Views of Some Taiwanese Students and Teachers on English Language Testing and Assessment

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Abstract

English learning and assessment have undergone a critical change in Taiwan in the past few years, particularly since the launch of the General English Proficiency Test (GEPT) in 2000 and the adoption of the CEFR framework by the Ministry of Education in 2005. As part of the research project on the impact of the GEPT, this study aimed to investigate views of some Taiwanese students and teachers on English language testing and assessment (both external examinations and classroom assessment) by means of questionnaire survey. A total of 229 students and 89 teachers from high schools and universities in Taiwan were invited to participate in the study. Several interesting findings were revealed, including

1. students tended to respond to classroom assessment more positively;
2. external exams which assesses production skills (speaking and writing), e.g., GEPT, were reported by teachers to have positive effects on classroom teaching and assessment;
3. the views of students and teachers on English language assessment, i.e., test quality and common assessment practices, were rather similar, albeit there was a minor degree of discrepancy;
4. an inconsistency in common assessed areas between external exams and classroom assessment was found.

Overall, the findings of this study have increased understanding of what the stakeholders of students and teachers think about language assessment and its effects. These will be of use in future research on language assessment for Taiwanese students and teachers.