



Quality in Language Education: *the role of the ELL*

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ICT-4LL Conference, Florence, 16.11.2012

Determining quality



- ✦ Standards
- ✦ Transparency
- ✦ Attainment
- ✦ Methodology
- ✦ Procedures
- ✦ Assessment
- ✦ Value for money
- ✦ Outcomes

Quality milieu



- ✦ Strategic purpose of language education
- ✦ Demonstrated need for multilingualism
- ✦ The impact of social reality: from common market to free movement of labor
- ✦ Quality: *product* or *process*?
- ✦ Abandoning linear models in a dysfunctional world
- ✦ Ensuring standards amid the ICT tsunami

Quality and the ELL



- ✦ ELL: tactical or strategic?
- ✦ Simple recognition or motivation to transformative learning?
- ✦ Does it make any difference?
- ✦ Operationalizing ELL in varied national/regional contexts
- ✦ Before setting quality standards for educational systems, does ELL operate to a quality standard itself?

Quality in context



- ✦ Traditional school based curriculum design – national variations and assumptions of academic coherence
- ✦ Academic traditions in examination-determined achievement
- ✦ Validation, visibility and standards
- ✦ Innovation, ICT and creative engagement
- ✦ Language learning policy and target groups

ELL and impact on needs



- ✦ Identified needs of non-traditional learning groups
- ✦ Promoting cultures of multilingualism in a rising tide of xenophobia
- ✦ Developing awareness and buy-in: promoters, providers and communities
- ✦ Enhancing integration and diversity

Quality of ELL itself



- ✦ Lack of common criteria
- ✦ Variation in operational standards
- ✦ Lack of shared systemic system
- ✦ Design and intention of ELL – fit for purpose?
- ✦ Recognition or strategy?
- ✦ Achieving agreed targets and goals. What does Europe want?

Issues



- ✦ Need to compare like with like to underline shared meaning and impact
- ✦ Variations in quality of adjudication process
- ✦ Enhancing the brand
- ✦ Addressing sustainability
- ✦ Fostering transnational linkage post-award

Intangible elements



✦ Quality depends on:

- ✦ Trust
- ✦ Reliability
- ✦ Ethical norms
- ✦ Equity
- ✦ Openness
- ✦ Consistency
- ✦ Integrity

Key points in quality focus



- ✦ Benefits of ELL are anecdotal, not systematically researched
- ✦ Lack of funding for sustainability or exploitation of results
- ✦ Inadequate research focus
- ✦ Need for enhanced linkage to employers, ICT and innovative community engagement
- ✦ Extended focus on quality dimensions absent - but required
- ✦ Operating in crisis conditions: uncertainty and strategic planning

Summary



- ✦ Designing for quality
- ✦ Engaging stakeholders: specialists, researchers, providers
- ✦ Thinking outside the box
- ✦ Lateral thinking: migrants, minorities and contested spaces
- ✦ Credibility, validity, authenticity, results: ELL as a stepping stone to competence and excellence