

International Languages Articulation Committee

April 25, 2018

Room 131 Arts/Convocation Hall, UAlberta

Videoconference:

Michael Dabrowski, Athabasca University
Maria-Jesus Plaza, Mount Royal University
Mary Grantham O'Brien, University of Calgary

In Person:

Xavier Gutierrez, University of Alberta
XinXin Fang, Concordia University of Edmonton
Melody Kostiuk, Alberta Education
Clare Ard, ACAT

Regrets:

Maritza Mark, MacEwan University

1. Call to order 10.08 a.m.

2. Approval of Agenda:

XinXin, second Mary

Maria-Jesus: talk about assessment tools of different institutions for language courses as Item #6

3. Minutes from last meeting

Maria-Jesus: please add University to Saint Mary's and Mount Royal: spell out full name for all institutions

Under Action Item page 2, please rewrite: Also clarify numbering of course levels at the different institutions.

Please type out acronyms

Minutes approved

4.1. Terms of Reference reviewed

Page 2 – have vice Chair serve for three years and then step into the Chair role. Add possessive apostrophe under point three for Vice Chair.

4.2 ACAT website

Add Xavier's contact information

June 15 Annual Pathways Meeting

Transfer Alberta is the student-facing website

4.3 Language offerings at PSIs

Send to language co-ordinators in departments (for larger schools, as is too much for one person to do; smaller schools, one person can do) **ACTION ITEM:** After meeting, ask coordinators to give all this information

Q: re: distribution, will it be a link to colleagues who can then fill it out? A: Google form, which is like Survey Monkey; then rolled into an Excel spread sheet

Q: Only language courses, no literature or linguistics – what do we want to know via the document? Can find both language and content courses on Transfer Alberta Search Tool. Students completing Grade 12 need to know where they can go. Most transfer between PSIs is for language courses, as these courses are more plentiful and third and fourth year students don't traditionally transfer

Possible categories: language courses and language-related courses; students question what they can do with language moving forward, so must show them that. It is possible to put narrative content on the Transfer Alberta page like page that exists for Nursing.

Consensus: limit the question to language courses and then afterwards non-language courses could be added in.

First question: What is your institution and what language(s) do you represent? May have to rephrase questions e.g., how many instructional hours does language x entail at every level?

ACTION ITEM: Will need a deadline to respond to this questionnaire – Friday next week (May 4) and then will begin process of sending the document out to coordinators. Distribute to colleagues before end of May. Draft online survey by mid-May so can be distributed by end of May. First deadline for answers October 1 and second hidden deadline October 15.

To be used for Transfer Alberta website and to educate students, so share with school authorities, ATA second language and intercultural council, and language consortia. Target audience: students, PSI and K-12 language teachers, high school counsellors.

4.4 Student Survey

Has more value from a research point of view. Leave it open for longer so there can be more additions to the Google document. When asking which 300 and 400 level courses students want more of, add categories e.g., women's studies, cultural studies, etc. Add categories of language instruction e.g., people who want to teach languages, translation and interpretation. When students are asked to write, there are often fewer responses, so lists they can check off might be better. Also do not make survey too long. Add question regarding placement from high school

ACTION ITEM: Deadline – work on this for the next couple of months with feedback from all members as it is still a work in progress – this document will eventually need Ethics approval. **To be discussed at next meeting by which time hope to have a draft almost ready for Ethics approval.**

5. Transition between secondary and post-secondary education

Discussion of high school courses for grades and/or placement.

- Some school authorities have asked for credits for language courses taken at high school. IB and AP courses do get credit. Is it possible to develop a standard for IB/AP credit granted?
- Issue of alignment of courses with CEFR and acceptance of CEFR exams for placement and credit.
- Discrepancies in admission e.g., Spanish 30 is a prerequisite for Year2 courses in some schools and Year1 Term2 courses at others.
- Proficiency descriptors are available to students on post-secondary institutions' websites
- Some schools will not give credit for free; a 12Y speaker may get placed in a third year courses, so may not be able to get enough language credits to get a degree in that language. Students need to get credit for their skills, not just what's billable. Athabasca has exams that allow students to challenge a course.
- Some heritage speakers take first year courses.
- In international languages 30 levels are varied: 12Y, 9Y, 6Y and 3Y streams exists, and language and culture is different from bilingual programming. These different courses are transcribed differently so this can be used to help sort the courses.
- Language courses do not have provincial exams, so placement tests are used at post-secondary to ensure students are best placed.
- If languages are mandatory for an Arts major this can help enrollment. UAlberta has new BA requirements with no language requirements for international students or students with languages at the 30 level in high school

6. Next meeting

Survey; high school to post-secondary transition; assessment tools for language courses

Meet late October; mornings are better; Xavier will do a Doodle poll