

## Krisztian Hofstadter (2019)

### *Strategies for making assessment practices inclusive*

This patch links to my learning outcome 4: "Propose and comment critically on strategies to make assessment practices inclusive." In this patch, I wrote about inclusive assessment strategies in relation to students whose first language is not English. In the following I will refer to them as non-native students.

Our PG CERT webinars highlighted aspects of Equality Act 2010 related to inclusive assessment strategies (Legislation, 2010). This legislation does not specifically talk about language competence at the workplace or in education. However, my experience in learning and teaching as a non-native in the UK has led me to consider that non-native students in an English-speaking country also suffer a form of socio-economic inequality. Therefore, I suggest a higher awareness of this inequality in teaching to make sure "every student has an equal opportunity to demonstrate their achievement through the assessment process, with no group or individual disadvantaged" (QAA, 2018)".

### How many non-native students study in the UK?

According to the Higher Education Statistics Agency (HESA, 2018), 20% of undergraduate students in the UK have been non-domicile between<sup>1</sup> 2013/14 - 2017/18 (**Figure 1**).

	2013/14	2014/15	2015/16	2016/17	2017/18
<b>UK</b>					
England	1,529,510	1,497,605	1,511,890	1,540,205	1,548,250
Wales	100,085	99,200	97,585	98,485	98,435
Scotland	165,065	164,005	165,095	169,240	170,895
Northern Ireland	64,570	63,965	63,600	63,070	62,930
Other UK	4,715	4,315	4,145	4,130	4,070
<b>Total UK</b>	<b>1,863,940</b>	<b>1,829,090</b>	<b>1,842,315</b>	<b>1,875,125</b>	<b>1,884,575</b>
<b>Non-UK</b>					
Other European Union	125,315	124,590	127,440	134,835	139,150
Non-European Union	310,205	312,010	310,575	307,540	319,340
<b>Total Non-UK</b>	<b>435,520</b>	<b>436,600</b>	<b>438,010</b>	<b>442,375</b>	<b>458,490</b>
Not known	0	295	505	375	30
<b>Total</b>	<b>2,299,460</b>	<b>2,265,980</b>	<b>2,280,830</b>	<b>2,317,880</b>	<b>2,343,095</b>

**Figure 1.** Higher education student enrolments by domicile (2013/14 to 2017/18), (HESA, 2018)

This percentage in my classes most of the time is between 10-25%.  
In more detail, the percentage of non-native students in my teaching experience:

2011/12 Sensor Technology [ARU] (looking for data)

2014/15 Audio Programming [University of Bedfordshire] 1 of 4 [25%]

<sup>1</sup> "The term native refers to where the person has come from. This can be where the person is born or where the person has spent his childhood. Domicile, on the other hand, refers to a person's permanent legal residence. This is where the person has a home and is where they live." (Difference Between, 2019). For our purpose in this essay, I will consider the numbers of non-domicile students to indicate the number of non-native students.

2014/15 Sensor Technology [ARU] 1 of 4 [25%]  
2016/17 Laptop Performance [ARU] 0 of 10 [0%]  
2016/17 Music For the Moving Image [ARU] 6 of 38 [16%]  
2017/18 Sensor Technology [ARU] 1 of 9 [10%]  
2017/18 Music For the Moving Image 3 of 23 [13%]  
2018/19 Sensor Technology [ARU] 1 of 5 [20%]  
2018/19 Music For the Moving Image [ARU] 5 of 10 [50%]  
2018/19 Sonic Art [ARU] 1 of 4 [25%]

Whether students are native or non-native speakers can indicate their academic English language ability, however, is not enough to conclude. For instance, I had students from India and Germany whose spoken and written English was a great deal better than some of their native English-speaking classmates'. However, in general, my experience is that non-native speakers' input and output (understanding (listening and reading) and expressing (writing and speaking) are usually behind native speakers'.

### **How do I support inclusive assessment for non-native students? (V1/V2)**

The following list indicates the skills/methods that make my teaching inclusive in regards to our subject. The number of stars [ \* ] indicate how much I apply these methods:

- [ \* ] need to start applying;
- [ \*\* ] started applying;
- [ \*\*\* ] have been applying for a while and are confident in using.

Methods/skills gained in my Certificate of Teaching English to Speakers of Other Languages (CELTA) and Preparing to Teach in the Lifelong Learning Sector (PTLLS) qualifications (2012):

- the importance of building rapport with students [ \*\*\* ];
- the importance of a rehearsed lesson plan [ \*\* ];
- cultural awareness [ \*\*\* ];
- being aware that the ability of English does not equal intelligence [ \*\*\* ];
- teaching different ages (14-75) [ \*\*\* ];
- individualised helpers (suggested tools to develop specific skills) [ \*\* ] ;

*Methods for summative assessments:*

- written elements to submit need to be short, succinct (max 500 words) [ \*\*\* ];
- preparation of pro forma documents/templates [ \*\*\* ];
- validating different writing skills, clarifying style needed [ \* ];

*Tools:*

- demonstrate effective tools for editing written work (grammarly.com, hemingwayapp.com, dictionary, thesaurus, British National Corpus) [ \*\*\* ];
- drawing attention to simple English courses on Lynda.com [ \*\*\* ];
- stress the importance of the editing / refining process prior to submission [ \*\*\* ];
- suggesting the use of the logbook in the tool to reflect on difficulties in relation to language ability [ \*\*\* ];
- referring students to Study Skills Plus / Language Centre if needed [ \*\*\* ];

*In my formative and summative assessment, I:*

- "stage the questions [in formative assessment] to include literal meaning (describe, define, explain), interpretive meaning (analyse, test, calculate, apply, demonstrate) and applied meaning (evaluate, compare, assess)." (Arkoudis, n.d.) [ \* ];
- use my tool to thoroughly explain assessment expectations [ \*\*\* ];
- vary formative assessment types [ \*\* ];
- use early assessments to identify students who may need extra support (Arkoudis, n.d.) [ \*\* ];
- give clear feedback as well as make analogies to help students understand my feedback if needed [ \*\*\* ];
- , if there is a large number of non-native students in a class, ask Study Skills Plus and the Language Centre to introduce themselves in week 1 [ \* ];
- give more time for non-native students to express themselves [ \*\*\* ];

By making sure my teaching is inclusive, I will continue to provide quality service, which students highly require.

## Reference

Arkoudis, Sophie, no date. *Teaching International Students, Strategies to enhance learning*. [online] Available at: [https://melbournecshe.unimelb.edu.au/\\_\\_data/assets/pdf\\_file/0004/2299045/international.pdf](https://melbournecshe.unimelb.edu.au/__data/assets/pdf_file/0004/2299045/international.pdf) [Accessed 11 May 2019].

Difference Between, 2019. *Difference between Native and Domicile*. [online] Available at: <http://www.differencebetween.info/difference-between-native-and-domicile> [Accessed 14 May 2019].

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The Quality Assurance Agency for Higher Education (QAA), 2018. *Advice and Guidance Assessment*. [online] Available at <https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-assessment.pdf> [Accessed 25 April 2019].