

An Investigation of the Relationships between Strategy Use and GEPT Test Performance

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Abstract

This study investigated language learner strategy use reported by 567 Taiwanese EFL learners through a questionnaire and the relationships of strategy use to language performance in the General English Proficiency Test (GEPT) -- Listening and Reading, at the intermediate level. Statistical analyses were employed to explore the complex relationships between test-takers' cognitive and metacognitive strategy use and L2 test performance. Major findings include

1. Learners used more metacognitive strategies than cognitive strategies in general.
2. Some strategies were found to be significant predictors of test performance, accounting for 14% of the variance.
3. Variations in the effect of learner strategy use may be associated with L2 proficiency and the language skill (listening vs. reading) assessed in the test being investigated.
4. Some strategies were used more frequently by the higher achievers, which suggests that particular strategies are useful for EFL learners.

Despite the limitations, the findings have a number of implications for pedagogy and future research.

Key Words: strategy use, cognitive and metacognitive processing; GEPT