

2022 Alan Davies Lecture

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Changing landscape of English language testing: Glocalization and validation in practice

Date and Time: 4:00 – 5:10 9th March (EST) / 9:00 – 10:10 9th March (UTC) / 18:00 - 19:10 9th March (JST)



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Abstract

I have been working on Taiwan's locally-produced English language proficiency test, namely the GEPT, for the past 20 years. While the GEPT is a test that is intended to be used within a specific context, studies show its quality meets the common standards of the international testing community. Such a test can be considered a manifestation of the notion of glocalization, and additional tests of this nature have been developed and used in Asia (Weir, et al., 2019). Yet glocalization is not limited to locally-produced tests alone; it can also be realized in international tests, as advocated by O'Sullivan (2019). Therefore, I envisage that, whether we develop an international test or a locally-produced test, we work on a continuum, of which globalization and localization represent the two ends. Looking into the increasing practices of glocalization in the changing language testing world, I suggest that more attention be paid to test glocalization, in consideration of the intricate connections (tensions and synergies) between localization and globalization.

In this presentation, I use the GEPT as a case study to exemplify the key issues which have emerged during the process of glocalization from a range of aspects, including development, research, and validation, based on the socio-cognitive model of validation. Having recently participated in testing and

assessment projects that support Taiwan's 2030 Bilingual Nation Policy, I demonstrate the realization of glocalization in a policy-related initiative: the development of CLIL (Content and Language Integrated Learning) assessment for Taipei primary schools. I revisit key examples from the project and discuss some dilemmas and challenges that have tested developers' attempts to serve education goals in complex bilingual education contexts.

By reflecting on test glocalization in various projects, I carry the discussion of glocalization beyond the test itself to consider glocalization as an argument-based approach to co-constructing validation by both test developers and key stakeholder groups, including test-takers, policy makers, and influencers, throughout the progression from test development to test use (O'Sullivan & Micheline, 2021). I conclude by suggesting that what matters is not whether the test claims to be local, glocal, or global, but whether its intended use can be justified educationally, socially, and culturally; this perspective resonates with the main ethical principles advocated by Alan Davis.

2022 「艾倫戴維斯講座」

英國文化協會贊助

改變英語測驗的面貌：全球在地化與效度驗證之實踐

時間：4:00 – 5:10 9th March (EST) / 9:00 – 10:10 9th March (UTC) / 18:00 - 19:10 9th March (JST) / 17:00 – 18:00 9th March (TW)

語言訓練測驗中心研發長 吳若蕙

摘要

過去二十多年中我投注於臺灣在地發展的英語能力測驗—「全民英檢」。雖然「全民英檢」開始的規劃為在地情境使用，但研究結果顯示「全民英檢」的品質符合國際測驗界所認可的標準。這樣的測驗可視為「全球在地化」的具體呈現，而同樣具備此一特質的語言測驗也開始在亞洲各地研發與施測 (Weir, et al., 2019)。然而「全球在地化」並不僅限於在地研發的測驗，如同 O'Sullivan 所提倡 (O'Sullivan,

2019)，此一理念同樣可適用於國際測驗。因此不論我們是研發「國際化」或「在地化」的測驗，都是在同一個連續體上，一端是「國際化」，一端是「在地化」。有鑑於「全球在地化」在多變的語言測驗世界裡的實踐逐漸增加，考量「在地化」與「全球化」之間微妙的張力與共力，我認為測驗的「全球在地化」應受到更廣泛的關注。

在今天的演講中，我利用「全民英檢」來說明在實踐「全球在地化」的過程中所衍生的關鍵議題，並以「社會認知架構」效度驗證模式為基礎，探討測驗研發的各面向。基於我近期參與 2030 雙語教育政策相關測驗發展計畫之經驗，我將以研發臺北市國小 CLIL 評量為例，闡示「全球在地化」在政策倡議下的體現，並藉由實例探討在複雜的雙語教育情境下，評量研發者在落實預期教育目標的過程中所遇到的挑戰與抉擇。

藉由反思「全球在地化」在不同評量計畫的實踐，我把「全球在地化」的探討範圍擴大到測驗本身以外，將其定位為效度論證的一部分。依據此觀點，測驗研發者與測驗利害關係人，包含考生、政策制定者及具影響力的人士，在測驗從研發到使用的進展過程中，共同建構測驗的效度（O'Sullivan & Micheline, 2021）。我在演講的最後總結：我們真正需要關注的並不是一項測驗自許為「在地化」、「全球化」或「全球在地化」，而是從教育、社會、文化各面向，檢視這項測驗的使用是否因地制宜，發揮正面的效益。這個論點與 Alan Davies 所主張的測驗倫理守則不謀而合。

Bio

Jessica R. W. Wu holds a PhD in Language Testing and is currently Director General for Research and Development at the Language Training & Testing Center (LTTC) in Taiwan. She has been deeply involved in the research and validation of the GEPT, the most widely recognized English language test in Taiwan. She also serves as an adviser to the government on the development and administration of L1 tests. She has published numerous articles and book chapters in the field of language testing and has presented her work at conferences around the world. She co-edited books on English language proficiency

testing in Asia and on the implementation of EMI programs in Chinese-speaking regions in 2019 and 2021 respectively. She is a past president of the Asian Association for Language Assessment (AALA) and an Individual Expert Member of the Association of Language Testers in Europe (ALTE). Recently, she has devoted her time to the promotion of bilingual education in Taiwan. She is a strong advocate for building a more locally-appropriate model for Taiwan's bilingual education. She is currently overseeing various projects supported by the government in this field, covering topics such as the development of English assessment tools for college students and the preparation of school teachers in readiness for EMI and CLIL programs.

簡介

吳若蕙 擁有語言測驗評量博士學位，目前是台灣語言訓練測驗中心 (LTTC) 的研發長。她一直深入參與台灣最廣泛認可的英語能力測驗(全民英檢)的研發。她還獲邀擔任政府本土語言能力測驗的考試委員。她在語言測驗領域發表了許多文章和書籍章節，並在世界各地的研討會演講。她分別於 2019 年和 2021 年共同編輯了關於亞洲英語測驗和中文地區 EMI 實施的專書。她是亞洲語言評量協會 (AALA) 的前任主席和歐洲語言測試者協會 (ALTE) 的個人專家。近來，她致力於在台灣推動雙語教育，她極力主張為台灣雙語教育建立因地制宜的模式。她目前參與政府雙語教育相關的專案，涵蓋的主題包括為大學生開發英語評量工具、EMI 和 CLIL 師訓等。