

# **The online Diagnostic Academic English Language Test (DAELT):** *enhancing CLD FY students' access to English language support mechanisms*

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**The Centre for Teaching and Learning**  
**The University of Newcastle**  
**30 June, 2009**

# Overview

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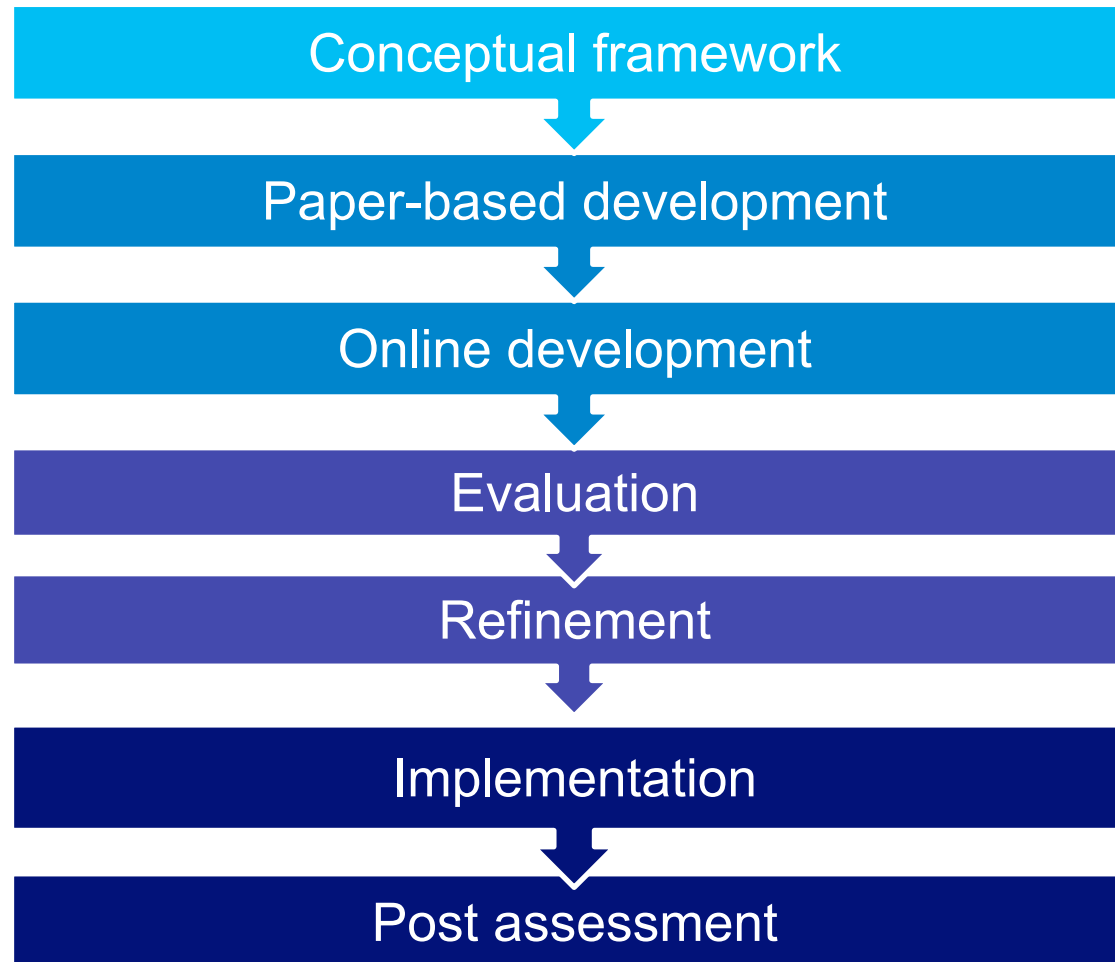
- Background and rationale
- Stages of development
- Core elements
- Key features
- Evaluation
- Concluding remarks
- Discussion

# Background and Rationale

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- AUQA report, March 2009
- Address English language needs
- Provide opportunity to self-diagnose
- Access relevant support mechanisms
- Provide on-going support

# Stages of Development



# Core Elements

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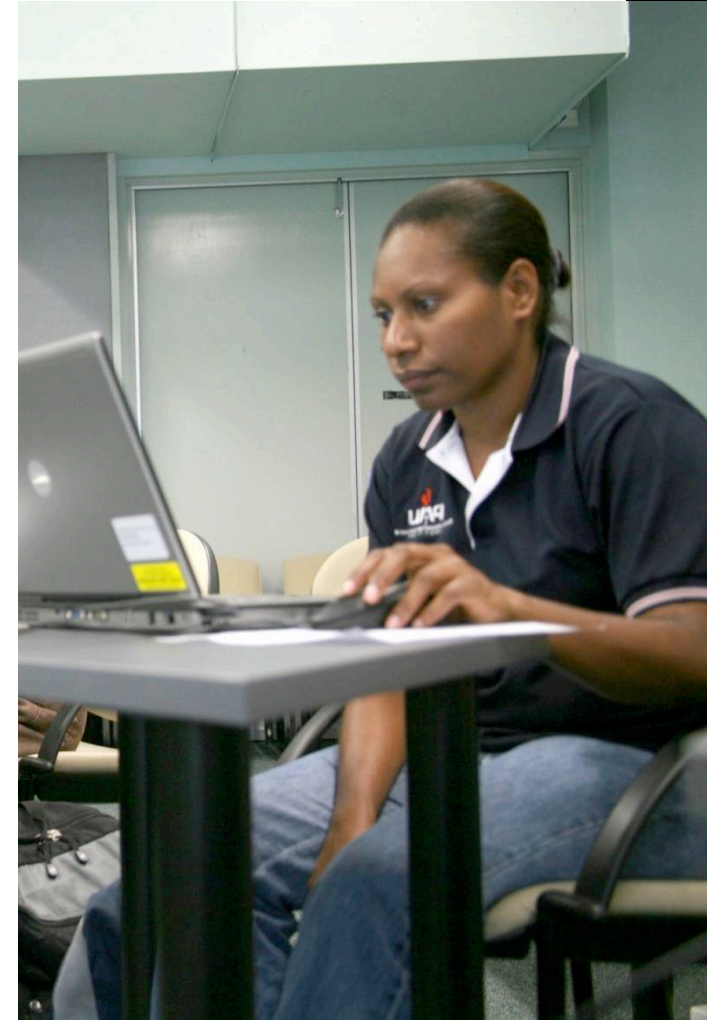
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# Evaluation

- 2 sections, 20 questions
- Design features
- Technical aspects
- Student motivation
- Beneficial and valuable?

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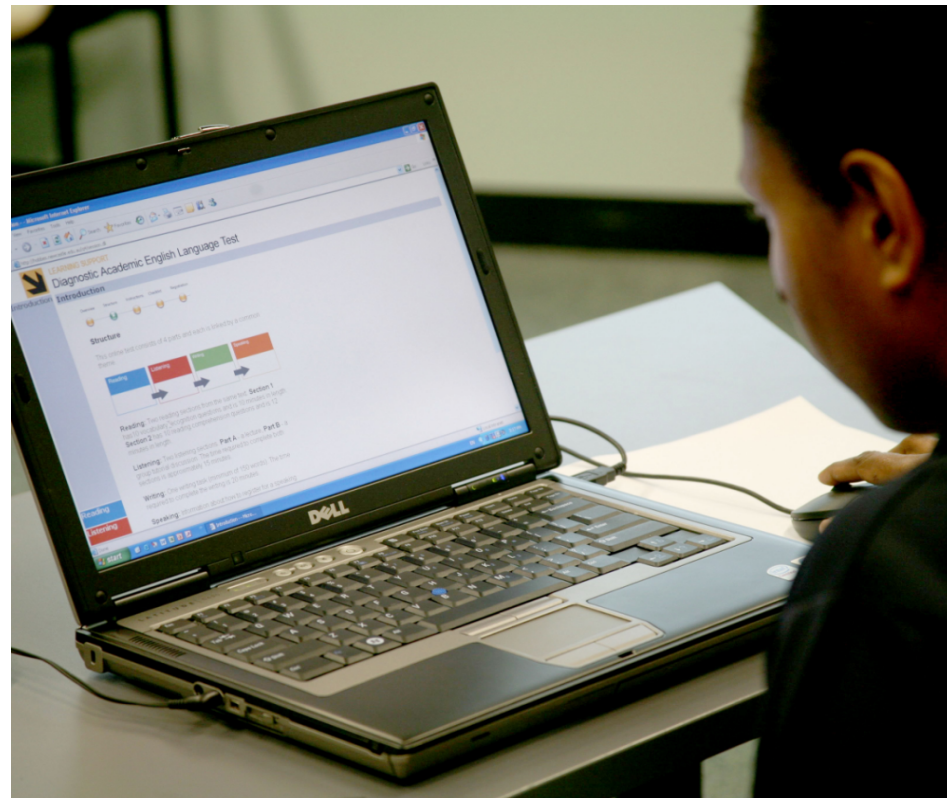
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# Key Features

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- Accessible
- User-friendly
- Engaging
- Integrated

— Examples

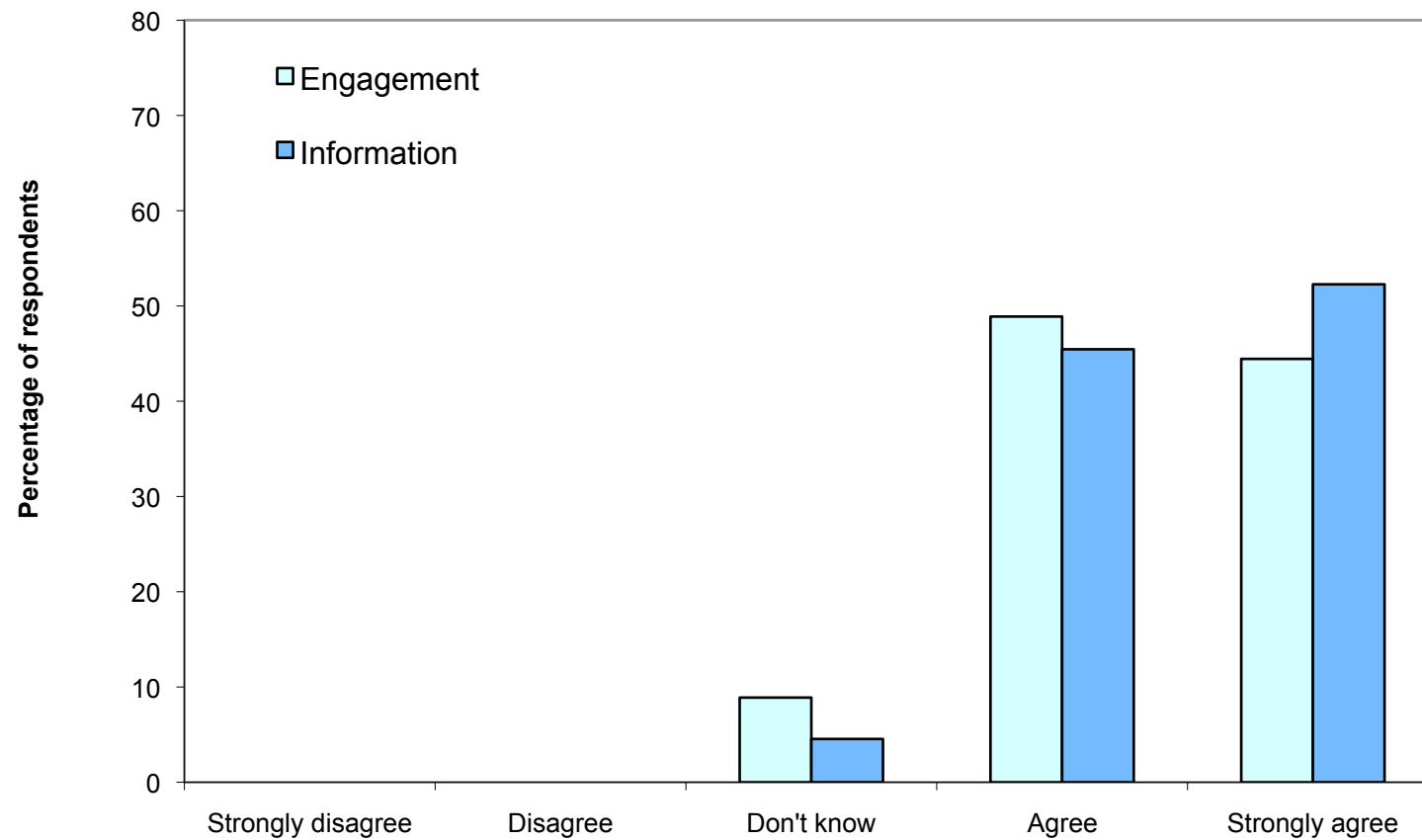


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# Student Engagement (N = 45)

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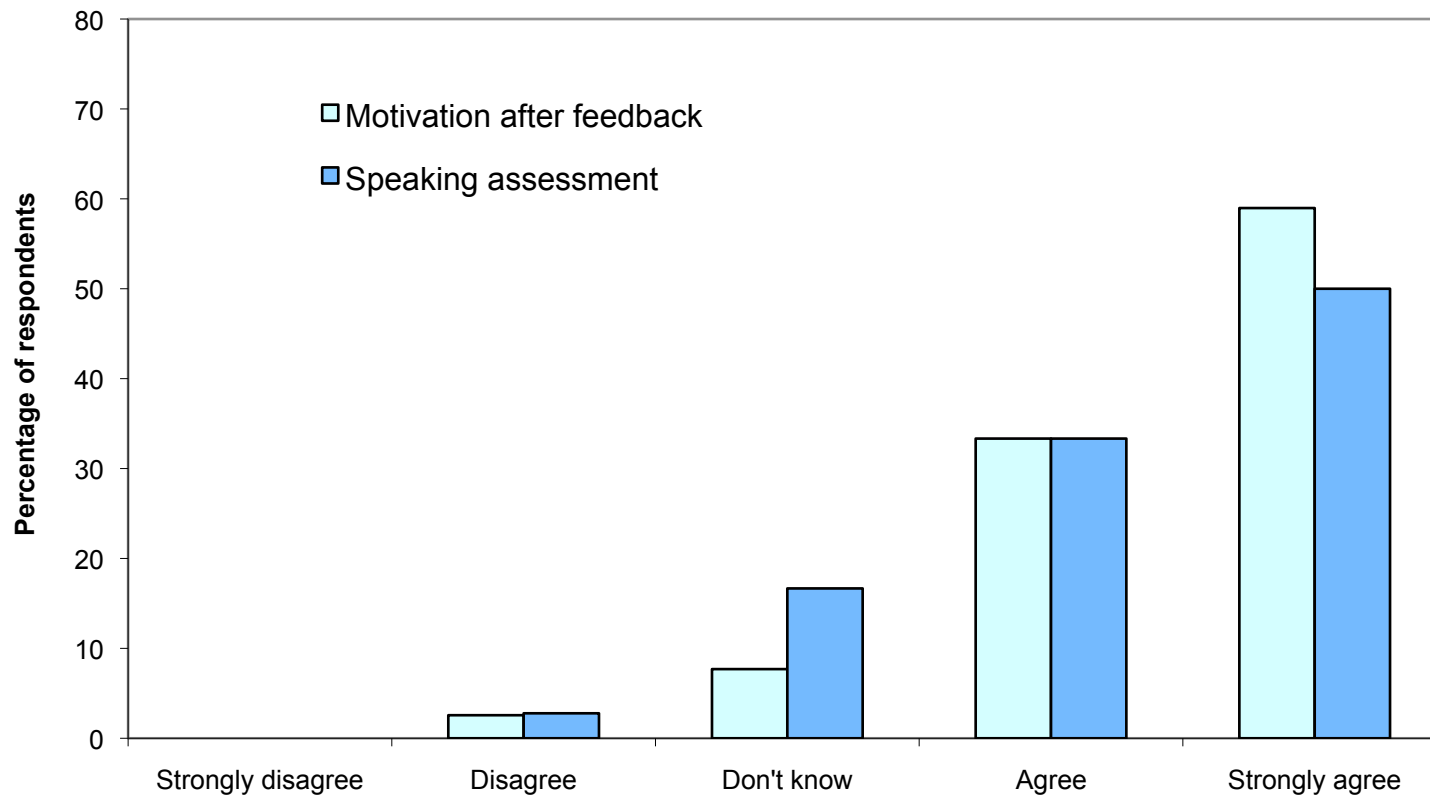
*It was fun to have the chance to actually write on the current situation that I have* (Pilot 3, 16/2/09).

*I realised that from 1-10, I am in the middle (like 5 or 6) that is why I really found it useful and enjoyable at the same time. Thank you very much* (Pilot 3, 16/2/09).

*The material is relevant, informative and quite interesting as it discusses about adaptation in new culture* (Semester 1, 18/3/09).

# Student Motivation

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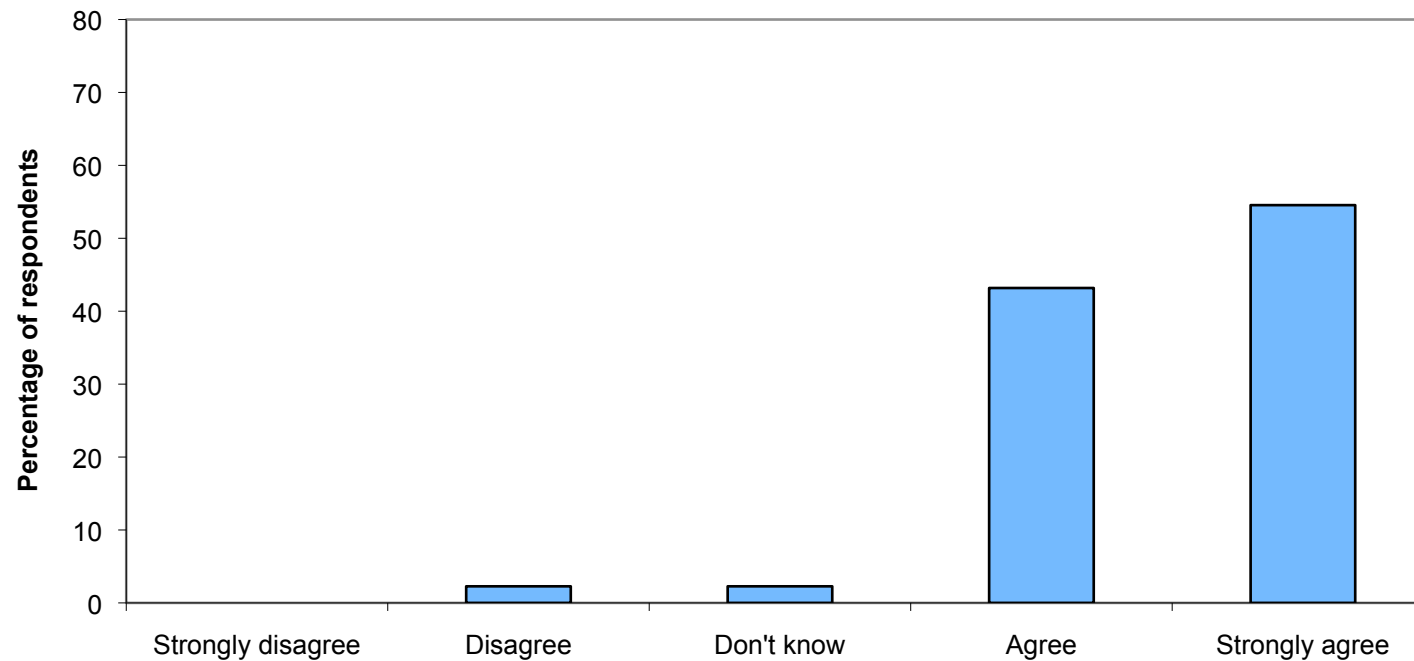
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# Overall

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On the whole, I found this resource to be valuable and beneficial (N = 45).



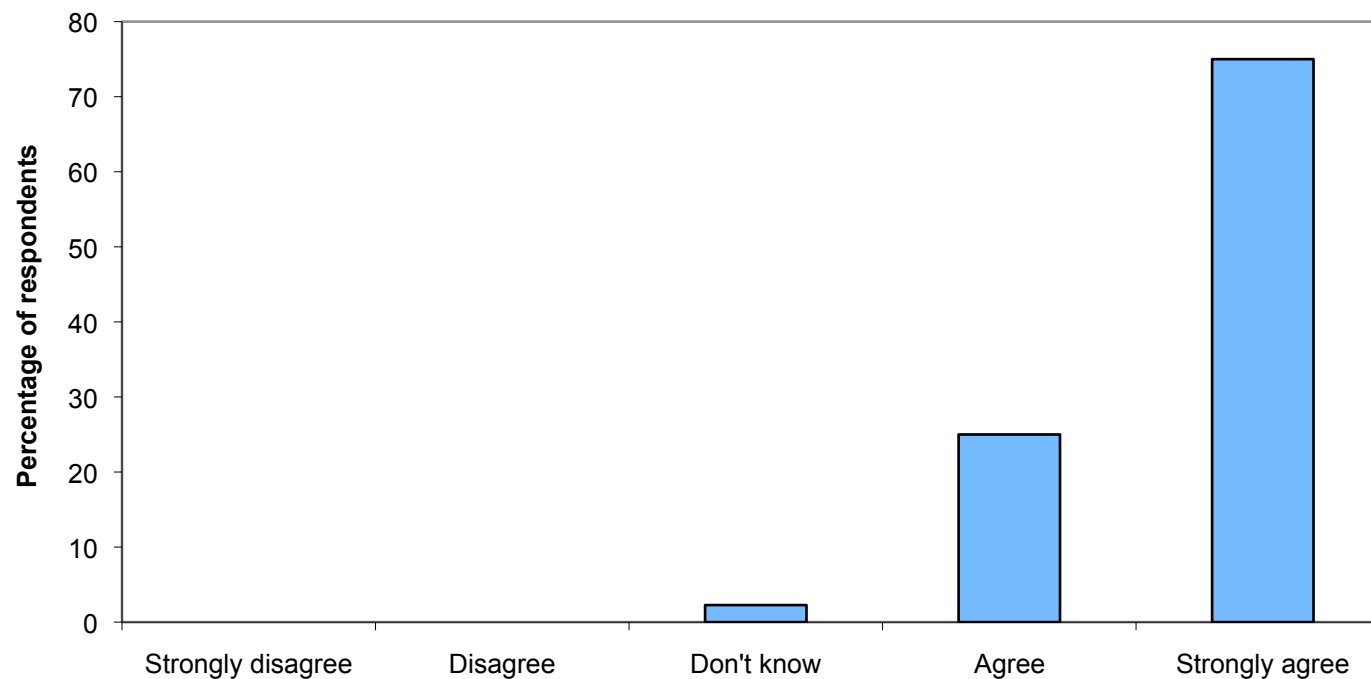
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# DAELT's Objective

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This resource addresses an important need: to assist me in becoming more aware of my current level of academic language proficiency (N = 45)



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*The completion of this DAELT showed me where my weaknesses and strengths are. It tells me what area I need to really improve on* (Pilot 1, 28/1/09).

*Personally, this test is very well done and have also helped me identify my strength and weakness in English language. I believe, this is a very good resource to help lots of international students* (Pilot 2, 4/2/09).

*This resource is extremely helpful to help students to diagnose their academic language* (Semester 1, 2009).

# Concluding Remarks

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- CLD FY students find post-entrance language assessments useful and beneficial
- Positive student response so far
- Follow-up sessions and on-going support
- Future directions



# Acknowledgements

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- Professor Gail Huon
- Dr Maria Northcote
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- Dr Elizabeth Huxtable
- Elizabeth Burns
- Ezekiel Kigbo
- Nicholas Barham
- Peter Santone

# THANK YOU

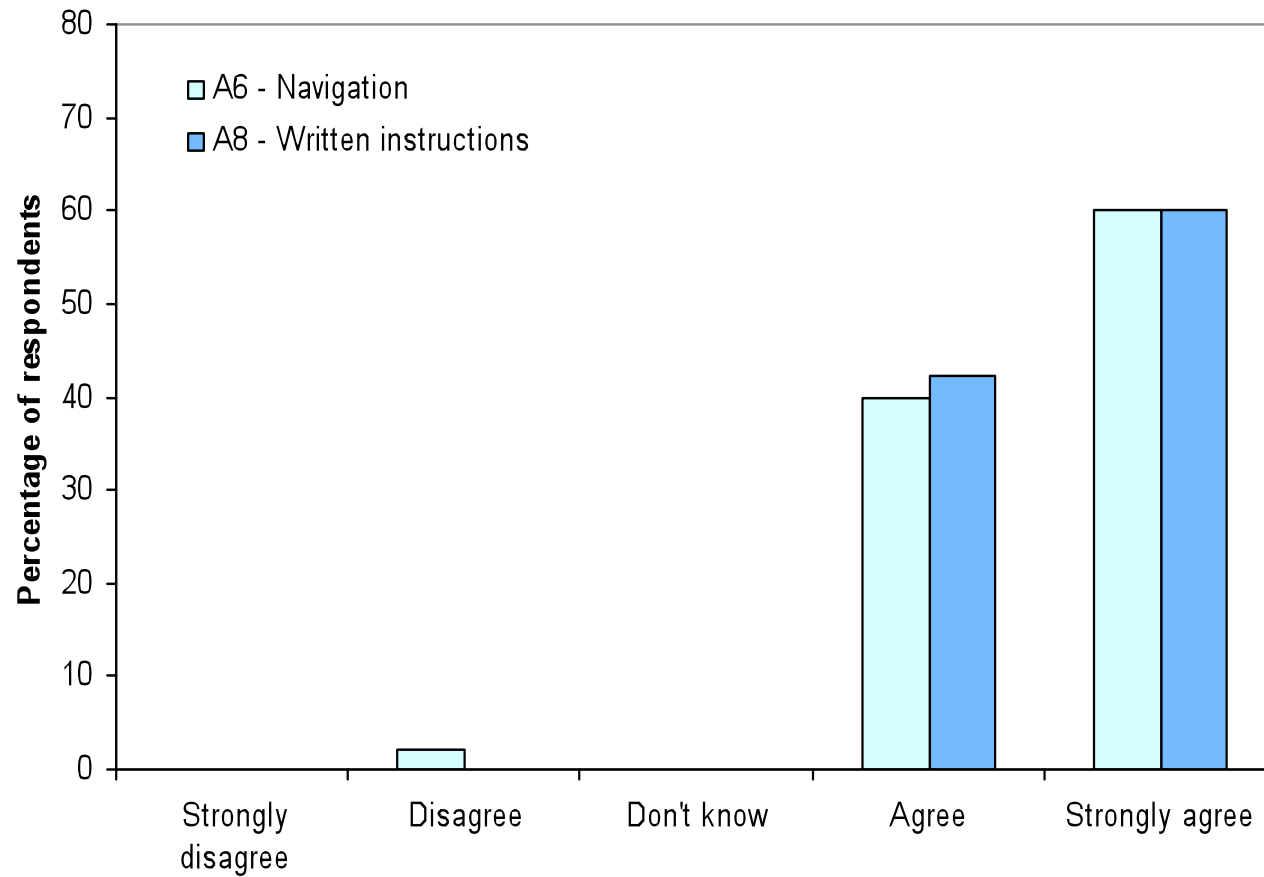
## DISCUSSION

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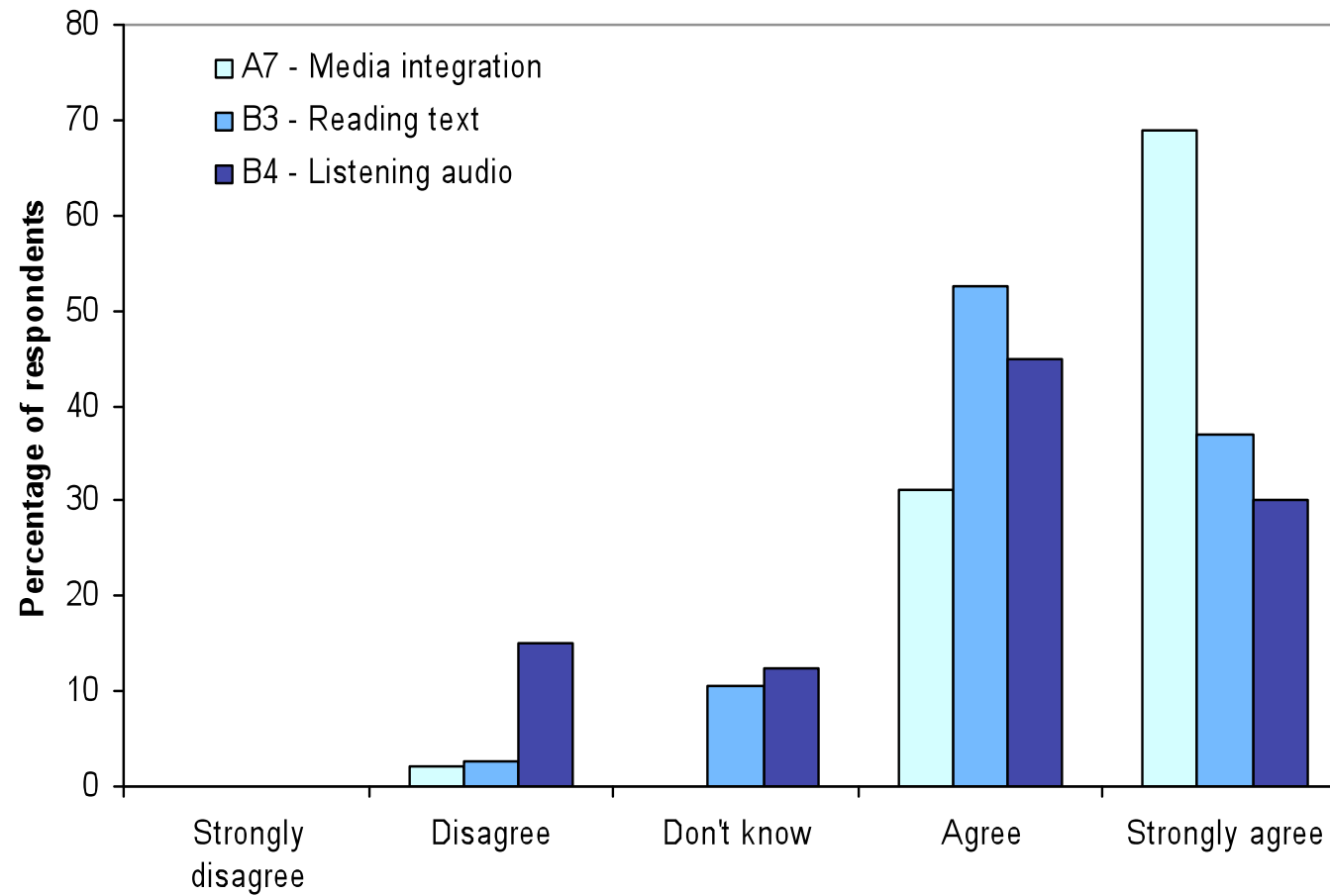


# User-friendliness



# Media Integration

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