GEPT®
全民英檢

承先啟後 再創輝煌

Building on the Past, Creating a Brighter Future

目錄
Table of Contents

I 董事長的話
Message from the Chairperson

語言訓練測驗中心董事長
陳文章教授
Prof. Wen-Chang Chen,
Chairperson of
the LTTC Board of
Directors

語言訓練測驗中心（LTTC）自創立以來，致力提升國人英語力，融合教學實務與評量專業，發展具國際視野的語言測驗。全民英檢（GEPT）應運而生，25 年來不僅呼應英語教育需求，更透過長期實證研究驗證其對學習成效與教學影響的正面貢獻（例：經分析歷年考生的成績大數據，顯示國內學習者顯著進步，英語能力確實有提升；報考聽讀說寫四項測驗的比例逐年增高，成功地帶動學習英語四技並重的風氣），成為亞洲在地化英檢的典範。

面對全球化與雙語政策，本中心將持續與政府、學界及國際夥伴合作，推動優質評量與教育資源普及，並導入數位科技與人工智慧，拓展全民英檢的教育功能與社會價值。謹以此誌慶全民英檢 25 週年，感謝各界支持，期許與臺灣英語教育攜手邁向下一個里程碑。

Since its founding, the Language Training and Testing Center (LTTC) has been committed to enhancing the English proficiency of people in Taiwan by integrating practical teaching experience with assessment expertise, and by developing language tests aligned with international standards. The General English Proficiency Test (GEPT) was launched in response to this mission.

Over the past 25 years, the GEPT has not only addressed the evolving needs of English education but also demonstrated—through long-term empirical research—its positive influence on both learning outcomes and classroom instruction. For instance, analysis of test-taker performance over the years shows significant progress among Taiwanese learners, with clear gains in language proficiency. Moreover, the proportion of candidates taking all four tests—listening, reading, speaking, and writing—has steadily risen, successfully promoting a well-rounded approach to English acquisition. Today, the GEPT stands as a leading model of localized language assessment in Asia.

In response to globalization and Taiwan's bilingual policy, the LTTC will continue to collaborate with government agencies, academic institutions, and international partners to promote high-quality assessment and expand access to educational resources. By embracing digital innovation and artificial intelligence, we aim to broaden the educational reach and societal impact of the GEPT.

On the occasion of the GEPT's 25th anniversary, I extend my sincere appreciation to all those who have supported this endeavor. We look forward to continuing our partnership with Taiwan's English education community as we move toward the next milestone.

II 執行長的話
Message from the CEO

全民英檢自 2000 年推出以來，在歷任董事會、主任 / 執行長與中心同仁的耕耘下，奠定堅實基礎。衷心感謝前輩們的領航與努力，讓現今的團隊得以承接這份使命，繼續推動創新與精進。也格外感激全力配合的協辦學校、犧牲假期的試務人員及辛勤嚴謹的評分老師，讓每一次的測驗都得以順利進行，為應考人提供穩定優質的服務。

25 年來全民英檢服務超過千萬人次，感謝各界對我們的信賴與肯定。我們很榮幸能夠為國家的教育和語言政策盡一份心力，從推廣終身學習到落實雙語政策，全民英檢一直是重要的輔助工具。我們也努力扣緊社會的變化與需求，為各年齡層的求學求職加值，協助教育界和產業界選才育才。

近年來，我們不斷優化測驗與服務，致力於實踐促進教學、學習、評量的正向循環的理念。從「GEPT 聽診室」到「全民英檢 i 學網」，運用數位工具與個人化診斷回饋，幫助學習者持續成長，也透過補助與差異化服務，落實教育公平。展望未來，LTTC 團隊將強化專業品質，結合 AI 與大數據，拓展全民英檢的教育影響力，邁向下一個里程碑，持續成為最值得信賴的語言學習評量夥伴。

語言訓練測驗中心執行長
李欣穎教授
Prof. Hsin-Ying Li,
CEO of the LTTC

Since its inception in 2000, the GEPT has been built on a strong foundation, thanks to the dedication of successive boards, directors, and the devoted LTTC team. I offer my heartfelt gratitude to the pioneers who paved the way, enabling us to carry forward the mission and pursue continuous improvement. I am also grateful to our partner schools, test administrators who give up their weekends, and our meticulous raters whose commitment ensures fair, high-quality evaluation for every test session.

Over the past 25 years, the GEPT has served more than 10 million individuals. We deeply appreciate the trust and support from all sectors of society. It is a privilege to contribute to national English education—supporting lifelong learning and advancing Taiwan's bilingual policy. We remain focused on adapting to changing needs, expanding opportunities for learners of all ages, and assisting the education and industry sectors in talent development.

In recent years, we have refined our assessments and services, staying true to our belief in a positive cycle of teaching, learning, and assessment. From Dr. GEPT to GEPT iPrep, we have integrated digital tools and personalized feedback to support continuous learning. Through subsidies and tailored services, we also strive to promote educational equity. Looking ahead, the LTTC will continue to raise professional standards, harness AI and big data, and expand GEPT's educational impacts. Together, we look forward to continuing as Taiwan's most trusted partner in English learning and assessment.

III 副執行長暨研發長的話
Message from the Deputy Executive Director and Director General for R&D

語言訓練測驗中心副執行長
兼研發長
吳若蕙博士
Dr. Jessica R. W. Wu,
Deputy Executive Director
and Director General for
R&D, LTTC

全民英檢是我生命的一部分，也是我職涯發展的基石。從一顆種子開始，我有幸參與播種與耕耘，見證它成長為一棵茁壯的大樹，為千萬學習者帶來英語學習的動力與目標。

它所堅持的在地化、國際接軌，以及以學習者為中心的理念，也成為我一路堅守的信念。我期許全民英檢這棵大樹的下一個里程碑，是能蔚為一片由無數學習者、教師與夥伴共同孕育的英語學習林地。我深信，只要心中有光，這片森林終將繁茂成真。

The GEPT is not only an integral part of my life, but also the cornerstone of my professional growth. From the GEPT's earliest beginnings as a single seed, I have had the privilege of helping to sow and cultivate it, witnessing its transformation into a strong and flourishing tree that has provided over ten million learners with motivation and direction in their English learning journeys.

The principles it upholds—local relevance, global alignment, and a learner-centered approach—have also become the guiding convictions in my own professional path. I envision the next milestone in the GEPT's evolution as a vibrant forest, forming a rich and sustainable ecosystem of English learning, nurtured through the shared dedication of learners, teachers, and partners. With unwavering belief, I trust that as long as we carry light in our hearts, this forest will continue to thrive and grow in lasting abundance.

IV 前任執行長 / 主任的話
Messages from Former CEOs and Directors

(以姓氏筆畫排序)

LTTC 被譽為臺灣語言檢測的金字招牌，自行研發的全民英檢廣受國際知名學術機構認可，貢獻有目共睹。期待下一個二十五年，全民英檢繼續發揮力量，為臺灣的英語教學領航。

The LTTC is widely recognized as Taiwan's gold standard in language assessment, and its independently developed GEPT has gained recognition from renowned academic institutions worldwide. Its contributions are evident and far-reaching. I look forward to the GEPT continuing to lead and inspire English education in Taiwan for the next 25 years.

前語言訓練測驗中心執行長
沈冬
Prof. Tung Sheng,
Former LTTC CEO

恭賀全民英檢 25 週年！曾有幸參與全民英檢國際化推動的初期歷程，見證它如何從在地出發、放眼全球，落實以學習者為本的評量願景。祝全民英檢未來再攀高峰，續寫屬於這片土地的精彩故事！

I had the honor of being part of the efforts to promote the GEPT internationally and witnessed how it grew from a locally developed test to a glocalized assessment, all while staying true to its learner-centered vision. Wishing the GEPT continued success as it reaches new heights and writes even more remarkable chapters for Taiwan!

前語言訓練測驗中心主任
高天恩
Prof. Tien-En Kao,
Former LTTC Director

前語言訓練測驗中心執行長
廖咸浩
Prof. Hsien-Hao Liao,
Former LTTC CEO

任何外語的檢定測驗都必須在地化，以針對不同地區學習者的需求，準確檢測其成效。然而全球各地卻只有臺灣的 LTTC 引領風潮創設了全民英檢，且至今後無來者。這是獨一無二的里程碑，也為外語學習找到了正確的路徑。

Every foreign language proficiency test must be localized in order to meet the specific needs of learners in different regions and accurately assess their progress. Among language testing institutions worldwide, only the LTTC in Taiwan has led the way in establishing the GEPT—a pioneering effort that remains unmatched to this day. This is a truly unique milestone that has charted the right path for language learning.

前語言訓練測驗中心執行長
蘇以文
Prof. I-Wen Su,
Former LTTC CEO

邁入 2025 代表著全民英檢在臺灣及國際語言教育領域已耕耘了四分之一世紀。全民英檢這個優質測驗為人們開啟了機會的大門。祝賀全民英檢 25 週年快樂，並祝未來更長遠卓越！

2025 marks the GEPT's a quarter-century of supporting language education in Taiwan and beyond. Your reliable assessments have opened doors to opportunity. Happy 25th Anniversary and many more to come.

V 全民英檢大事紀
GEPT Milestones

序曲 ｜ 外語教育的先驅
Prelude: A Pioneer in Foreign Language Education

1997
財團法人語言訓練測驗中心率先成立諮詢委員會，開始勾勒出首套專為國人研發的英檢雛型。
The LTTC establishes the first advisory committee to begin outlining Taiwan's first locally developed English proficiency test.

1998
教育部推動「終身學習」政策，推廣全民學習外語為行動方案之一。
The Ministry of Education (MOE) launches the "Lifelong Learning" policy, which includes promoting foreign language learning for all.

1999
語言訓練測驗中心獲教育部補助，於三年內完成五級測驗的研發。
With funding from the MOE, the LTTC begins the development of the GEPT, aiming to complete it within three years.

2000 ～ 2004 ｜ 研發新創期
成功打造國內首套聽讀說寫全面評量系統，建立專業可信的品牌形象
Launching Taiwan's First Comprehensive English Proficiency Test

2000
推出首場中級測驗，建立國內英語能力評量的新標竿。
The first Intermediate-level GEPT is administered, setting a new benchmark for English assessment in Taiwan.

2001
陸續邀請國際語言測驗評量權威，包含 Cyril Weir, Charles Alderson, Lyle Bachman, Tim McNamara 及 Antony John Kunnan 等知名學者教授為測驗品質把關。
Leading experts in language testing are invited to review the GEPT and ensure test quality.

2004
- 初、中、中高、高、優級，五級測驗開辦完成。
  All five levels of the GEPT: Elementary, Intermediate, High-Intermediate, Advanced, and Superior are implemented.
- 報考人次破百萬！
  Cumulative test-taker count surpasses 1 million.

2005 ～ 2009 ｜ 打造全民英語時代

推動全民學習英語的風潮，報考人數不斷攀升，並廣獲採認，成為主流英語檢定
Going Mainstream: GEPT Driving Nationwide English Learning

2005
進行歐洲語言共同參考架構（CEFR）對照研究，證實初級、中級、中高級、高級對應 A2、B1、B2、C1 級，研究成果獲得國際肯定。
GEPT-CEFR alignment research is conducted and gains international recognition, confirming GEPT levels correspond to A2, B1, B2, and C1, respectively.

2006
全民英檢成績廣獲政府機構和企業採用，作為評估英語能力的重要依據。
GEPT scores are widely accepted by government agencies and companies in Taiwan.

2007
- 與中研院合作，首赴越南河內施測。
  The GEPT collaborates with Academia Sinica to administer the test for the first time in Hanoi, Vietnam.
- 建置學習者語料庫，收錄考生逾 200 萬詞彙，分析實際寫作作答資料。
  The LTTC English Learner Corpus (LTTC–ELC) is developed, containing over two million words from test-takers' writing samples.

2008
獲國際語言測驗期刊《Language Testing》專文介紹，肯定測驗品質。
The GEPT is featured in the international journal, *Language Testing*, and praised for its high quality.

2009
- 設置全民英檢優秀作文獎。
  The GEPT Outstanding Writing Award is established.
- 開始定期舉辦「LTTC 國際學術研討會」。
  The LTTC begins hosting regular international conferences.

2010 ～ 2014 ｜ 全民英檢證書，通行國內外

國際認可逐步擴展，並發展多元測驗服務，鞏固國內英檢領導品牌地位
Gaining Global Recognition: GEPT Diversifying Services and Reinforcing Its Position

2010
- GEPT 成績獲 27 國 97 所大學採認。
  The GEPT has been recognized by 97 universities in 27 countries.
- 赴中國為東莞及華東台商子弟學校施測。
  The GEPT is administered for students in Taiwan Businessmen's Dongguan School and Huadong School in China.
- 正式導入電腦化測驗。
  The GEPT computer-based test (CBT) is introduced.

2012
《全民英檢通》APP 上市。
The GEPT mobile learning app is launched.

2013
獲外交特考採認。
GEPT scores are adopted as a screening tool for Taiwan's Foreign Service Officer Examination.

2014
- 成功經驗輸出越南；為越南外國語大學辦理英語評量研發工作坊。
  The LTTC shares GEPT experiences and conducts English assessment workshops for scholars at ULIS in Hanoi, Vietnam.
- 報名全面 e 化、推出「全民英檢一日考」。
  The GEPT adopts the e-registration system and offers "One-Day GEPT," allowing test-takers to complete all four test sections in a day.

2015 ～ 2019 ｜ 向下扎根，素養啟航

對國人英語力產生積極正面的影響，配合 108 課綱，強化素養導向的評量設計
Enhancing Positive Impacts: Supporting Curriculum Reform and Skills-based Learning

2015

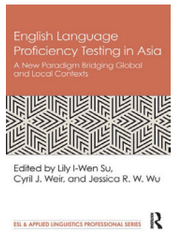
推出全民英檢學童版—「小學英檢」，提供個人化的 18 項能力指標達成率。
The GEPT Kids—a new assessment developed specially for elementary school students—is launched. It provides personalized feedback on 18 skill indicators.

2017

- 全民英檢聽讀說寫採電腦化與紙筆測驗雙軌並行。
  The GEPT is now available in both computer-based and paper-based formats.
- 主辦「亞洲語言測驗協會國際研討會」及「亞洲英語語言測試學術論壇」。
  The LTTC hosts the 4th Asian Association for Language Assessment (AALA) and the 19th Asia Forum for English Language Testing and Assessment (AFELTA) conferences in Taipei, Taiwan.

2019

- 聽讀能力逐年提升，20 年來考生中級聽力平均進步 11 分、閱讀進步九分，通過率提升超過二成。
  Over 20 years, Taiwanese test-takers' listening and reading scores have steadily improved. Average Intermediate-level listening scores have risen by 11 points, reading scores by 9 points, and the pass rate by over 20%.
- 《亞洲英語能力測驗：在地化與全球化融合之新模式》專書出版。
  English Language Proficiency Testing in Asia: A New Paradigm Bridging Global and Local Contexts is published.
- 辦理「素養導向教學與評量」教師增能活動。
  The GEPT hosts professional development workshops for teachers on competency-based teaching and assessment.



2020 ～ 2025 ｜ AI 時代，引領 i 學趨勢

結合 AI 科技創新，打造個人化學習與評量資源，持續引領國內英語評量新趨勢
Leading with AI & Digital Innovation: A New Era of Personalized Learning and Assessment

2020

- 反映新課綱核心素養，調整初、中、中高級之聽讀測驗題型。
  Listening and reading test tasks for Elementary, Intermediate, and High-Intermediate levels are revamped to reflect the new curriculum's core competencies.
- 與幫你優合作推出「PaGamO 英語素養聯盟線上閱讀」課程。
  The LTTC partners with BoniO Inc. to launch the "PaGamO English Literacy Alliance" online courses.

2021

- 首創「GEPT 聽診室」個人化成績回饋服務，並取得獨家專利。
  Dr. GEPT is launched; an exclusive patent is obtained for this personalized score feedback service.
- 量能擴充：配合雙語政策，連續二年擴充考場至全國 22 縣市。
  In line with the bilingual policy, the GEPT expands testing capacity and establishes test sites in all 22 cities and counties in Taiwan.
- 《在地全球化在英語檢定測驗的體現：全民英檢》專書出版。
  General English Proficiency Test: Realizing Glocalization in English Language Proficiency Testing is published.

2022

運用「GEPT 聽診室」專利技術，與國發會合作推出「**全民英檢 i 學網**」，提供聽讀模擬測驗及個人化的診斷回饋。
The LTTC collaborates with the National Development Council to launch GEPT iPrep, an AI-powered learning platform using patented Dr. GEPT technology, offering listening and reading practice tests and personalized feedback.

2023 | 2024

啟動「運用 AI 人工智慧開發英語口說、寫作測驗自動評分之研究」，為**國內首度**利用在地標準化測驗全民英檢大數據，探索 AI 運用之可行性研究。
A research project exploring AI-assisted automatic scoring for GEPT speaking and writing tests is launched, which is Taiwan's first application of locally developed standardized test data to AI research.

2025

- 擴充「**全民英檢 i 學網**」功能：除了聽讀模擬試題，平台新增口說、寫作練習，提供 AI 評分以及發音、語法等個人化回饋。
  GEPT iPrep upgrades to include speaking and writing practice, offering AI scoring and personalized feedback on pronunciation, grammar, and more.
- 闈場導入線上評分訓練平台，全國超過百位評分人員透過加密管控機制，不受時地限制，於線上完成評分前訓練。
  A secure online training platform for over 100 GEPT raters nationwide is introduced, enabling flexible training.
- 擴大測驗費優惠至中低收入戶考生。
  The GEPT extends its test fee subsidies to test-takers from low-income and near-poor households.

累計服務超過 1,000 萬人次！
更多成就待解鎖，期許與您一起邁向下一個 25 年！
Over 10 Million Served and Growing!
Let's shape the next generation of English learning together!

VI 全民英檢 25 年：英語學習與教學的推進力量

四技並重的先驅

全民英檢是國內首個涵蓋聽、說、讀、寫四項英語技能的測驗，對學習者與教師產生深遠的正向影響。

促進英語向下扎根

考生呈現年輕化趨勢，學生有提前報考高一級數的現象。以中級為例，推出的十年內國中生平均約占中級考生 8%，近十年提高至超過兩成。

循序漸進的學習模式

考生依據分級架構設定目標，逐步建立實力與信心，初級考生中，約四成接續報考中級，中級考生中約二成接續報考中高級。

提升整體英語能力

25 年來，考生在聽讀成績上有明顯進步，高中生聽力成績進步 18 分、閱讀進步 13 分，國中生聽力進步 7 分、閱讀分數則持平。說寫技能也受到日益重視，各級考生平均約八成在二年內接續報考說寫測驗。

教師專業成長的夥伴

長期投入教師增能，透過教學與評量講座與工作坊，並提供多元的資源，促進教學與測驗的正向循環。

信效度研究持續精進

持續與國內外學者合作，採用「社會認知效度驗證框架」進行研究，確保測驗品質符合國際標準。至今已累積 10 項國內合作研究、12 項國際合作研究、41 篇專書期刊研究報告與 45 場研討會發表（詳見附錄）。

VI 25 Years of the GEPT: Advancing English Learning and Teaching

Pioneering in Four-Skill Assessment

The GEPT is the first English test in Taiwan to assess listening, speaking, reading, and writing, exerting a long-lasting, positive impact on learners and educators.

Extending English Learning to Younger Ages

Test-takers are getting younger, with some students choosing to take higher-level exams earlier. For example, in the case of the intermediate level, junior high school students accounted for an average of about 8% of test-takers in the first ten years after its launch, but this figure has risen to over 20% in the past decade.

Establishing a Step-by-Step Learning Pathway

Many test-takers use the GEPT's level-based framework to set learning goals, building both proficiency and confidence. Among elementary-level test-takers, approximately 40% subsequently take the intermediate-level test, whereas around 20% of intermediate-level test-takers proceed to the high-intermediate level.

Improving Overall English Proficiency

Over the past 25 years, test-takers have made significant gains in listening and reading scores. High school students showed an improvement of 18 points in listening and 13 points in reading, while junior high school students improved by 7 points in listening, with reading scores remaining stable. Speaking and writing skills are also gaining more attention; on average, around 80% of test-takers at each level proceed to take the speaking and writing tests within two years.

Creating a Partnership with Teachers for Their Professional Development

The GEPT has long supported teachers' growth through training workshops, lectures on instruction and assessment, and a wide range of teaching resources—fostering a positive cycle between teaching and testing.

Continuing Research on Validity and Reliability

The LTTC has collaborated with local and international scholars using the socio-cognitive validation framework to ensure that the GEPT maintains international quality standards. To date, these efforts have yielded 10 domestic collaborative research projects, 12 international collaborative research projects, 41 book chapters, research reports and journal publications, and 45 conference presentations (see Appendixes 1 & 2).

VII 承先啟後，創新前行

秉持教育初心，推動全民終身學習

全民英檢以鼓勵「終身學習」為初衷，致力提供具信效度的評量服務。過去 25 年來，全民英檢不只是測驗，更是陪伴學習者成長的夥伴，透過分級架構，協助國人循序漸進設定學習目標。

我們也持續落實教育平權，除長期協助特殊需求考生應試外，自 2025 年起擴大優惠對象至中低收入戶，預計每年支持逾 2,000 名弱勢學習者參與測驗。

展望未來，我們將推動更多彈性化施測與自主學習資源，滿足不同年齡與背景學習者的需求，讓全民英檢成為國人最佳的學習夥伴。

拓展國際合作，持續提升測驗品質

全民英檢深耕臺灣、放眼世界，測驗品質屢獲國際肯定，成為亞洲地區推動在地化語言測驗的典範。語言訓練測驗中心積極分享研發經驗，2019 年主編出版《亞洲英語能力測驗：在地化與全球化融合之新模式》，攜手六個亞洲測驗機構，展現亞洲英檢的多元實踐與國際潛力。

未來，全民英檢將進一步強化與全球語言教育界的交流合作，實踐在地全球化的同時，成為亞洲語言評量創新與專業的領頭羊。

與時俱進，以科技創新強化學習、教學、評量連結

面對 AI 時代來臨，全民英檢持續導入數位與智慧技術，從電腦化測驗到 AI 自動評分平台，全面升級評量品質與學習回饋。

我們將進一步強化平台互動性與適應性，整合語音辨識、語法分析等 AI 技術，協助學習者即時掌握進步方向，也協助教師快速獲得教學回饋。

未來，全民英檢將以科技為橋樑，深化學習、教學與評量的連結，打造以數據驅動、學習導向為核心的智慧語言學習環境。

VII Carrying the Legacy Forward, Innovating the Future

Upholding Our Educational Mission, Advancing Lifelong Learning for All

The GEPT was established with the goal of encouraging lifelong learning and has remained dedicated to providing valid and reliable assessment services. Over the past 25 years, the GEPT has become more than just a test—it has served as a trusted learning partner, helping individuals set progressive learning goals through its level-based framework.

In support of educational equity, we have long offered accommodation for test-takers with special needs. Beginning in 2025, we have expanded our subsidy program to include students from financially disadvantaged households, with the goal of supporting more than 2,000 underprivileged learners each year to participate in the GEPT.

Looking ahead, we will promote more flexible testing options and self-learning resources to meet the needs of learners of all ages and backgrounds, ensuring that the GEPT remains Taiwan's most supportive and accessible learning partner.

Expanding International Collaboration and Advancing Test Quality

Rooted in Taiwan with a global outlook, the GEPT has consistently earned international recognition for its high-quality standards, establishing itself as a model for localized language testing in Asia. The LTTC has actively shared its expertise in test development. In 2019, it published *English Language Proficiency Testing in Asia: A New Paradigm Bridging Global and Local Contexts*, co-edited with six language testing organizations across Asia, showcasing the region's diverse practices and international potential in English proficiency assessment.

Looking ahead, the GEPT will further strengthen collaboration with the global language education community. By advancing the integration of local relevance with global standards, it strives to be a leader in innovation and professionalism in language assessment across Asia—fulfilling the vision of "glocalization."

Advancing Progress, Shaping the Tech-Enhanced Synergy of Learning, Teaching, and Assessment

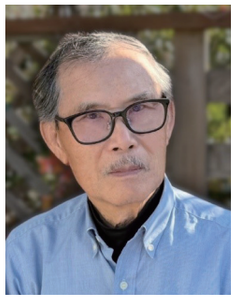
As we enter the age of AI, the GEPT continues to integrate technologies, from computer-based testing to automated scoring platforms, in order to enhance both assessment quality and learning feedback. We are further enhancing interactivity and adaptability across platforms by incorporating AI technologies such as speech recognition and syntactic analysis. These tools help learners gain real-time insights into their progress and provide teachers with fast, instructional feedback.

In the future, the GEPT will leverage technology as a bridge to strengthen the connection between learning, teaching, and assessment, creating a smart, data-driven, and learning-oriented language environment for all.

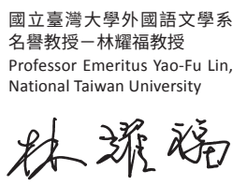
VIII 來自各界的祝福
Messages from Partners and Friends

人物專訪 • Feature Interviews

撰文：聯合新聞網 / 陳翌函



國立臺灣大學外國語文學系
名譽教授－林耀福教授
Professor Emeritus Yao-Fu Lin,
National Taiwan University



25年前，全民英檢首次登場－全民英檢之父：林耀福教授

許多人問我：「當年，臺灣為什麼需要全民英檢這樣一個英語能力檢測？」答案一言以蔽之，就是英語太重要了！西方曾經流行著這麼一句話：「所謂的語言就是擁有陸軍和海軍作為後盾的方言。」拿這句話來理解英語的興起與傳播，我覺得非常貼切。英、美兩大日不落帝國相繼君臨天下兩百年，夾其地緣政治、軍事、經濟、科技、文化等等各方面的實力，英語早已成為世界通用語言，實現了 Esperanto 的夢想。近一百年來，任何一個國家，不管是敵是友，不管是中國還是日本，要想尋求發展、現代化、增強國力，英語已是必要的利器，非得學習掌握不可。中國的崛起雖然挑戰了美國的霸權，但是英語的主導地位只怕百年內都不會改變。

作為從事英語研究、教學與檢測的學者，我們一直思忖：「如何提升國人的英語能力，進而促進國家與社會的進步。」基於這樣的使命感，我們當時開始思考如何建立一套本土化的英語能力檢測系統。

但我們學習英語總是不斷的碰到困難、出現「毛病」，因此我們需要語言「醫師」給予診斷與治療。誠如追求身體健康需要定期檢查，語言學習過程中也需要適當的檢測來發現問題並加以改進。然而語言學習的診斷和治療，由於學習者的母語、文化、生活習俗等等因素的干擾，從檢測到治療藥方，都特別需要針對性和標靶性。因此我們不應僅僅依賴托福、雅思等進口的「成藥」，因為它們並未考慮臺灣學習者的語言和文化習慣，針對性不夠，診斷效力不足。為了準確的檢測出我們學習上的毛病和弱點，讓醫師開出對症下藥的處方，提升國人的學習效果，我們需要一套「量身定制」的檢測系統，協助制定最有效的學習方案。這是一件刻不容緩的事情。

只不過，當時臺灣的英語測驗市場幾乎被國外的舶來品壟斷。突然間，一個由本土自行研發的全民英檢出現，自然引發既有市場的緊張與反應，致使我們面臨許多難以預料的阻力及挑戰。在這裡，我必須讚揚全民英檢的研發團隊展現非凡的毅力與專業精神，成功克服種種困難；同時，我也要感謝當時教育部給予的大力支持，讓我們更有信心迎戰這些挑戰。

雖然我沒有直接參與全民英檢實際施測工作，但深知語言訓練測驗中心的同仁們為了安排測驗場地，必須奔波於全臺各地，甚至遠赴金門、澎湖等離島，過程十分辛苦。然而，當國人首次自主研發的大規模英語測驗上路，與當時市場上獨占鰲頭的外來品牌相抗衡，社會各界均興奮不已；翻閱當時的報導，包括聯合報在內的各大媒體都給予高度關注，國際上也對此表示認可，對於所有參與其中的人來說都是極大的鼓舞。

回顧 25 年來，臺灣的英語學習風氣與整體英語能力的提升有目共睹。雖不能完全歸功於全民英檢，但其影響力無庸置疑，它不僅改善學習方法，提高學習效果，更鼓舞了國人學習英語的信心與動機，進而產生「共振效應」，形成正向循環。因此，我認為全民英檢已經達成最初設立的目標。

尤其，在語言訓練測驗中心 70 餘年的發展歷程中，投入全民英檢的時間即占據 20 多年，可謂是最重要且貢獻最大的項目。在如此優秀且專業團隊引領下，我對全民英檢的未來充滿信心，也由衷地祝賀全民英檢繼續不斷地突破，邁向更輝煌的里程碑！

A Pioneer of the GEPT

Many people have asked me, "Why did Taiwan need to develop the GEPT?" The answer is simple: because English is unavoidably important. There is an old saying in the West: "A language is a dialect with an army and navy." It perfectly illustrates the global dominance of English. For two centuries, Britain and the United States have shaped the world through their geopolitical, military, economic, technological, and cultural influence. As a result, English has become the lingua franca, fulfilling the dream of Esperanto. Over the past century, any country—whether ally or rival, whether China or Japan—seeking modernization, development, or national strength has had to embrace English as a key tool. Even as China rises and challenges American hegemony, English will likely remain the dominant global language for at least another hundred years.

As a scholar in English research, teaching, and assessment, I have always asked myself, "How can we enhance the English proficiency of Taiwanese people and, in turn, contribute to national and societal progress?" Driven by this mission, the LTTC and I, over 25 years ago, began developing a localized English proficiency test tailored to the needs of learners in Taiwan.

Language learning often presents challenges, much like medical conditions that

require diagnosis and treatment. Just as people need regular health check-ups to maintain physical well-being, language learners need periodic assessments to identify weaknesses and make improvements. However, diagnosing and addressing language learning difficulties requires precision, as learners' native languages, cultures, and customs all play a role in the process.

This is why we cannot rely solely on international tests like TOEFL or IELTS. These exams do not consider the linguistic and cultural characteristics of Taiwanese learners, making them less effective as diagnostic tools. To accurately pinpoint learning gaps and provide targeted solutions, we needed a custom-designed test, one that enhances learning through personalized feedback. This was an urgent necessity.

For decades, Taiwan's English assessment market had been dominated by international exams. The sudden emergence of the GEPT—a homegrown alternative—naturally disrupted the existing landscape, leading to resistance and unexpected challenges. Here, I must commend the GEPT's research and development team for their perseverance and professionalism in overcoming these difficulties. I also want to express my gratitude to the Ministry of Education for its unwavering support, which gave us the confidence to face these challenges head-on.

Although I was not directly involved in administering the GEPT, I was well aware of the LTTC team's dedication in preparing test venues. They traveled tirelessly across Taiwan, even reaching outlying islands like Kinmen and Penghu, to ensure smooth test administration. The launch of Taiwan's first locally developed large-scale English test, competing with well-established international counterparts, was met with widespread excitement. Major media outlets, including United Daily News, provided extensive coverage, and the international community also took notice. This recognition was a tremendous encouragement to everyone involved.

Looking back over the past 25 years, Taiwan's English learning environment and overall proficiency have improved significantly. While this progress cannot be attributed solely to the GEPT, its impact is undeniable. The GEPT has not only refined learning methods and outcomes but also boosted learners' confidence and motivation, creating the synergy effect that fosters a positive cycle of language acquisition. In this regard, the GEPT has successfully fulfilled its original mission.

Notably, 25 years of the LTTC's 75-year history have been dedicated to the GEPT, making it one of its most significant projects. I have full confidence in the GEPT's future as it is under the leadership of an outstanding and professional team. I wholeheartedly congratulate the GEPT on its continued success and look forward to even greater milestones ahead.

25 年前，全民英檢首次登場—
全民英檢之母：施玉惠教授

前國立臺灣師範大學文學院院長－施玉惠教授
Prof. Yu-Hwei Shih, Former Dean of the College of Liberal Arts, National Taiwan Normal University

作為語言訓練測驗中心第一位來自外部的專業學者董事，在 18 年的任期內，我見證全民英檢日益茁壯並真正做到為全民服務。

時間回到 1997 年，全民英檢諮詢委員會初創之際，委員會成員來自全國各地的英語教育和測驗專家，由國立臺灣大學前文學院林耀福院長擔任召集人，我擔任副召集人。經過多次諮詢與討論，我們確立全民英檢的分級制度，內容對應國中、高中、大學等不同階段，並堅持測驗應涵蓋聽、讀、說、寫四項能力。

為什麼英語測驗一定要涵蓋聽、讀、說、寫四項能力？因為，語言不是只有讀或聽的輸入，還有說與寫的產出需求，尤其受到母語的影響，臺灣學習者容易犯一些典型的錯誤。比方說，中文只需「看」，一個字彙即適用各種情境，但英語則需根據語境選擇 see、watch 或 look (at)。這些細微的差異通常必須藉由寫作與口說表現才能真正評估學習者的產出能力。

全民英檢第一次測驗是從中級開始施測，因為我們考量到中級對應高中階段的英語程度，便於調整難易度、向上下延伸。而首次測驗的報名人數達 1.2 萬人，遠超預期，讓語言訓練測驗中心全體人員及補助研發的教育部皆大感振奮，努力看見成果。

但我們始終沒有忘記，測驗不僅是評量的工具，更重要的是掌握臺灣學生的英語學習情況並回饋至教學場域，形成「教學—測驗 / 評量—學習」的良性回饋循環，這才是臺灣發展自有測驗的核心目的。因此，我當年就建議邀請學校老師參與全民英檢的評分，讓老師們理解測驗評量的能力指標與課綱及課程設計可以相互呼應；同時透過評分更了解學習表現差異，為持續優化英語教育提供重要依據。

全民英檢研發團隊和諮詢委員也都堅持「測驗在地化」原則，力求內容貼近國人生活，考題不只談論西方節慶，還涵蓋端午節、臺灣棒球、茶葉蛋等臺灣文化元素。讓考生在學習英語時，不僅理解國外文化，也能向外國人介紹臺灣文化，加上全民英檢透過信、效度研究及國際學術發表，不間斷證明測驗的專業水準，這種「全球在地化」的評量特色，近年來也陸續吸引日本、韓國、越南、泰國等國家來訪取經學習，再再顯示全民英檢在東亞測評界已居於領頭羊的地位了，所以也可視為臺灣之光！

最後，我誠摯地祝賀全民英檢 25 週年生日快樂！ 25 歲正值青壯年，未來也將持續成長茁壯，越來越有活力、越來越美好！

A Pioneer of the GEPT

As the first external professional scholar to serve on the LTTC Board of Directors, I witnessed the GEPT's steady growth over my 18-year tenure, as it truly became a test designed to serve the people.

In 1997, when the GEPT Advisory Committee was first established, its members included experts in English education and assessment from across Taiwan. The committee was chaired by Professor Yao-fu Lin, former Dean of the College of Liberal Arts at National Taiwan University, while I served as vice chair. Through extensive discussions, we established the GEPT's framework and standards, aligning test levels with different stages of education—junior high school, senior high school, and university. We also firmly upheld the principle that the test must assess all four language skills: listening, reading, speaking, and writing.

Why is it essential for an English test to cover all four skills? Because language learning is not just about input—reading and listening—but also about output—speaking and writing. Many Taiwanese learners make characteristic mistakes due to the influence of their mother tongue. For example, in Taiwanese Mandarin, the verb " 看 " is used universally, whereas in English, one must choose see, watch, or look (at) depending on the context. Such nuances can only be effectively assessed through writing and speaking tasks, which reveal a learner's actual language production abilities.

The GEPT's first-ever test was launched at the Intermediate level, as this corresponded to the English proficiency of senior high school graduates. This made it easier to fine-tune the difficulty level and later expand the test to both higher and lower proficiency levels. The response was overwhelmingly positive—12,000 candidates registered for the inaugural test, far exceeding expectations. This success was a great source of encouragement for the LTTC and the Ministry of Education, which had supported the test's development.

However, we never lost sight of our core mission: a test should not only assess learners but also provide insights into Taiwanese students' English learning and feed back into the classroom, creating a positive cycle of teaching, learning, and assessment. This is the main purpose of developing a localized test. That was also why I proposed inviting schoolteachers to participate in rating GEPT test papers. By doing so, teachers could gain a deeper understanding of the test's level descriptors and align their teaching more closely with the curriculum. Additionally, evaluating GEPT test papers would give them valuable insights into student performance, providing important guidance for continuous improvements in teaching.

The GEPT research and development team and its advisory committee valued the principle of localization, ensuring that the test content reflected local culture. The test not only covered Western topics but also included themes relevant to Taiwan, such as the Dragon Boat Festival and other uniquely Taiwanese elements. This approach not only helped test-takers learn about foreign cultures but also equipped them with the ability to introduce Taiwan's culture to the world. Moreover, through ongoing research on test reliability and validity, as well as presentations at international conferences, the GEPT has consistently demonstrated its test quality. This "glocalized" (global + localized) approach to assessment has attracted scholars from Japan, South Korea, Vietnam, and Thailand to study the GEPT model. Over the years, the LTTC-GEPT has established itself as a leader in English language testing and assessment across East Asia and can truly be considered a source of pride for Taiwan.

Lastly, I sincerely congratulate the GEPT on its 25th anniversary! At 25, it is in its prime, and I have no doubt that it will continue to grow, thrive, and achieve even greater success in the years ahead!

前教育部常務次長－周燦德教授
Prof. Tsan-Der Chou,
Former Administrative Deputy Minister of Education

為終身學習清單打勾—周燦德教授

當年教育部推動全民英檢的背景可追溯至兩個重要源頭，其一為宏觀的國家發展策略，當時行政院長蕭萬長提出讓臺灣成為「亞太營運中心」的願景，希望強化國人的外語能力；其二是教育部於民國 87 年發佈《邁向學習社會白皮書》，確立終身學習的教育政策，並將「全民學外語」列為重要的推動項目之一。

在這樣的政策脈絡下，考量社會教育的經費資源有限，我們認為與其規定統一的學習模式，不如訂定英語能力指標，讓民眾自行透過多元學習管道達標。比如說，我在擔任社會教育司長任內曾推動「計程車司機學外語」的計畫，從乘客上車到下車付款的情境對話，司機所需使用到的英語詞彙並不多，於是我們推出三個月為期的培訓課程，缺課不超過三分之一並通過考試者，頒發給「雙語計程車」標誌，貼於車身以資辨識；第一年全國即有千人參與學習，通過者不僅收入增長，司機亦有成就感；有趣的是以往司機會在高架橋下以玩牌消遣時間，變成以練英語充實知能。

為了確保多元學習機制的成效，建立一個符合國人需求又具公信力的英語評量機制，是大家的共識。於是教育部乃洽商並補助財團法人語言訓練測驗中心，藉助其五十年的專業經驗，成功地為臺灣建立一套完善的英語能力分級測驗評量機制。作為一名熟悉統計測驗者，我深知維持各套試題信、效度有多重要，而評量結果的公信力更關乎能否被接受和推廣應用。因此，我們也以「托福」和「雅思」為參照測驗，做了成績對照的相關係數研究，讓應試者了解自己的對應成績為何？而這些也是為什麼只有委請像語言訓練測驗中心這樣的專業機構才能勝任的原因。

相較於偏重學術型的英語檢定，考生大多是為了出國留學而報考托福或雅思的精英學子；全民英檢則注重實用性，強調聽說讀寫四項能力的均衡發展，讓透過多元管道學習的考生皆能掌握自己的英語程度和檢視學習成效，評量結果還能有機會作為求職英語水準之用。例如：內政部外事警察以及許多公、私營企業都採用其作為徵才的英語能力標準，使其應用並不侷限於學生，而是名符其實的「全民英檢」。

此外，我很感佩的是，不單只有我們單位在積極推廣，當時的行政院長游錫堃和教育部長杜正勝也公開倡導並鼓勵師生和公務員踴躍報考全民英檢，更帶動大眾英語學習的風潮，當時報考者的年齡層從七歲至八十多歲都有，真正體現了全民參與英語學習的理念。

回顧 25 年來全民英檢的影響力，我將其比喻為「無聲的煙火」，悄然但深遠地改變了臺灣的英語學習生態，成為推動全民英語學習的重要引擎，也落實實踐全民終身學習的政策目標。而如今是地球村時代，英語更是全球使用比率最普及的語言，加上臺灣是出口導向的經濟體，產業要提升國際競爭力，增強國人英語能力乃是重要課題；而欲了解自己的英語程度和評估進步空間，全民英檢仍是最好的工具。欣逢全民英檢成立 25 週年，我誠摯地祝願全民英檢：「生日快樂！業績長虹！永續發展！」

Checking Off a Lifelong Learning Goal

The reasons why the Ministry of Education (MOE) supported the development of the GEPT nearly three decades ago can be traced to two key initiatives. The first was a broad national development strategy: then-Premier Vincent C. Siew envisioned transforming Taiwan into an "Asia-Pacific Regional Operations Center," which included strengthening citizens' foreign language abilities. The second came in 1998, when the Ministry released its *White Paper on Building a Learning Society*, establishing lifelong learning as a core educational policy and identifying "foreign language learning for all" as a major initiative.

Within this policy framework, and given the limited resources available for adult and continuing education, we believed it would be more effective to establish clear benchmarks for English proficiency rather than impose a single learning model. This approach allowed individuals to reach their goals through a variety of learning pathways.

During my tenure as Director of the Department of Social Education, I launched the "Foreign Language Learning for Taxi Drivers" program. Taxi drivers don't need an extensive vocabulary; what they need is functional English for basic conversations with passengers. We developed a three-month training course, and drivers who attended at least two-thirds of the sessions and passed a final test received a "Bilingual Taxi" decal for their vehicle. In its first year, the program attracted over a thousand participants. Those who passed not only saw increased earnings but also gained a strong sense of accomplishment. Interestingly, many drivers who once spent their leisure time playing cards began using that time to practice English instead.

To evaluate the effectiveness of these diverse learning opportunities, there was broad agreement that Taiwan needed a credible, locally relevant English

assessment system. The MOE thus commissioned and funded the LTTC to take on this task, leveraging its 50 years of expertise to build a comprehensive English proficiency test for Taiwanese people. With my background in statistics and testing, I understand how essential it is to ensure test reliability and validity. The credibility of assessment results determines whether a test is accepted and used widely. That is why we conducted correlation studies comparing GEPT scores with TOEFL and IELTS—to help test-takers understand how their results aligned with other international tests. This kind of work could only be entrusted to a professional institution like the LTTC.

Unlike TOEFL or IELTS, which are designed for students preparing to study abroad, the GEPT focuses on everyday communication skills and the balanced development of listening, speaking, reading, and writing. It allows learners from every learning stage to measure their progress and assess their English proficiency. Increasingly, GEPT results have been used as a benchmark for employment in Taiwan. The National Police Agency (Foreign Affairs Division) and many public and private entities have adopted the GEPT as a screening tool for recruitment. In this way, the test truly lives up to its name as a General English Proficiency Test for all.

This wasn't just wishful thinking from the Department of Social Education. Then-Premier Yu and Minister of Education Tu publicly supported the GEPT, encouraging teachers, students, and civil servants alike to take the test. Their endorsement helped spark a nationwide English learning movement. At one point, test- takers ranged in age from seven to over eighty—a true reflection of the vision for lifelong learning.

Looking back on the GEPT's 25-year journey, I often describe its impact as "silent fireworks"—quiet yet transformative. It has reshaped Taiwan's English learning landscape, generated momentum in English acquisition, and facilitated lifelong learning. In this era, English is the most widely used language worldwide. As an export-oriented economy, Taiwan must strengthen its international competitiveness, and enhancing its citizens' English proficiency is crucial. For anyone looking to assess their English level and identify areas for improvement, the GEPT remains the most effective tool.

On the occasion of the GEPT's 25th anniversary, I extend my heartfelt wishes: "Happy Birthday! Wishing the GEPT continued success and growth!"

全民英檢與時俱進，連結素養導向課綱—張武昌教授

臺師大英語系教授暨十二年國教英語文領綱研修小組召集人－張武昌教授
Prof. Vincent W. Chang, National Taiwan Normal University

回顧 1997 年語言訓練測驗中心開始籌備研發全民英檢之際，初衷就是建立一套適合各年齡層使用的本土化測驗，其最大的特色是採聽、讀、說、寫四種語言能力並進的評量方式，對於推動臺灣英語教育的全面性進步，可謂是功不可沒。

隨著教育環境的變遷與 108 課綱將「素養導向」融入英語教育，學英文也不再是背單字、記文法等傳統方式，而是能依情境靈活運用，在適當的場合下以最恰當的方式表達，這就是「素養」。新課綱格外重視學習態度與歷程，因為學生的背景差異很大，學習態度往往比現階段的成績更為重要；因此，我們強調教學與測驗應結合生活情境，讓學生能將所學應用於實際生活中並成為終身學習者。

因應新課綱的理念，全民英檢也同步進行改革，測驗不僅評量知識，更重視是否具備在實際生活中運用英語的能力與學習態度的培養。例如：結合捷運路線圖的聽力題，讓考生一邊聽取系統廣播資訊，一邊判讀路線圖，模擬在國外搭乘大眾運輸時可能遇到的情況，突顯英語的實用性。

但鮮少人知道，設計素養導向題目是一項艱鉅的任務，其中最大的挑戰在於如何透過優質文本的選擇與命題方向的拿捏，真正評量出考生綜合分析的能力；特別是全民英檢每次考試都採用全新試題，這與其他採用固定題庫的測驗有所不同，加上素養導向題型的設計複雜，常需結合雙文本或文字配圖表，命題者還要考慮文本與圖表的搭配性，設計符合程度的判斷題，大幅提高了命題難度。

不僅如此，語言訓練測驗中心秉持回饋社會與教育之理念，特地邀請高中、大學老師參與全民英檢說寫測驗評分，目前已超過百人。雖然過程繁瑣，老師們也需經過完整培訓和試評才能正式評分，致使語言訓練測驗中心投入評分的經費與人力均非常可觀，但這也讓測驗的信度與公正性得到充分保障，同時更為老師們的教學帶來正面影響，例如：了解翻譯與作文是兩種不同性質的寫作任務，進而調整自己課程評量重點和教學策略。

如今，臺灣正面臨少子化與高齡化，期許全民英檢能研發適合銀髮族群的英語評量，以符合其生活應用需求，持續實踐終身學習的理念；最後我由衷地祝賀全民英檢：再創下一個 25 年的繁榮發展，延續優質的測驗評量！

Evolving with Times: Connecting with Taiwan's Competency-Based Curriculum

Looking back to 1997, when the LTTC first began planning the development of the GEPT, its goal was to establish a localized English proficiency test suitable for learners of all ages. One of its most distinctive features was the integrated assessment of all four language skills—listening, reading, speaking, and writing—which played a vital role in comprehensively advancing English education in Taiwan.

As the educational landscape evolved, particularly with the implementation of the 12-Year Basic Education Curriculum Guidelines (commonly known as the 108 Curriculum), which introduced competency-based learning into English education, the way English is taught and learned began to shift. Language acquisition is no longer viewed as being just about memorizing vocabulary or mastering grammar rules but about using language effectively and expressing oneself appropriately in real-life situations. That's what "competency" truly means.

The new curriculum places a strong emphasis on learning attitudes and progress, recognizing the diverse backgrounds of students and acknowledging that mindset and motivation often matter as much as, if not more than, test scores. Accordingly, both teaching and assessment should be grounded in real-world contexts, enabling students to apply what they've learned in meaningful ways and become lifelong learners.

In response to these educational policy changes, the GEPT has undergone a transformation. The test now goes beyond assessing linguistic knowledge; it also emphasizes real-world language use and the development of positive learning attitudes. For instance, one listening task asks test-takers to interpret a metro map while listening to station announcements, simulating a scenario they may encounter while using public transportation abroad. This kind of task highlights the everyday practicality of English.

What many may not realize is that designing competency-based test items is highly demanding. The challenge lies in sourcing quality materials and crafting items that truly assess a test-taker's ability to analyze and synthesize information. Unlike standardized tests that rely on static item banks, the GEPT creates new test forms for each administration. This, combined with the complexity of competency-based tasks—often involving dual texts or the integration of text and visuals—requires item writers to ensure that written texts align closely with accompanying graphics and that questions match the appropriate level of difficulty. As a result, the test development process becomes significantly more complex.

Moreover, in line with the LTTC's social and educational responsibilities, high school and university teachers are invited to serve as raters for the GEPT speaking and writing tests. Currently, more than 100 teachers are involved in rating. Although the training process is rigorous, all raters must complete comprehensive training and trial rating before they can assess real test responses. The LTTC continues to invest heavily in maintaining the reliability and fairness of the GEPT scoring system. This initiative also benefits teachers directly by enhancing their classroom practice. For example, many come to realize the fundamental differences between translation and essay writing, prompting adjustments in both teaching strategies and evaluation methods.

Today, as Taiwan faces the challenges of a declining birthrate and an aging population, we hope the GEPT can develop English assessments tailored to senior adults—meeting their real-world communication needs and further supporting lifelong learning. Finally, I would like to offer my heartfelt congratulations to the GEPT: "Another 25 years of prosperity and excellence in testing and assessment!"

國立臺灣大學國際長
－袁孝維教授
Prof. Hsiao-Wei Yuan, President for International Affairs, National Taiwan University

全民英檢獲得國際認可，不為人知的幕後故事—袁孝維教授

臺灣大學國際處，自 2013 年開始與語言訓練測驗中心合作推廣全民英檢，我很榮幸見證全民英檢在國際間從無到有的成長歷程。

在臺灣，無論是求職或升學，全民英檢皆廣受認可，因為這項檢定的考試頻率高、認可度佳，且費用相較其他國際英語認證更加經濟實惠，可謂推行相當成功；但相較於托福、雅思等考試，全民英檢在國際上起步較晚，我們面臨的最大挑戰是如何提升全民英檢的國際認可度，使其被視為與其他國際英語認證同等級的測驗，尤其臺灣並非英語系國家，這就猶如其他非華語系國家若要推廣華語認證，也會面臨類似的公信力質疑。

為克服這些挑戰，我們多管齊下：首先，我們積極參與重要的國際教育年會，包括亞太高等教育年會、美洲教育年會、歐洲教育年會等，並於會場設置攤位展示全民英檢相關研究論文；但鮮少人知道，這些說服國際名校採認的數據資料均仰賴語言訓練測驗中心進行大量的實證研究，包括與其他國際英語測驗之比較、追蹤考生通過全民英檢後的英語能力表現等，為全民英檢的公信力提供強而有力的支持，也讓我們在國際上推廣時倍感自信。

其次，我們採取漸進式的策略，從暑期班、短期班做起，再逐步拓展至交換學生計畫。這項策略已初見成效，例如：美國加州柏克萊分校的暑期學分班已開始採認全民英檢成績；更重要的是，當這些學校接受持全民英檢成績的交換生後，發現學生的英語能力確實表現良好，這些學生便成為最好的推廣大使，有效證明全民英檢的效度與信度。

歷經多年的努力，目前已有 27 個國家、近 100 所交換學校採認全民英檢，且學校數量持續穩步增加，其中不乏 QS 世界百大名校，如：韓國科學技術院、馬來亞大學、法國巴黎薩克雷大學、瑞典皇家理工學院、德國亞亨工業大學等；此外，奧地利林茲大學、荷蘭馬斯垂克大學、瑞典林雪平大學、瑞士伯恩大學等校採認全民英檢更已超過 10 年。

作為臺灣考生人數最多的英語檢定，全民英檢的國際採認不僅為考生提供更多留學的機會，更代表臺灣有能力建立受國際認可的語言能力評量機制，我相信這對提升臺灣整體的英語教育品質與國際競爭力有著深遠的影響。

最後，我想對全民英檢送上最誠摯的祝福：「全民英檢，25 歲生日快樂！」

見證全民英檢從萌芽一路成長為今日的青年才俊，實在與有榮焉，期待全民英檢未來能夠更加茁壯，在國際英語檢測評量領域展現更強大的實力！

Gaining International Recognition: Efforts Behind the Scenes

Since 2013, the Office of International Affairs (OIA) at National Taiwan University has collaborated with the LTTC to promote the GEPT. I have been honored to witness the GEPT's growth—rising from obscurity to gaining recognition on the global stage.

In Taiwan, the GEPT is widely used for both academic advancement and job applications. Its frequent test administrations, established credibility, and affordability—especially compared to other international English proficiency tests—have made it a great success domestically. However, the GEPT was launched much later than TOEFL and IELTS. Our greatest challenge was enhancing the GEPT's international visibility and establishing it as an English proficiency assessment equal in standing to other well-known tests. This task was particularly difficult given that Taiwan is not an English-speaking country. The situation is akin to a non-Mandarin-speaking country trying to promote a Mandarin proficiency test: It naturally faces questions of credibility.

To overcome these challenges, we employed a multi-pronged approach. First, we actively participated in major international education conferences, including the Asia-Pacific Association for International Education (APAIE), the Association of International Educators (NAFSA), and the European Association for International Education (EAIE). At these events, we hosted booths and presented GEPT research papers. Few people know that behind these efforts were vast amounts of empirical research conducted by the LTTC. These included comparative studies between the GEPT and other international English tests, as well as longitudinal research tracking the English performance of GEPT test-takers. These data provided strong evidence of the test's reliability and validity, which was critical to building trust when promoting the GEPT abroad.

Second, we adopted a gradual strategy in gaining recognition from universities abroad, starting with short-term and summer programs before expanding into student exchange programs. This phased approach is now showing results. For instance, the summer session at the University of California, Berkeley has begun accepting GEPT scores for admission. More importantly, as students with GEPT

scores participate in exchange programs and perform well in English-speaking environments, they become the best ambassadors for the test—providing compelling, real-world proof of the GEPT's validity.

After years of dedication, the GEPT is now recognized by nearly 100 institutions in 27 countries—and the number continues to grow. These include several top 100 QS-ranked universities, such as Korea Advanced Institute of Science and Technology (KAIST), University of Malaya (UM), Université Paris-Saclay in France, KTH Royal Institute of Technology in Sweden, and RWTH Aachen University in Germany. Additionally, universities such as Johannes Kepler University Linz (Austria), Maastricht University (the Netherlands), Linköping University (Sweden), and the University of Bern (Switzerland) have recognized the GEPT for over a decade.

As the GEPT is the most widely taken English test in Taiwan, its increasing international recognition not only opens up more opportunities for Taiwanese test-takers to study abroad but also proves that Taiwan is fully capable of developing a language assessment system that meets international standards. I believe this will have a lasting and positive impact on English education in Taiwan and the nation's global competitiveness.

Lastly, I would like to extend my sincere congratulations to the GEPT: "Happy 25th birthday!" It has been an honor to witness the GEPT growing from its early stages into the thriving and accomplished assessment it is today. I look forward to seeing the GEPT continue to flourish and make an even greater impact in the field of English language testing and assessment!

AI 時代，引領 i 學趨勢—陳柏琳教授

國立臺灣師範大學資訊工程系教授－陳柏琳教授
Prof. Berlin Chen, Department of Computer Science and Information Engineering, National Taiwan Normal University

陳柏琳

AI 應用於教育領域已是現在進行式，這一點在語言教育中尤為顯著。加上臺灣過去的英語教育長期偏重於寫作與閱讀的能力培養，致使一般人在發音與口說的能力培養較顯不足。AI 不僅可為英語口說學習帶來極大的助益，還能延伸至更高效的應用，例如：財團法人語言訓練測驗中心將 AI 融入「全民英檢 i 學網」（GEPT iPrep）提供學習者即時的評分與回饋。

在國發會的支持下，本人與語言訓練測驗中心合作研發「全民英檢 i 學網」，將 AI 技術真正落地並開放給全國學子和社會大眾免費使用，也讓我們打破傳統研究的侷限。過去，我們主要聚焦於發音（Pronunciation）層面，但這次合作促使我們能在研發上跨出一大步，全方面地發展口說能力（Speaking Proficiency）的評量，開始關注語言表達的整體流暢度及回應問題的能力，也就是較完整的口說表達與溝通的能力。

具體而言，我們在評量口說能力時設計三個核心面向：首先是「表達方式」（Delivery），涵蓋發音的清晰度與音韻的掌握；其次是「語言運用」（Language Use），聚焦用詞的精準、文法的正確性及組織連貫性；最後是「內容適切性」（Content Relevance），評估回答是否切題，而非答非所問。換句話說，這套系統的前瞻性主要體現於口說能力的多維度精準評量，也就是從更深層次與多角度審視學習者的英語表達能力。然而，我們能做到這一點，主要得益於語言訓練測驗中心累積 25 年來的全民英檢考生作答資料庫，為訓練本次 AI 模型提供關鍵基礎。眾所周知，AI 的發展仰賴數據支撐，倘若沒有這些珍貴的數據資料，這套為國人量身打造的 AI 口說評量系統根本無法實現。

透過這項合作，我們已在國際大型研討會發表多篇論文並獲得肯定。譬如：2024 年三月，我們於第 25 屆亞洲英語語言測驗學術論壇（AFELTA）分享 AI 的創新突破。不同於大多數語言測驗機構至今仍卻步不前，語言訓練測驗中心勇於擁抱 AI 技術，不斷地提升語言測驗的效率與品質，特別是 AI 口說評分回饋的研發。由於語音包含的訊息量是文字的一萬倍，還需面對環境、噪音、不同語者等因素影響，在技術研發上極具挑戰性，致使我們在研討會上展示的技術與雛形系統，引發熱烈回響。

雖然市面上也有其它的英語學習平台，但大多側重於特定階段的練習或不

提供即時回饋，能像「全民英檢 i 學網」這樣嚴謹又開放給全齡使用的評分暨回饋系統並不多見。未來，我們將持續優化，期盼能提供學習者更深入的個人化回饋。

我透過與語言訓練測驗中心合作而深知，語言訓練測驗中心匯聚了語言教學、測驗設計等諸多跨領域專家，並且長年從事許多非營利的付出，特別是持續拓展全民英檢對英語教育的正面影響，實屬不易！時值全民英檢 25 週年，我衷心祝賀全民英檢在既有的專業基礎上繼續精進，掌握全球語言教育的發展趨勢並響應國家政策，在 AI 的助力下，持續提供更多元且高品質的語言學習與測驗評量服務，惠及臺灣乃至全球的語言學習者。

Leading the AI Era: Learning with GEPT iPrep

The application of AI in education is no longer a future trend: It is already happening, especially in language education. In Taiwan, traditional English instruction has long focused heavily on reading and writing, leaving pronunciation and speaking skills comparatively underdeveloped. AI offers tremendous potential to enhance English speaking abilities and can extend to even more efficient applications, such as the LTTC's integration of AI into GEPT iPrep to provide real-time scoring and feedback for learners.

With support from the National Development Council, I collaborated with the LTTC to develop GEPT iPrep, making AI technology truly accessible to students and the broader public, free of charge. This partnership also allowed us to break through traditional research limitations. In the past, my focus was mainly on pronunciation evaluation, but this collaboration enabled us to take a major step forward—broadening our scope to assess overall speaking proficiency, including fluency and the ability to respond appropriately, offering a more complete evaluation of spoken English skills.

Specifically, GEPT iPrep's speaking assessment focuses on three core dimensions: Delivery—evaluating pronunciation clarity and prosodic features; Language Use—assessing vocabulary precision, grammatical accuracy, and coherence; Content Relevance—determining whether the response appropriately addresses the question.

In other words, GEPT iPrep's forward-looking feature lies in its multidimensional, precise evaluation of speaking ability—assessing learners' ability to express themselves in English from multiple angles and at deeper levels. Importantly, this achievement would not have been possible without LTTC's 25 years of accumulated GEPT test response data, which provided the critical foundation needed to train the AI model. As is widely known, AI development relies heavily on robust data. Without this invaluable dataset, creating a Taiwan-specific AI speaking assessment system would have been impossible.

Through this collaboration, the LTTC R&D team and I have presented multiple papers at major international conferences and received recognition. For example, in March 2024, we shared our innovative breakthroughs at the 25th Asia Forum for English Language Testing and Assessment (AFELTA). While many language testing organizations remain hesitant about AI integration, the LTTC has embraced AI to enhance the efficiency and quality of language testing, especially in the development of AI-powered speaking scoring and feedback system. Considering that speech carries 10,000 times more information than text and is highly sensitive to environmental noise, speaker variation, and other factors, the technological challenges are immense. The prototype system we showcased sparked enthusiastic discussions at the conference.

Although there are other English learning platforms available, most are limited to specific practice stages and often lack real-time feedback. A platform like GEPT iPrep—rigorous, fully open to learners of all ages, and offering real-time evaluation and feedback—is exceptionally rare. Moving forward, we will continue optimizing the system, aiming to provide even deeper, more personalized feedback for learners.

Through my collaboration with the LTTC, I came to deeply appreciate how it brings together experts across fields such as language education and language assessment, consistently dedicating itself as a non-profit organization to advance English education. In particular, the LTTC's ongoing work to expand the positive impact of the GEPT on English learning in Taiwan is truly remarkable.

On the occasion of the GEPT's 25th anniversary, I sincerely congratulate the GEPT. I look forward to it continuing to build on its professional excellence, embracing global trends in language education, supporting national policy, and offering even more diverse and high-quality learning and assessment services empowered by AI to benefit language learners in Taiwan and worldwide.

各界祝福
Best Wishes from Around the World

國際知名學者及合作夥伴對全民英檢的祝福

美國加州大學洛杉磯分校名譽教授
Professor Emeritus
Lyle F. Bachman,
University of California, Los Angeles, U.S.A.

我於 2008 年第一次造訪語言訓練測驗中心，當時受邀針對全民英檢進行專家諮詢並發表演說。自與語言訓練測驗中心合作以來，全民英檢團隊在測驗研發與施測的專業能力與敬業精神皆讓我印象深刻。語言訓練測驗中心透過持續不斷的研究，確保全民英檢有效達到預設的目的。全民英檢如今在國際上獲高度肯定，已成為英語能力評量的重要指標。我很高興能在全民英檢 25 週年之際，向語言訓練測驗中心表達我最誠摯的祝賀。祝福全民英檢持續精進，再創卓越，邁向更輝煌的未來！

I first visited the LTTC in 2008, when I was invited to consult with Jessica and her team on the GEPT and give a lecture at National Taiwan University. Ever since my first involvement with the LTTC, I have been impressed with the professionalism and careful consideration with which the GEPT staff develop and use this assessment. As a result of the research and development that is continuously conducted to assure that the GEPT is useful for its intended purposes, this assessment has come to be recognized internationally as an assessment of English language ability. So, I'm delighted to offer my most heartfelt congratulations to the LTTC on the occasion of the 25th anniversary of the GEPT. I wish you all continued excellence for many, many more years to come.

美國北卡羅來納大學格林斯伯勒分校教授
Prof. Micheline Chalhoub-Deville
University of North Carolina at Greensboro, U.S.A.

恭喜全民英檢 25 週年快樂！這是個重要的里程碑，象徵著 25 年來的專業精神、奉獻與成就。全民英檢不僅影響了語言測評界，觸及無數學習者，更促進跨國界的交流與溝通。祝全民英檢持續發展，再創輝煌！

Congratulations to everyone on the anniversary of the General English Proficiency Test! This milestone marks 25 years of professionalism, dedication, and success. Your invaluable contributions have not only helped shape the field of language testing but have also impacted countless individuals and promoted communication across borders. I celebrate your achievements and wish you continued excellence for many more years to come!

謹代表英國貝德福德大學英語學習與評量研究中心與大家一同慶祝全民英檢 25 週年！多年來，我們與語言訓練測驗中心的同仁攜手，進行了許多研究計畫，合作非常愉快。
誠摯祝福全民英檢與語言訓練測驗中心，在語言測評界持續領航，邁向更輝煌的未來。生日快樂！

We at CRELLA are really pleased to be celebrating the 25th anniversary of the GEPT with you. It's been such a pleasure working with LTTC colleagues over the years on all the projects we've done together. We wish the GEPT and the LTTC continued success in leading the field of language testing. Happy anniversary!

英國貝德福德大學 英語學習與評量研究中心團隊
CRELLA, University of Bedfordshire, UK
(From left to right)
Prof. Chihiro Inoue
Prof. Anthony Green, Director
Prof. Fumiyo Nakatsuhara, Deputy Director

觀看影片
Scan to watch video

祝賀語言訓練測驗中心創辦全民英檢 25 週年！多年來，全民英檢持續贊助語言測驗學術研討會，我們深表感謝。同時，我們也非常感謝語言訓練測驗中心對國際學界的貢獻。再次祝賀全民英檢達成這重要的里程碑！

Congratulations to the LTTC on the 25th anniversary of the GEPT. We appreciate the GEPT's regular sponsorship of the Language Testing Research Colloquium (LTRC) over the years. We also appreciate the individual and collective contribution of members of the LTTC to our international academic community. Congratulations on this important milestone.

英國蘭卡斯特大學教授暨語言測驗學術研討會主席
Prof. Luke Harding
Lancaster University, UK
ILTA President

中國上海交通大學外國語學院教授
Prof. Jin Yan
Shanghai Jiao Tong University, China

25 年來，全民英檢團隊不斷開拓創新，追求卓越，獲得了學術界的高度肯定和廣泛認可。衷心祝福全民英檢未來更加輝煌！

Over the past 25 years, the GEPT team has continuously innovated and pursued excellence, earning full recognition and widespread acclaim from the academic community. I sincerely wish the GEPT even greater success in the future!

英國劍橋大學出版暨語言評測部
Dr. Nick Saville
Director, Thought Leadership, Cambridge University Press & Assessment English, UK

劍橋大學考試院與語言訓練測驗中心的合作關係可謂源遠流長。我記得自己第一次造訪臺北是在 20 多年前，當時語言訓練測驗中心剛成為劍橋考試中心。多年來，雙方攜手合作，在臺灣的教育環境中推動高品質的語言測驗，共同促進英語學習、教學與測驗評量。因此，我非常高興，獻上我最誠摯的祝賀，祝福全民英檢論壇圓滿成功，也祝賀全民英檢 25 週年的系列慶祝活動一切順利！

Cambridge and the LTTC have had a history of collaboration for as long as I can remember, and I think I visited Taipei for the first time over 20 years ago when the LTTC first became a Cambridge examination center. Over the years, we have worked together in delivering high quality language assessments in Taiwanese educational contexts and in promoting best practice in the field of English language learning, teaching, and assessment more generally. So I'm very pleased, therefore, to pass on my best wishes and congratulations to you all for your conference and the events that you've organized for celebrating 25 years of the GEPT.

觀看影片
Scan to watch video

語言訓練測驗中心憑藉 70 餘年的施測經驗、對研究創新的堅持及測驗研發團隊的專業，還成功研發了全民英檢，堪稱國際語言測驗與評量領域的典範。在全民英檢 25 週年之際，謹向語言訓練測驗中心與全民英檢致上誠摯祝賀，並期待未來持續卓越發展！

With over 70 years of experience in test administration, a commitment to research-led innovation, a team of professional test developers, and the successful development of the GEPT, the LTTC is a commendable example for the international language testing and assessment community. Congratulations to the LTTC and the GEPT on this important milestone. I look forward to seeing your continued success in the years ahead!

英國文化協會英語語言測驗研發顧問
Prof. Barry O'Sullivan OBE
Director, English Language Research, British Council, UK

大家好，我是加拿大皇后大學的程李穎教授，謹賀全民英檢歡慶 25 週年！多年來，全民英檢在臺灣英語測驗評量與教育領域扮演了關鍵角色，成功推動教學、學習與評量之間的正向循環—這也是我深感熱忱的領域。 再次恭喜！我期待全民英檢未來持續的發展。 祝全民英檢 25 週年快樂，順順利利！

Good morning, I am Professor Liying Cheng from Queens University. 我是程李穎。Congratulations to the General English Proficiency Test on its 25th anniversary! Over the years, GEPT has played a crucial role in English language assessment and education in Taiwan, fostering a positive cycle of teaching, learning, and assessment, which is my passion. So, congratulations again and I look forward to its continuing success in the years to come. Happy anniversary! All my best to GEPT!

中國澳門城市大學教育學院院長 程李穎
Prof. Liying Cheng
Dean, School of Education, City University of Macau, China

觀看影片
Scan to watch video

美國卡內基美隆大學
資深研究員
Prof. Antony John Kunnan
Senior Research Fellow,
Carnegie Mellon University,
U.S.A.

謹致上最誠摯的祝賀，慶賀全民英檢在過去 25 年來所取得的卓越成就：無論是在測驗研發、施測營運、學術發表與出版，在與測驗利害關係人（師生與家長）的溝通，又或是在國內外研討會積極交流研究計畫等各面向，全民英檢團隊都展現了非凡的專業與熱忱。您們是語言測驗界的楷模！

I would like to congratulate you for all your work on the GEPT in the last 25 years: in terms of test development, operations, scholarly presentations, and publications; in terms of holding public discussions in local test-taking communities of students, teachers, and parents; and in terms of debating and discussing your research initiatives at national and international conferences. You are an exemplary institution!

英國貝德福特大學 英語學習與評量研究中心 客座教授
Prof. Lynda Taylor
CRELLA, University of
Bedfordshire, UK

誠摯祝賀全民英檢創立 25 週年！全民英檢是臺灣及更廣泛地區的重要語言測驗指標。全民英檢紮實的研究與效度驗證計畫，對於提升亞洲乃至全球語言評量素養，舉足輕重，成果卓著。

Warmest congratulations on the 25th anniversary of the General English Proficiency Test! GEPT has emerged as an important assessment player in Taiwan and more widely. The high-quality research and validation programme that underpins GEPT has played a significant role in the spread of language assessment literacy in Asia and beyond.

熱烈祝賀全民英檢創立 25 週年，邁向重要的里程碑！在過去四分之一世紀中，全民英檢為臺灣的英語能力評量樹立了標準，也對全球語言測驗的實踐產生了深遠的影響。GEPT 聽診室的推出更展現了你們的創新思維、前瞻眼光，以及對自主學習的堅持與承諾。誠摯祝福全民英檢持續創新，繼續為無數學習者帶來啟發與力量！

Congratulations to the GEPT on your 25th anniversary with significant milestone! For a quarter century, you have set the standard for English proficiency assessment in Taiwan and have made a lasting impact on language assessment practices around the world. The launch of Dr. GEPT reflects your innovative, forward-thinking and commitment to self-directed learning. Wishing you continued innovation and impact in empowering learners for years to come.

加拿大多倫多大學 應用心理與人類發展學系 教授
Prof. Eunice Eunhee Jang
Department of Applied Psychology & Human Development, Ontario Institute for Studies in Education, University of Toronto, Canada

恭喜全民英檢歡慶 25 週年！全民英檢對於臺灣的英語教育有著深遠的影響，幫助了千萬名學習者提升英語能力。墨爾本大學語言測驗研究中心珍視多年來與語言訓練測驗中心團隊的合作。祝福全民英檢繼續再創佳績！

Congratulations on the 25th anniversary of the GEPT! The GEPT has significantly shaped English language education and empowered millions of English learners in Taiwan! We at the Language Testing Research Centre at the University of Melbourne greatly value our collaboration with the LTTC team over the years. Wishing you continued success!

澳洲墨爾本大學語言測驗研究中心 主任
Prof. Ute Knoch, Director

澳洲墨爾本大學語言測驗研究中心 副主任
Prof. Jason Fan, Deputy Director

Language Testing Research Centre, University of Melbourne, Australia

各界祝福
Tributes from Taiwan

全民英檢 25 年來之所以能夠穩健成長，仰賴政府機關代表暨歷任董事的遠見指導，以及全國協辦學校長期的投入與支持。
(董事代表以姓氏筆劃排序)

教育部國際及兩岸教育司司長暨語言訓練測驗中心董事 李毓娟
Dr. Yu-Jiuan Lee, Member of the LTTC Board of Directors
Director General, Department of International and Cross-strait Education, Ministry of Education

全民英檢自 2000 年推出以來，已累計服務逾 1,000 萬人次，近年更免費提供國人 AI 數位聽讀說寫診斷服務，是莘莘學子評量英語學習成果的最佳選擇，感謝全民英檢 25 年來對提升國人英語力的貢獻。Happy 25th Anniversary!

Since its launch in 2000, the GEPT has served more than 10 million people. In recent years, it has even offered free AI-powered diagnostic tools for listening, reading, speaking, and writing, helping learners across Taiwan track their progress with precision. It remains the top choice for students to assess their English learning outcomes. Thank you, GEPT, for 25 years of dedication to advancing English proficiency in Taiwan. Happy 25th Anniversary!

國家發展委員會社會發展處處長暨語言訓練測驗中心董事 張富林
Fu-Lin Chang, Member of the LTTC Board of Directors
Director, Department of Social Development, National Development Council

25 年來，英檢是邁向雙語時代大家的神隊友，未來一起再創新篇！

For the past 25 years, the GEPT has been a vital and trusted partner in Taiwan's journey toward a bilingual future. May we continue working together to write a new and successful chapter in the years to come.

(教授及學校代表以姓氏筆劃排序)

賀全民英檢 25 週年！感謝陪伴千萬考生，成就無數英語夢想，繼續引領英語學習新里程！

Congratulations on the 25th anniversary of the GEPT! Thank you for supporting millions of test-takers in Taiwan and helping countless dreams come true. May the GEPT continue to lead the way in English language learning and assessment!

中原大學語言中心主任 呂妍慧 Prof. Yen-Hui Lu
Director, Language Center, Chung Yuan Christian University

全民參與普及全台，英檢輝煌拓展國際。祝賀全民英檢 25 週年慶！

Nationwide Participation, International Recognition: The GEPT has successfully engaged the entire nation while expanding its global reach. Heartfelt congratulations on the 25th anniversary of the GEPT.

嘉義市輔仁高級中學校長 李國榮
Principal Guo-Rong Li, Fu Jen Catholic High School, Chiayi

感謝語言訓練測驗中心串聯鳳新高中跟優秀英語師資，透過英語增加港都競爭力。

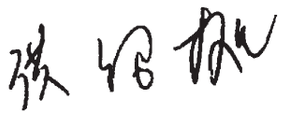
Sincere thanks to the LTTC for partnering with Feng-Hsin Senior High School and Taiwan's outstanding English teachers, helping to enhance Kaohsiung's competitiveness through English assessment.

前國立鳳新高中英語教師暨全民英檢高雄獨立考區代表 邱美江
Representative Mei-Jiang Chiu, GEPT Independent Examination Site, Kaohsiung

感謝全民英檢陪伴臺灣學子 25 年，提供了優質的英語檢測平台，也讓國際社會看見了臺灣在英語測驗領域的專業。

I extend my sincere gratitude to the GEPT for its 25 years of dedicated service in supporting Taiwanese students. By providing a high-quality English proficiency test, the GEPT has not only advanced language education in Taiwan but also demonstrated the nation's expertise in English language assessment to the international community.

國立臺灣科技大學人文社會學院院長 洪紹挺
Prof. Shao-Ting Hung
Dean, College of Humanities and Social Sciences,
National Taiwan University of Science and Technology



謹此向那些在過去四分之一世紀期間，研發出一套值得眾人信賴的語言測驗典範的 LTTC 夥伴們致敬！在此之前，語言測驗長期由少數西方機構所主導。儘管全民英檢的推行最初受限於臺灣的地理與政治範圍，如今它已昂然崛起，並憑藉日益精進的信度與效度，準備在語言測驗市場中超越競爭者。能夠見證這個測驗的誕生，並有幸參與其成長歷程，我深感榮幸。願再迎接下一個輝煌的 25 年！

Kudos to the brave men and women who spent a quarter century building a trusted model of language testing previously dominated by only a few Western players. Although geopolitically confined to the Republic, GEPT now stands tall and is poised to leapfrog its competitors in the market with improved reliability and validity. I am privileged to have witnessed the launch of the platform and deeply honored to have played a small role in its eventual growth. Twenty-five more!

前國立臺灣大學外國語文學系主任 梁欣榮
Prof. Yanwing Leung, Former Chair, Department of Foreign Languages and Literatures,
National Taiwan University

語言訓練測驗中心陪伴臺灣青年學子不斷精進與提升英語文能力，開拓國際視野，成就與貢獻非凡，作為長期合作夥伴，與有榮焉。

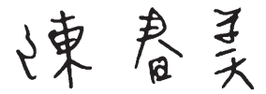
The LTTC has continuously supported Taiwanese students in improving their English proficiency and broadening their global horizons, making remarkable achievements and contributions. As a long-term partner, the FHSH is truly honored to be part of this journey.

國立鳳新高級中學校長 陳江海
Principal Jiang-Hai Chen, National Feng-Hsin Senior High School

從萌芽到茁壯，臺灣英語學習的搖籃與推手，祝全民英檢生日快樂！

From its early beginnings to its strong growth, the GEPT has been both a cradle and a driving force for English learning in Taiwan. Happy birthday to the GEPT!

國立中興大學外國語文學系主任 陳春美 Prof. Chun-Mei Chen
Chair, Department of Foreign Languages and Literatures, National Chung Hsing University



英檢廿五載，桃李滿天下，
良才競風采，含英展光華。
公誼深似海，永續益風發。

A score and five years past in flight,
Our learners blooming far and wide,
Their talents shine and vie with light,
Their brilliance ever shown in stride.
A bond as deep as seas and tides,
May lasting good extend with pride.

國立中興大學外國語文學系副教授 強勇傑 Prof. Yung-Chieh Chiang
Associate Professor, National Chung Hsing University

全民英檢經典 25 載。本校有幸與全民英檢長期攜手合作，共同精進英語教育，見證學子成長。願夥伴關係長存，繼續培育英才，邁向國際。

Congratulations to the GEPT on 25 remarkable years!
Our school has been honored to collaborate with the GEPT over the years, working together to enhance English education and witnessing the growth of our students along the way. May our partnership continue, as we cultivate future talent and guide them toward the global stage.

長榮高級中學校長 許德勝
Principal Te-Sheng Hsu, Chang Jung Senior High School, Tainan

貴中心 25 年來致力於國人的英語文認證，精進語言教學，培育國際人才，貢獻良多！

Over the past 25 years, the LTTC has been dedicated to providing English proficiency assessment for the people of Taiwan, enhancing language education, and nurturing international talent—making remarkable contributions!

臺南市天主教德光中學校長 楊惠娜
Principal Hui-Na Yang, Deguang Catholic High School, Tainan

謹賀全民英檢 25 週年，感謝貴機構多年來對英語教育的卓越貢獻！

Warm congratulations on the 25th anniversary of the GEPT! Thank you to the LTTC for its outstanding contributions to English education over the years.

國立彰化師範大學語文中心主任 楊曉菁 Prof. Hsiao-Ching Yang
Director, Language Center, National Changhua University of Education

---

賀全民英檢創立 25 週年：深耕卓越，建立英語能力評量標準，引領邁向國際舞台。

Congratulations on 25 years of GEPT—a steadfast and visionary force in guiding Taiwanese learners to English proficiency and global connections.

國立臺北科技大學雙語中心主任 楊韻華 Prof. Yun-Hua Yang
Director, Center for Bilingual Learning, National Taipei University of Technology

IX 特別感謝
Special Thanks & Acknowledgments

特別感謝 25 年來近千萬參與過全民英檢的考生，你們的學習歷程與成就見證了全民英檢的價值，推動我們持續創新。

我們要感謝全國各地協辦學校的試務人員與監試人員，你們在每場測驗中確保施測流程與測驗品質，始終以專業與熱忱服務考生。還有全民英檢闈場的評分老師，憑藉豐富的專業知識，嚴謹評閱考生的作答表現，確保測驗結果的公平與準確。我們也要向長期關心臺灣英語教育發展的專家學者、教師、家長及社會各界人士表達感謝。你們共同的努力與信任，成就了全民英檢深植教育現場、服務社會的影響力。

最後，我們誠摯感謝所有參與、見證與支持全民英檢的朋友們。25 年來，我們攜手同行，共同推動臺灣英語教育的進步，未來我們將持續努力，與大家一起邁向新的里程碑！

We extend our heartfelt gratitude to our test-takers across Taiwan over the past 25 years. Your learning journeys and achievements have demonstrated the value of the GEPT and inspired us to continually innovate and improve.

We are deeply thankful to the test administrators and proctors at co-hosting schools nationwide. Your professionalism and dedication ensures smooth and secure test environments for every administration, always serving test-takers with care and commitment. We also thank the raters at our scoring center, whose expertise and experience ensure that every response is evaluated rigorously, guaranteeing fairness and accuracy in test results. We would also like to express our sincere appreciation to the educators, scholars, parents, and the public who have long supported the development of English education in Taiwan. Your encouragement has enabled the GEPT to grow and become a key benchmark for English learning and assessment in Taiwan.

Finally, to all the friends who have participated in, witnessed, and supported the GEPT over the years, thank you! For 25 years, we have worked together, advancing English education in Taiwan. As we look to the future, we will continue striving forward, hand in hand, toward new milestones!

全民英檢的成功歸功於您
Factors Contributing to GEPT's Success

附錄一：全民英檢近年合作研究對象與主題
（歷年完整研究列表請掃描 QR code）

Appendix 1. LTTC-GEPT Recent Research Partners and Topics (The complete list of past research can be accessed via the QR code)

	合作對象 Research Partners		研究主題 Research Topics
2023-2025	Zhao Ming Gao	National Taiwan University	Development and Application of an AI Automated Scoring System for the GEPT Intermediate and High-Intermediate Writing Tests
	Berlin Chen	National Taiwan Normal University	Development of an English Automated Speaking Assessment System Based on Deep Learning
	Jason S. Chang	National Tsing Hua University	Exploring the Development of AI-Assisted Scoring Using GEPT Writing Corpus
2022-2023	Xun Yan Huiying Cai Ping-Lin Chuang Yulin Pan	University of Illinois at Urbana-Champaign, USA	What makes listening comprehension difficult?: A feature-based machine learning approach to understanding item difficulty
2021-2022	Fumiyo Nakatsuhara Sathena Chan Daniel Lam	University of Bedfordshire, UK	Exploring the dynamic relationship between Dr. GEPT feedback and learners' L2 motivation
2020-2021	Jason Fan Ute Knoch Ivy Chen	University of Melbourne, Australia	Linking the GEPT Writing Subtest (Part 1) to the Common European Framework of Reference (CEFR)
	Eric Yen-liang Lin	National Taipei University of Technology	Lexical and Discourse Characteristics of GEPT Speaking Test Performance across Different Levels: A Corpus Linguistic Approach
2016-2017	Antony John Kunnan	University of Macau	A survey of English language proficiency of young learners in Chinese-speaking cities

附錄二：近十年 (2016-2025) 研究發表
（歷年完整研究列表請掃描 QR code）

Appendix 2: Research Publications in the Last Decade (2016-2025)(The complete list of past research can be accessed via the QR code)

I. 專書 Book Chapters

沈冬、吳若蕙 (主編)(2021)。全球在地化在英語檢定測驗的體現—「全民英檢」。臺北：臺大出版中心。

Shen, T., Wu, J. R. W. (Eds.)(2021). *General English Proficiency Test: Realizing Glocalization in English Language Proficiency Testing*. Taipei, National Taiwan University Press.

Su, L. I., Weir, C. J., & Wu, J. R. W. (2020). *English Language Proficiency Testing in Asia: A New Paradigm Bridging Global and Local Contexts*. New York: Routledge.

Wu, R. Y. F. (2016). Creating a common score scale for the GEPT to support interpretation of learning progress. In Y. Leung (Ed.), *Epoch making in English language teaching and learning* (pp. 223–236). Taipei: Crane Publishing.

II. 研究報告 Research Reports

Yan, X., Cai, H., Chuang, P.-L., & Pan, Y. (2024). *What makes listening comprehension difficult?: A feature-based machine learning approach to understanding item difficulty.* Taipei: LTTC.

Nakatsuhara, F., Chan, S., & Lam, D. (2023). *Exploring the dynamic relationship between Dr. GEPT feedback and learners' L2 motivation.* Taipei: LTTC.

Fan, J., Knoch, U., & Chen, I. (2021). *Linking the GEPT writing subtest (Part 1) to the Common European Framework of Reference (CEFR)*. Taipei: LTTC.

Green, A., Inoue, C., & Nakatsuhara, F. (2017). *Relating GEPT speaking tests to the CEFR* (LTTC–GEPT Research Report No. RG-09). Taipei: LTTC.

Knoch, U., & Frost, K. (2016). *Linking the GEPT writing sub-test to the Common European Framework of Reference (CEFR)* (LTTC–GEPT Research Report No. RG-08). Taipei: LTTC.

Bax, S., & Chan, S. H. C. (2016). *Researching the cognitive validity of GEPT high-intermediate and advanced reading: An eye tracking and stimulated recall study* (LTTC–GEPT Research Report No. RG-07). Taipei:LTTC.

III. 期刊報告 Journal Articles

Liao, R. J. T. (2021). Advancing the international recognition of the locally-produced GEPT: An interview with Jessica Wu. *Language Assessment Quarterly*. doi: 10.1080/15434303.2021.1919116

Wu, J. R. W., & Lee, C. (2017). The relationships between test performance and students' perceptions of learning motivation, test value, and test anxiety in the context of the English benchmark requirement for graduation in Taiwan's universities. *Language Testing in Asia, 7*, Article 9. doi: 10.1186/s40468-017-0041-4

Lee, C., & Wu, J. R. W. (2016). 探究大學英語能力畢業門檻與學習動機、測驗焦慮、測驗表現之關係 [An exploratory study on the relationships among student attitude towards the English graduation benchmark policy, learning motivation, test anxiety, and test performance]. *English Teaching & Learning*, 40(3), 61–86.

Wu, J. R. W. (2016). A socio-cognitive approach to assessing speaking and writing: The GEPT experience. *JLTA (Japan Language Testing Association) Journal*, 19, 3–11.