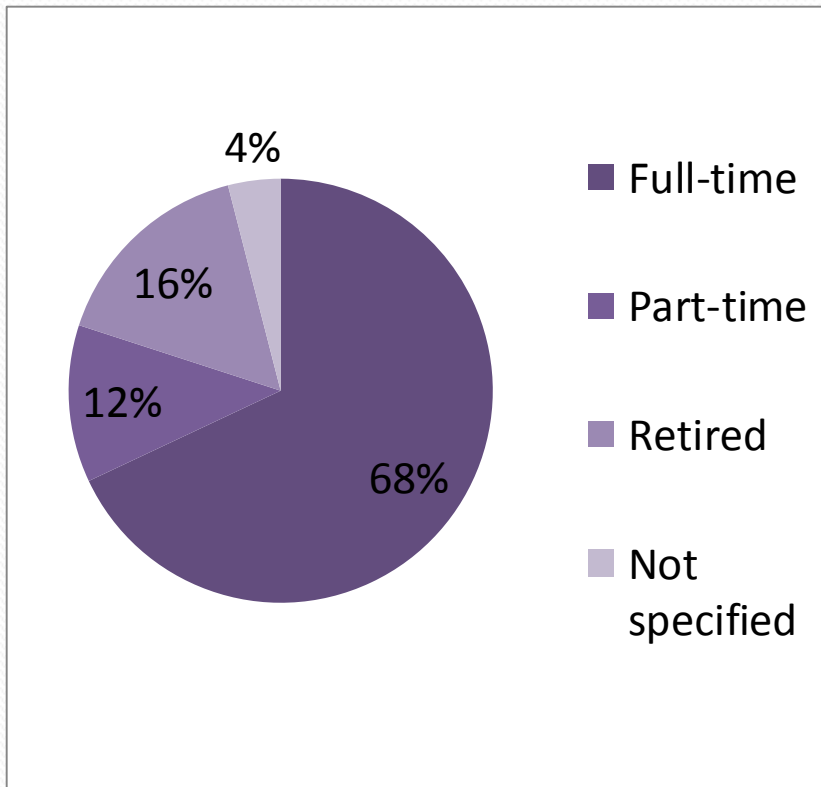
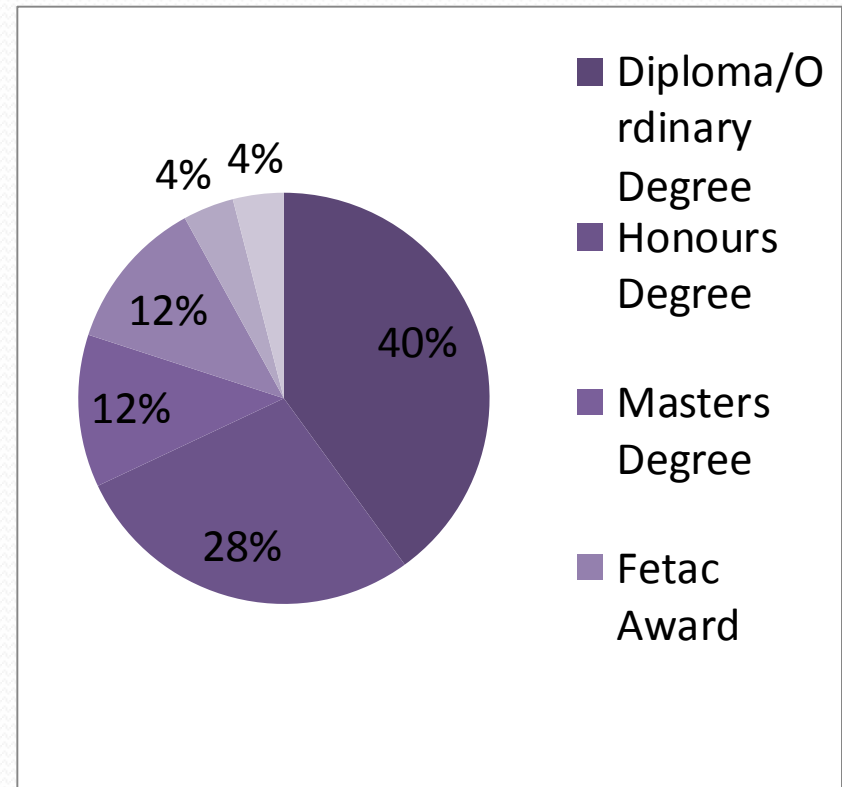# *Data - 1*

Age of the participants (average)

- 42% — 56-65
- 28% — 46-55
- 20% — 46-55
- 12% — 36-45

Geographical collocation

- 56% — Western Counties
- 40% — Eastern Counties
- 4% 0 — Midlands

Data – 2

Employment situations

4%

16%

12%

68%

- Full-time
- Part-time
- Retired
- Not specified

Academic qualifications

4% 4%

12%

12%

40%

28%

- Diploma/Ordinary Degree
- Honours Degree
- Masters Degree
- Fetac Award

Data - 3

Technical difficulties

Java Version

Broadband connection

Blackboard Compatibility

Their own operating system

26%

24%

15%

29%

6%

Blackboard Collaborate

Level 5

Level 4

Level 3

Level 2

Level 1

4%

0

0

36%

48%
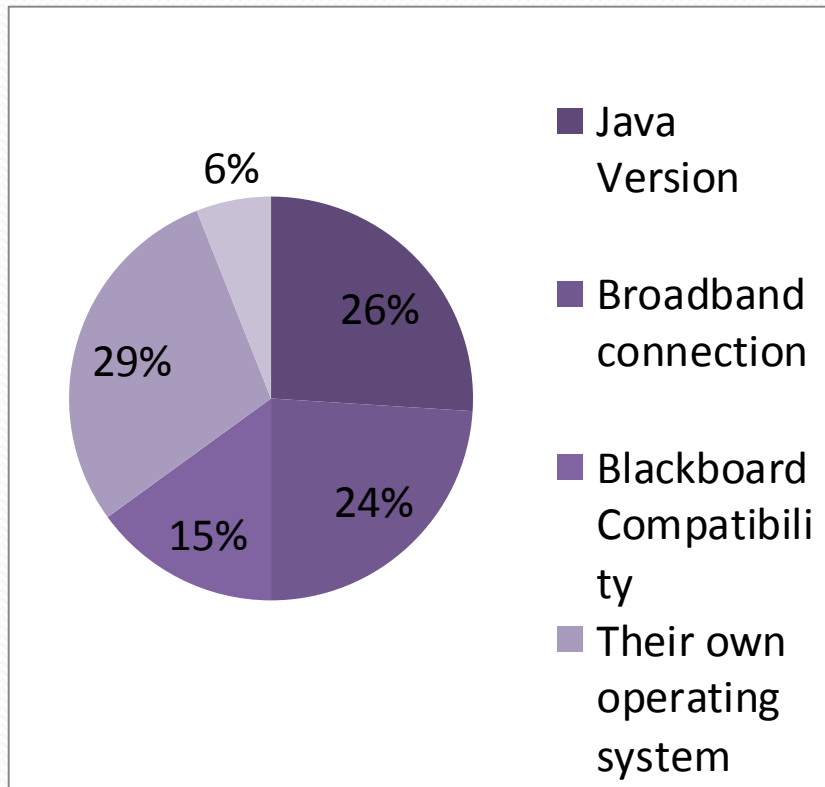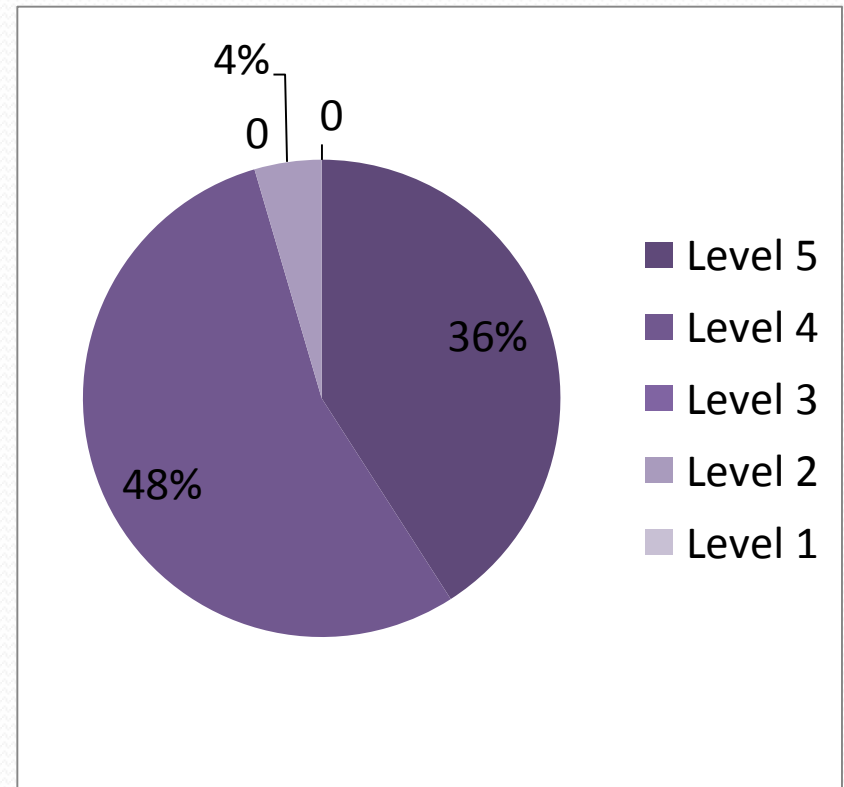
Perceived IT skills by students

In detail

At the beginning of the online course the majority of students (44%) rated themselves at level 3, while at the end of the course 52% rated their IT skills at level 4. Before the online course 4% saw themselves at level 1, after the course the lowest perceived level as 3 (12%).

In general

Increase of perceived IT skills for 8% of the students.

At the end of the course no student perceived their IT skills at level 1 or 2 – the initial 4% jumped to level 3 at the end of the course.

New & old approaches to learning
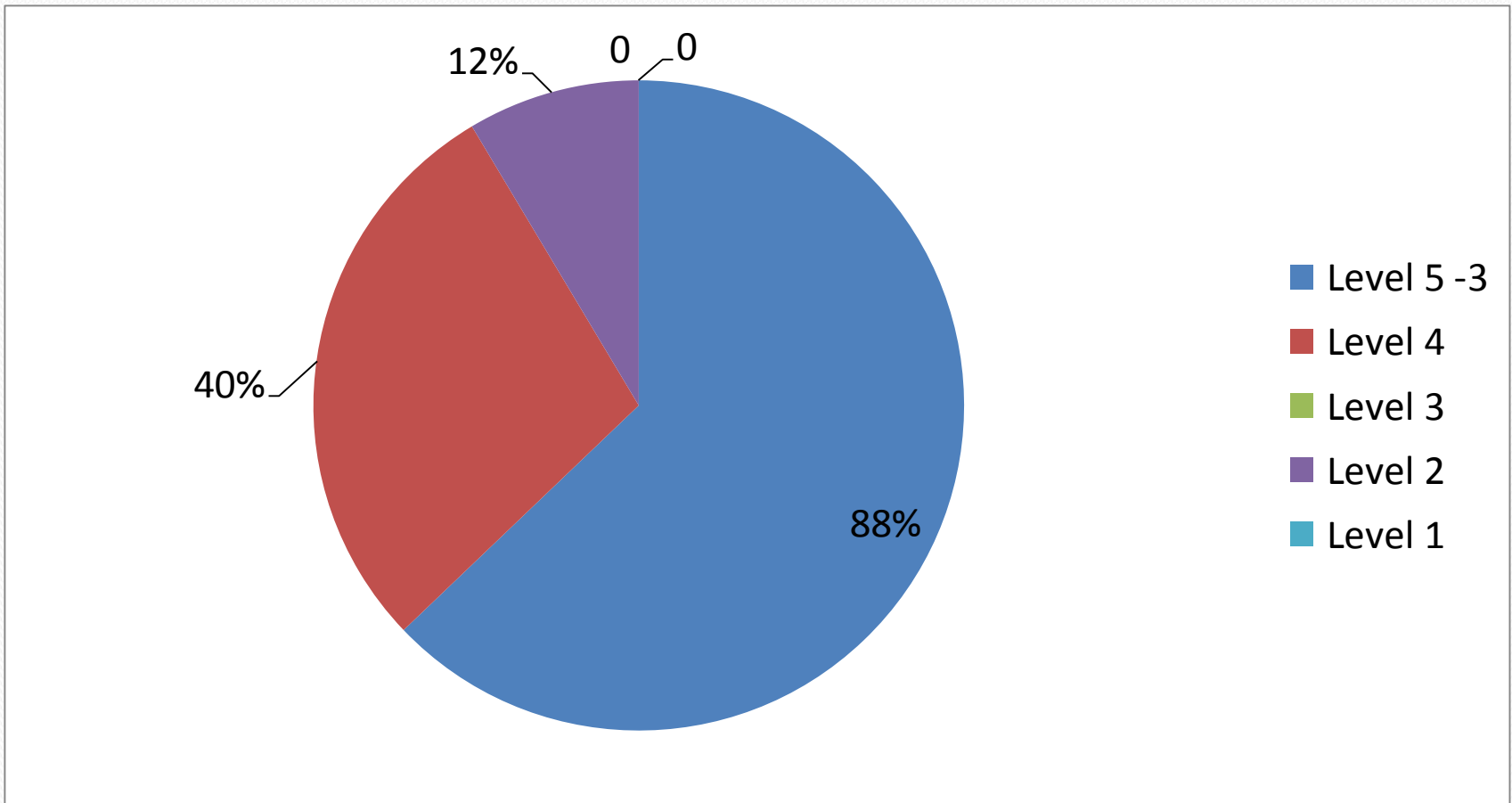
Comments on the BA sa Ghaeilge Fheidhmeach

- From the comments left by 17 students we can extrapolate that the availability of material online was greatly appreciated by most;

- One student pointed out how the "feeling of isolation" can be an obstacle to real learning as it is harder to be aware if one has difficulties with specific topics but s/he also highlighted the great advantage for having "anywhere/anytime" access to the material – which is something missing in a classroom-based course, as he/she noticed;

- One student highlighted the fact that the online course allowed one to qualify while working and the appreciation for 'all the system' has been emphasised. Three students out 17 highlighted the importance of the blended structure of the course, stating their appreciation for the face-to-face interaction both with tutors and classmates.

Summing up -1

- The majority of the participants in the two courses are aged between 36 and 65;

- Full time employment;

- The majority of students of the *Diploma in Italian Online* resides in the East, as opposed to the West for *BA sa Ghaeilge Fheidhmeach;*

- In both cases, students have a good level of prior qualifications, the Diploma or Ordinary Degree being the most common.

Summing up -2

- Students in both courses perceived an improvement in their IT skills and some also reported increased confidence in both linguistic and technological proficiency;

- This shows that the multimodal and multisensorial approach to language learning/teaching evident in online modules can benefit students on several levels and contribute to the development of useful transferable skills.

Implications and comments

- From a *course-design* point of view: while developing an online language course, the technological proficiency of students cannot be taken for granted;

- The availability of material "anytime/anywhere" is seen as one of the most advantageous aspects of e-learning, something that again has implications for course design in relation to repository and archival facilities as well as search and retrieval functions.

Blended learning format

- This format has been pointed out as one of the main aspects for the successful completion of the course;

- Students from the *Diploma in Italian Online* stressed how vital the conversation classes were especially for their connection with their peers;

- Sense of belonging to a *Community of Practice*.

Further developments

- Implications for the course and curriculum design of the central role of the social aspect (see questionnaires);

- Technological proficiency represents a challenge for course designers;

- Vital sense of belonging to a ***Community of Practice*** - element that differentiates e-learning methodologies from other online non-collaborative solutions.

http://olforll.wix.com/online-languages

**Francesca Magnoni, Laura Incalcaterra McLoughlin,
Dorothy Ní Uigín, Éamon Ó Cofaigh,
Máire Áine Ní Mhainnín**

National University of Ireland, Galway – Galway, Ireland

For further information/comments please write to:
francesca.magnoni@nuigalway.ie

GRAZIE! THANK YOU!
GO RAIBH MAITH AGAIBH!