

ENHANCING INDEPENDENT LANGUAGE LEARNING THROUGH A COLLABORATIVE RESOURCE

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PROJECT OVERVIEW

- Two-Year Project Duration
- Support for A1 CEFR Students
- Enhancing Independent Learning
- Guidance and Resources

CONTEXT

- Language Experience for All Programme (LEAP)
- Constraints
- Self-study emphasis
- Support for independent learning

PHASE I: UNDERSTANDING SUPPORT, CHALLENGES AND NEEDS

Objectives: Gain understanding of difficulties, strategies, and internal resources for independent language learning

Methodology: Surveys and focus groups

SURVEY FINDINGS OVERVIEW

- 94 students completed the survey, reflecting 25% of LEAP I.
- English is the most common first language among participants.
- A significant portion engages in independent learning weekly.
- Time spent on learning varies among students.
- Majority use apps for language learning resources.



TIME SPENT ON LANGUAGE LEARNING

- 31.71% spend 15-30 minutes per session.
- 28.05% dedicate 30 minutes to 1 hour.
- 25.61% spend less than 15 minutes per session.



RESOURCES FOR INDEPENDENT LEARNING

- 70% of learners use language apps like Duolingo.
- 53% rely on textbooks or workbooks.
- 43% watch YouTube tutorials for language support.
- 36% enjoy movies or TV shows in the target language.



KEY CHALLENGES IN INDEPENDENT LANGUAGE LEARNING

- 63% of students struggle with time management for learning.
- 44% are uncertain on how to start or organize their learning.
- 38% report difficulties in staying motivated during studies.
- Understanding grammar poses a challenge for 38% of learners.
- 26% find it hard to practice listening skills effectively.



CHALLENGES IN LANGUAGE SKILLS IMPROVEMENT

- Speaking is identified as the most challenging skill.
- 42.5% of learners struggle with speaking proficiency.
- Grammar ranks second with 20% facing difficulties.
- Listening and vocabulary skills pose equal challenges.
- Each has 15% of respondents indicating struggles.



HANDLING LEARNING DIFFICULTIES

- 68% search for explanations online.
- 35% utilize additional apps or seek help.
- 35% ask peers or teachers for help



SUPPORT

- 57% feel they receive enough support.
- There is significant inconsistency.
- Some languages offer extensive guidance while others do not.
- Support variability affects students' learning experiences.



INSIGHTS FROM FOCUS GROUPS

- Conducted 8 focus groups with 50 students.
- Students represent 14 languages offered at LEAP.
- Discussed independent language learning understanding, support and challenges they face.



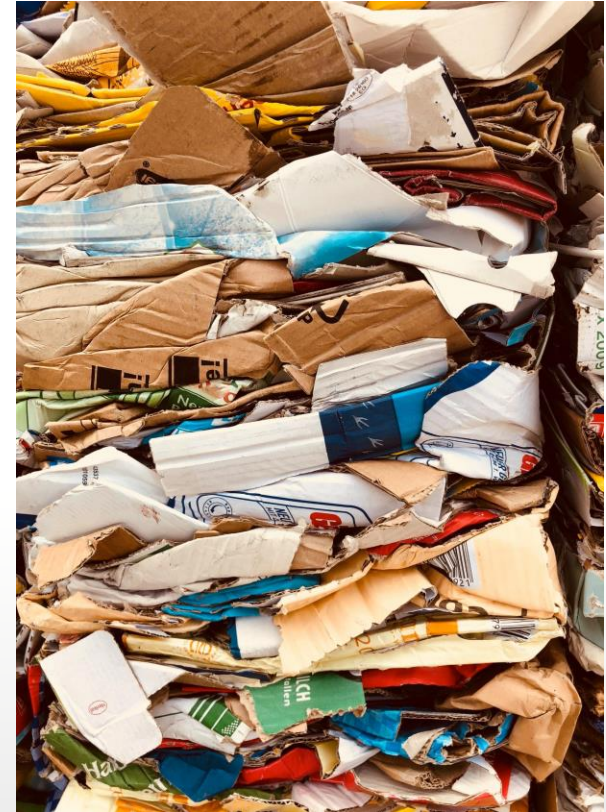
SUPPORT FOR INDEPENDENT LANGUAGE LEARNING

- Tutors offer a variety of resources including apps and videos.
- Digital platforms like Blackboard enhance material accessibility.
- Peer collaborations occur through WhatsApp groups and societies.
- Recorded lectures allow students to revisit missed concepts.
- Tutors provide links to reliable external resources.
- Office hour interactions offer personalized guidance from tutors.



CHALLENGES IN INDEPENDENT LANGUAGE LEARNING

- Students face overwhelming choices among numerous resources.
- Usability issues on platforms hinder effective navigation.
- Keeping up with fast-paced lessons poses significant challenges.
- Resource relevance may not align with course objectives.
- High costs of apps limit accessibility for learners.
- Maintaining motivation is a persistent struggle for students.



DESIRED TOOL FEATURES

- Centralized resources
- Guidance to help structure effective study habits.
- Interactive platforms to foster collaborative learning experiences.
- Practical materials that reflect real-life language use.
- Customizable tools to cater to diverse student needs.
- Skill specific support
- Innovative solutions like AI to enhance learning engagement.



PHASE 2: DESIGNING A COLLABORATIVE LANGUAGE LEARNING TOOL

- Aim for equal access to learning resources.
- Facilitate opportunities for independent skill development.
- Ensure guidance from the start of the learning process.
- Create spaces for collaboration and communication.
- Provide initial advice with ongoing tutor support.



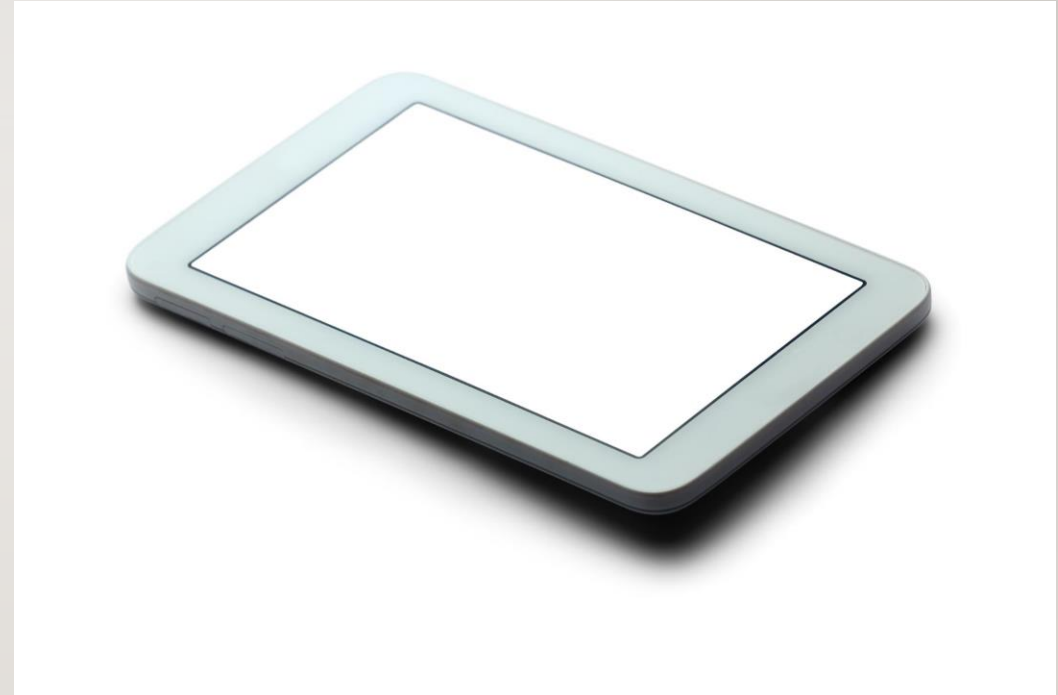
CHOOSING PADLET FOR COLLABORATIVE LEARNING

- Padlet fosters collaboration and interaction among students.
- Students can share personal resources effectively.
- AI tools can be integrated for resource curation.
- User-friendly interface simplifies content sharing.
- Real-time participation enhances tutor-student engagement.



STRUCTURE AND RESOURCES IN LANGUAGE PADLETS

- Each language has a dedicated Padlet inside the main one.
- Graphics represent the language world, avoiding national divisions.
- Padlets follow a consistent skill-based structure.
- Templates are created for initial languages, starting with Spanish.
- Study plans aid learners to effectively structure their study time.



INDEPENDENT LANGUAGE LEARNING RESOURCES



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Independent language learning resources

Welcome!

Explore each of these spaces to find resources for the language you are studying, connect and collaborate with other students.

Chinese - 汉语也



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Chinese (A1) resources for independent language learning

Italian - Italiano

Arabic - العربية



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Arabic (A1) resources for independent language learning

French - Français



British Sign Language



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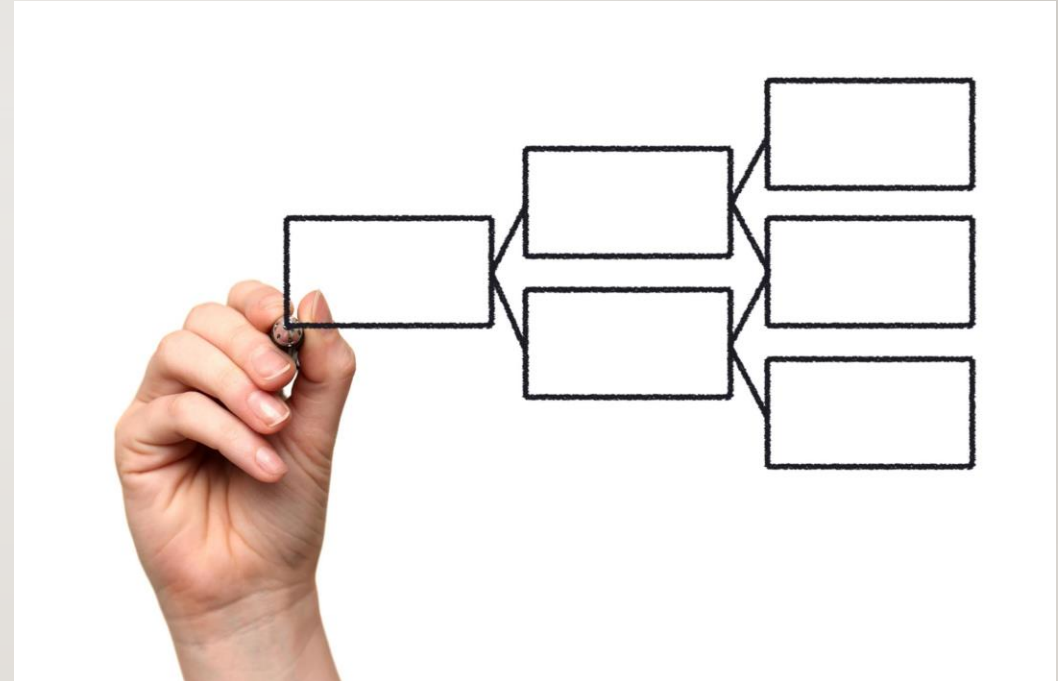
British Sign Language (A1) resources for independent language learning

German - Deutsch



PROGRESS AND NEXT STEPS

- Language-specific padlets are in development.
- Next steps include piloting the tool.
- Evaluation



CONCLUSIONS

- Inconsistencies in support
- Importance of providing equal and consistent access to support, opportunities, and spaces to allow students to have a similar learning experience and engage in independent language learning.
- Future expansion

TITLE SUGGESTIONS

- Digital advising tool for independent language learning
- Language to Go
- Independent language learning resources
- Other suggestions