

## **Voices from stakeholders: What makes a test of English more locally appropriate?**

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In response to the call that the assessment of English proficiency should take heed of the diverse contexts of English use in view of the increasing discussion of teaching and testing English as an international language (e.g., Conagarajah, 2006; Jenkins, 2007), in this study we investigated what characteristics a locally-appropriate test of English for young learners in Taiwan should include from the perspectives of multiple stakeholder groups, including parents, English teachers, score users, and language testing professionals. A questionnaire survey was conducted to collect stakeholders' attitudes towards a number of test properties, including accent, written convention, content, item development, rating, score reporting, etc. Survey responses indicated that various factors were recognized as key characteristics which make a test more appropriate to Taiwanese young learners and score users. Further analysis indicated that perceptions varied to a certain degree across stakeholder groups. The findings contribute to our understanding of the assessment of young learners' ability in English communication in the local context. The results can also inform the alignment of testing practices with the reality of English language use locally as well as globally, which suggests implications to local test developers with regards to test development and delivery.