GEPT® Research Highlights

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  C. L. Lee & J. Wu (2016), English Teaching & Learning, 40(3), 61-86
  In order to critically examine the MOE’s English graduation benchmark policy, this study investigated 1620 university students’ attitudes towards the policy and the relationships among their attitudes, learning motivation, test anxiety, test value, and test performance. The findings contribute to our understanding of university students as the major stakeholder group of the English graduation benchmark policy.

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  This study reports procedures for constructing vertical scales for four levels of the GEPT Listening and Reading tests. Results showed that the scaling of both Listening and Reading tests was effective, and that the relationships between examinees’ IRT ability estimates and their operational scores across the four GEPT levels were relatively linear.

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- Validating Second Language Reading Examinations: Establishing the Validity of the GEPT through Alignment with the Common European Framework of Reference
  This study examined the validity of the GEPT Intermediate and High-Intermediate Level reading tests in terms of contextual parameters, cognitive processing skills and test results. The CEFR and CEFR-aligned Cambridge PET and FCE served as external referents for a review of the similarities and differences between the GEPT reading tests. The findings support the construct validity of the GEPT.

- Motivation and Test Anxiety in Test Performance across Three Testing Contexts: The CAEL, CET, and GEPT
  This study examined test-takers’ motivation, test anxiety, and test performance in three high-stakes language tests—the CAEL in Canada, the CET in China, and the GEPT in Taiwan. Results showed that differences in motivation and test anxiety emerged with regard to social variables, and that motivation and test anxiety along with personal variables were associated with test performance.

LTTC Language Teaching & Testing Research Grants
To promote research in the area of language teaching, learning, and testing, the LTTC offers grants and test data to teachers and graduate students in Taiwan and encourages research dissemination. Research topics include but are not limited to language teaching, learning, and assessment; linguistics and applied linguistics; and language-related interdisciplinary research.

relating the GEPT Speaking Tests to the CEFR
A. Green & C. Inoue (2017), LTTC-GEPT Research Report RG-09
This study aimed to relate the GEPT speaking tests to the CEFR by employing the multi-stage approach recommended by Council of Europe (2009). The study used an innovative standard text template in the specification stage to better convey the outcomes to test users and adopted a twin-panel approach in standard setting stage. Results showed that the speaking tasks largely aligned well with their intended CEFR levels.

linking the GEPT Writing Sub-test to the Common European Framework of Reference (CEFR)
This study aimed to align the GEPT writing test to the CEFR by following the procedures set out in the Manual (CoE, 2009). The study adopted a twin-panel approach and employed two standard setting methods. Results showed that the GEPT writing tests aligned well with the intended CEFR levels, but it is suggested that the existing pass scores be set slightly lower to reflect the relevant CEFR level benchmarks.

researching the cognitive validity of GEPT High-Intermediate and Advanced Reading: An Eye Tracking and Stimulated Recall Study
This study investigated the cognitive validity of the GEPT High-Intermediate and Advanced Level reading tests using eye-tracking technology and stimulated recall interviews and surveys. Results showed that both tests elicited lower and higher cognitive processes, with the Advanced test including one additional process—integrating information across texts, the highest level in Khalifa and Weir’s scheme (2009).

a comparability study between the general English proficiency test – advanced and the Internet-Based Test of English as a Foreign Language (IBT TOEFL)
A. J. Kunnan & N. Carr (2015), LTTC-GEPT Research Report RG-06
This study investigated the comparability of the GEPT Advanced Reading and Writing Test and the IBT TOEFL. Results showed that the reading passages in the two tests are comparable in many ways but differ in several key aspects. Furthermore, scores on both tests are highly inter-correlated with each other, but the GEPT Advanced Level Test may be somewhat more difficult than the IBT TOEFL.

linking the GEPT Listening Test to the Common European Framework of Reference
T. Brunfaut & L. Harding (2014), LTTC-GEPT Research Report RG-05
This study aimed to provide empirical evidence for the claimed connection between the GEPT listening test suite and the CEFR. The study adopted an asynchronous twin-panel approach, and the investigation followed the procedures set out in the Manual (CoE, 2009). Results showed that the first four levels of the GEPT listening suite broadly correspond to the A2 to C1 CEFR levels.

a registration analysis of advanced GEPT examinees’ written production
D. Qian (2014), LTTC-GEPT Research Report RG-04
This study examined the register features of test-takers’ written performances on the two GEPT Advanced Level writing tasks. Findings revealed that: a) Task 1 tends to elicit a more formal register than Task 2; b) the register features were distinct lexico-grammatically and semantically across the output of the tasks; and c) both tasks are able to elicit academic register at the lexical level.

examining the context and cognitive validity of the GEPT advanced writing task 1: a comparison with real-life academic writing tasks
This study investigated the context and cognitive validity of the GEPT Advanced Level Writing Task 1 both qualitatively (i.e., expert judgment) and quantitatively (i.e., an automated textual analysis tool and a questionnaire). Analyses of the data showed that the GEPT writing task is comparable to real-life writing tasks in terms of context and cognitive validity.

a comparability study on the cognitive processes of taking graph-based GEPT-advanced and IELTS-academic writing tasks
G. Yu & S. W. Lin (2014), LTTC-GEPT Research Report RG-02
This study investigated the comparability between the GEPT Advanced Level Writing Task 2 and IELTS Academic Writing Task 1 by analyzing test-takers’ performances and cognitive processes while completing the tasks. Findings showed that while test-takers’ scores on GEPT and IELTS were highly correlated, differences in the cognitive processes were clearly evidenced.

examining the criterion-related validity of the GEPT advanced reading and writing tests: comparing GEPT with IELTS and real-life academic performance
This study addressed the relationships of the reading and writing scores between the GEPT Advanced Level and IELTS, and between the GEPT Advanced Level and test takers’ performance on real-life academic writing tasks at undergraduate level. Moderate to strong positive correlations were found in both investigations.

gept research highlights

the off relationship between English writing complexity, accuracy, and fluency: a case study on GEPT high-intermediate writing tests
M. H. Lin (2015), LTTC Language Teaching & Testing Research Report RL-03
This study investigated the trade-off relationship between levels of complexity, accuracy and fluency in Taiwanese EFL learners’ writing output. The results indicated a possible trade-off relationship between complexity and fluency/accuracy irrespective of the overall writing proficiency levels. However, such a trade-off relationship is not significantly correlated with test-takers’ writing scores.

examining the conformity of the GEPT test takers’ output to the noun phrase accessibility hierarchy
This study tested the Noun Phrase Accessibility Hierarchy (NPAH) by examining GEPT writing and speaking samples. Quantitative analysis indicated that the GEPT test-takers’ language output did not follow the NPAH predictions entirely. On the other hand, qualitative analysis suggested that test-takers generally showed progress in their relative clause production from level to level in terms of attempts, accuracy, and types.

other selected studies

(explores strategy use in L2 Speaking Assessment
H. T. D. Huang (2016), System, 63, 13-27
This study investigated test-taking strategies and their relationship with performance on the GEPT Intermediate Level Speaking Test. It was found that: a) test-taking strategy use comprised cognitive, communication, and affective strategy use; b) the speaking test did induce construct-relevant strategic behaviors; and c) communication strategy use influenced speaking performance directly, while both cognitive strategy use and affective strategy use did so indirectly.

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