

Professional development for language teachers in Higher Education:

Why? What? How?



- Goal 1: Improve language proficiency
- Goal 2: Diversify and increase the uptake of languages
- Goal 3: Increase the awareness of languages
- Goal 4: Enhance employer engagement





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MEASURE	BASELINE (2016)	MID TERM TARGET (2022)	END TARGET (2026)
Percentage Of Candidates Presenting For A Foreign Language For Junior Certificate/Cycle Examination	87%	92%	100%
Percentage Of Junior Certificate/Cycle Candidates Sitting German, Spanish And Italian As A Proportion Of Total Curricular Foreign Language Sits	40%	45%	50%
Percentage Of Schools Offering Two Or More Foreign Languages As Part Of Transition Year	53%	75%	100%
Percentage Of Candidates Presenting For A Foreign Language For Leaving Certificate Examination	69%	74%	79%
Percentage Of Leaving Certificate Candidates Sitting German, Spanish, Italian, Russian, Japanese And Arabic As A Proportion Of Total Curricular Foreign Language Sits	38%	41%	45%
Percentage Of Students Studying Courses With A Language Component In Higher Education	4% (2012/13)	10%	20%
Learner Attitudes Towards Foreign Language Learning	To be established	-	-





UCC

Coláiste na hOllscoile Corcaigh, Éire
University College Cork, Ireland

Dr Emma Riordan
Dr Slivia Benini



**Higher Education
Language Educator
Competences**



**Maynooth
University**
National University
of Ireland Maynooth

Dr Clive Earls



NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION



Waterford Institute of Technology
INSTITIÚID TEICNEOLAÍOCHTA PHORT LÁIRGE

Dr Aine Furlong



Dr Colin Flynn

Deliverables



EVIDENCE-BASED PROFILE OF
COMPETENCES



SELF-ACCESS, FREELY AVAILABLE
SELF-EVALUATION TOOL FOR
TEACHERS



DIGITAL BADGE SYSTEM FOR
RECOGNITION OF PROFESSIONAL
DEVELOPMENT ACTIVITIES



IDENTIFICATION OF EXISTING AND
PROPOSAL OF FUTURE ACTIVITIES



1	I can find information quickly and accurately on the Internet.	Disagree	Not Sure	Agree	Strongly Agree
2	I am confident using different web browsing software and browsing functions such as bookmarking, history and privacy settings.	Disagree	Not Sure	Agree	Strongly Agree
3	When browsing the Internet, I distinguish between different information sources and often compare information on different sites.	Disagree	Not Sure	Agree	Strongly Agree
4	I am confident using local and mass storage devices.	Disagree	Not Sure	Agree	Strongly Agree
5	I know how to use different cloud storage systems.	Disagree	Not Sure	Agree	Strongly Agree

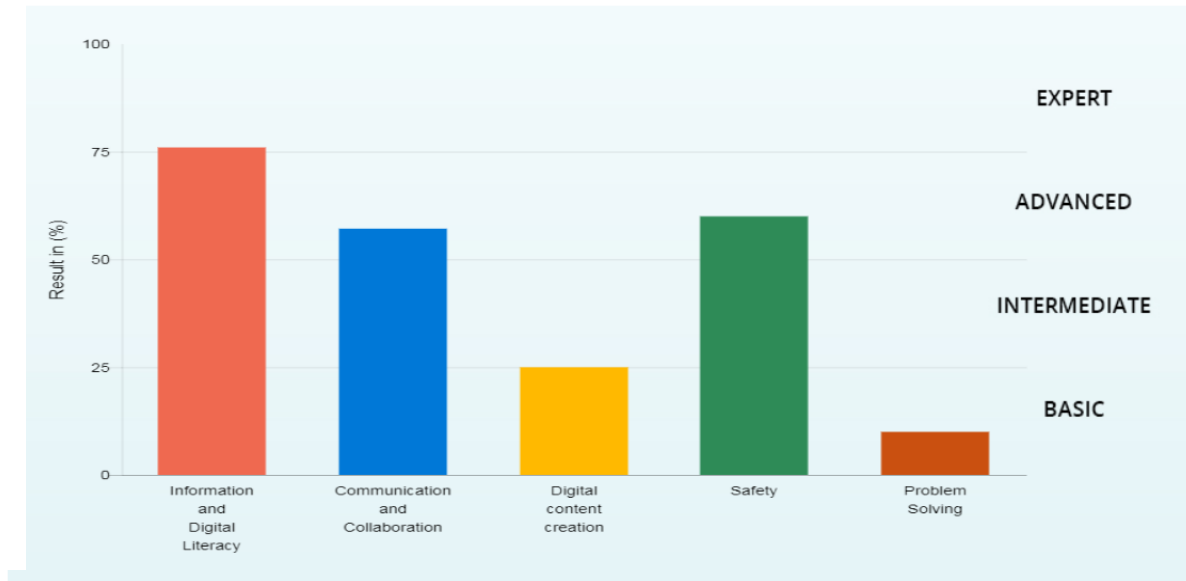
Next

Submit

<https://www.teachingandlearning.ie/publication/national-professional-development-framework-for-all-staff-who-teach-in-higher-education/>



Social Policy Education
Enhancing Digital Skills



Mapping Language Assessments to the CEFR
Experiences from the Uniflang Certification Scheme in the UK

workshop led by Dr John Morley, Chair of the Association of University Language Centres (AULC) and Director of the University-Wide Language Programme at the University of Manchester.

NATIONAL FORUM FOR THE ENHANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION

UCC School of Languages, Literatures & Cultures

Fri 24 March 2017
13:00 - 17:00
UCC, O'Rahilly Building
Room G27



What languages are offered?

Languages offered as a major within a degree programme

	UCC	NUIG	MU	UCD	TCD	UL	DCU	WIT	LYIT	TU Dublin	ITS	ICD BS
Irish												
French												
Spanish												
German												
Italian												
Chinese												
Japanese												
Korean												
Portuguese												
Russian												
Polish												

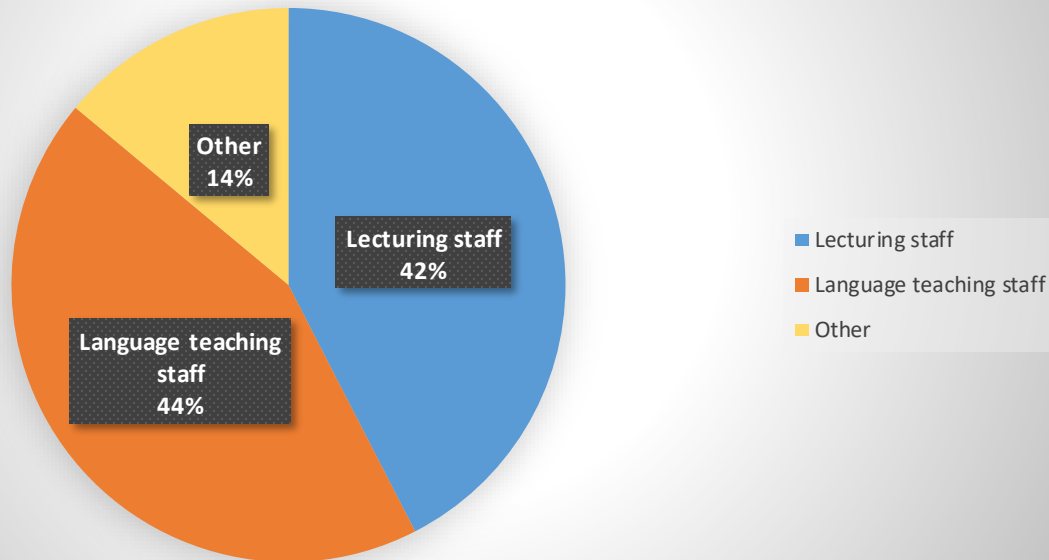
Languages offered as minor or elective as part of a degree programme

	UCC	NUIG	MU	UCD	TCD	UL	DCU	WIT	LYIT	ITT
Irish										
French										
Spanish										
German										
Italian										
Chinese										
Japanese										
Korean										
Portuguese										
Polish										
Greek										
Catalan										
Russian										
Breton										
Dutch										
Basque ⁶										
Galician										
Arabic										
Turkish										
Hebrew										

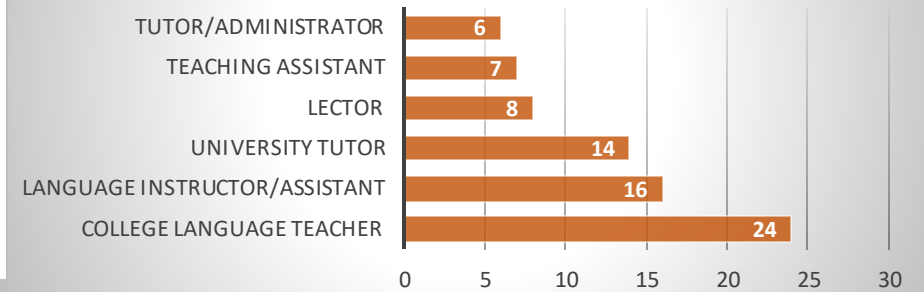


Who teaches language?

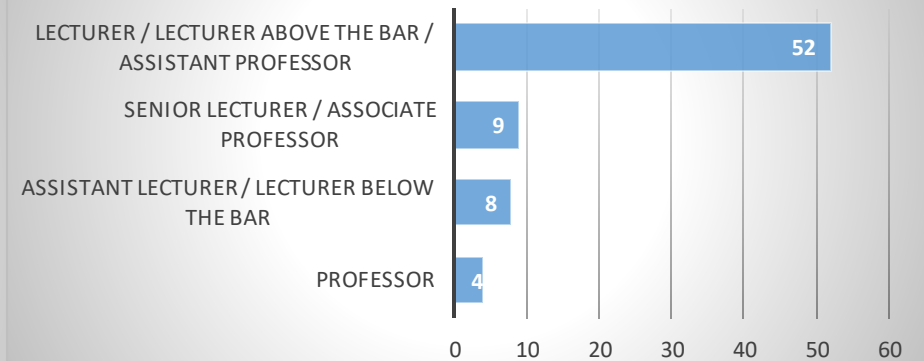
Overview of staff who teach language at UCC, MU, DCU and WIT



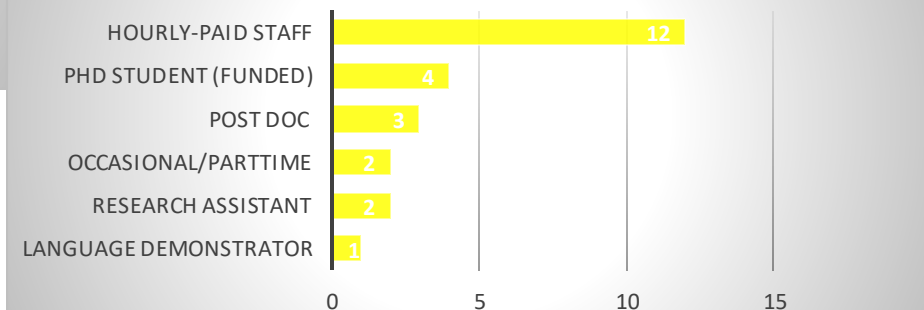
Breakdown of language teaching staff by category



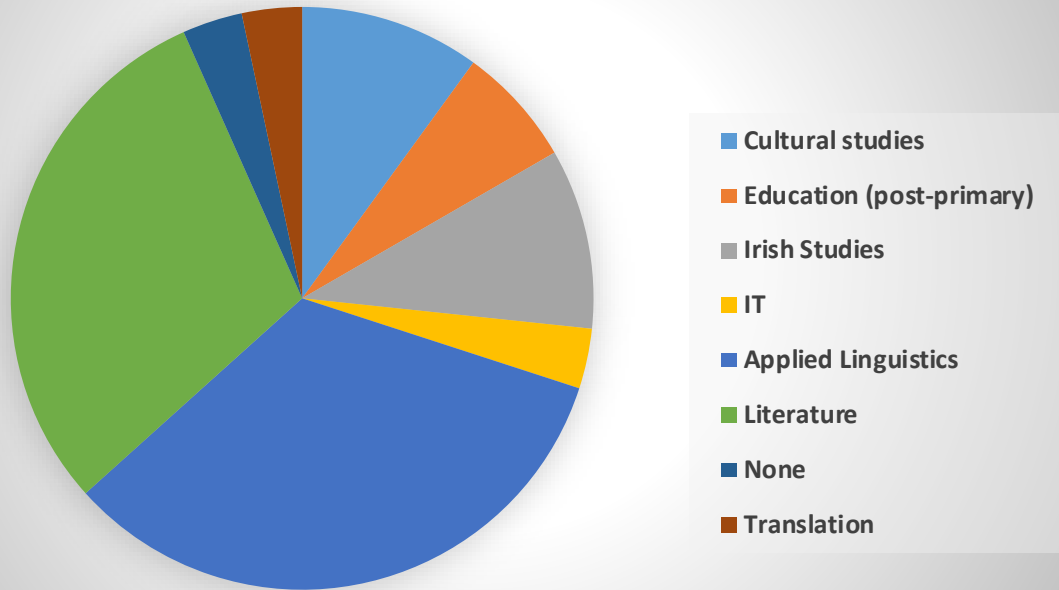
Breakdown of lecturing staff



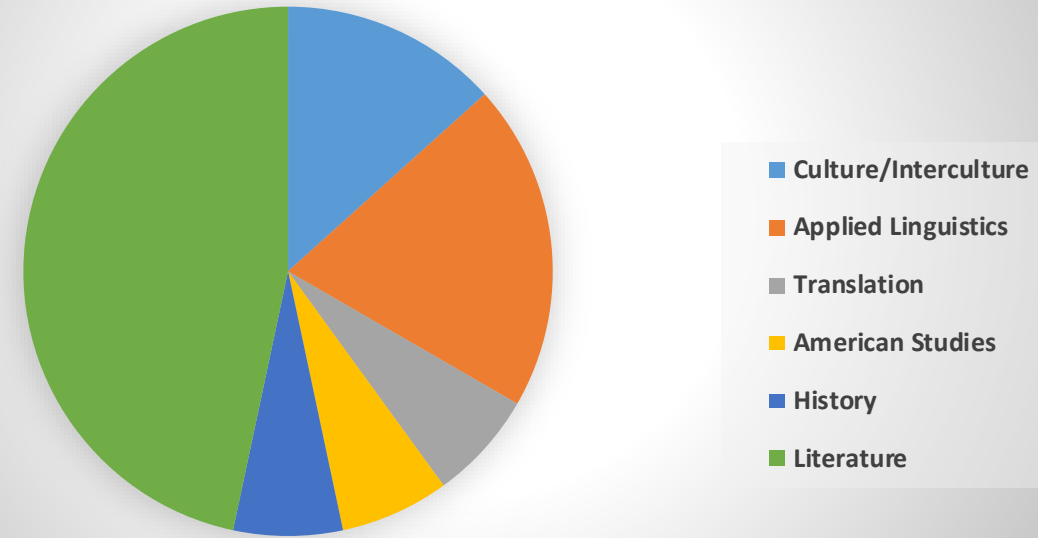
Breakdown of other staff



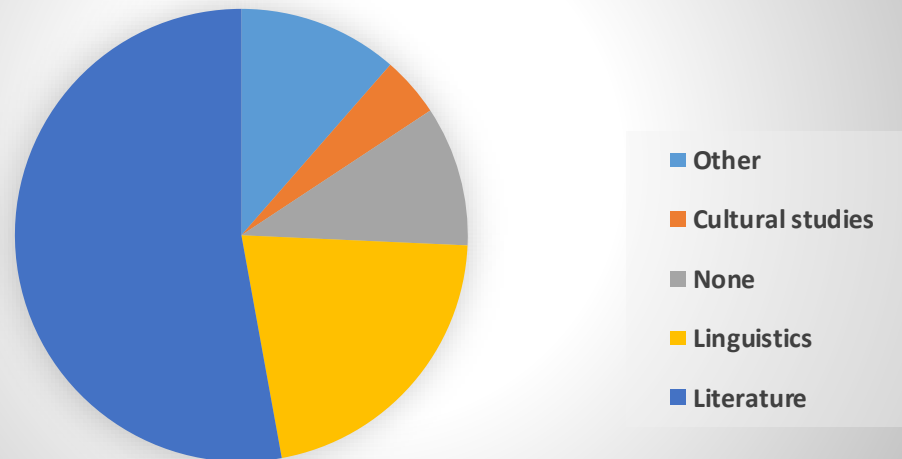
MA disciplines of language teaching staff



Disciplines of language teaching staff with or pursuing a PhD



PhD discipline of academic staff who teach language



Next steps



Research methodology

- Interview teachers
- Interview managers
- Focus group students
- Develop a questionnaire



Steering committee

- Language reps
- Student reps
- Graduate rep

Who studies languages?

NUMBER OF HEIS OFFERING LANGUAGE
AS A MAJOR
PER FIELD OF STUDY

