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The Power of General English Proficiency Test on Taiwanese Society and Its Tertiary English Education

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13.1 Introduction

Reacting to the government's policies to increase Taiwanese university students' international competitiveness by raising their English proficiency, universities in Taiwan have set up a graduation requirement of English proficiency in recent years. This chapter reports on how the implementation of the English graduation requirement has affected the university students and the English curriculum. The requirement accepts scores from various English proficiency tests as proof of proficiency, instead of one particular test. Thus, the findings of this study have implications as to what determines the strongest washback that any language test can have in the context of multiple tests existing and competing for influence.

13.1.1 Research context

The implementation of the graduation requirement for English proficiency originated from the idea of establishing a common index of English proficiency for university students in order to promote global competitiveness. In 2004, the Ministry of Education sent an official document to all universities, encouraging them to include English proficiency as a criterion for student graduation (Zhang & Tu, 2007). Since then, universities began to require their students to pass an external test at a designated level of English language proficiency. However, the autonomy of the universities allows them to differ in not only their approaches to attending the government policies but also the entailed details of the actual requirements. Despite the potential differences, most graduation requirements are similar, in that they state which

English proficiency tests are acceptable and at what level. What needs to be noted is that most of the tests included in the requirement are proficiency tests that are not tied to any university English curriculum.

Among the tests clearly stated in the requirement, GEPT seems to be one of the most important (Shih, 2006, 2007, 2008, 2010), because of its popularity as one of the major English tests taken by the Taiwanese people (LTTC, 2013; Vongpumivitch, 2009). Thus, the GEPT could be the most influential English proficiency test for undergraduates in Taiwan. By exploring the impact of the requirement on the university students and the English curriculum this study aims to investigate whether the GEPT has brought about the greatest washback and whether there is washback of other English language tests in the universities. Through this investigation, this study hopes to provide insights on improving English teaching and learning in universities in addition to understanding test washback and impact further.

13.1.2 The General English Proficiency Test

The GEPT is an English proficiency test developed by the Language Training and Testing Centre (LTTC) in 1999, commissioned by the Ministry of Education with the original goal of promoting life-long learning in English. The GEPT official website states that GEPT test scores can now be used for a variety of purposes, including job searching, career advancement, university entrance and exit. It is a criterion-referenced test based on communicative approach with five levels: elementary, intermediate, high-intermediate, advanced and superior. There are two stages of the test, and test takers have to pass the first stage in order to be advanced to the second stage. The first stage consists of the listening and reading components while the second stage consists of the writing and speaking components (The only exception is the elementary level which includes writing component).

As stated in the general description of the high-intermediate level, test takers who pass this level have the proficiency equivalent to CEFR B2 (see https://www.ltcc.ntu.edu.tw/E_LTTC/E_GEPT/hi_intermediate.htm), which is described in Vongpumivitch (2009) as the level targeting non-English major undergraduates. A search of the requirement regulations in Taiwanese universities also shows that universities with a ranking of above average mostly set up the high-intermediate level of the GEPT as the standard in their requirement. However, some universities may accept a pass at GEPT intermediate level, which is equivalent to a high school graduate's English proficiency.

13.2 Literature review

The educational context of this study presents two interesting topics that have received little attention in washback studies so far. The requirement accepts scores of not just one test, rather, students can provide evidence of their English language proficiency from any of the English proficiency tests listed in the requirement. Most previous studies centre on the influences of one particular high-stakes test or assessment system, which is closely related to the curriculum (Alderson & Hamp-Lyons, 1996; Cheng, 2005; Green, 2007; Wall, 1996; Wall & Alderson, 1993; Watanabe, 1996). In the very few studies that have probed into the effects of more than one test (Shohamy, 1993; Shohamy, Donitsa-Schmidt, Ferman, 1996; Watanabe, 1996, 1997, 2001, 2004), the contents of those tests are still aligned with the prescribed curriculum. However, none of the tests stated in the graduation requirement in this research context are developed according to Taiwanese university English curriculum. This presents an interesting and rare opportunity to explore which test among the list of English proficiency tests has the strongest degree of washback and why.

The implementation of the English requirement for graduation is one of the recent developments in English curriculum in Taiwanese universities (Shih, 2007) and has received little formal research. Recent washback studies in Taiwan have investigated more in the context of high schools than universities (Chen, 2002; Wu and Chin, 2006). Wu and Chin (2006) explored the potential washback of the General English Proficiency Test (GEPT) but they centred on senior high school English curriculum. The more recent study by Shih (2006, 2007, 2009, 2010) investigated the GEPT washback on learning in the context of higher education. The context of his study was similar to the present study, also a case study of two universities, but his research investigated washback from the GEPT only. His study revealed that the GEPT only brought about limited a degree of washback on learning. Students spent no more than two months on GEPT preparation, unlike the year-long preparations they spent on their university entrance examination. Shih attributed the lack of strong washback to the fact that his participants were all English majors, a limitation of his study. How the GEPT may influence the majority of university students, the non-English majors, remains unexplored.

Tsai and Tsou (2009) probed into learners' viewpoints on the adoption of standardised English language proficiency tests as a tool to assess their English competence for graduation purposes. They collected questionnaires from 520 university students of different academic fields in a

technical university. Their findings suggested that instead of using tests as the only tool, there should be multiple measures in assessing university students' English proficiency for graduation purposes. Tsai and Tsou did not limit their participants to English majors. However, the questionnaire they designed contained only nine items, which is limited in depth in its exploration of learners' perceptions of the graduation requirement and the impact it might bring, or have brought to them.

The present study attempts to fill the gaps in the above studies by adopting a case study approach to investigating the impact of the graduation requirement for English proficiency in Taiwanese universities, with a particular focus on non-English majors.

13.3 Research methods

This study employed an ethnographic case study approach to research design, for the purpose of encapsulating the complexity and the depth of washback produced by different tests in the graduation requirement in different institutional contexts. Two universities were selected as cases. Case A was a relatively new university with a very low ranking. It did not require its non-English majors at the undergraduate level to provide evidence of English proficiency for graduation. Case B was a university with a hundred year history, which received much higher ranking than Case A. This university, on the other hand, implemented the requirement that non-English majors should pass the GEPT intermediate level or its equivalents upon graduation (See more details of the regulations for the graduation requirement in Appendix 13.1).

To explore whether the implementation of such requirements had washback in the two cases, this study collected data through observations in the real classroom setting, and interviews of both teachers and students.

13.3.1 Participants

Altogether there were seven teachers who took part in both the classroom observations and the interviews. In Case A, the participants were four teachers teaching 'English Integrated Skills Training' (the only EAP course for non-English majors in Case A). In Case B, they were two teachers who taught the general EAP course and one who taught the test-related remedial course, 'English Reading and Writing'. Eighteen students, who were non-English majors from a variety of departments, were interviewed (nine in Case A and nine in Case B).

Table 13.1 shows the pseudonyms of the participants involved in this study.

Table 13.1 Teacher and student participants in this study

	Teachers	Students
Case A	Adam, Alice, Amy, Anna	Aaron, Abel, Aiden, Alex, Archer, April, Alvin, Andrew, Anson
Case B	Becca, Ben, Betty	Bess, Bianca, Billy, Blair, Bonnie, Brad, Brenda, Bridget, Bryan

13.3.2 Data collection and analysis

This study took on an ethnographic approach to classroom observation due to the nature of the study and also the complexity the graduation requirement encompassed. The ethnographic classroom observation allows context-specific evidence and the more subtle and covert forms of washback to emerge in data collection. Classroom observation data collected comprised 17 lessons of the seven teacher participants. The 13 lessons of Case A were all of the same ‘English Integrated Skills Training’ course, captured in ten video and three audio recordings. All the four lessons of Case B were audio-recorded data, with three lessons of the EAP course and one lesson of the test-related remedial course, ‘English Reading and Writing’. The following were collected and provided as supplementary to the observation data: field notes during the observation, during private talks with teacher participants and teaching materials used in the lessons.

Semi-structured interviews were conducted with the teachers after lesson observation. The interviews focused on eliciting their perceptions of the influences brought about by the graduation requirement, their attitudes towards the requirement and also their comments on their observed lessons. During the observations and the interviews, when issues related to other stakeholders such as parents or publishers arose, they were further probed in the interviews.

Instead of a questionnaire with a limited number of items, semi-structured interviews are conducted for more an in-depth investigation of non-English majors’ perceptions towards the graduation requirement. In addition, the interviews with the 18 students probed further into which test accepted by the requirement was considered as most influential and the factors that motivated them to learn English. The student interviews were used to triangulate with the teacher interview data, for exploring the impact of the requirement on the students from both students and teachers perspectives.

There were two main sets of data for analysis. The first set consisted of the observation data and the teacher interviews, which were analysed to explore the influence of the graduation requirement on the non-English majors' EAP curriculum. Pertaining to the ethnographic approach to classroom observation, the first stage of the analysis started with a more grounded approach and went through a reiterative process of inductive coding. Such analysis allows not only the macro impact of the requirement, but also the micro impact of different tests on the curriculum to emerge from the raw data, including the lesson observations, field notes, teaching materials and teacher interview data. The first stage of coding and data analysis revealed an implicit evidence of GEPT washback mentioned by the teachers in Case A and thus resulted in further collection of test papers used in that university. After the initial data analysis, the observed lessons were then coded with Transana (Woods & Fassnacht, 2012), a piece of software for analysing qualitative video and audio data. The observed lessons were segmented according to related activities. Next, the segments were coded with keywords derived from the initial data analysis and literature review. Lastly, the recorded lessons were presented in the form of a timeline, in order to depict their chronological flows to provide a more structured, systematic arrangement of the data, supplementary to the main grounded analysis. The second set of data was the teacher and student interviews. Inductive coding of the data prioritized the participants' voice and provided the emic perspective of how teachers and students perceived the graduation requirement and its impact on the students.

13.4 Findings and discussions

13.4.1 Impact on the EAP curriculum

The analysis of the lessons, triangulated with the teacher interviews, private talks and field notes in both universities and the subsequent collection and analysis of the test papers in Case A revealed the following findings concerning the impact of the graduation requirement on the EAP curriculum.

Despite the fact that the graduation requirement did not specify any particular English proficiency test, GEPT seemed to have a more profound impact than other tests that were also acceptable by the requirement. There was evidence of GEPT washback on teaching and assessment materials, and there was significantly more evidence of the GEPT washback in Case B than in Case A. Case B, which had implemented the graduation requirement for a few years, included a remedial

course that was directly linked to the GEPT (See Section 3). The test affected the teacher, Becca, on the choice of teaching materials, course planning and assessment. Becca knew the course she taught was a remedial course and was suggested to be oriented towards GEPT preparation. She thus adopted the GEPT preparation textbook as the main teaching material and incorporated the GEPT tests as pre-test (a mock test) and post-test (a test delivered by the Language Training and Testing Center) for that class. Ben chose to use commercially-available, monthly-issued English learning magazines as the teaching materials. The magazines incorporated GEPT elements, i.e. GEPT practice items, topics and contents related to local culture (See also 4.3).

On the other hand, in Case A, which did not impose the graduation requirement on non-English majors, there was little explicit evidence of GEPT washback on its EAP curriculum for non-English majors. The only exception was the washback on testing materials. The local Taiwanese publisher, Tunghua Books, developed the mid-term and final test papers modelled after GEPT test item types (See Appendix 13.1) so as to promote the sales of the international EFL teaching materials they introduced. Thus, it seems that this facet of washback in Case A was not mediated by the teachers, but by the publisher instead (See also 4.3).

Another finding was that the GEPT washback was relatively intensive on some aspects. As distinct from several previous studies (Alderson and Wall, 1993; Cheng, 1997, 2005; Stecher, Chunm, and Barron, 2004), the present study found little evidence of curriculum narrowing, focusing only on skills tested, or changing teaching activities as intended by the introduction of a test. This was even true in the GEPT-related remedial course in Case B. Becca, who taught the course, incorporated a listening activity of a pop song and a speaking activity when she discussed the food pyramid with her students, even though her course was designated to focus on reading and writing. The analysis of the language focus and language skills targeted by the activities in the observed lessons revealed individual differences among the teachers of the same courses. For example, all the four teachers in Case A teaching the same course demonstrated a different focus on language skills: Alice on pronunciation, Adam on vocabulary, Anna on listening and conversation, and Amy on integrated skills. Such differences were also observed in Case B teachers, where pronunciation and read-aloud sessions could be seen in Ben's lessons but not in Betty's, even though they taught the same course. Teachers' individually different responses to English learning, test-taking or the graduation requirement were more highlighted than the influences of the GEPT or other tests on teaching. Similarly, there

was little evidence that teaching methods were significantly affected by any single test accepted by the graduation requirement.

Individual differences between the teachers were evident not only in their lessons, but also the interviews. This finding reflects the 'washback variability' (Green, 2006) among the teachers. The teachers' lessons reflected different degrees of washback. Their perceptions of the GEPT washback and the impact of the graduation requirement impact also varied. For example, Betty and Alice were supportive of the requirement to motivate students to learn. Betty said, 'I think that the graduation requirement can urge the students to re-evaluate their language proficiency, to see if they need to enhance their ability.' On the contrary, Amy believed that students with low English proficiency who were not already motivated in English learning would hardly change even with the requirement. Adam further pointed the loopholes of the requirement, by mentioning that remedial courses were 'just an easy way out'. The findings of this study also provided evidence on the roles that teacher factors can play in explaining the presence or absence of washback on teaching (Watanabe, 1996, 2004). The teacher factors that mediated or prevented washback from happening could be seen from the following findings. First, whether the teachers would urge students to take English proficiency tests and boost their English proficiency depended on teachers' perceptions of how effective the graduation requirement could be. Second, the teachers' willingness to comply with what the requirement demanded and their beliefs in what they should teach explained why there was washback in some teachers' classes but not in others. Third, the teachers' preference for one test over the others determined if there was washback of GEPT or other tests on teaching.

13.4.2 Impact on the students

The individual interviews with the 18 non-English majors (nine in each university) were analysed in relation to the influence of the GEPT or other English tests on their learning. The findings were also triangulated with related parts of the teacher interviews.

According to the students, the GEPT was considered as the most important test among all the tests accepted by the graduation requirement. Students aligned the requirement with passing the test, and the majority of the interviewees from Case B had either taken the test or had planned to do so. Students had insufficient knowledge of other English tests and what scores were set as benchmarks for graduation. Most of them also took it for granted that the graduation requirement was equivalent to a GEPT requirement. Such findings indicated a strong

presence of the GEPT influence. This also applied to the students in Case A. There were also references to TOEFL and TOEIC when the learners considered which English proficiency test to take. However, students from both Case A and B, such as Archer and Bess, mainly associated GEPT with the requirement. TOEFL and TOEIC were associated more with their own academic plans in the future.

The interview data of both teachers and learners further revealed differences between the perspectives of the two groups, and between the learners themselves. First, similar to the previous washback studies on learners, the findings of this study suggested that the learners viewed the impact of the requirement on their English learning differently from their teachers. From a negative perspective, the teachers were sceptical of its intended effect in promoting the students' English learning. The teachers were concerned with the possible adverse effects the requirement might bring, and warned about loopholes in the requirement, such as students avoiding taking any external English language tests. Nevertheless, what concerned the teachers was not necessarily what the students cared about. The learners were more concerned about the difficulty in meeting the benchmark set by the graduation requirement and the role of the requirement in their English learning during their university years.

The learner interview data shed further light on the individual differences in their perceptions of the graduation requirement and its impact on the learners. Their attitudes towards the implementation of the graduation requirement varied according to how they perceived the compulsory nature of the requirement and the entailed stakes. Three of the students acknowledged the need and the benefits for such regulations to compel them to learn more English (Aiden, Bess, Brenda); yet, others questioned the necessity of making it compulsory for their graduation (April, Billy). The perceived stakes of fulfilling the requirement could also affect the learner's attitudes towards the implementation of the requirement. Those who believed that their English was not good enough for them to reach the benchmark were reluctant to accept the implementation (Andrew, Bonnie), whereas those who considered it easy to fulfil the requirement did not take it too seriously (Bianca, Blair, Brad, and Bridget).

The learners' perceptions of the impact of the graduation requirement also revealed some individual differences. There were students who perceived little impact but there were also students who associated stress and anxiety with the compulsory requirement in order to obtain their degrees. Those students who considered themselves to be little

influenced, such as Brad and Bianca, were more concerned with their opportunities to learn more English than with being required to provide official proof of their English proficiency. For them, their motivation to learn English would not be influenced much by the implementation of the graduation requirement as they had their own learning goals, and the requirement would only make them work harder for this particular high-stakes purpose. The rest of the students, on the other hand, associated stress and anxiety with the graduation requirement. However, they were still quite different in terms of how they chose to face the implementation. Some viewed the pressure accompanying the requirement as a positive force on their English learning and thus, welcomed the implementation (Abel, Anson, Aiden, Bess). There were those who did not support the implementation as they disliked the 'side effects' the requirement might bring (Andrew, Billy, Bonnie). Others were not supportive either, not so much because they had negative feelings towards the implementation, but because they feared that they would not be able to meet the requirement, because of their poor proficiency and their past failures in test-taking (Aaron, Alex, Bryan).

13.4.3 Social impact of GEPT

The social impact of the GEPT was evidenced in this study through different types of stakeholders, beyond or within the university system. External stakeholders included the parents, the publishers of monthly-issued English learning magazines for all citizens, and also the publishers that represented the international EFL teaching material. Stakeholders within the university system, like non-English majors, might also take the GEPT for purposes other than fulfilling the graduation requirement.

The most explicit evidence of the social impact of the GEPT is within the community of local publishers who develop English learning magazines for lifelong learning. An important feature that stems from the commercial nature of those monthly-issued magazines is to cater for the current needs of the potential buyers in order to promote sales. With the popularity of the GEPT in society, the magazines that were once not test-oriented have been changed into materials that can prepare readers for the GEPT. The inclusion of the GEPT-related contents and practice items that explicitly refer to the test in the issues is thus a reflection of how big the influence the test is on Taiwanese society. In this study, Ben used the magazines as the teaching materials in his lessons, but denied having the intention to prepare his students for the test. He further explained that he chose to use the magazines because the assigned textbook for his course was not interesting enough while the magazines

provided articles of different and up-to-date topics every month. It was clearly evidenced in his lessons that there was no sign of test preparation, practice of mock test items or any reference to the test. Thus, since teachers use the magazines with no specific purpose for test preparation, it seems that the washback of the GEPT test on the teaching materials is a product of the social impact of the test on the magazines.

Similarly, local publishers who represent international EFL materials designed for institutional use can also come under the strong social impact of the GEPT. The publishers here are different from those mentioned above, in that they import international EFL materials and promote the sales of those materials in local educational settings. The findings of this study revealed that the evidence for the washback of GEPT was not in the teaching material itself, but in the mid-term and final tests developed by the local publisher. The item types in these tests were modelled on GEPT item types (See Appendix 13.2 for a comparison of the test instructions for the 'question and statement response' section. See also an item of the listening test developed by the local publisher and the equivalent in the practice GEPT test provided by the official website: <http://www.lttc.ntu.edu.tw/geptpracticee.htm>).

The comparison shows that there is little difference in the instructions between the two tests, and the test item in the test paper used in Case A is exactly the same as that in the GEPT. The teachers revealed that the test papers were developed by the local publisher based on the contents of a non-GEPT-related, international teaching material. Thus, the local publisher's attempt to model a small part of the test after the GEPT, while preserving the internationally-recognised contents, suggested how the local publishers adapted the global materials to meet the locals' needs. The local publisher's action was clearly evidence of the social impact of the GEPT, and via the test the local publisher designed, the GEPT has exerted indirect impact on the testing of the universities.

The social impact of the GEPT can also be realised via the students' parents, who can influence the learners on the selection of which English proficiency test to take. The student interviews revealed that it was the parental influence that made some students prioritise the GEPT over other English tests, as illustrated by Bridget's case. Her decision to take the GEPT instead of other tests was because her father asked her to do so. Although the graduation requirement did not favour the results of one test over another, the parents' eagerness for their children to pass the GEPT was probably attributable to the higher value that the parents attach to the GEPT over other English proficiency tests available. Thus, parental influence in the context of this study can be considered as a

manifestation of the social impact of the GEPT on parents, which in turn shaped the impact of the test on the learners.

Learners themselves may also directly feel the social impact of the GEPT. For example, Alvin claimed that he would choose to take the GEPT instead of other English proficiency tests, mainly because he considered a certificate of English proficiency test as essential for job searching. His assumption of the GEPT as being a test that will be accepted or requested by future employers illustrates the strong impact of the GEPT on the society generally.

The above findings suggested that the GEPT probably has much stronger impact on the stakeholders from general society, like parents or local publishers, than the university teachers and students in the context of the requirement of English language proficiency. The government's policies to increase university students' international competitiveness, and the accompanying measures the universities have taken to boost their students' English proficiency, reinforced, albeit indirectly, the impact of the GEPT on teaching and learning within the universities.

13.4.4 Reinforcement by graduation requirement

The findings suggested that the implementation of the English graduation requirement reinforces the social impact of the GEPT in two ways. Firstly, for the majority of the students, the need to provide a proof of English proficiency for graduation is an imperative of the need to pass the GEPT. In other words, the students are compelled to select the GEPT over many other English proficiency tests because of the perceived high social status of the GEPT. This may be the reason why the teachers speculate that their students are most likely to take the GEPT. The direct alignment of passing the GEPT with fulfilling the graduation requirement by both teachers and students is the evidence of the strong impact of the GEPT, being reinforced in the university system.

Secondly, through the hands of the curriculum designers, who are usually the English department in universities, the English curriculum may be affected by the GEPT. The graduation requirement introduced some intended curriculum changes like preparation or remedial courses. The social impact of the GEPT is reinforced in English teaching and learning when the curriculum designers shape the direction of these courses to focus particularly on the GEPT but not other tests. An example is the remedial course in Case B (See also 4.1). Despite having a generic course title (English Reading and Writing) that did not suggest a link to any test, teachers were instructed by the English department to

incorporate GEPT contents and related teaching materials. The original course aim was to provide assistance for students who failed to meet the graduation requirement. However, the aim was narrowed down to assist them particularly to pass the intermediate level of the GEPT. In this case, the washback of the GEPT manifested in those courses is mediated by the curriculum designers who are influenced by the power of the GEPT in the society.

13.5 Conclusion

This study offers some explanations for how one particular test can exert the strongest influence when test takers may choose from a number of tests. The conditions or purposes (e.g. admission, promotion, placement or graduation) of a test, as Madaus (1990) pointed out, can determine whether a test is of high stakes or not. However, this cannot be fully applied in determining the stakes that any test receives in the context of this study. When students are given the liberty to choose any test stated in the graduation requirement, each test can be considered as high stakes. However, the findings suggest that in addition to test use, the importance of a test in society is another factor to consider. What makes the GEPT stand out from the internationally recognised English proficiency tests such as TOEFL or TOEIC is the wide recognition of GEPT among Taiwanese citizens. This may be the reason why Taiwanese parents prefer their children to take the GEPT, the test they know most about. In addition, unlike TOEFL, TOEIC, or IELTS, which are usually used for a certain purpose like further studies abroad, the GEPT test scores can be used in a wider range of areas in the Taiwanese society such as university admission, job application or governmental scholarship application. The GEPT is thus perceived by the majority of stakeholders as very important in the society, showing its strong social impact. The implementation of the graduation requirement, which uses English test results for high stakes purposes, further reinforces the already strong social impact of the GEPT in the university system. The advantage of test scores for multiple uses and the status of the test in society are similar to Gates' (1995) ideas of test 'utility' and 'monopoly' that can determine the extent of washback intensity. Nevertheless, both Gates' ideas refer to the social context in which a test is used and how important a test is in society. Therefore, in the high stakes context where stakeholders are given multiple choices, the most eminent washback would be from the test the stakeholders perceived as the most important in society. Since language testing 'is and always has

been a social practice' (McNamara & Roever, 2006), such social agendas embedded in a language test should be taken into consideration when designing and implementing an educational policy involving the test concerned.

Appendix 13.1 Regulations for promoting students' English proficiency

提升學生英語能力實施辦法

第三條 本校學士班學生，除依第五條得免修者，應於三年級起修習2學期之英語能力補強課程 ... 其他學系之英語能力補強課程為「英語會話聽力」及「英文閱讀寫作」。

Regulation no.3:

All students who are receiving the Bachelor's degree, besides those who can have exemption according to Regulation no.5, are required to take two semesters of English remedial courses in their third year ... English remedial courses for non-English departments are 'English Conversation and Listening' and 'English Reading and Writing'. (Note: Contents of the regulation not related to non-English majors are omitted.)

第四條 英語能力補強課程為必修，零學分，及格分數為60分，課程未通過者，必須重修，全部通過者始得畢業。

Regulation no.4:

The English remedial courses are required courses with no credits. The fail and pass grade is 60. Those who failed the courses have to re-take the courses and only those pass all the courses can be graduated.

第五條 本校學生符合下列條件之一，並於三年級加退選時間結束以前繳交相關證明文件，得免修英語能力補強課程：

2.其他學系學生：

- (一)全民英檢（GEPT）中級初試（含）以上。
- (二)托福（紙筆測驗）457（含）以上。
- (三)托福（電腦測驗）137（含）以上。
- (四)托福（網路測驗）47分（含）以上。
- (五)多益測驗（TOEIC）550（含）以上。
- (六)國際英語測驗（IELTS）4級（含）以上。
- (七)其他經教務處及相關科系認可之語文檢定或測驗標準。

Regulation no.5:

Students in this university can receive exemption from English remedial courses by reaching one of the standards listed below and by providing documents of proof before the end of the add and drop period (i.e. when students decide which course to take) in their third year.

2. Non-English majors:

- (1) GEPT Intermediate Level 1st Part and above
- (2) TOEFL (paper-version) 457 and above
- (3) TOEFL CBT 137 and above
- (4) TOEFL iBT 47 and above
- (5) TOEIC 550 and above
- (6) IELTS 4 and above
- (7) Other proficiency tests or standards approved by the Office of the Academic Affairs and related departments.

Appendix 13.2 Comparison between University A test item and the GEPT elementary level

Listening	University A test paper	GEPT elementary level
Question and statement response: test instruction	每題請聽錄音機播出一英語問句或直述句之後，從試題冊上A、B、C三個回答或回應中，找出一個最適合的作答。每題只播出一遍。(For each item, please listen to a question or a statement from the audio recorder. Choose the most appropriate answer from the three answers or responses in a, b, and c. Each item is played only once.)	請聽錄音機播出一個問句或直述句後，從下面A、B、C三個回答或回應中，找出一個最適合的作答。每題只播出一遍。 (Please listen to a question or a statement from the audio recorder. Choose the most appropriate answer from the three answers or responses stated in a, b, and c. Each item is played only once.)
Sample test item	1. (Audio: How often do you clean the house?) A. Yes. My house is very clean. B. Twice a week. C. We usually clean the house on Sunday.	1. (Audio: Who's that tall handsome man?) A. He's studying. B. He's my cousin. C. He's not very happy.

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