EAP Teacher as Assessment Mediator
Occupational English Test

For tutors/lecturers in EAP (English for Academic Purposes) <BALEAP@JISCMAIL.AC.UK> on behalf of ELOWAY Anthony <Anton.Elloway@ED.AC.UK>

Tue 13/11, 15:38
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BALEAP General

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Dear colleagues

We have been asked to review the Occupational English Test (OET) https://www.occupationalenglishtest.org/ and decide whether it should be accepted by the University as evidence of English language ability, i.e. for university study, in lieu of IELTS, etc.

Does any UK university currently use the OET as an English language entry test? And, if so, have there been any issues?

Many thanks in advance for any responses!

Anton Elloway
What’s been done before?

- Create a BALEAP Working Party
- Give a talk at LTF 2009
- Producers Testing Guidelines
- Give talks at UKCISA, NARIC, UCAS, EAIE events
- Attempt to lobby UKBA/UKVI
- Run a joint seminar with Pearson to introduce the CEFR
- Post guidelines on BALEAP website
- Produce Testing Guidelines
- Give a talk at LTF 2009
Is the test administration secure?

What is the evidence that students accepted at a certain grade perform satisfactorily on their course?

At what range of scores does the test discriminate most reliably?

How long is a score valid?

Does the score report or certificate tell us what we need to know?

How long is the test?

Does it actually test what it says it tests?

What elements of language does the test evaluate?

What is the evidence that students accepted at a certain grade perform satisfactorily on their course?
What do we need to do differently now?

- Create a UKALTA Working Party
- Give a talk at LTF 2018
- Produce Testing Guidance
- Post guidelines on UKALTA website
- Give talks at UKCISA, NARIC, UCAS, EAIE events
- Attempt to lobby the UKVI
- Run seminars to explain the CEFR
### Who knows what?

<table>
<thead>
<tr>
<th>Language Testers</th>
<th>EAP Teachers</th>
<th>International Admissions Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to develop, administer and score standardized tests</td>
<td>May develop, administer and/or mark in-house EAP assessments</td>
<td>International student application trends</td>
</tr>
<tr>
<td>How to create and run benchmarking exercises</td>
<td>May be IELTS/Cambridge examiners</td>
<td>University international student recruitment targets</td>
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<td>How to study test impact and washback effects</td>
<td>May have had a module or some sessions on LT on an MA course</td>
<td>International qualifications equivalencies</td>
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<td>May teach in-sessional English to degree-level students</td>
<td>May know gaps in the attainment level of international student levels compared to UK students</td>
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What does each party want to know?

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<th>Language Testers</th>
<th>EAP Teachers</th>
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</thead>
<tbody>
<tr>
<td>What the UKVI is planning to do next</td>
<td>How does a score on one test equate to another</td>
<td>Which tests are appropriate for university entry decision-making</td>
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<tr>
<td>How do universities use standardized tests</td>
<td>How do their in-house assessment results relate to external tests</td>
<td>Which test score is the appropriate score for university success</td>
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<tr>
<td>Why don’t more universities run benchmarking exercises</td>
<td>How well do students who enter through various routes fare when they get to university</td>
<td>How does a score on one test equate to another</td>
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<td>How well do students who enter through various routes fare when they get to university</td>
<td>What additional support might they need to provide</td>
<td>How to get the information they need quickly</td>
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<td>How well do students who enter through various routes fare when they get to university</td>
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</table>
What does each party need to know?

**Language Testers**
- How university admissions teams use their tests and scores
- Who makes decisions about entry requirements

**EAP Teachers**
- Who makes decisions about entry requirements
- How to talk about testing with testers, EAP teachers, and other score users
- The background knowledge to

**International Admissions Professionals**
- Who makes decisions about entry requirements
- The impact of test or score misuse

- **Needs analysis**
- **Establish communication channels to relevant stakeholders**
- **Communicating testing to the public**
What next for the UKALTA Working Party?