



16TH EALTA CONFERENCE

TRANSITIONS IN LANGUAGE ASSESSMENT

UNIVERSITY COLLEGE DUBLIN

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CEFR PRACTICES AND TECHNOLOGY BASED LANGUAGE ASSESSMENT IN HIGHER EDUCATION

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CEFR PRACTICES AND TECHNOLOGY BASED LANGUAGE ASSESSMENT IN HIGHER EDUCATION

1. Contextual backdrop
2. Adaptation, integration and implementation of principles and practices from the CEFR
3. Technology based language assessment: Practices, progress and professional development



I. CONTEXTUAL BACKDROP

BESPOKE IMMERSION TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT: A BLENDED LEARNING APPROACH



IMMERSION TEACHER EDUCATION IN IRELAND: ISSUES AND TENSIONS

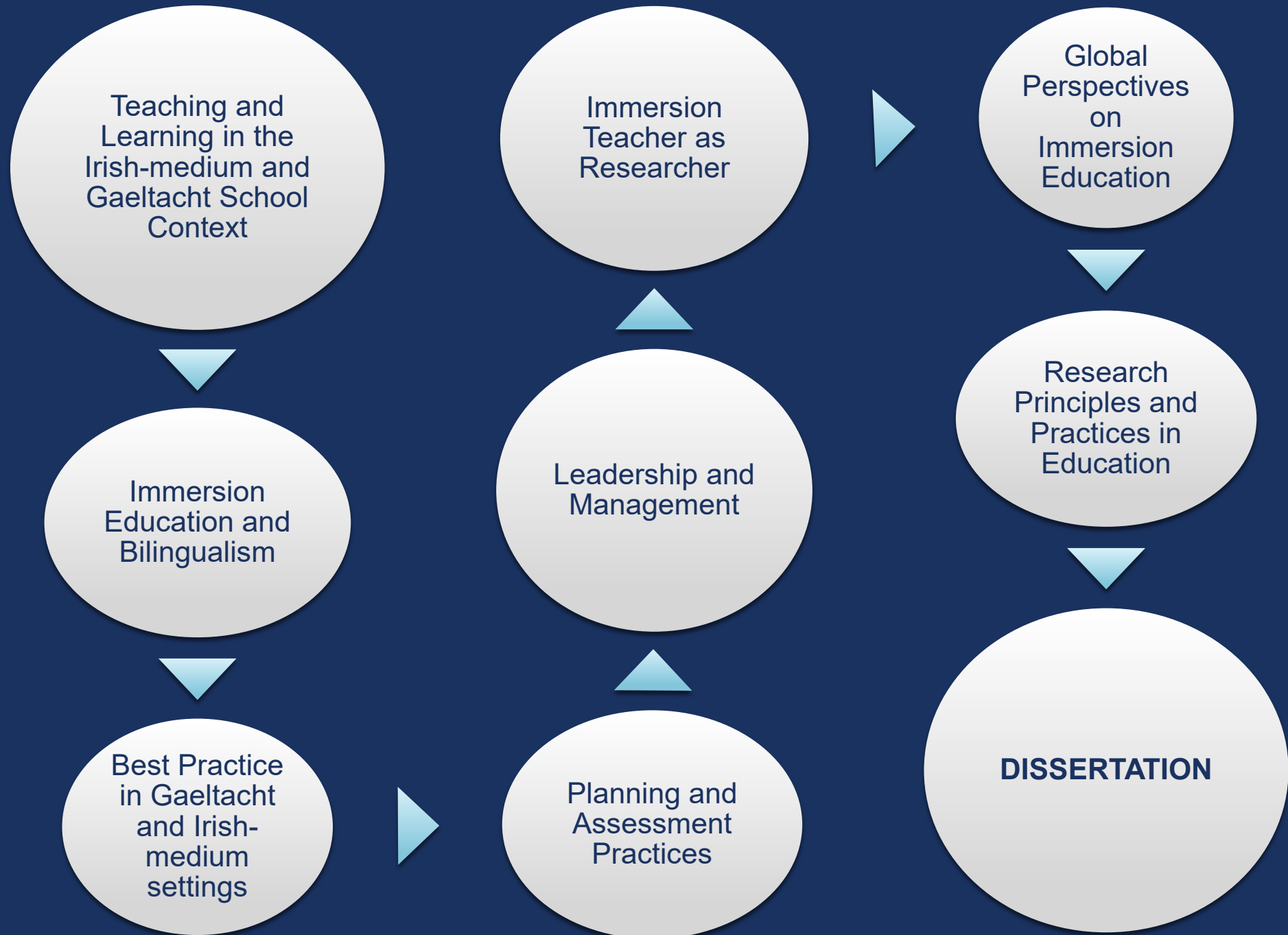
- **Gap in provision nationally** (Máirtín, 2006; Ní Shéaghdha, 2010; Ní Thuairisg, 2014; Ó Ceallaigh, 2013; Ó Duibhir, 2006, 2009, 2018; Ó Grádaigh, 2014; Uí Shúilleabháin, 2015)
- **Teacher supply for the sector** (Mac Donnacha, Ní Chualáin, Ní Shéaghdha, & Ní Mhainnín, 2005; Máirtín, 2006; Ó Grádaigh, 2015)
- **Teachers under too much pressure due to demands of the job, and not enough time and support being provided for planning** (Ní Dhrisceoil, 2015; Uí Ainiféin, 2015)
- **Teachers' competence in Irish** (Ó Ceallaigh, 2013, 2019; Ó Cualáin, 2013; Ó Grádaigh, 2015; Uí Ainiféin, 2015)
- **Immersion teacher knowledge base** (Ó Ceallaigh, 2013, 2019; Ó Ceallaigh & Ní Shéaghdha, 2017; Ó Ceallaigh, Hourigan, & Leavy, 2018; Ó Grádaigh, 2015; Ní Thuairisg, 2014; Uí Shúilleabháin, 2015)

Coláiste Mhuire gan Smál

AN M. OI.D. SAN
OIDEACHAS LÁN-
GHAELIGE AGUS
GAELTACHTA

LÁMHLEABHAR
AN MHC LÉINN

Seimeastar 2, Bliain 1



BENEFITS OF A BLENDED LEARNING APPROACH

IMPROVED PROGRAMME OUTCOMES:

- **Improved retention and student outcomes** (López-Pérez, Pérez-López & Rodríguez-Ariza, 2011; Boyle, Bradley, Chalk, Jones & Pickard, 2003)
- **Fosters student engagement** through more active, problem-based, meaningful activities (Delialioğlu, 2012; Garrison & Kanuka, 2004)
- Provides additional opportunity for peer and tutor **interaction** through online communication and discussion (Aspden & Helm, 2004)
- Cultivates **collaborative** online learning (So & Brush, 2008)
- Develops a **community of inquiry** (Garrison & Kanuka, 2004)

BENEFITS OF BLENDED LEARNING FOR LANGUAGE LEARNING

- The human **social interaction facilitated by the technology** that enhances learning (Bradley, Lindstrom and Rystedt, 2010)
- **Varied opportunities** for spoken and written interaction and engagement (Sharma & Westbrook, 2015)
- Enhances **linguistic proficiency, promotes autonomous, self-directed learning and learner motivation** (Banditvilai, 2016)
- Demonstrates **how L2 learners acquire and use language** in a computer-mediated environment (McCarthy, 2016)
- **Allows teachers to design a more student-centered and flexible approach** to language learning which stimulates autonomy, reflection and research skills (Poon 2013)

TECHNOLOGY BASED LANGUAGE ASSESSMENT



Assessment in TELL



Using technology to facilitate assessment in a 'Learning Orientated Assessment' model and using assessment to guide learning (diagnostic testing) (Cambridge English Language Assessment) (Nye, 2018)



Designing appropriate assignments and assessments through TELL to promote mindful and motivated learning and establish meaningful connections between learning and language (Yang & Chen, 2007)



Trends moving from assessment-driven language learning to authentic and integrated language learning in TELL (Zou, D., Xie, H., & Wang, F. L., 2018)

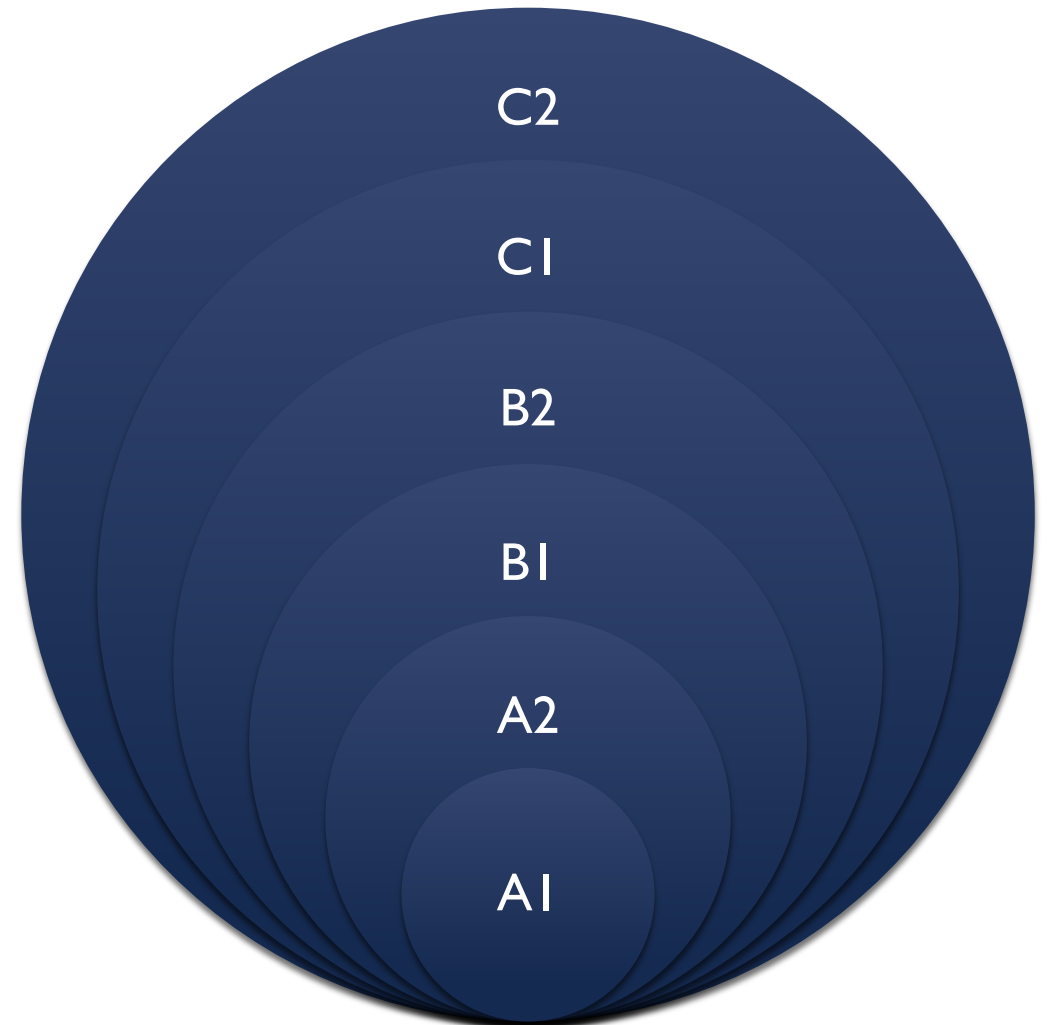
2. ADAPTATION, INTEGRATION AND IMPLEMENTATION OF PRINCIPLES AND PRACTICES FROM THE COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR)

CREATE A WELL-BALANCED PROGRAM WHERE CONTENT INSTRUCTION AND LANGUAGE/LITERACY INSTRUCTION ARE TARGETED SIMULTANEOUSLY



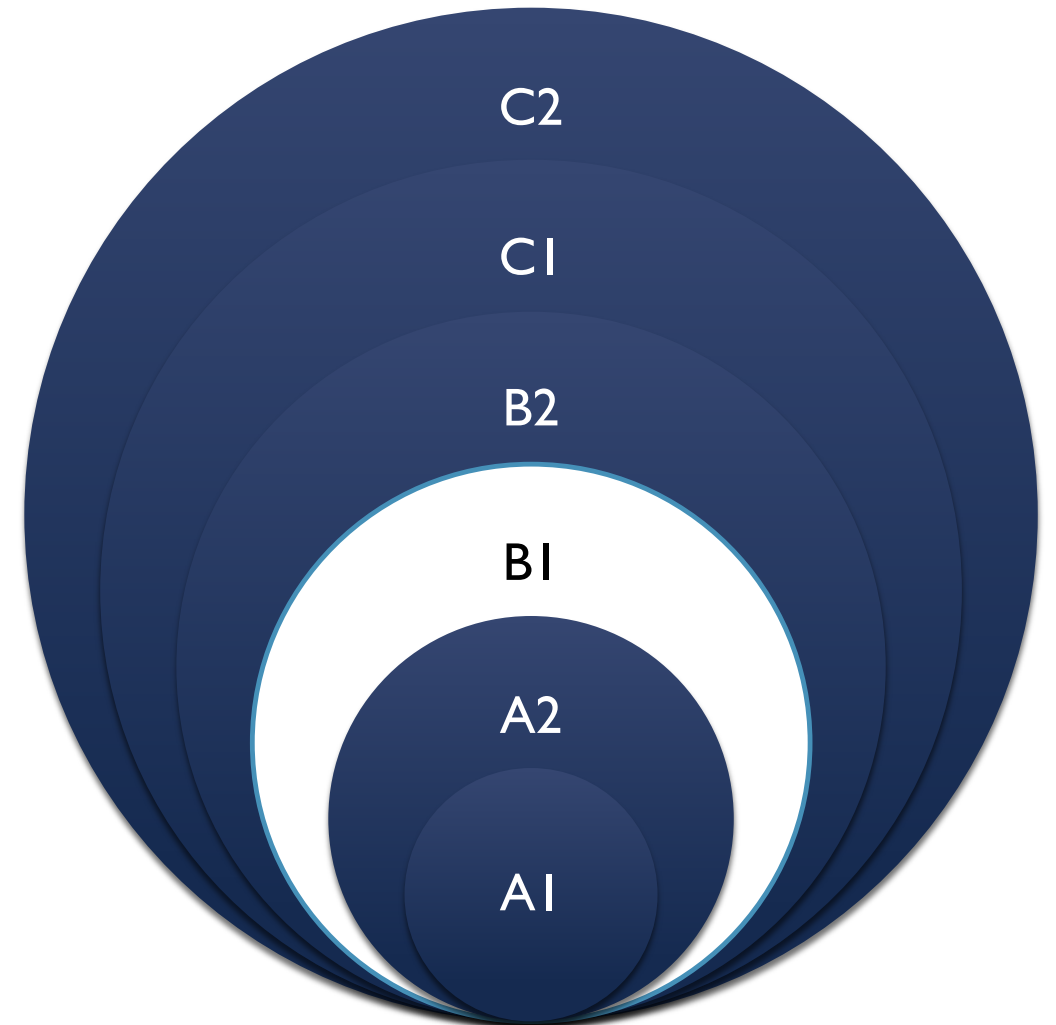
COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR):WHAT

The Common European Framework of Reference for Languages (**CEFR**) is an international standard for describing language ability.



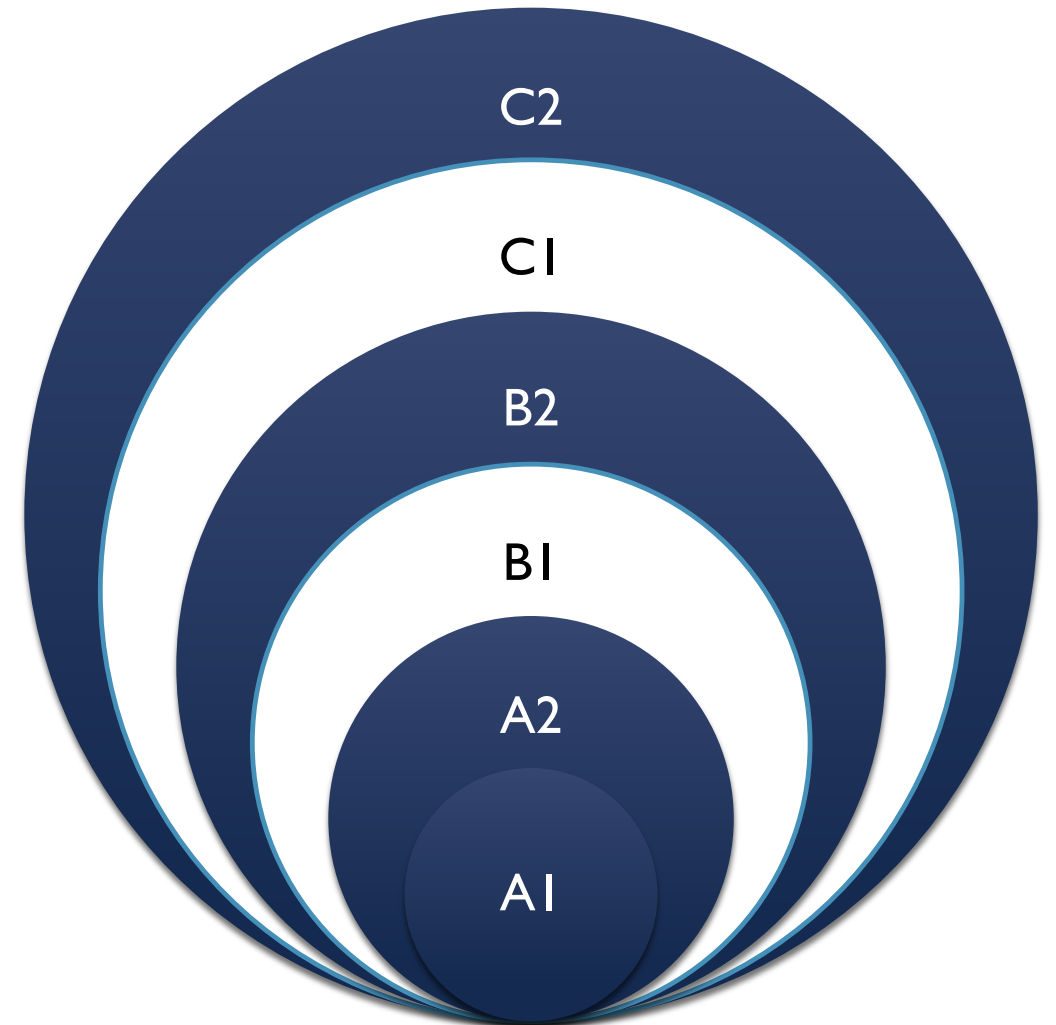
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COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR): WHY

- 1) to explore proficiency needs
- 2) to establish learning and teaching objectives
- 3) to guide assessment
- 4) to review, reform and develop content of the language curricula
- 5) to design, develop and exploit teaching/learning experiences (communicative contexts, themes, tasks and purposes in relation to a blended learning design)
- 6) to enhance quality and success in learning, teaching and assessment

COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR): HOW

3) to guide assessment

- Ensuring a balance - **reception, interaction, production**
 - content-driven language-focused tasks (annotated bibliography, problem-solving tasks, language glossary, grammar blog)
 - podcasts, analysis of teaching
 - poster presentations
 - reading circles
 - group discussions
 - individual written assignments

3. TECHNOLOGY BASED LANGUAGE ASSESSMENT

PRACTICES, PROGRESS AND PROFESSIONAL DEVELOPMENT





PRACTICES

TECHNOLOGY BASED LANGUAGE ASSESSMENT



TOWARD EVIDENCE-BASED PRACTICES AND DATA DRIVEN INSTRUCTION



Needs analysis survey



Challenges identified (lack of confidence in written output and accurate grammar use, lack of awareness of language abilities and difficulties, specific content vocabulary)



Tasks designed based on learner needs and limitations (corrective feedback and analysis, problems identified, individual language advisory sessions, language developmental plan, academic writing challenges)



Varied assessments formed an assessment model to meet the needs of various learners and learning styles (Self-assessment, peer-assessment, content driven language specific tasks)



Impact of learning on assessment (assessment modelled on learner needs, strengths and limitations, varied approaches to learning, development on the language continuum)

REFLECT ON, CRITICALLY ASSESS AND ACTIVELY DEVELOP LINGUISTIC COMPETENCIES

- Complete an **evidence-based reflective self-profile** on their own experiences of L2 learning
- Formulate a **data-driven language development plan**
- Engage in **self-directed and collaborative online/onsite content driven-focused tasks** designed to stimulate and enrich reception, interaction and production (e.g. grammar fora, blogs, podcasts, discussion fora, technical glossary, peer-review, annotated bibliography, reading circles, individual written assignments, poster presentations)
- Develop a **language e-portfolio** (encompassing completed tasks, corrective feedback, reflections on learning and progress on the language continuum, evidence of continuous learning)

E-PORTFOLIO

- **Competency framework CEFRL** (building awareness of competency levels across all linguistic skills, self-reflection on language descriptors, evidence of learning and feedback based goal setting)
- **Meaningful and relevant connections between tasks and portfolio** (content loaded entries, real-time reflections documented)
- **Cascade effect on professional practice and development** (examples of influence of learning and language development on best practice in the immersion classroom)
- **Scope for creativity, autonomy and a personalized approach that plays to the strength of the learner as an individual** (musical composition, animation, graphic strip, alphabetic glossary)



Foinsí

CEFR Greille Féinmheasún...

CEFR

Untitled Page

Plean FT- Caighdeán

Inniúlacht- Tuiscint

Plean FT- An Fleiscín

Inniúlacht-Labhairt

Plean FT- Réamhfhocail

Inniúlacht-Scríobh


Plean FT- Inscne

Plean FT-Litriú

Plean FT-Tagairtí

+ Section

+ Page

<u>Leibhéal</u>	<u>Inniúlacht</u>	<u>Machnamh/Fianaise</u>	<u>Gníomh</u>
	<u>Scríobh</u>		
B2	Is féidir liom téacsanna soiléire mionsonracha a scríobh ar raon leathan ábhar ar spéis liom iad. Is féidir liom aiste nó tuairisc a scríobh chun eolas a sheachadadh nó chun cúiseanna a sholáthar i bhfabhar nó i gcoinne dearcadh áirithe. Is féidir liom téacsanna a scríobh a léiríonn cén tionchar pearsanta a imríonn eachtraí agus eispéiris áirithe orm.	<ul style="list-style-type: none"> Tascanna scríofa an M.Oid á bhaint amach i gcomhpháirt le mic léinn eile. Rannpháirtíocht ar líne le linn na cruinnithe sioncrónaithe. Aiseolas ar théacsanna an chláir. FÉACH Alt ón Léirmheas Litríochta 	<ul style="list-style-type: none"> Lean orm ag baint úsáid as an bpróiseas scríbhneoireachta: Dréachtú, aibhsiú, ath-dhréachtú.
C1	Is féidir liom mé féin a chur in iúl trí théacs soiléir, deastruchtúraithe a scríobh ina gcuirim mo thuairimí in iúl i mórán focal. Is féidir liom scríobh faoi ábhair chasta i litir, in aiste nó i dtuairisc, agus béim a chur ar na ceisteanna is mó a bhaineann le hábhar, dar liomsa. Is féidir liom stíl a roghnú atá oiriúnach don té a léifidh é.	<ul style="list-style-type: none"> Tá mé ag dul i dtreo an leibhéal seo go réidh, le cabhair stiúthóra agus le comhairleoracht teanga.  <p>OID613 Leabharli...</p> <p>Aiseolas ón Leabharliosta Anótáilte</p>	<ul style="list-style-type: none"> Glac leis an gcomhairle msh 'briathar saor a úsáid', 'Tuiséal ginideach a úsáid go cruinn nó é a sheachaint srl. Lean leis an bpróiseas scríbhneoireachta. Cleachtaí ar Theanga na Tuairisce

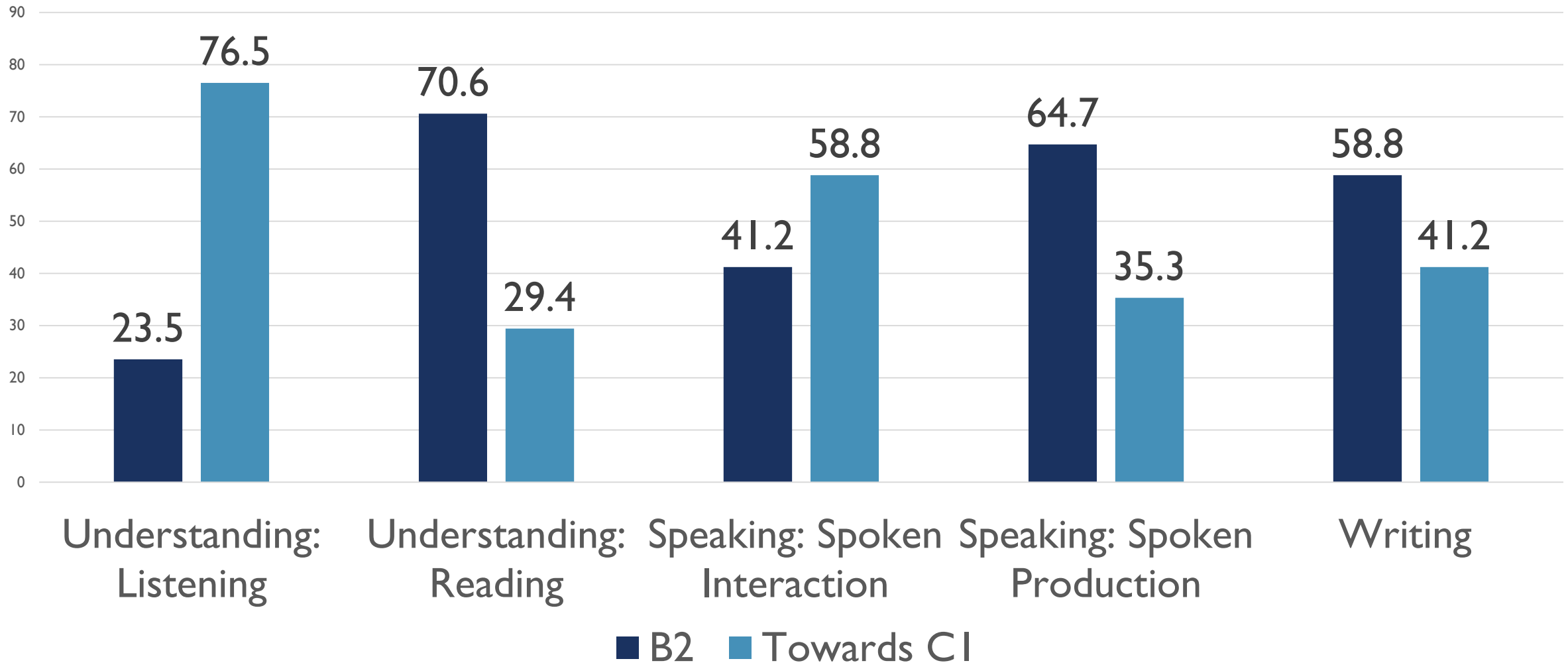


PROGRESS

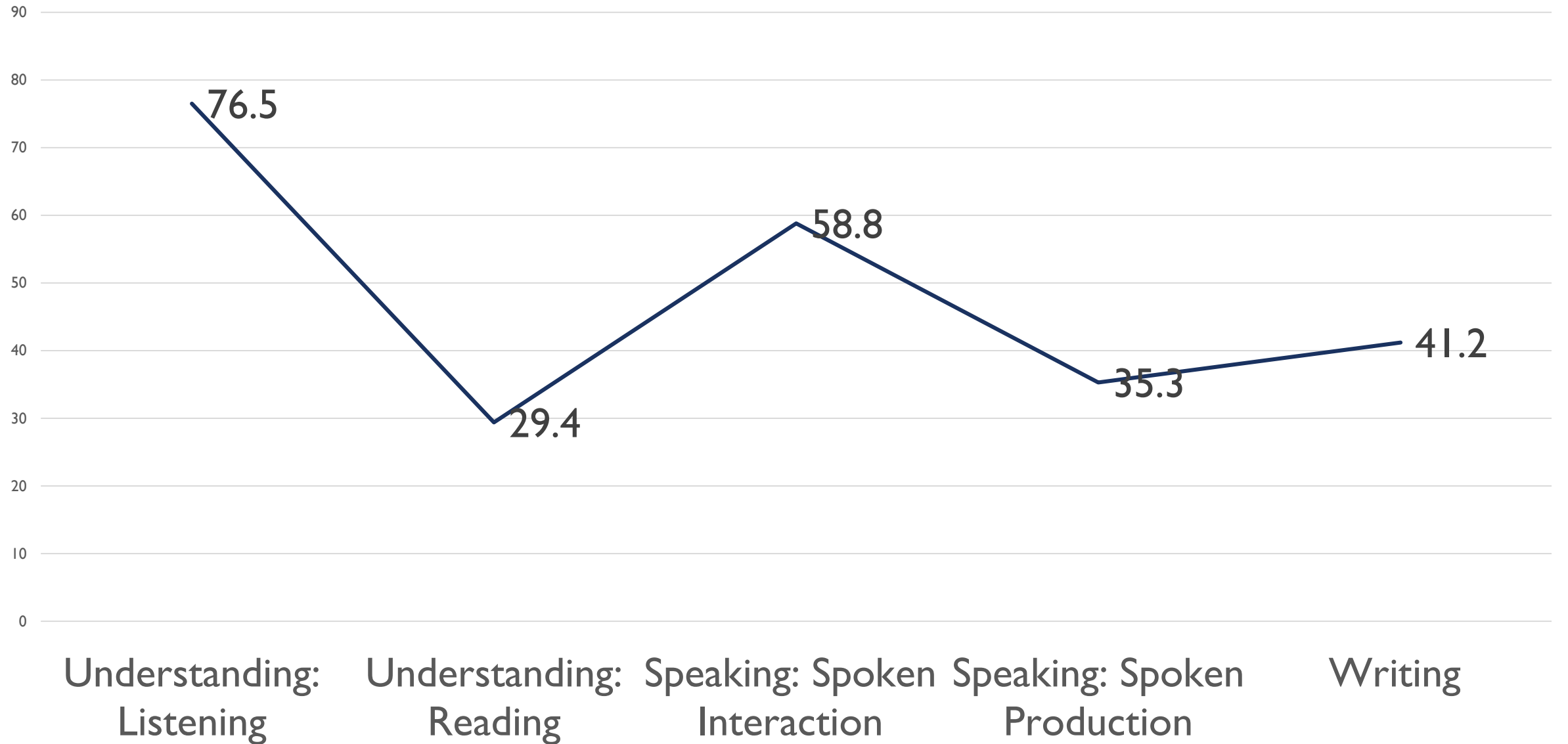
TECHNOLOGY BASED LANGUAGE ASSESSMENT



CEFRL Self-assessment Competency Framework



Towards Level C1 on the Competency Framework






PROFESSIONAL DEVELOPMENT

TECHNOLOGY BASED LANGUAGE ASSESSMENT



TECHNOLOGY BASED LANGUAGE ASSESSMENT: PROFESSIONAL DEVELOPMENT

Linguistic competencies addressed in a structured, tailored approach (identifying gaps in teachers competencies, supporting developments in learning through corrective feedback and individual language advisory, nurturing autonomy in personalized language plans and e-portfolio design)



Cultivating communities of practice (peer-learning and problem solving tasks, grammar discussion fora, creating a life long learning model)



Influence on classroom practice (integrating content and language in a meaningful approach, using technology to enhance language learning, varied models of assessment to suit learner needs and styles, encouraging differentiation and inclusion in language learning and assessment)



MÍLE BUÍOCHAS!

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