



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

PURSUING EXCELLENCE IN ENGLISH LANGUAGE EDUCATION

**Enhancement and improvement of quality practice in
English language education and the role of the Common
European Framework of Reference for Languages (CEFRL)**

**Croke Park Conference Centre, Dublin
Tuesday 29 November 2016**



WELCOME

WELCOME TO THE INAUGURAL QQI ENGLISH LANGUAGE EDUCATION (ELE) CONFERENCE

The conference has been designed to focus on fostering and supporting improvement and enhancement of quality ELE practice, exploring the role of the Common European Framework of Reference for Languages (CEFR) as a core component in striving to achieve this, and to stimulate interaction and sharing of ideas and practices across this diverse and dynamic sector nationally.

During the day, the breakout sessions are intended to give you guided opportunities for discussion and sharing of perspectives and good practice, embracing the various contexts in which English language education is provided nationwide.

The conference aims to stimulate ongoing professional dialogue and provide a platform for developing understandings of this dynamic

sector and how it is developing and diversifying both nationally and internationally to meet needs and nurture quality improvement.

The programme is designed to be of interest to colleagues in a range of roles within this sector nationally and to provide an opportunity to meet, (re)connect and engage with fellow colleagues and practitioners.

We hope that you enjoy it and gain insights, establish new connections, and go away stimulated with ideas for further investigation and exploration, and for sharing within your organisation and with like-minded colleagues.

We wish you a productive day and look forward to receiving your feedback on the conference and your suggestions on future QQI ELE enhancement events and initiatives.

Wishing you an enjoyable and productive day,

The Conference Organising Team

Please note:

- The plenary sessions in this conference are recorded.
- The breakout sessions are facilitated by Expert Facilitators from Turkey, the US, England, Wales and Ireland.
- There will be a Twitter live stream for delegates during the conference, facilitated by ELT Ireland.
- Delegates will be able to attend two breakout sessions which will be facilitated by the team of Expert Facilitators.
- A conference photographer will be taking photographs between 12 and 2pm for use by QQI.

AGENDA

Chair: Dr Fiona Farr (University of Limerick)

8.15am

EXHIBITION IS OPEN

Meet exhibitors including Publishers, Exam Boards and ELE organisations

8.30am-9.15am

Registration (tea and coffee)

9.15am-9.30am

Conference Official Opening

Bryan Maguire and Sue Hackett (QQI)

9.30am-10.20am

Plenary 1 Learning: Creativity and language learning

Professor Samúel Lefever (University of Iceland)

10.20am-10.50am

Creating synergies from the parallels between English Language Education and Higher Education

Dr Terry Maguire (National Forum for the Enhancement of Teaching and Learning)

10.50am-11.10am

Tea and coffee

11.10am-12.00pm

BREAKOUT SESSION 1

5 breakout options: 2 on the topic of 'Learning' and 1 on 'Assessment' and 2 on 'Teaching'

12.00pm-12.20pm

Plenary conclusion on the breakout sessions

12.20pm-1.05pm

LUNCH (sit down buffet lunch)

1.05pm-1.55pm

Plenary 2 Teaching: Excellence in teaching: a possible way forward?

Professor Steve Walsh (University of Newcastle)

1.55pm-2.50pm

BREAKOUT SESSION 2

5 breakout options: 1 on the topic of 'Teaching' and 2 on 'Assessment' and 2 on 'Learning'

2.50pm-3.25pm

Exhibition

Meet exhibitors including Publishers, Exam Boards and ELE organisations

3.25pm-4.15pm

Plenary 3 Assessment: The CEFR and its impact on language testing and assessment in the 21st century

Dr Neus Figueras (University of Barcelona; Pompeu Fabra; Department d Educacio, Catalunya)

4.15pm-4.30pm

Follow-up: establishing the electronic chat room; access to future facilitated follow-up and recording of the plenaries.

Sue Hackett, QQI

4.30pm

Official Conference Close: Future events and conclusion

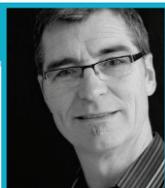
Karena Maguire, QQI

PROFILES AND ABSTRACTS



FIONA FARR

Dr Fiona Farr is Dean of Teaching and Learning, and Senior Lecturer in TESOL at the University of Limerick. Her research interests include language teacher education, technology, reflective practice, and applied corpus linguistics. She has published in journals such as *ReCALL*, *TESOL Quarterly*, *Language Awareness*, *Language Teaching*, and *Classroom Discourse*. She is author of *The Discourse of Teaching Practice Feedback* (2011) and *Practice in TESOL* (2015), and co-editor of the *Routledge Handbook of Language Learning and Technology* (2016, with Liam Murray). She is currently leading the *Digilanguages Project* (www.digilanguages.ie), funded by the National Forum for the Enhancement of Teaching and Learning in Higher Education.



SAMÚEL LEFEVER

Samúel Lefever is an Associate professor at the University of Iceland and teaches Language Teaching Methodology in the School of Education. He has carried out research on the English skills of young children in Iceland and on English teaching and learning at all school levels. He has also worked in the area of second language learning and is currently looking at young immigrants' language use and participation in Icelandic schools and society.

CREATIVITY AND LANGUAGE LEARNING In this paper, I argue that good teachers are not 'born' but 'self-made'. I make the case for a regeneration of reflective practice (RP) and argue that if RP is to 'work', there is a need for a more dialogic and collaborative approach. The paper extends the arguments made in Walsh and Mann (2015, 2017), using examples of reflection data, and arguing that reflection needs appropriate tools, a metalanguage and dialogue with another professional to provide new lines of collaborative and dialogic communication. The case is made for tools to be sufficiently flexible that they can be tailored to specific contexts and facilitate the kind of detailed, up-close, professional understanding that RP was originally designed to foster. Drawing on the featured data-sets, I demonstrate how the use of appropriate tools and accompanying dialogue are more likely to result in changes in professional practice and excellence in teaching.



STEVE WALSH

Steve Walsh is Professor and Head of Applied Linguistics and Communication in the School of Education, Communication and Language Sciences, Newcastle University, UK. He has been involved in English Language Teaching and teacher education for more than 30 years in a range of overseas contexts. His research interests include classroom discourse, teacher development and second language teacher education.

EXCELLENCE IN TEACHING: A Possible Way Forward? In this paper, I argue that good teachers are not 'born' but 'self-made'. I make the case for a regeneration of reflective practice (RP) and argue that if RP is to 'work', there is a need for a more dialogic and collaborative approach. The paper extends the arguments made in Walsh and Mann (2015, 2017), using examples of reflection data, and arguing that reflection needs appropriate tools, a metalanguage and dialogue with another professional to provide new lines of collaborative and dialogic communication. The case is made for tools to be sufficiently flexible that they can be tailored to specific contexts and facilitate the kind of detailed, up-close, professional understanding that RP was originally designed to foster. Drawing on the featured data-sets, I demonstrate how the use of appropriate tools and accompanying dialogue are more likely to result in changes in professional practice and excellence in teaching.

PROFILES AND ABSTRACTS



NEUS FIGUERAS

Dr Neus Figueras holds a PhD in Language Testing from the University of Barcelona. She has worked in the regional Ministry of Education in Catalonia for 20 years coordinating curriculum development and certificate exams for schools teaching languages to adult learners. She has lectured part-time at the University of Barcelona and at the Universitat Pompeu Fabra. Dr. Figueras has been involved in a number of international research and development projects, and collaborates regularly with the Council of Europe in the

dissemination of the Common European Framework of Reference in relation to testing and assessment. Along with Professor Sauli Takala she is currently coordinating a collection of CEFR illustrative tasks for reading and listening for publication in the Council of Europe's website. She has published articles in the field of language teaching and assessment and is one of the authors of the Manual for relating examinations to the CEFR (Council of Europe, 2009). She has published, with Fuensanta Puig, *Pautas para la evaluación del español como lengua extranjera* (2013). *Edinumen*. She has been a teacher trainer since the early 1990s, and has given courses and presented in universities in Spain and throughout Europe, Asia and the USA. She was the first President (2004-7) of EALTA (European Association for Language Testing and Assessment), and is now an expert member (www.ealta.eu.org). She was awarded the British Council International Assessment Award in 2015.

THE CEFR AND ITS IMPACT ON LANGUAGE TESTING AND ASSESSMENT IN THE 21ST CENTURY

A lot has changed in the field of language testing and assessment in the past 25 years, and although the reasons for the changes are really varied, many lie in the impact of the publication of the CEFR in 2001. The quality of the exams and tests in Europe has improved thanks to the Council of Europe's Manual for relating examinations to the CEFR levels (2009). On the other hand, classroom assessment and assessment for learning has become a hot topic as language learning is perceived to be a crucial element in education. Whereas it seems that the road to follow in the development and use of tests and exams is relatively clear, this is not the case for the assessment(s) that take place in classrooms. As current research explores the interfaces between learning and assessment and the dimensions involved in the interaction between them, the need for training in assessment emerges and favours the development assessment literacy programmes. In this session, I will discuss what has been achieved so far, and focus on unsolved challenges which still need to be addressed in the next few years.



TERRY MAGUIRE

PRESENTATION FROM THE NATIONAL FORUM FOR THE ENHANCEMENT OF TEACHING AND LEARNING

Originally a science graduate from University College Cork, Dr Terry Maguire spent 14 years working in Higher Education in Scotland where she pioneered flexible and blended approaches to teaching and learning. She completed her PhD (2000-2003) at the University of Limerick and her research focused on the professional development needs of those providing adult mathematics education. In 2006 she was appointed to the post of Head of Lifelong Learning with the Institute of Technology Tallaght, Dublin where she was responsible for the provision of part-time students and e-learning. Terry was seconded to the National Forum for the Enhancement of Teaching and Learning in October 2013. Terry chaired Adult Learning Mathematics, an international research forum from 2013-2015, and is currently a Trustee of the organisation. She is the creator of the Maths Eyes initiative which has achieved national and international prominence as a means of bringing mathematics to life and building confidence in an individual, everyday use of mathematics.

CREATING SYNERGIES FROM THE PARALLELS BETWEEN ENGLISH LANGUAGE EDUCATION AND HIGHER EDUCATION

Highlighting the available resources that have been developed through the National Forum for the Enhancement of Teaching and Learning in higher education that have potential value in supporting current developments in English language education.

BREAKOUT SESSIONS

Expert Facilitators will act as facilitators of the breakout discussion sessions on the three plenary themes: Teaching, Learning and Assessment. A report from each breakout session will be provided during the final session of the day. These reports will be posted to an online platform and the expert facilitators will facilitate an ongoing discussion on each of the three themes for up to two weeks. The summary may inform future events organised by QQI and/or ELT Ireland.

EXPERT FACILITATORS



Matthew Benton

LEARNING

MATTHEW BENTON is the K-12 Director of Foreign Languages at Terakki Foundation Schools. He has been in the field of TESOL for a decade, with teaching stops in South Korea, Kenya, and Atlanta, GA, USA, before coming to Turkey in 2008. For the past five years, Matthew has worked as a teacher, curriculum developer, and administrator at Terakki. He holds an M.A. in Applied Linguistics and a B.A. in History and European Union Studies. His academic and professional interests include foreign language curriculum design, ELT technology integration, foreign language testing, and education leadership. Away from the office, he is a history buff and science nerd who also enjoys American football, mountain climbing, and playing music.



Wendy Arnold

WENDY ARNOLD has over 25 years' experience in ELT. She has been a primary classroom teacher, and teacher trainer, and is now an independent consultant working with Ministries of Education and Education Reform projects. Her special interest is early literacy, using multiple-level graded reading programmes and using projects to learn language. She is co-founder of ELT-Consultants which has over 20 globally-based associate consultants.



Ian Brangan

TEACHING

IAN BRANGAN is Academic Development Manager of Alpha College of English in Dublin. He began working in ELT in 1989 and initially worked in the ELI in Dublin and in Madrid. For two decades Ian worked as a Director of Studies both in Spain and Ireland. In the 1990s he was involved with ACELS as a Schools' Inspector. Since 2000 Ian has been an Inspector with EAQUALS. He has been writing curricula, syllabi and course materials for many Irish schools since the 2000. Ian has lectured on Academic Management courses for ACELS, as well as co-writing the TTP criteria for the CELT. He has been a Teacher Trainer since 1993. Over recent years Ian has given presentations at IATEFL conferences (on Assessment), at EAQUALS (Self Observation and Project Based Learning) and for MEI (Academic Management). He currently runs the CPD programme at Alpha College. Ian's current areas of interest include action research on Teaching, Project Based Learning, Teaching Pronunciation, Teaching Writing and Teacher Development and the EPG.



Tim Goodier

TIM GOODIER is Head of Academic Development at Eurocentres, and has worked in ELT for over 16 years as a teacher, project-manager, examiner, course-developer, writer, school inspector, and teacher-trainer. In his current role he has senior oversight of quality and innovation at Eurocentres, and has worked on numerous new developments such the launch of the 'my.Eurocentres' online learning platform in the UK and France, and specialised teacher training programmes for in-service teachers. Tim is also a member of the EAQUALS Board of Trustees and contributes to projects related to the continued development of the CEFR, as a feature of Eurocentres' consultancy to the Council of Europe.

ASSESSMENT



Siân Morgan

SIÂN MORGAN has just completed an M.Ed. (Masters in Education) in Applied Linguistics at Teachers College, Columbia University, New York City, where she is pursuing a doctorate in Language Assessment. Her special interests include Performance Assessment, Learning-Oriented Assessment, and Teacher Assessment Literacy. She has taught ELP and EAP at The University of Modena and Reggio Emilia, (Italy) Teachers College, Columbia University, USA, and The University of Southampton, UK.



Zeynep Urkun

ZEYNEP URKUN has been working in the area of assessment and evaluation since 1991. She has been serving as a Trustee on the IATEFL Executive Committee since 2011 and is the event-coordinator of the IATEFL Testing, Evaluation and Assessment Special Interest Group (IATEFL TEA SIG), after having coordinated the TEA SIG for four years. In her capacity as TEA SIG Coordinator, she organised several conferences around the world in order to help support assessment literacy.

Previously, she worked at Bilkent University as a member of the core testing team that developed the COPE Exam (Certificate of Proficiency in English). She also worked at Bogazici University as a member of the testing team that revised the BUEPT (Bogazici University English Proficiency Test). She then led the development of Sabancı University ELAE (English Language Assessment Exam) and participated in its revision project in collaboration with Prof Cyril Weir. Her main interests are in the areas of classroom assessment, proficiency exam production and analysis, and developing assessment criteria for productive skills. She continues to present at conferences and organises training sessions nationally and internationally to help increase assessment literacy in ELT.

Currently, she is the CEO of Make A Wish Turkey, a charity that grants the wishes of children with life-threatening medical conditions.



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a network for English language teaching professionals

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