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

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Overview

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

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

- Conceptual framework
- Paper-based development
- Online development
- Evaluation
- Refinement
- Implementation
- Post assessment
Core Elements

Reading → Listening → Writing → Speaking → Evaluating
Evaluation

• 2 sections, 20 questions
• Design features
• Technical aspects
• Student motivation
• Beneficial and valuable?
Key Features

• Accessible
• User-friendly
• Engaging
• Integrated

– Examples
Student Engagement \( (N = 45) \)
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

![Chart showing motivation feedback and speaking assessment](chart.png)
Overall

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

![Bar chart showing the percentage of respondents.
Strongly disagree: 0%
Disagree: 0%
Don't know: 0%
Agree: 40%
Strongly agree: 50%]
DAELT’s Objective

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

• 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
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DISCUSSION

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User-friendliness

- A6 - Navigation
- A8 - Written instructions

Percentage of respondents

- Strongly disagree
- Disagree
- Don't know
- Agree
- Strongly agree
Media Integration