

Project Summary for IAL Website

The following information is for publication on the IAL website. Please be reminded not to include any confidential information.

Project Title:	An Investigation of Pedagogical Approaches in the Acquisition of Language for Low-Waged, Low-Skilled Adult Learners of English
Project Number:	GA17-06
Year of Approval:	2018
Funding Source:	WDARF
Objectives and intended outcomes of the project:	This project seeks to conduct an investigation and evaluation of the pedagogical approaches adopted in the acquisition of English language literacy for low-waged, low-skilled adult learners of English in Singapore. The research focuses on the pedagogical approach undertaken in the curriculum and training programmes that have been delivered under Singapore's Workplace Literacy Programme through the approved Workplace Literacy Training Providers, and further determines the pedagogical approaches which would be most effective in enabling low-waged and low-skilled adult learners to acquire English literacy and meet programme outcomes.
Project Team	
Principal Investigator:	Dr Hong Huaqing (Jul'18 to Dec'20) / Prof Annabel SH Chen (Dec'20 to Mar'21)
Summary of Project (up to 300 words)	
<p>The Workplace Literacy (WPL) programme aims to equip low-wage and low-skilled workers with the essential English skills to enhance their employability and eligibility. This study gathers information on the design and delivery of the programme, and the needs and experiences of learners to inform programmatic and strategic changes. The data are collected through a survey questionnaire, some focus group discussions (FGD), interviews, and classroom observations. The data are analysed using mixed methods to address four major research questions such as 1) What are the pedagogical approaches, curriculum design and delivery methods used in the programme? 2) Are there certain areas of literacy competence and skills presenting greater challenge or opportunity? 3) What impact have it had? 4) What are some strategies and recommendations to make?</p> <p>The survey results provide insights on the learners' backgrounds, feedback, and perceptions of the programme, and their learning approaches. Using curriculum materials and classroom observations, we identify gaps in the expected approaches and the actual practices and learning outcomes. To answer the four research questions, content analysis and thematic analysis are applied to the qualitative data to establish themes or categories relating to the subject's experiences and evaluations of the programme. The essentialist or realist inductive thematic analysis procedure is used in analysing trainers' FGD transcripts to identify themes related to the trainers' experiences in using approaches. An amalgamation of discourse analytical approaches is applied to the FGD transcripts involving learners' responses to generate desirable educational outcomes by the learners.</p> <p>In addressing the research questions, our analysis highlights several findings and particular areas of concern relating to WPL programme's course content and delivery, as well as the constraints</p>	

faced by adult learners and trainers. Some recommendations are also provided in accordance with the four research questions. Please refer to our full report for the details.

(296 words)