

DATA COMPACT

2015 Issue

Every year the Society for Academic Study Preparation and Test Development (Gesellschaft für Akademische Studienvorbereitung und Testentwicklung – g.a.s.t.) releases Data Compact – a statistical overview of TestDaF, TestAS, onDaF and DUO. The current issue covers language and proficiency tests completed by prospective international students and applicants taken in the g.a.s.t. test centres for the period up to the end of 2014.

TestDaF 
Test Deutsch als Fremdsprache

www.testdaf.de

Development, implementation and evaluation of the Test of German as a Foreign Language (Test Deutsch als Fremdsprache – TestDaF) are the core tasks of the TestDaF-Institut. In 14 years, 72 examinations were held around the world and a further 32 in the People's Republic of China. During this time 219,415 young people have passed the TestDaF; and it is the German language test for admission to higher education with the most participants. 454 test centres in 96 countries are eligible to offer the TestDaF. In 2014, further test centres were opened in the Czech Republic, Kosovo, Malaysia, the Russian Federation, Serbia, Spain and the United States. Additionally the network in Germany has also increased.

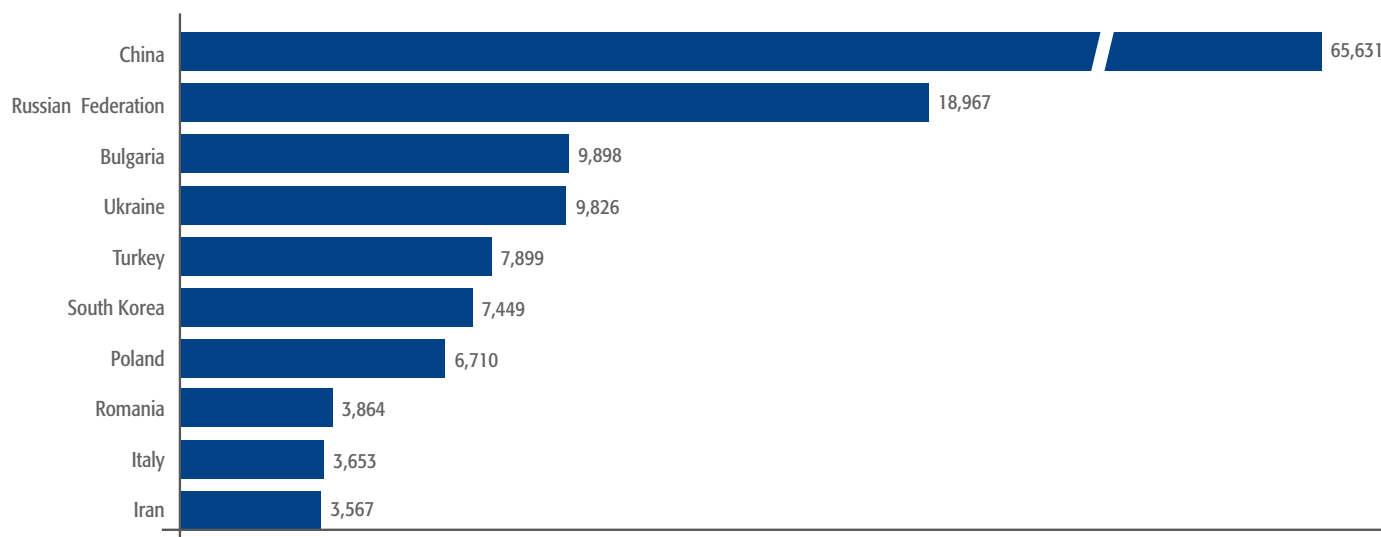
TestDaF participants since 2001



Countries of origin with the highest number of participants since 2001

So far learners of German from 181 countries took the TestDaF. The nation most represented is China with 65,631 participants (29.9% of the total). In 2014, 37.6% (12,008) of all participants came from the People's Republic. In

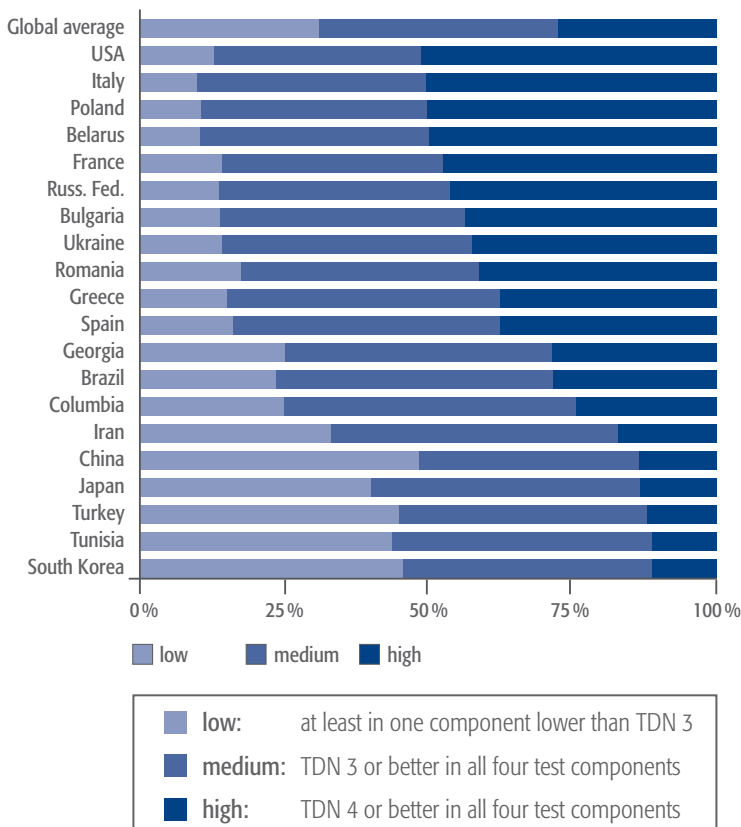
second place, not surprisingly, the Russian Federation, with a total of 18,967 participants (8.6% of the total), an increase from 6.6% (2,121) in 2014.



TestDaF results by country of origin

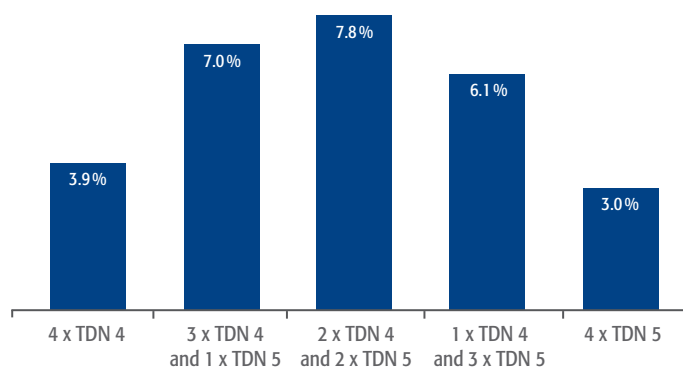
Assuming that in accordance with the framework for German language tests for studying at German universities (Rahmenordnung über Deutsche Sprachprüfungen für das Studium an deutschen Hochschulen – RO-DT), the TestDaF level (TDN) 4 is required in all four subtests, 27.8 % of participants meet this requirement without restriction. 31.1 % miss at least the minimum requirement of TDN 3 in one part of the test. Overall, about 50 % are likely to meet the different universities' established language requirements for university admission. 68.9 % of all participants (since 2001) obtained a TestDaF certificate with a level of TDN 3 or better in all four test components.

The results of the TestDaF participants vary considerably between countries and regions. Participants from countries in eastern and central Europe are particularly strong. In these regions the teaching of the German language has a long tradition and language acquisition starts early, mostly in school. The likelihood of meeting language requirements in full by Belarusian, Polish and Russian Applicants is 50%. Particularly successful are participants from the USA, Italy and France. In some Latin American, African or Asian countries, where learning German only happens immediately prior to study, other learning traditions dominate, or few language schools are available, the percentage decreases of those who meet the linguistic requirements to below 20%. Often the TestDaF is taken much earlier than recommended by the TestDaF-Institut.



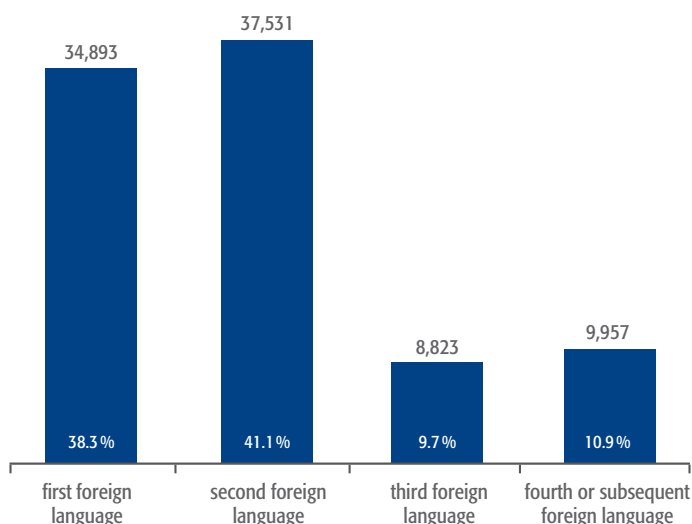
TestDaF results of the high performance level in detail

Differentiation within the high performance level and an increase of language requirements exceeding TDN 4 in all parts of the test, as is sometimes defined for some master's degree programs, holds dangers for host universities. Only 3.0 % of all test participants (since 2001) reach the TDN 5 in all four parts of the exam. In addition, the opportunities to acquire superior knowledge of German, are distributed very differently. The TestDaF provides a prediction at entry level. It does not certify „finished“ language skills for all language requirements throughout the course of a student's studies. In this regard, there is a lot to say for moderate inclusion criteria and increased study related language support.



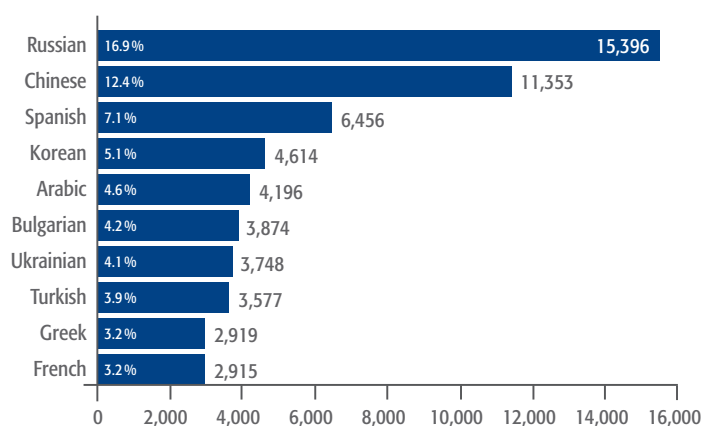
German in the context of foreign language learning

Since 2010, the TestDaF-Institut collected learning biographical data. The data show that 38.3 % of all participants have learned German as their first foreign language and 41.1 % as a second foreign language. 20.6 % of all participants have acquired at least two languages before learning German.



The distribution of native languages in TestDaF participants since 2010 (test dates in all countries except China)

This graph shows test dates offered worldwide and in Germany (without testing in the People's Republic of China). Therefore Russian is ahead of Chinese. It is noteworthy that Chinese still occupies second place: Many Chinese students prepare in Germany for their studies and take part in the TestDaF here. Spanish speaking TestDaF participants form the third largest group with most coming from Latin America.

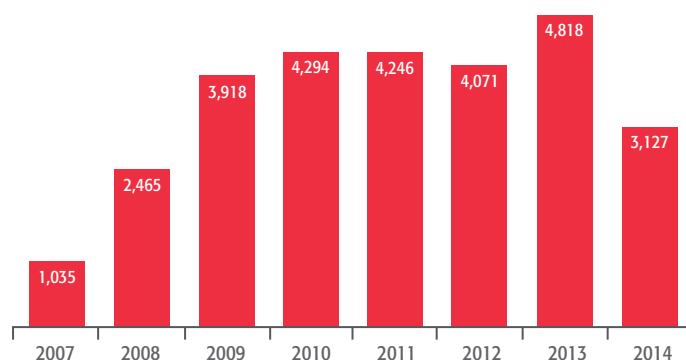


The Deutsch-Uni Online (DUO) is a learning platform for language acquisition. The number of students in 2014 learning a language worldwide with DUO was 3,127. Due to its flexibility and availability, the DUO-learning materials are mainly used where individual requirements are needed. DAAD scholars, students of the Franco-German University, as well as ERASMUS students who could participate in 2014, were able to benefit from the smooth transition

from preparation at their home institution to their stay in Germany or France. Many institutions use the courses to extend their classroom offerings. In regions where there is a lack of institutions or structure for teaching German, DUO helps with the basic knowledge for a study term or an internship in Germany. Learners at the Goethe-Institut can use DUO modules for special language courses and TestDaF preparation.

DUO learners since 2007

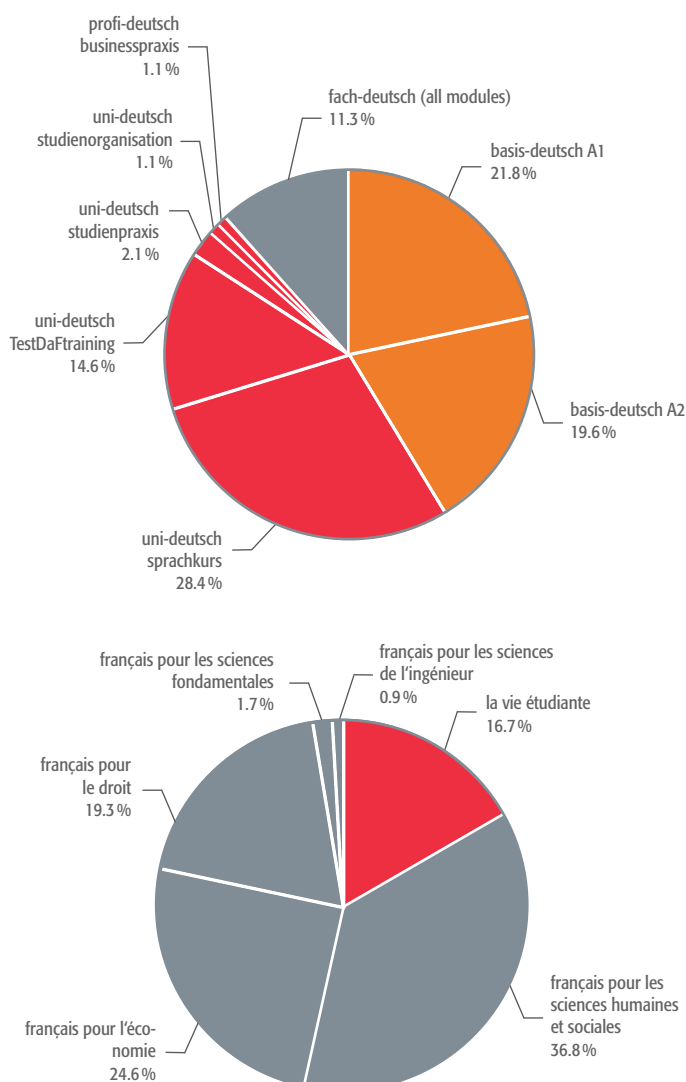
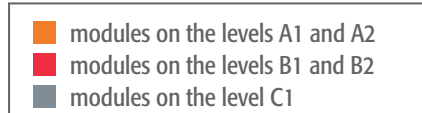
Cooperation between Ludwig Maximilian University in Munich and g.a.s.t. to develop and implement the Deutsch-Uni Online began in 2007. In the first year of cooperation 1,035 learners used the virtual learning opportunities with 3,127 in 2014. Subscriber decline compared to previous years, is on the one hand caused by the change of the ERASMUS program generation to ERASMUS+. On the other hand, fewer learners were enrolled in the online courses due to the basic technical redesign of DUO.



DUO modules booked 2014

Of the total 3,013 students learning German, 47.3% worked with modules from levels B1 and B2 of the Common European Framework of Reference for Languages (CEFR) of which 28.4% participated in the skill training of *uni-deutsch sprachkurs*. 14.6% prepared with the module *uni-deutsch TestDaF-training* before the TestDaF. The proportion of learners who participated in courses at the elementary language use (A1 and A2), stood at 41.4%. Participation in specialist courses on level C1 was 11.3%.

In preparation for a stay abroad or for training their foreign language skills, 114 students booked the French modules of DUO. They worked with the academic preparation module *La vie étudiante* (B2, 16.7%) or one of the *specialised* language modules at level C1, for example, *Français pour les sciences humaines et sociales* (36.8%), *Français pour l'économie* (24.6%) or *Français pour le droit* (19.3%). Study options in more languages will be made available after the technical conversion to HTML5 is completed along with further content revision.

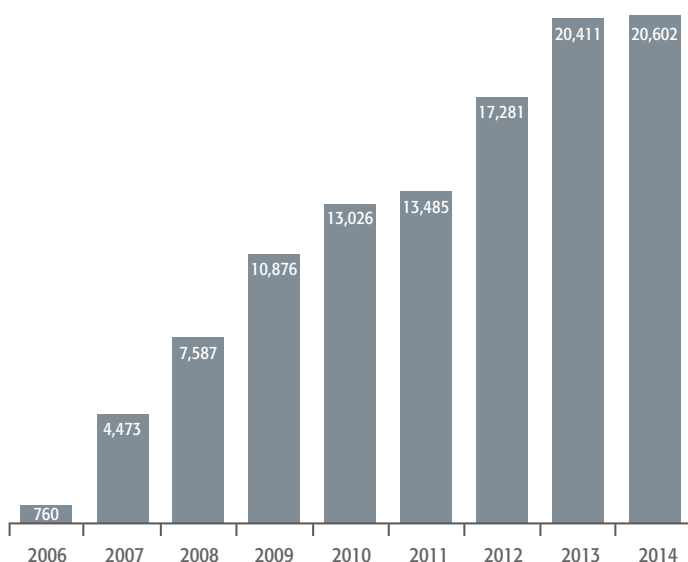


The Online Placement Test of German as a Foreign Language (Online-Einstufungstest Deutsch als Fremdsprache – onDaF) is a completely web based test to determine the level of general language proficiency of learners of German. The test makes it possible to group participants according to their level, to give feedback on language level achieved and to document learning progress. Universities in Germany use the onDaF to check the language skills of incoming students that do not require a formal language test such as the TestDaF

(ERASMUS students, short-term scholars). The German Academic Exchange Service (DAAD) requires the onDaF results of scholarship applicants to obtain objective information about their language proficiency. On the basis of eight texts with 20 gaps (C-test principle) language proficiency is determined equivalent to the CEFR at levels A2 to C1. Based on the same principle, the *onSET-English* is available as of January 2015. This test is currently accessible via the onDaF website.

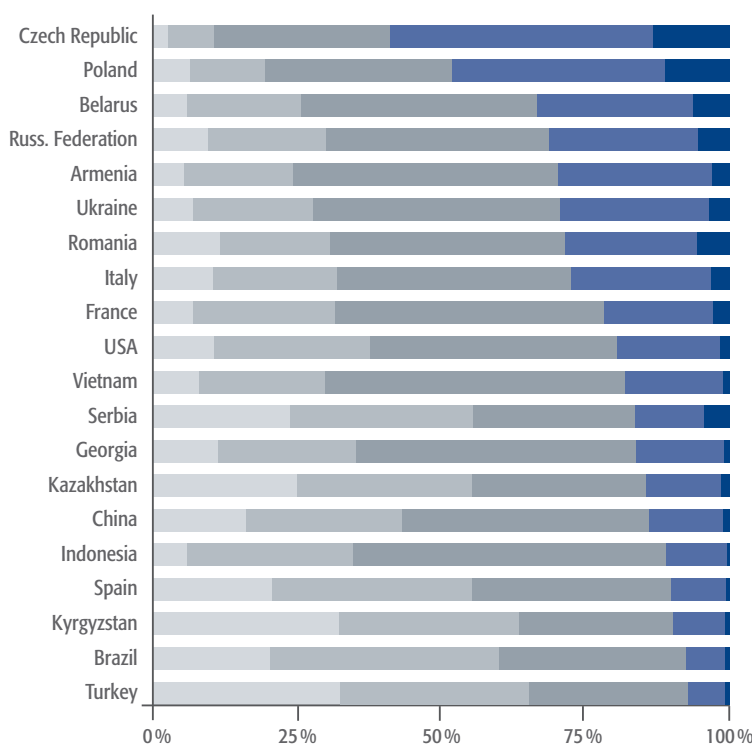
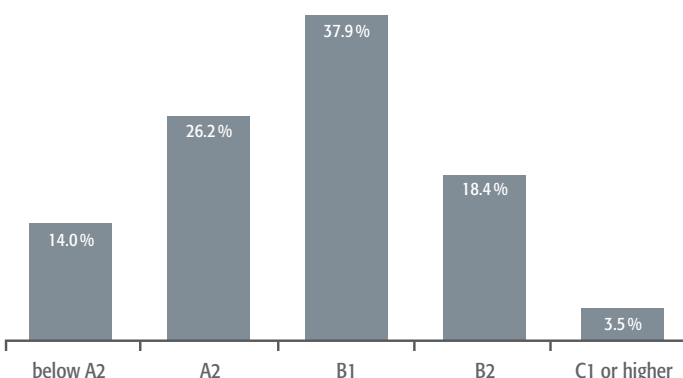
onDaF participants since 2006

The number of onDaF participants has risen significantly since 2006. Up until the end of 2014 there were 108,501 onDaF tests worldwide



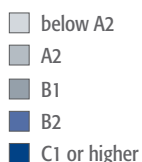
onDaF results since 2006

The distribution shows that onDaF, as planned, differentiates between the relevant language levels. It is evident, for example, for the TestDaF, that most onDaF participants who have reached language level B1 – a language level that affords the opportunity to participate in the TestDaF with the appropriate linguistic preparation – have a better chance of success. Success is even more likely for those participants who have passed onDaF with level B2 or higher.



onDaF results by country of origin

The 20 countries with the highest numbers of participants according to their test results are listed in the graph below descending from stronger to weaker (B2 / C1 summarised). The graphs show the distribution of language skills based on CEFR levels. Again, it is clear that the language competence in the eastern neighbouring countries of Germany is higher than in other regions. Note, however, that these are diverse groups of participants. In Brazil in particular learners sit the onDaF test at the beginning of their language training and learn German in preparation for a scholarship, while participants from eastern EU countries are predominantly ERASMUS students. A significant difference in performance between participants from central and eastern Europe and southern EU countries is also reflected in onDaF.

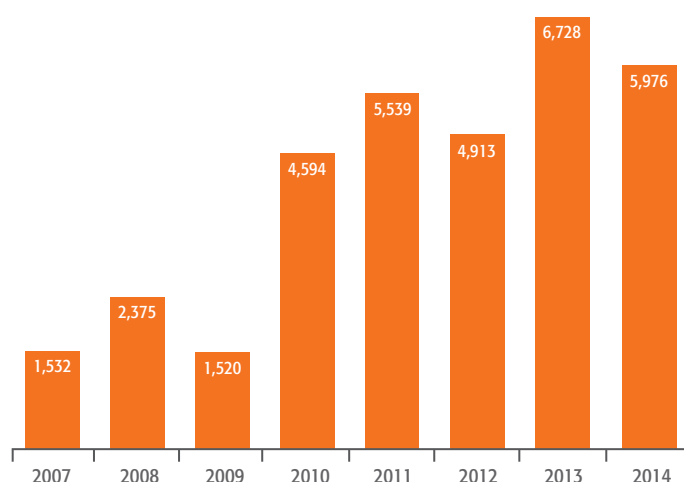


The Test for Academic Studies (Test für Ausländische Studierende – TestAS) is an objective and fair scholastic aptitude test. The standardised test method provides a consistent benchmark for universities even across test runs. TestAS checks subject specific suitability independent of country of origin and marking system. The TestAS result allows for a good prediction of academic success. Prospective students sit the TestAS in their home country and receive feedback on their suitability for study and their chances of a successful

application. The TestAS consists of a core test to assess general study skills as well as the four subject modules of *Humanities, Cultural Studies and Social Sciences, Engineering, Mathematics, Computer Science and Natural Sciences* as well as Economics. Up front language screening allows the interpretation of the test results in the context of different languages. It can be taken in German and English. TestAS is being developed by ITB Consulting GmbH Bonn and offered by g.a.s.t.

TestAS participants since 2007

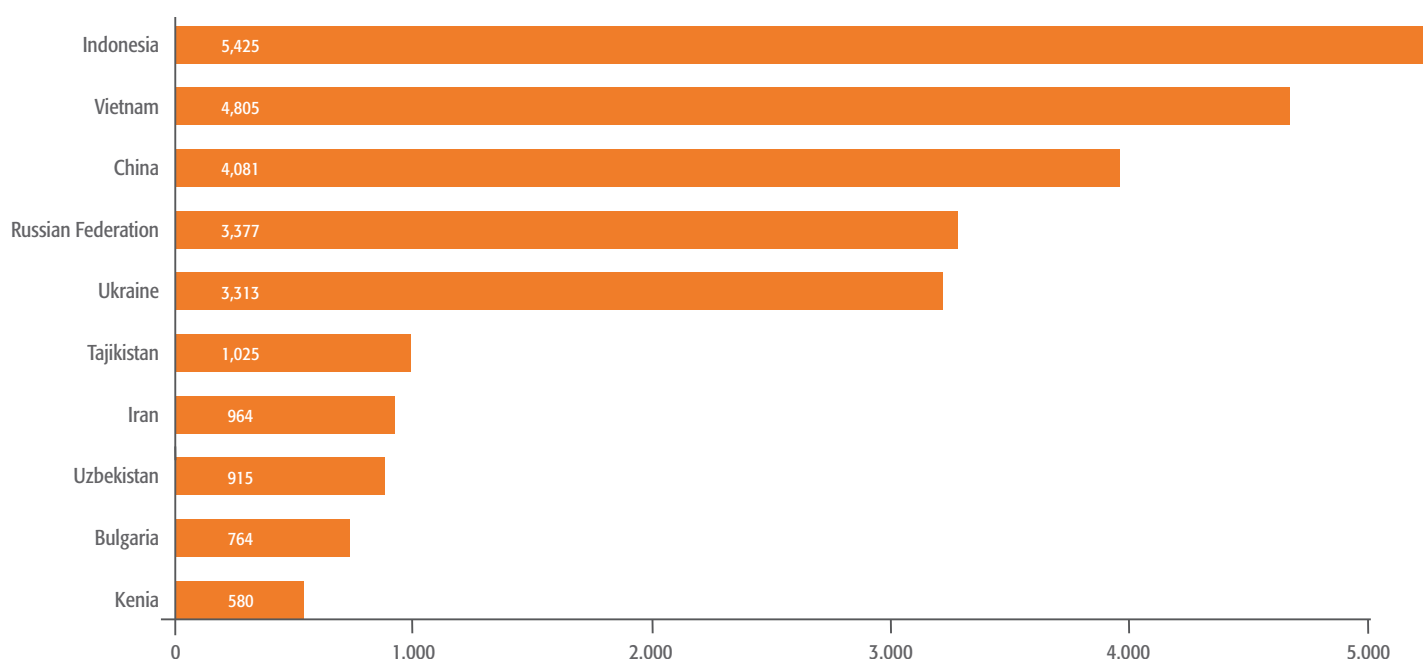
The TestAS has been carried out worldwide since 2007 and used in the application procedure as well as admission decisions. To date, 33,177 students have taken the TestAS. In addition to German universities, the Academic Evaluation Centres (Akademische Prüfstelle – APS) in the People's Republic of China (since 2009) and Vietnam (since 2012) use the TestAS. It is also a prerequisite for admission to undergraduate studies at the Vietnamese German University and is required by the DAAD in certain programs for scholarships.



Countries with the highest numbers of participants

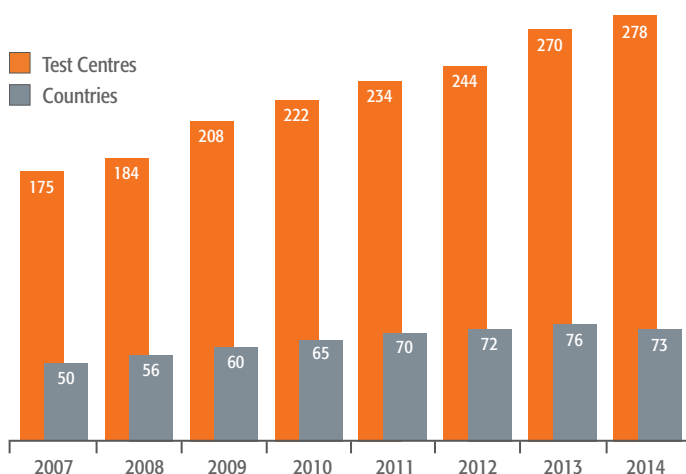
Most test participants were from Indonesia (total 5,425). Previously many students used TestAS for self-assessment. In the future, however, it is expected that the number of Indonesian students will reduce after the introduction of an examination fee in 2015. In position two and three respectively are Vietnam (4,805) and China (4,081). The TestAS is part of the Academic Evaluation Procedure at the German embassies and compulsory for applicants from

both countries. Following on are the Russian Federation (3,377) and Ukraine (3,313). Here, there has traditionally been a strong interest in studying in Germany. TestAS is aimed at foreign students from outside the European Union as students from EU countries and German students are treated equally in the admissions process.



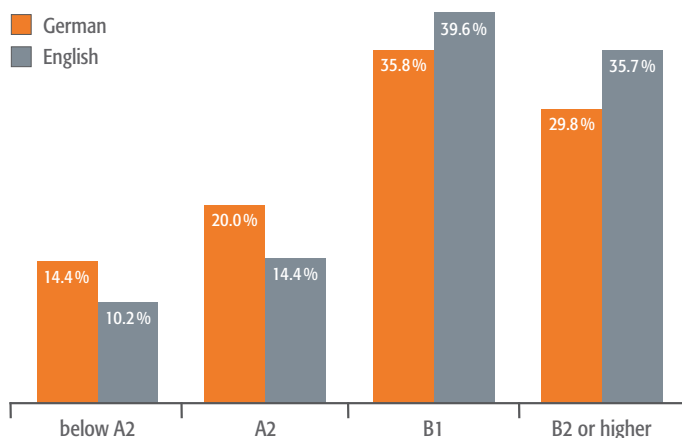
Test centres and countries where the TestAS is offered

Since 2007 the number of test centres offering the TestAS has steadily risen. TestAS is offered several times a year and under certain conditions it can be offered on demand.



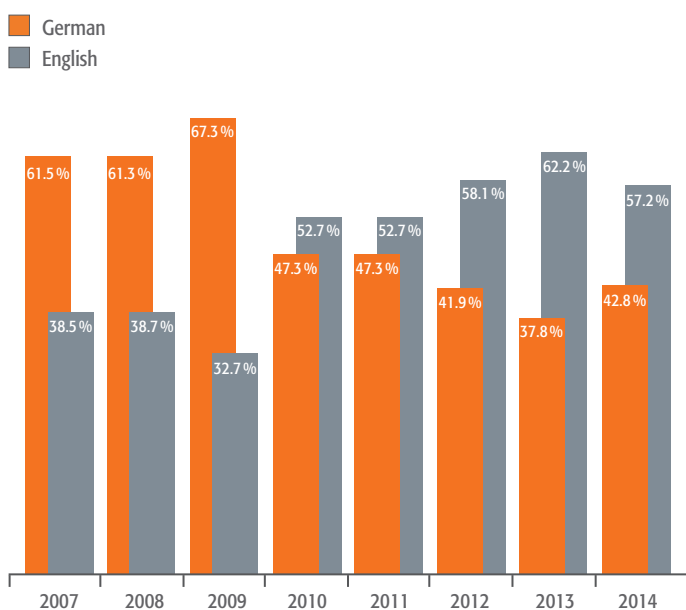
Language skills of TestAS participants 2014

Most of the participants have a good knowledge in the language in which they take the TestAS. 65.6% of participants with German as a test language have level B1 or above. Among those who choose English as the language of assessment, up to 75.3% have level B1 or above.



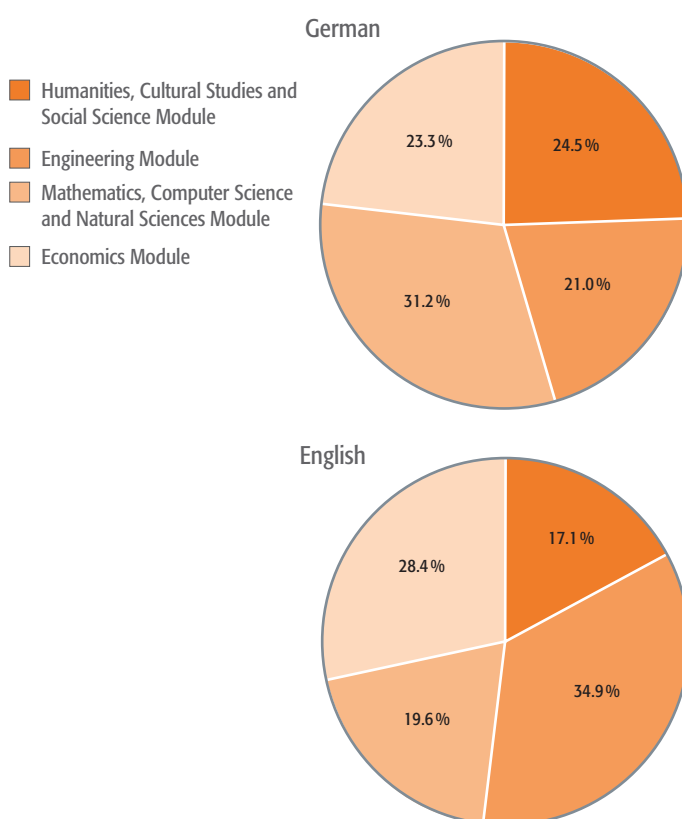
Test language: German or English?

Up to and including 2009, the majority of test participants sat TestAS in German. Since then, more than half of the participants select English as test language. Two reasons for this are evident: a growing interest in English study programs in Germany and the selection of English as the stronger (subjectively) foreign language as test language.



Choice of TestAS modules by language

The participants (since 2007) have a different language focus depending on their choice of subject modules. As a German language test, 31.2% choose the *Mathematics, Computer Science and Natural Sciences Module* as a specialist focus. The *Engineering Module* leads with English as the language of assessment (34.9%).



Examination dates

TestDaF		Global						VR China		
2015	Examination dates	10/02	22/04	09/06	15/07	10/09	19/11	28/03	11/07	07/11
	Registration deadline	13/01	25/03	12/05	17/06	13/08	22/10	04/02	20/05	16/09
2016	Examination dates	10/02	20/04	09/06	19/07	20/09	08/11	26/03	09/07	05/11
	Registration deadline	13/01	23/03	12/05	21/06	23/08	11/10	03/02	18/05	14/09

TestAS		Global		
2015	Examination dates	04/03	18/04	10/10
	Registration deadline	19/01	09/03	24/08
2016	Examination dates	25/02	23/04	22/10
	Registration deadline	18/01	14/03	12/09

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Further information and preparation options

TestDaF: test centres, dates, registration, preparation and testing, sample questions

www.testdaf.de

TestDaF 

Deutsch-Uni Online: Online German courses with personal support – entry level, study preparation, technical language, TestDaF training

www.deutsch-uni.com


DUO
DEUTSCH-UNI ONLINE

onDaF/onSET participants: sample test, test locations, participant portal
onDaF/onSET test centres: appointments and administration, test results

www.ondaf.de

onDaF
online-Einstufungstest
Deutsch als Fremdsprache

TestAS: test centres, dates, registration, test modules and sample questions, test procedure information

www.testas.de

TestAS
Test für Ausländische Studierende
Test for Academic Studies

Information about admission requirements at German universities and recognised German language exams, query on higher education, degree programs and language tests

www.sprachnachweis.de


sprachnachweis.de

g.a.s.t.

The Society for Academic Study Preparation and Test Development (g.a.s.t.), a registered association is the holder of the TestDaF-Institut and the Deutsch-Uni Online. Tasks of the charity are the development, deployment and evaluation of tests for suitability and performance assessment in higher education, particularly TestDaF, TestAS and onDaF. DUO is offered in cooperation with Ludwig Maximilian University of Munich; TestAS with ITB Consulting GmbH Bonn. Members of g.a.s.t. are the German Rectors' Conference, the German Academic Exchange Service, the Goethe-Institut, the Universities of Bochum, Hagen, Leipzig and Munich and the Association of German as a Foreign and Second Language.

DAAD

 **Auswärtiges Amt**

 **Bundesministerium
für Bildung
und Forschung**

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Test centres worldwide

