Panel Discussion Abstract

Date: Friday, April 19
Time: 11:30~12:30
Room: IB-101

Title: The BEST Test of English Proficiency (BESTEP): Contextual Needs, Realization, and Future Directions

Moderator:
Chiou-Lan Chern 陳秋蘭 (National Taiwan Normal University)

Panelists:
Dr Jessica R. W. Wu 吳若蕙 (Language Training & Testing Center)
Dr Rachel Y. F. Wu 吳怡芬 (Language Training & Testing Center)
Anita C. W. Lin 林君文 (Language Training & Testing Center)
Joyce S. Chin 金韶 (Language Training & Testing Center)

Discussant:
Professor Vincent W. C. Chang 張武昌 (National Taiwan Normal University)

Abstract (with synopses of the four papers):

This panel discussion provides an in-depth exploration of the BEST Test of English Proficiency (BESTEP), an English for Academic Purposes (EAP)-oriented assessment tool recently developed in support of Taiwan's bilingual education policy. Supported by the Ministry of Education and developed by the Language Training and Testing Center (LTTC), BESTEP adeptly addresses the needs of an increasingly globalized educational milieu in Taiwan's higher education, while maintaining alignment with the CEFR framework. Furthermore, BESTEP recognizes its pivotal role in fostering the language proficiency of EFL learners in Taiwan and employs innovative measures aimed at facilitating the integrations of assessment, instruction, and learning.

The 1st paper presented by Jessica R. W. Wu will delve into the origins of BESTEP, with a focus on the specific contextual requirements and policy influences that shaped its development. The 2nd paper presented by Rachel Y. F. Wu will examine the intricacies of the design and implementation of BESTEP, highlighting its alignment with EAP skills crucial for university-level education and its integration with principles

of learning-oriented assessment. The 3rd paper presented by Joyce S. Chin will explore the BESTEP's potential impact on EAP instruction and learning at the tertiary level, drawing the interactive connections to broader socio-cultural dynamics. The 4th paper presented by Anita C. W. Lin will showcase the resources and support mechanisms designed for different BESTEP's stakeholders and investigate their implications for fostering a positive feedback loop among learning, teaching, and assessment. The panel will conclude with a discussion on potential avenues for advancing BESTEP within a bilingual educational environment.

Individual paper titles:
1. **The BESTEP: Analysis of contextual necessities and policy drivers**
2. **Enhancing university-level EAP skills through BESTEP: Impact by design and learning-oriented implementation**
3. **Investigating the interactive connections of BESTEP with university-level EAP courses**
4. **Engaging BESTEP's stakeholders: Resources and support**

References:

Chan, Sathena H.C., Wu, Rachel Y. F., & Weir, Cyril J. (2014). *Examining the context and cognitive validity of the GEPT Advanced Writing Task 1: A comparison with real-life academic writing tasks*. LTTC-CRELA Collaboration Project RG-03.

Chalhoub-Deville, M. & O'Sullivan, B. (2020). *Validity: Theoretical development and integrated arguments.* British Council Monographs on Modern Language Testing. Equinox Publishing.

Cheng, L. & Watanabe, Y. (Eds.) (2004). *Washback in language testing: Research context and methods*. Lawrence Erlbaum Associates.

Green, A. (2007). *IELTS washback in context: Preparation for academic writing in higher education,* Studies in language testing 2. Cambridge University Press.

Weir, C. J. (2005). *Language testing and validation: An evidence-based approach*. Basingstoke, UK: Palgrave Macmillan.