

Development and Validation of the Self-Assessment Scales for Taiwanese EFL Learners

Jessica R W Wu, Matt C L Lee and Judy H Y Lo

The Language Training & Testing Center

jw@lrtc.ntu.edu.tw; stat@lrtc.ntu.edu.tw; rd@lrtc.ntu.edu.tw

This paper reports the development and validation of the self-assessment scales based on the GEPT framework. The GEPT is a five-level criterion-referenced EFL testing system widely implemented in Taiwan to assess general English proficiency of EFL learners at all levels. In common with most self-assessment scales, the GEPT self-assessment scales are intended to encourage autonomous learning by giving learners greater control over their learning and enhancing their awareness of their learning and proficiency. They also allow learners to estimate their ability by using their self-assessment results before registering for a GEPT level which best matches their ability. To develop the self-assessment scales, the research first produced can-do statements for each language skill using expert judgment. Then, it investigated empirically the relationship between learners' ability estimated by their self-assessment results and their ability assessed by their actual GEPT test results. Statistical analysis by Rasch and Ordinal Logistic Regression was based on a sample of 10,000 learners who were invited to take part in the GEPT and to respond to the self-assessment statements. Results show that the self-assessment scales have achieved acceptable accuracy in estimating learners' GEPT levels, ranging from 65% to 78% across language skills. The self-assessment scales, accompanied by practice tests and feedback, have been provided as a free online learning resource accessible to Taiwanese EFL learners. User feedback on the resource was collected to inform the improvement of the self-assessment tool.

Keywords: scale, self-assessment, Rasch, Ordinal Logistic Regression