

Steering students to test success: Creating student success stories

Languages Canada Conference
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Why do students study English in Canada?

College
Diploma

University
Degree

Exploration

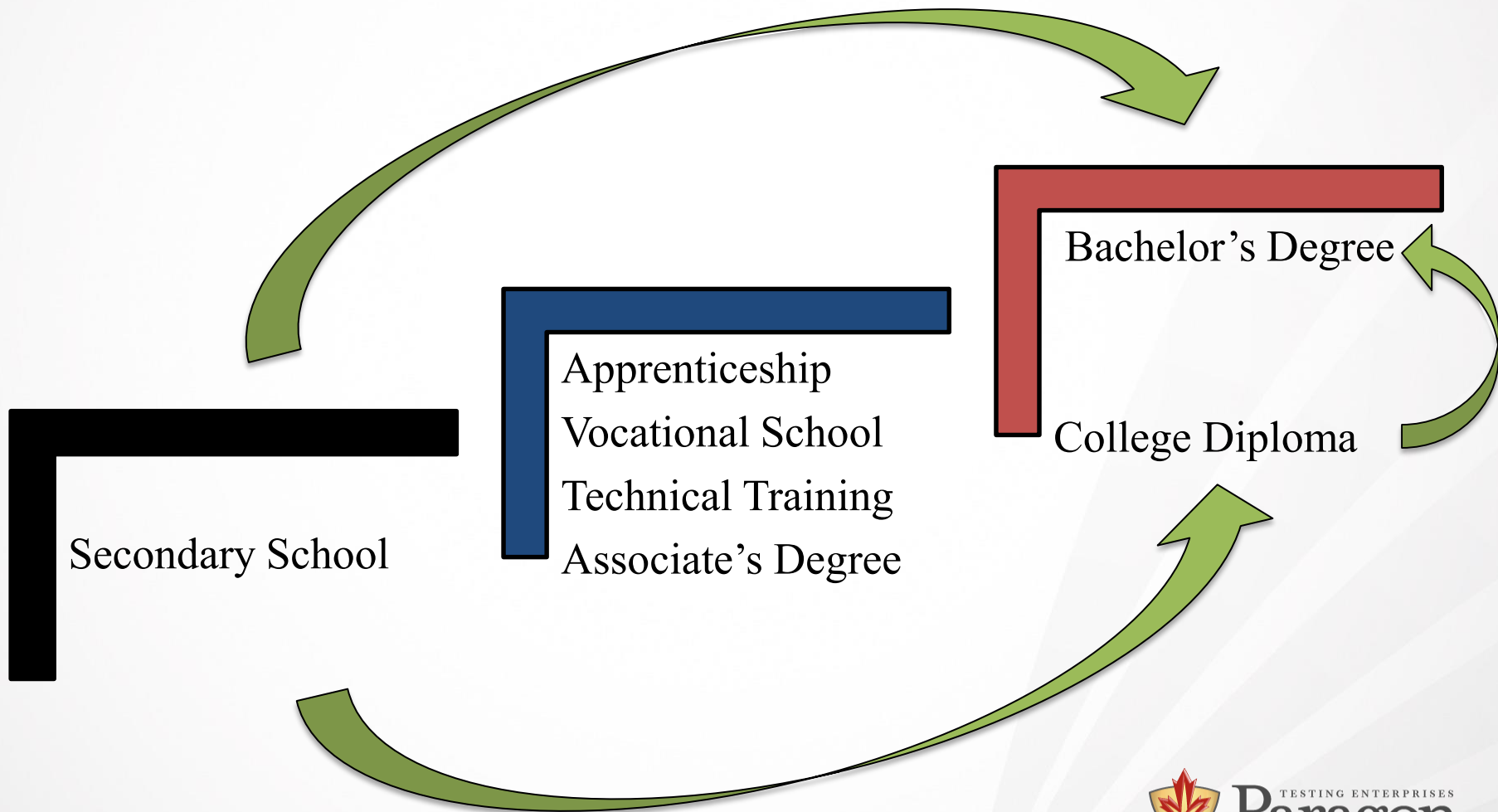
Future
Career

Permanent
Residency

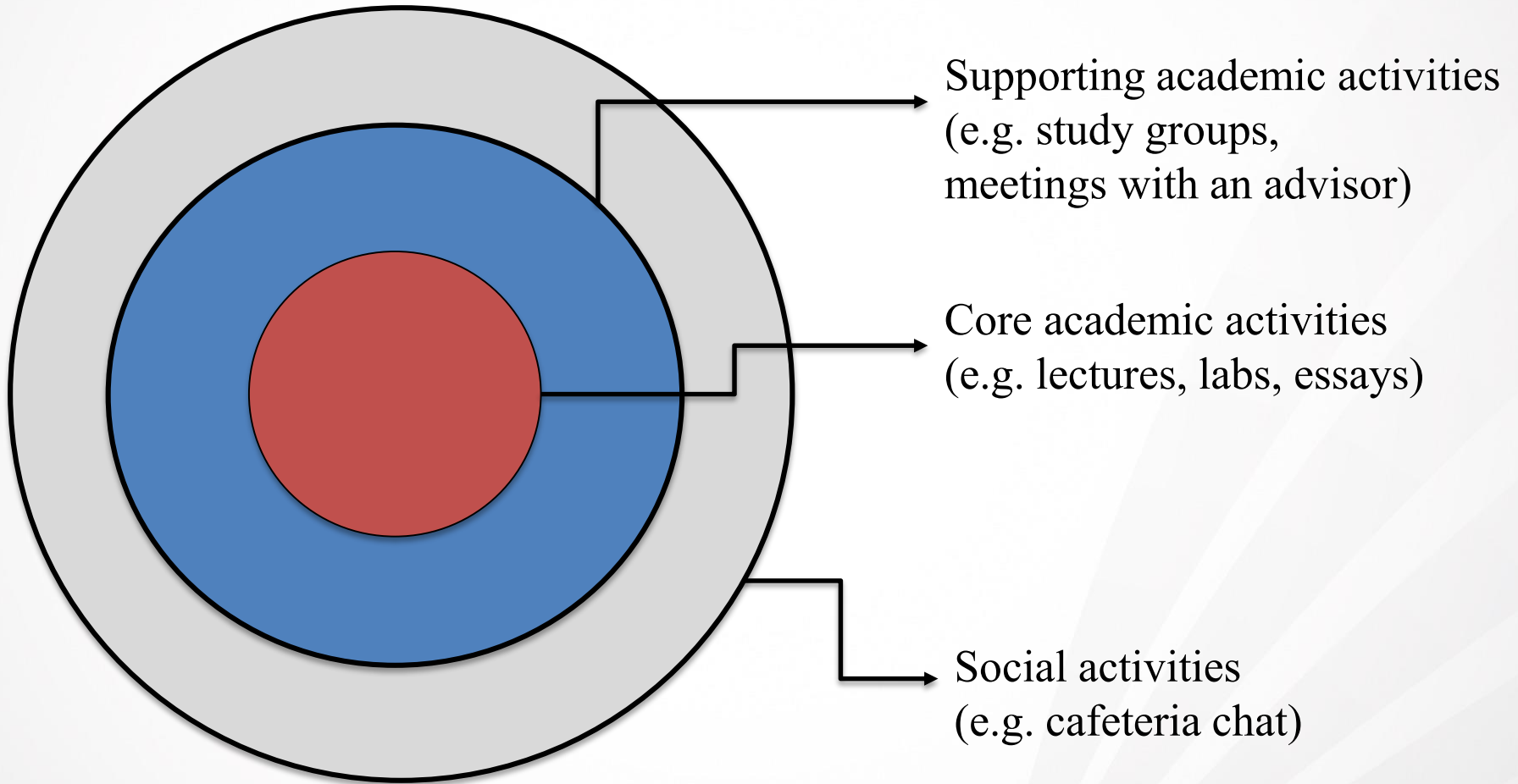
Social
Connections



Possible Paths to a Bachelor's Degree



Language in college/university



Language in college/university

- Understand lectures on a complex topic (30 – 90 minutes)
- Read textbooks (10 – 20 pages of text)
- Analyze documents
- Ask questions during a lecture or discussion
- Make presentations and speeches
- Write, review, and revise essays
- Take quizzes and exams

Reasons for the language requirements

- Ability to engage and contribute to the school community from day one
- Retention
- Time to degree
- Academic standards

Language proficiency evidence

- English-medium secondary school
- EAP bridging or pathways programs
- Language proficiency tests

Language Tests Accepted by Selected LC Member Schools

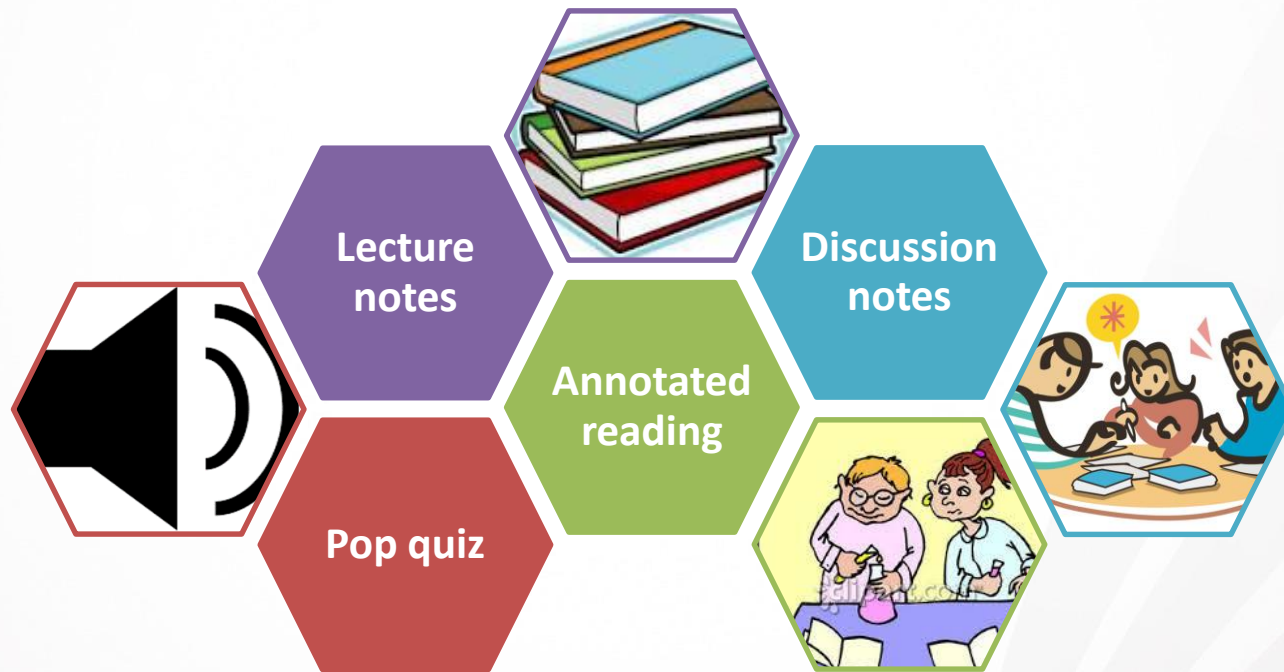
| School | CAEL CE | IELTS | TOEFL | School | CAEL CE | IELTS | TOEFL |
|---------------------------------|---------|-------|-------|--------------------------------|---------|-------|-------|
| Acadia University | yes | yes | yes | St. Clair College | yes | yes | yes |
| Algonquin College | yes | yes | yes | St. Mary's University | yes | yes | yes |
| Bow Valley College | yes | yes | yes | Trent University | yes | yes | yes |
| Brock University | yes | yes | yes | University of Alberta | yes | yes | yes |
| Centennial College | yes | yes | yes | University of British Columbia | yes | yes | yes |
| Columbia College | yes | yes | yes | University of Calgary | yes | yes | yes |
| Dalhousie University | yes | yes | yes | University of Guelph | yes | yes | yes |
| Humber College | yes | yes | yes | University of Ottawa | yes | yes | yes |
| Lethbridge College | yes | yes | yes | University of Regina | yes | yes | yes |
| Manitoba Institute Trade & Tech | yes | yes | yes | University of Saskatchewan | yes | yes | yes |
| McEwan University | yes | yes | yes | University of Toronto | yes | yes | yes |
| McGill University | yes | yes | yes | University of Waterloo | yes | yes | yes |
| McMaster University | yes | yes | yes | University of Windsor | yes | yes | yes |
| Mount Royal University | yes | yes | yes | University of Winnipeg | yes | yes | yes |
| Norquest College | yes | yes | yes | Vancouver Island University | yes | yes | yes |
| SAIT | yes | yes | yes | Wilfred Laurier University | yes | yes | yes |
| Seneca College | yes | yes | yes | | | | |

Reasons for the language requirements

- Ability to engage and contribute to the school community from day one
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Multimodal nature of college/university study

Typical week (for one course)



Testing balancing act

Construct representativeness

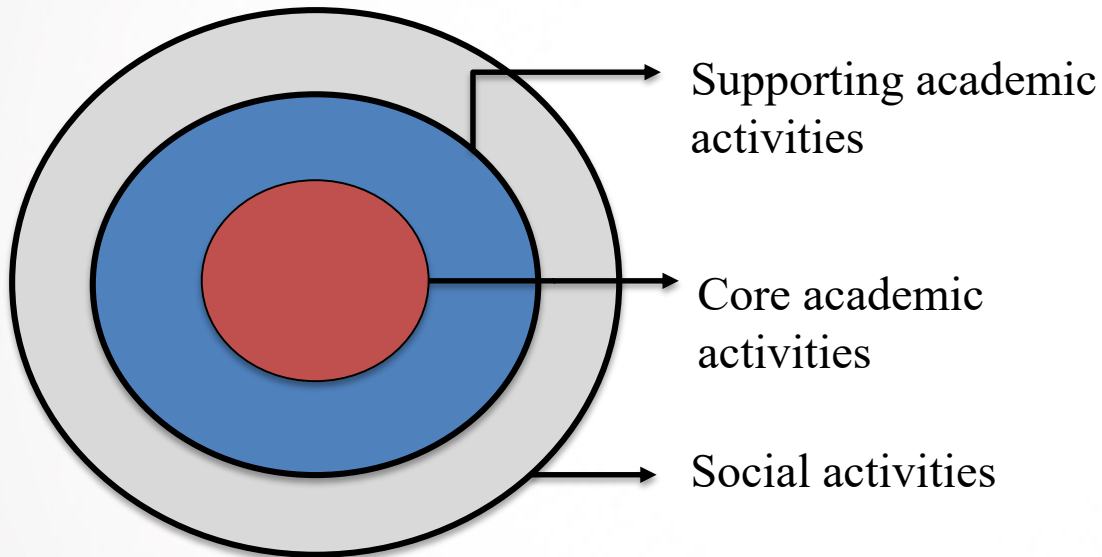
- What university/college activities should the test capture?
- What aspects of university/college language use are essential to include on a test?
- How closely should the test replicate the activities?

Practicality

- How long can the test be?
- How should the test be delivered?
- How can the test results be reported?



Language proficiency tests



- Purpose
- Integration
- Content
- Format

Focus on the core

- Tasks reflecting core academic activities (presentations, readings, lectures, essays, and quizzes)
- Topics taken from first-year university curriculum (e.g. ecology, sociology)
- Incorporating what has been learned into oral **and** written responses

Effective test preparation programs

- Informed instructors
- Practice communication skills
- Focus on language teaching
- Teach academic strategies that are applicable beyond the test
- Use materials that reflect the depth and breadth of test content
- Provide opportunities for students to exchange information and negotiate meaning
- Arrange for practice tests that replicate test conditions, but not to the exclusion of other activities

Thank you!

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