Blended Learning Immersion Teacher Education: Evidence-Based Practices and Data-Driven Instruction

Dr T.J. Ó Ceallaigh

Director of Postgraduate Programmes in Education

Mary Immaculate College

University of Limerick, Ireland

/0000-0002-6303-5425

Abstract

The practice of blending different learning approaches and strategies in higher-level education is not new, yet our understanding of how to design the most effective and efficient blend remains incomplete. Challenges are further compounded when students are not fully proficient in the language of instruction. However, teacher educators learn about teaching through learning about student learning. Evidence-based practices and data-driven instruction create conditions for success in blended learning design and implementation. This chapter reviews the impact of a blended learning professional development (PD) initiative, with a dual focus on language and content, on Irish-medium immersion (IMI) teacher development. Findings provide unique insights in relation to the effectiveness of a blended learning PD experience as indicated by student motivation, autonomy and success. Linguistic and pedagogical capacity were fostered and community cultivated. Lessons learned and tutor reflections are also shared in an attempt to advance learning in the field and to cultivate future innovation in policy, practice and possibilities.

Keywords: immersion education; content and language integration; blended learning; teacher development; professional development

Introduction

Immersion education holds that students do not learn the language and then use it; rather, they learn language by using it. The origins of this approach to the second language (L2) instruction, arguably, date from the mid-1960s with the inauguration of the Canadian immersion programmes (Lambert & Tucker, 1972). These programmes are geared toward responding to a wide variety of societal challenges that may range from repairing injustices committed in the past as a result of colonization, as in the case of indigenous language immersion, to responding to needs stemming from transnational mobility and economic globalisation. Many countries around the world today implement language immersion programmes. These programmes can take many forms and have many varieties. Research on language immersion education consistently proclaims immersion to be a reliable method for teaching languages, for teaching content and for achieving success in these with no damage to students' first language. Our knowledge base in relation to immersion is growing constantly and there continues to be a core base of support for immersion education among parents, educators, and policymakers at all levels.

Notwithstanding their increased popularity and relative success when it comes to second language development, immersion programmes remain complex to implement and not always as successful as we would hope them to be (Cammarata & Ó Ceallaigh, 2020; Cavanagh & Cammarata, 2015; Lyster & Tedick, 2014; Ó Ceallaigh & Ní Shéaghdha, 2017). Among all the challenges immersion programmes face, research indicates that the primary issue lies in the difficulty to create well-balanced programmes where both content instruction and language/literacy instruction can be targeted

This is a limited preview of the chapter.

To read the full-text chapter, get access by purchasing this chapter or consider buying the complete book. If your library has subscription to EBSCOhost, the chapter including other chapters of the book can be accessed through your library.

Available via CSMFL Bookstore, Amazon, Google Play Books, EBSCOhost & EBSCO eBooks

References

Aspden, L., & Helm, P. (2004). Making the connection in a blended learning environment. *Educational Media International*, *41*(3), 245–252.

Banditvilai, C. (2016). Enhancing students' language skills through blended learning. *The Electronic Journal of e-Learning. 14*(3), 220–229.

Boyle, T., Bradley, C., Chalk, P. Jones, R., & Pickard, P. (2003). Using blended learning to improve student success rates in learning to program. *Journal of Educational Media, 28*(2–3), 165–178.

Bradley, L., Lindstrom, B., & Rystedt, H. (2010). Rationalities of collaboration for language learning in a wiki. *ReCALL, 22*, 247–265.

Cammarata, L. and Ó Ceallaigh, T.J. (eds.) (2020). *Teacher development for immersion and content-based instruction.* Benjamins.

Cavanagh, M., & Cammarata, L. (2015). *Enseigner en immersion française et en milieu francophone minoritaire Canadien: synthèse des connaissances sur les défis et leurs implications pour la formation des enseignants.* Rapport soumis au Conseil de recherches en sciences humaines (CRSH).

Cohen, L., Mannion, L., & Morrison, K. (2000). *Research methods in education* (5th ed.). Routledge Falmer Academic Publishers.

Creswell, J.W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). SAGE Publications.

Day, E.M., & Shapson, S.M. (1996). *Studies in immersion education.* Multilingual Matters.

Delialioğlu, Ö. (2012). Student engagement in blended learning environments with lecture-based and problem-based instructional approaches. *Journal of Educational Technology and Society, 15*(3), 310–322. http://www.jstor.org/stable/jeductechsoci.15.3.310

Fortune, T. W., Tedick, D. J., & Walker, C. (2008). Integrated content and language teaching: Insights from the immersion classroom. In T.

W. Fortune &D. J. Tedick (Eds.), *Pathways to multilingualism: Evolving perspectives on immersion education* (pp. 71–96). Multilingual Matters.

Freeman, Y. S., Freeman, D. E., & Mercuri, S.P. (2005). *Dual language essentials for teachers and administrators.* Heinemann.

Garrison, D. (2009). Blended learning as a transformative design approach. In P. Rogers (Ed.), *Encyclopedia of distance learning* (pp. 200–204). IGI Global.

Garrison, D. R., & Anderson, T. (2003). *E-learning in the 21st century: A framework for research and practice.* Routledge

Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education, 7*(2), 95–105. doi.org/10.1016/j.iheduc.2004.02.001

Garrison, D.R., & Vaughan, N.D. (2007). *Blended learning in higher education: Framework, principles, and guidelines.* John Wiley & Sons, Inc.

Guba, E. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Technology Research and Development, 29*(2), 75–91.

Harley, B. (1984). How good is their French? *Language and Society 10*, 55–60.

Jeong, A. C. (2003). The sequential analysis of group interaction and critical thinking in online threaded discussions. *American Journal of Distance Education, 17*(1), 25-43.

Jin, L. (2018). Digital affordances on WeChat: Learning Chinese as a second language. *Computer Assisted Language Learning*, *31*, 27–52.

Kalelioğlu, F., & Gülbahar, Y. (2014). The effect of instructional techniques on critical thinking and critical thinking dispositions in online discussion. *Educational Technology & Society*, *17*(1), 248–258

Kim, D., Park, Y., Yoon, M., & Jo, I.-H. (2016). Toward evidence-based learning analytics: Using proxy variables to improve

asynchronous online discussion environments. *The Internet and Higher Education*, *30*, 30–43. doi:10.1016/j.iheduc.2016.03.002

Lai, M., Lam, K. M., & Lim, C. P. (2016). Design principles for the blend in blended learning: A collective case study. *Teaching in Higher Education*, *21*(6), 716–729. doi:10.1080/13562517. 2016.1183611

Lambert, W. E., & Tucker, G. R. (1972). *The bilingual education of children: The St. Lambert experiment*. Newbury House.

López-Pérez, M. V., Pérez-López, M. C., & Rodríguez-Ariza, L. (2011). Blended learning in higher education: Students' perceptions and their relation to outcomes. *Computers and Education*, *56*(3), 818–826. doi.org/10.1016/j.compedu.2010.10.023

Lyster, R. (2007). *Learning and teaching languages through content: A counterbalanced approach*. Benjamins.

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition, 19*, 37–66.

Lyster, R., & Tedick, D. (2014). Research perspectives on immersion pedagogy: Looking back and looking forward. *Journal of Immersion and Content-Based Language Education, 2*(2), 210–224.

McCarthy, M.(2016). *The Cambridge guide to blended learning for language teaching*. Cambridge University Press.

Min Jou, Yen-Ting Lin, & Din-Wu Wu (2016). Effect of a blended learning environment on student critical thinking and knowledge transformation. *Interactive Learning Environments*, *24*(6), 1131–1147, DOI: 10.1080/10494820.2014.961485

Ní Chathasaigh, C. (2020). *Ról agus freagracht an mhúinteora ábhair sa Ghaelcholáiste maidir le cruinnúsáid na Gaeilge i measc scoláirí a chothú: Creidiúintí, dúshláin agus cleachtais*. Tráchtas Máistreachta neamhfhoilsithe san Oideachas Lán-Ghaeilge, Coláiste Mhuire gan Smál, Ollscoil Luimnigh.

Ní Longaigh, E. (2016). Scileanna teanga a fheabhsú i bpáistí ar ardchaighdeán Gaeilge: Scagadh ar na dea-chleachtais atá i bhfeidhm

in Gaelscoileanna. In: T. J. Ó Ceallaigh, M. agus Ó Laoire, (eag.) *An Chéad Chomhdháil Taighde Uile-Oileánda ar an Tumoideachas: Imeachtaí Comhdhála.* Ar fáil ag http://www.cogg.ie/wp-content/uploads/an-tumoideachas-bua-no-dua.pdf

Ní Thuairisg, L. (2014). *Léargas ar thaithí mhúinteoirí iar-bhunscoileannana Gaeltachta: Dúshláin ghairmiúla agus riachtanais oiliúna.* Coláiste Phádraig, Droim Conrach: Tráchtas do chéim PhD san Oideachas Neamhfhoilsithe.

Nic Réamoinn, E. (2017). *Forbairt teanga an mhúinteora sa Ghaelcholáiste.* Tráchtas M. Oid. san Oideachas Lán-Ghaeilge, Coláiste Mhuire gan Smál, Ollscoil Luimnigh (neamhfhoilsithe).

Ó Ceallaigh, T.J. (2013). *Teagasc foirm-dhírithe i gcomhthéacs an tumoideachais lán-Ghaeilge: Imscrúdú criticiúil ar dhearcthaí agus ar chleachtais mhúinteoirí.* (Tráchtas PhD neamhfhoilsithe). Corcaigh: Coláistenah Ollscoile, Corcaigh.

Ó Ceallaigh, T.J. (2020). Feasacht teanga múinteoirí a nochtadh tríd an Staidéar Ceachta. *Taighde agus Teagasc 7*, 171–186.

Ó Ceallaigh, T.J., & Ní Chathasaigh, C. (2021). Feasacht teanga an mhúinteora tumoideachais: Préamh agus guairne an chleachtais. *Léann Teanga: An Réiviú 9*, 89-102.

Ó Ceallaigh, T.J., & Ní Shéaghdha, A. (2017). *Critéir aitheantais cuí um dhearbhú cáilíochta agus dea-chleachtais do bhunscoileanna agus iarbhunscoileanna lán-Ghaeilge ar bhonn uile Éireann.* Gaeloideachas

Ó Ceallaigh, T.J. & Ó Brolcháin, C. (2020). Trasteangú san oideachas lán-Ghaeilge: Deiseanna agus dúshláin. *Taighde agus Teagasc 7,*155–170.

Ó Ceallaigh, T.J., Ó Laoire, M., & Uí Chonghaile, M. (2019). *Comhtháthú ábhar agus teanga san iarbhunscoil lán-Ghaeilge/Ghaeltachta: I dtreo eispéiris forbartha gairmiúla chun dea-chleachtais a nochtadh.* An Chomhairle um Oideachas Gaeltachtaagus Gaelscolaíochta.

Ó Ceallaigh, T.J., Dennehy, N., Ní Chonaill, M., & O' Connor, A. (2020). Tús Maith? Iniúchadh ar dhearcthaí múinteoirí faoi oiliúint agus

múinteoirí ag tosú amach sa ghairm maidir leis an teagasc in iar-bhunscoileanna lán-Ghaeilge, agus ar a dtaithí ar an teagasc sin. *Féilte 2020, Teaching Council Festival of Education in Learning and Teaching Excellence*, 03 Deireadh Fómhair 2020. (seimineárgréasáin).

Ó Duibhir, P. (2009). *The spoken Irish of sixth-class pupils in Irish immersion schools.* Tráchtas PhD. Coláistena Trionóide, BaileÁthaCliath: Centre for Language Communication Studies.

Ó Duibhir, P. (2018). *Immersion education: Lessons from a minority language context.* Multilingual Matters.

Ó Grádaigh, S. (2015). *Soláthar múinteoirí ábhar do na hiarbhunscoileanna lán-Ghaeilge & Gaeltachta.* Ollscoil Éireann Gaillimh: An Chomhairle Um Oideachas Gaeltachta agus Gaelscolaíochta.

Onions, P. E. (2009). Thinking critically: An introduction, working paper. Retrieved May 07 2021 from http://www.patrickonions.org/docs/academic/2009%20Thinking%20critically.pdf

Perkins, C., & Murphy, E. (2006). Identifying and measuring individual engagement in critical thinking in online discussions: An exploratory case study. *Educational Technology & Society*, *9*(1), 298–307.

Poon, J. (2013). Blended learning: An institutional approach for enhancing students' learning experiences. *Journal of Online Learning and Teaching, 9*(2), 271–290.

Shadiev, R., & Huang, Y.M., (2020). Investigating student attention, meditation, cognitive load, and satisfaction during lectures in a foreign language supported by speech-enabled language translation. *Computer Assisted Language Learning*, 33(3), 301-326.

Sharma, P., & Westbrook, K (2016). Online and blended language learning. In F. Farr &L. Murray (Eds.), *The Routledge handbook of language learning and technology* (pp.320–333). Routledge.

Skenton, A.K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information, 22*, 63–75.

Smith, K., & Hill, J. (2019). Defining the nature of blended learning through its depiction in current research, *Higher Education Research & Development*, *38* (2), 383–397. DOI: 10.1080/07294360.2018.1517732

So, H.J., & Brush, T. A. (2008). Student perceptions of collaborative learning, social presence and satisfaction in a blended learning environment: Relationships and critical factors. *Computers and Education, 51*(1), 318–336. doi.org/10.1016/j.compedu.2007.05.009

Tedick, D. J., & Fortune, T. W. (2013). Bilingual/Immersion teacher education. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 438–443). Wiley-Blackwell.DOI:10.1002/9781405198431.wbeal0096

UíAiniféin, M. (2015). *An fhoghlaim chomhtháite ábhar agus teanga: Meon agus mianach.* Tráchtas M. Oid. san Oideachas Lán-Ghaeilge, Coláiste Mhuire gan Smál, Ollscoil Luimnigh (neamhfhoilsithe).

Vaughan, N. (2007). Perspectives on blended learning in higher education. *International Journal of e-Learning, 1*, 81–94.

Walker, S. A. (2004). Socratic strategies and devil's advocacy in synchronous CMC debate. *Journal of Computer Assisted Learning20*, 172–182.

Walsh, C. (2007). *Cruinnea sna Gaeilge scríofa sna hiar-bhunscoileanna lán-Ghaeilge i mBaile Átha Cliath.* Baile Átha Cliath: An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta.

Woods, P., Boyle, M., Jeffrey, B., & Troman, G. (2000). A research team in ethnography, *Qualitative Studies in Education, 13*(1), 85–98.

About the author

Dr T.J. Ó Ceallaigh is Director of Postgraduate Programmes at Mary Immaculate College, University of Limerick, Limerick, Ireland. His main research interests focus on instructional leadership, learning experience design and the pedagogy required for the successful integration of language and content instruction and on professional development, with particular reference to language immersion contexts. Recent publications include articles in the International Journal of Bilingualism and Bilingual Education, Journal of Immersion and Content-Based Language Education, Educational Management, Administration and Leadership as well as a co-edited volume on teacher development for immersion and content-based instruction (Benjamins, 2020). Other publications can be accessed at https://www.mic.ul.ie/staff/383-tj-o-ceallaigh