PROFFORMANCE Final Conference | Spotlight on Higher Education Teaching Performance

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servedu: Service-learning in EFL teachers' education

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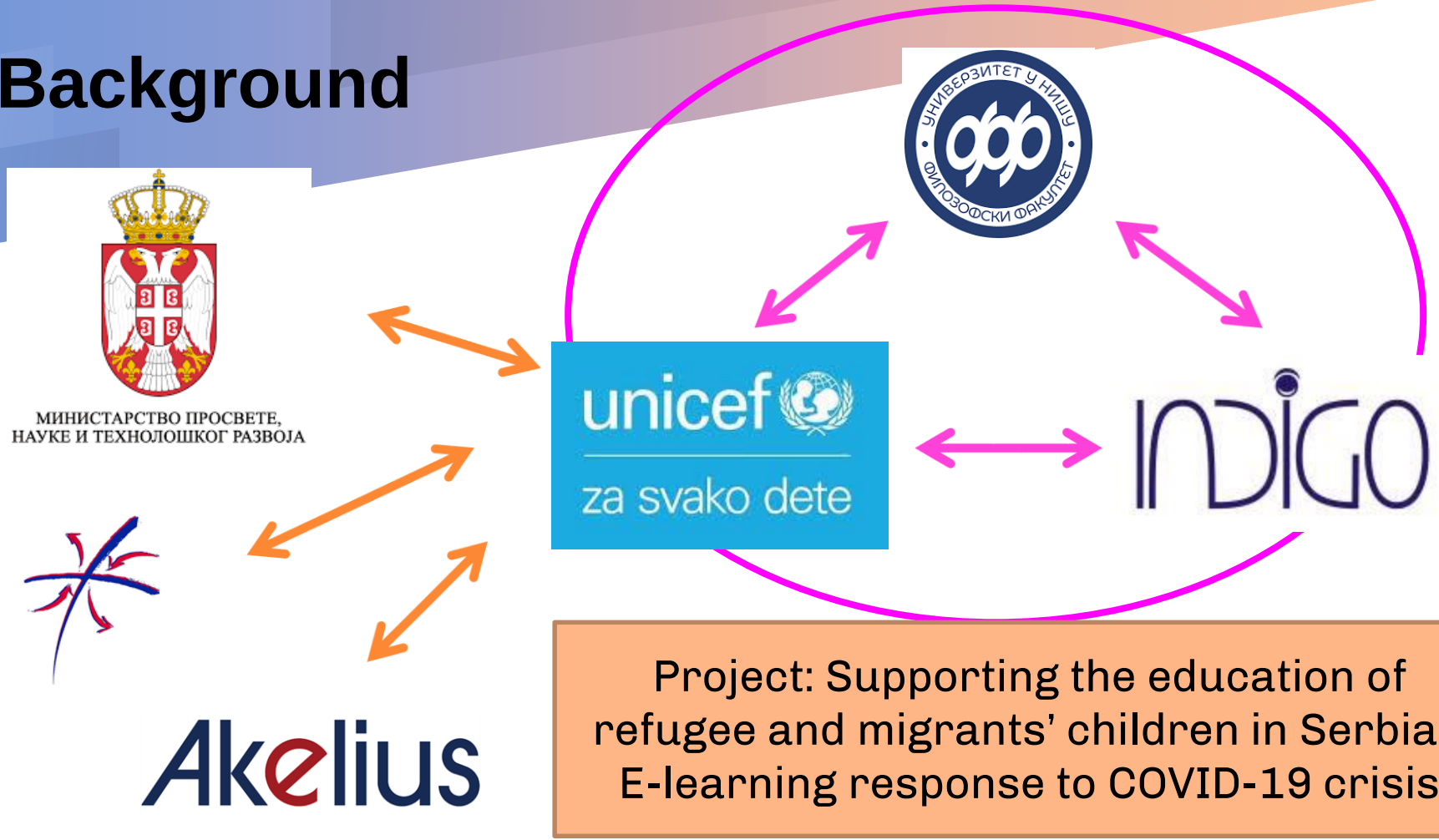
Background

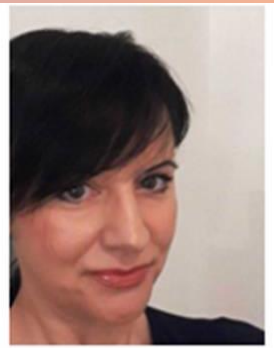


Project: Supporting the education of refugee and migrants' children in Serbia - E-learning response to COVID-19 crisis

Project team

Prof. Dr. Gordana Đigić

Prof. Dr. Biljana Mišić Ilić



Prof. Dr. Violeta Stojičić

Ljiljana Mihajlović, MA, senior lector

Ljiljana Marković, senior lector

Tatjana Azanjac Janjatović, UNICEF Serbia

Tamara Simonović, INDIGO Group

Beginnings

- 4th-year students – had had *TEFL Methodology 1* and *TEFL Methodology 2*
- A number of methodology/pedagogy/ psychology-related courses

7th semester	8th semester
Grammar in EFL Teaching, Testing in EFL Teaching, Elements of Culture in EFL Teaching	Computer-Assisted Language Learning, Phonology in EFL Teaching, Psychology

Preparation

- **Adapting the courses' syllabi** for theoretical and practical inclusion of service learning
- **Preparing guidelines and documents** for the Eng Lg courses and for students' work
- **Preparing and giving trainings** to develop student-teachers' competences
- **Creating networks & connecting** SS and partner representatives

Implementation

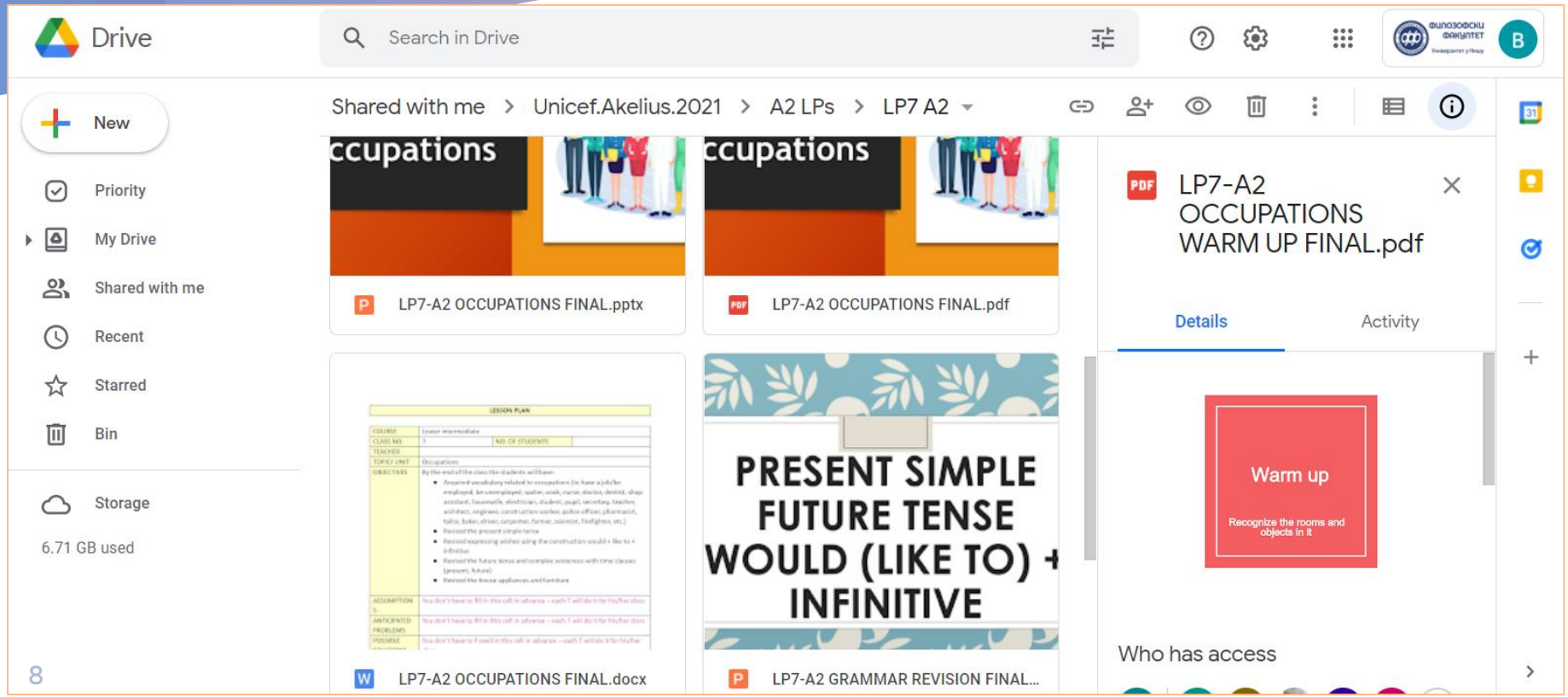
- **STUDENT-TEACHERS**
- Teach in online environment in pairs/ trios
- Write weekly reports & keep reflective journal
- Communicate in networks of different sizes and aims
- Attend weekly meetings (share good practice, exchange ideas for dealing with challenges)

- **INSTRUCTORS**
- Monitor student-teachers' work
- Provide comments and tips for correction
- Analyse with students/ review prepared documents
- Refer students to relevant literature

Finalization

- **Students' assessment** based on all products & activities – esp. reflection journal; participation in sharing good practices and dealing with challenges…
- Internal & external evaluations:
- Satisfaction with the experience and professional and personal progress
- Clearly identified the benefits and indicated weak areas with suggestions for improvement – indirect proof of the professional development:

EFL students developed student-teachers' professional skills



EFL students developed student-teachers' social skills

Teaching in pairs/ trios; communication with instructors

Communication with on-site coordinators, supervisors & monitors, representatives of UNICEF & Indigo

Communication with all students, instructors, representatives of all partners

EFL students developed student-teachers' digital skills

Google Workspace

Webinars

courseware

Akelius

Webcasts

EFL students developed student-teachers' intercultural competences

Outcomes

- Increased EFL students' competences
- Improved quality of EFL students' education by including a practical and social component (SL)
- Institutional unit level - Raised awareness of social issues & collaboration with socially responsible organizations in the field of education
- Migrant children developed English language and basic digital competences

Summary (over two years)

- **UNIVERSITY**
- **6** courses adapted
- **60** students participated

- **CHILDREN**
- **350** children
- **4** refugee centres (Vranje, Krnjača, Šid, Bosilegrad)

- **ENG LG COURSES**
- **3** levels (A.1, A.1.2, A.2 CEFR levels)
- **10**-week courses
- **120** LPs made & revised
- **4** rounds (semesters)

Adaptability & sustainability

- Six courses adapted to include service-learning element
- An awareness-raising experience of how to address educational needs and promote inclusive quality education for all
- Can be adapted in all HEI educating future teachers – services to vulnerable groups
- Done in collaboration with socially responsible partners, such projects can have far-reaching effects both for pre-service teachers and society

Thank you!

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