



THE GENERAL ENGLISH PROFICIENCY TEST

Offering Insight into
Learners' English Ability

The General English Proficiency Test (GEPT), developed and administered by the Language Training and Testing Center (LTTC), targets English learners at all levels in Taiwan.

Who is the LTTC?

Non-profit Educational Institute

- The LTTC was founded in 1951 and is currently registered with the Ministry of Education (MOE) of Taiwan.
- The LTTC is under the supervision of a board of directors with the president of NTU as chairperson.
- For more than 70 years, it has dedicated itself to fostering locally appropriate foreign language training and testing in Taiwan.

The Pioneer of Foreign Language Education in Taiwan

- Offers language courses in English, Japanese, French, German, and Spanish through in-class and online programs
- Customizes programs for major public and private organizations

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LTTC[®] 財團法人 語言訓練測驗中心
THE LANGUAGE TRAINING & TESTING CENTER



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<https://www.gept.org.tw/Eng/>



The LTTC has always been highly regarded for its cutting-edge innovation in advancing English education and elevating the standard of English in Taiwan. Through its diverse array of language courses, high-quality assessment services, and facilitation of exchanges with global partners and educational institutions, the LTTC has not only greatly benefited learners in Taiwan but also played a pivotal role in fostering the internationalization of higher education.

— Professor Wen-Chang Chen, Chairperson of the LTTC Board of Directors

What the LTTC offers?

Language Training

- General and specific purpose language courses, such as business English, academic English, and professional English
- Training courses in briefing and presentation skills, meeting management, and social communication skills
- Competency-oriented and CLIL workshops for instructor development

Language Testing

- Tests developed and administered by the LTTC include the General English Proficiency Test (GEPT), Foreign Language Proficiency Test (FLPT), and BEST Test of English Proficiency (BESTEP).
- Tests administered on behalf of the LTTC's international partners include computer based tests (TOEFL iBT, GRE), the Cambridge English Qualifications, and the Japanese-Language Proficiency Test (JLPT).



Promoting Bilingual Education

- A driving force in foreign language education in Taiwan, the LTTC endeavors to keep pace with the country's education reforms.
- The LTTC focuses on innovations in three major areas—training, assessment, and research—and works closely with experts and stakeholders to tailor its products and services to the needs of students, educators, and government agencies.



The GEPT is Taiwan's first domestically developed English language proficiency test. Not only is it a spur to improving English education in Taiwan, but it also helps usher Taiwan into globalization. Since its inception, the GEPT has been widely acclaimed by the international academic community and adopted by dozens of internationally renowned universities. The **Dr. GEPT** service is the world's first personal digital feedback system for candidates taking a large-scale test. In the future, the GEPT will continue to develop different types of assessments to meet the evolving needs of test users and to promote the 2030 Bilingual Policy.

— *Professor Hsin-ying Li, Chief Executive Officer, The Language Training & Testing Center*

About the GEPT

Covering Four Language Skills

The General English Proficiency Test promotes a balanced English learning process, covering the four language skills of listening, reading, writing, and speaking.

Targeting English learners at all levels in Taiwan

This test corresponds to Taiwan's English education framework, meets the specific needs of English learners in Taiwan for self-assessment, and provides institutions or schools with a reference for evaluating the English proficiency levels of their job applicants, employees, or students.

Generating Positive Washback

Since its launch in 2000, the GEPT has reliably tested the English proficiency of over 9 million test-takers.

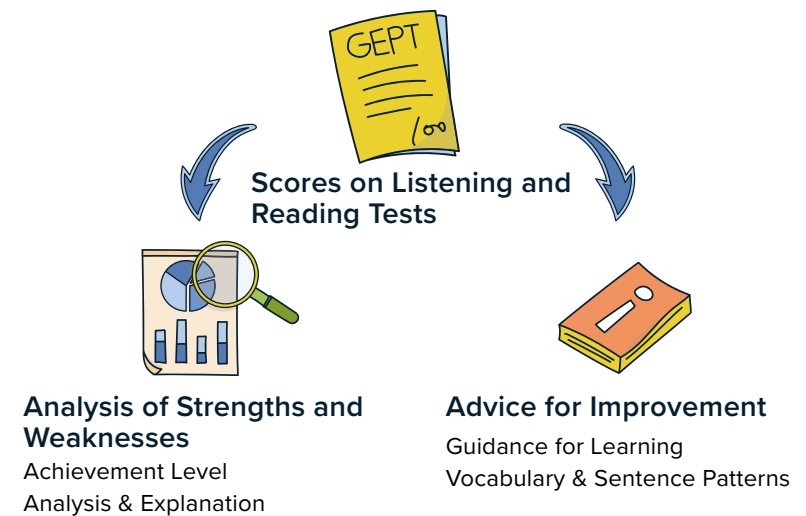
The GEPT has generated positive washback effects on English learning and teaching in Taiwan in the form of increased emphasis on communication skills and the nurturing of speaking and listening skills.



► All the past test books stacked up together would reach the height of 50 Taipei 101 buildings.

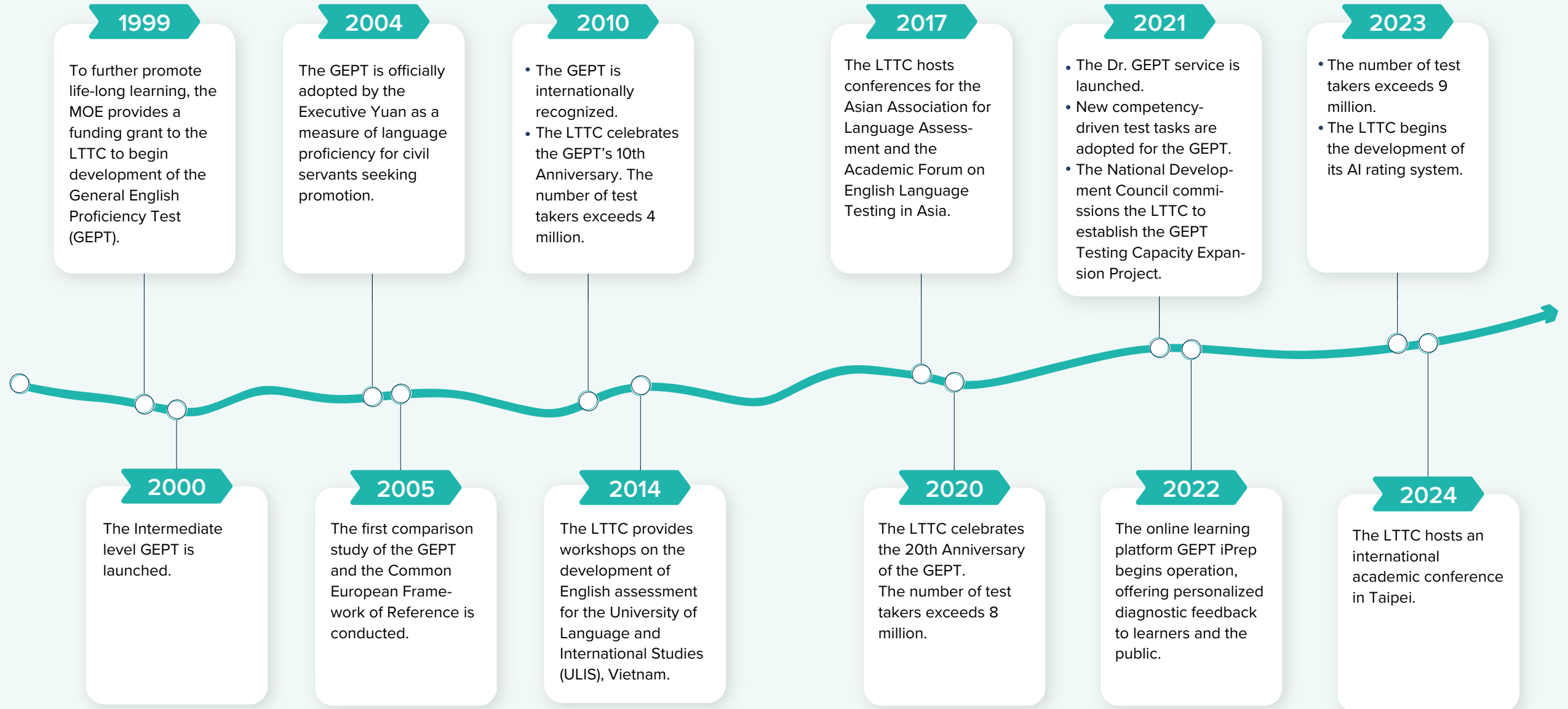
Innovation of the GEPT

- New tasks added in 2020 to better reflect the concepts and skills contained in the revised competency-based English curriculum (2019) in Taiwan
- Embodying the ideal of learning-oriented assessment (LOA) through Dr. GEPT, an online service providing test takers with individual feedback on their strengths and weaknesses, to ensure assessment leads to further learning
- Increasing the number of test venues and frequency of test administrations in response to needs specified by the government
- GEPT iPrep: A free, digital learning platform offering personalized diagnostic feedback on learners' listening and reading proficiencies in English, jointly launched by the National Development Council and the LTTC in 2022





A Chronicle of the GEPT



Most Popular Foreign Language Exam in Taiwan

The GEPT has received recognition internationally. As of 2023, over 9 million English learners, from students at all levels to senior citizens, have taken the GEPT.

Career Advancement

GEPT scores are highly dependable; for this reason, they are used by governmental and private organizations to evaluate personnel. For instance:

- **The Central Personnel Administration of the Executive Yuan** has adopted GEPT scores as a criterion for the promotion of civil servants.
- GEPT scores are used as evidence of language proficiency for those wishing to pursue careers in **civil service** in **diplomacy**, **aviation**, and **international affairs**.
- **The Ministry of Education** refers to GEPT scores when selecting qualified students and teachers for government-sponsored study overseas and qualified teachers who wish to apply for English-teaching positions in schools.
- **Taipei Rapid Transit Corporation, Taiwan Academy of Banking and Finance, Taiwan External Trade Development Council, NXP Semiconductors, EVA Air, and Regent Taipei** use the GEPT to assess the English ability of their employees and job applicants.



Higher Education

Domestic universities rely on the GEPT to assess students' English proficiency for admissions purposes. An increasing number of universities and colleges now require their students to demonstrate their English proficiency by passing either the Intermediate or High-Intermediate level of the GEPT.

- Over 100 universities and colleges in Taiwan evaluate students' proficiency with the GEPT. These academic institutions include public schools such as National Taiwan University (NTU), National Cheng Kung University, and National Yang Ming Chiao Tung University.
- NTU has integrated the GEPT into its online and classroom curriculum design while aligning course objectives with the GEPT High-Intermediate level descriptors. NTU reports that this integration has led to measurable improvement in both teaching and learning.



GEPT for Global Connection

The GEPT has achieved remarkable success in reaching out to international communities:

- Currently, over 70 universities around the world, including prestigious institutions in Hong Kong, Japan, France, Germany, the UK, and the U.S., have adopted the GEPT as a standard for measuring the English language ability of Taiwanese applicants (See p.24 for the map of universities that recognize the GEPT).
- International programs offered by various universities in Taiwan, such as NTU and National Taiwan Normal University, now recognize the GEPT as a reliable means of measuring applicants' English language ability.



In just a few short years, the GEPT has made remarkable progress in obtaining international recognition by world-class universities. Such recognition benefits our students as well as NTU's partner universities who would like to assess the English proficiency of our students by using an English test that conforms to the highest standards of validity and reliability.

— *Professor Hsiao-Wei Yuan, Vice President, Office of International Affairs, National Taiwan University*

International Consideration by the UK GMC



The UK General Medical Council (GMC) reviewed the GEPT Advanced Test (CEFR C1/C1+ level) for international medical graduates applying for a UK medical license. Alongside five other English language tests, the GMC recognized the GEPT Advanced Test as an alternative to IELTS. According to the GMC, the GEPT Advanced Level Listening and Reading Tests are equivalent to IELTS 7.0, while the Speaking and Writing Tests are equivalent to IELTS 7.5. Other recognized tests include Cambridge English: Advanced and Proficiency, Occupational English Test, PTE Academic, and TOEFL iBT. For more information about the IELTS Equivalence Project by CRELLA, University of Bedfordshire, please scan the provided QR code.

Standards of Quality

Reliability

Ongoing research and rigorous procedures of test construction and administration ensure that the high quality, validity, and reliability of the GEPT are maintained. A test review published in *Language Testing* suggests that the GEPT is communicatively oriented, practical, and highly reliable¹. The reliability indices for the GEPT Listening and Reading tests fall between 0.87 and 0.91. The inter-rater reliability indices for the Writing and Speaking tests are between 0.89 and 0.90, while the discrepancy rate falls between 0.014 and 0.017.



Ever since my first involvement with the LTTC, I've been impressed with the professionalism and the careful consideration with which the GEPT staff develop and then use this assessment. I've also seen the LTTC evolve from a national institution into one of the leading English language assessment centers in the world.

— *Professor Lyle F. Bachman, Professor Emeritus of Applied Linguistics*

Continuous Validation

Academic Support

The research and development team is responsible for writing test items, compiling test forms, and conducting research on test development. The LTTC also employs domestic and international experts as consultants, research committee members, testing committee members, item reviewers, and item writers. In order to further enhance the quality of the GEPT, the LTTC has over the years invited renowned scholars in the field of language testing to advise the GEPT research and development team in the capacity of consultants, including Professor Charles Alderson, Professor Lyle F. Bachman, Professor Antony Kunnan, Professor Tim McNamara, Professor Barry O'Sullivan OBE, and the late Professor Cyril J. Weir.



With over seventy 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.

— *Professor Barry O'Sullivan OBE FAcSS FAALA, Head of Assessment Research & Development, British Council*

¹ Roever, C. & Pan, Y.C. (2008). GEPT: General English Proficiency Test, *Language Testing*, 25(3), 403-418.

Perspectives from the LTTC-GEPT Research Grants Recipients/Scholars

In order to assist external researchers in conducting quality research on GEPT-related topics and to further enhance the reliability and validity of the GEPT, the LTTC offers the LTTC-GEPT Research Grants. Since 2010, grants have been awarded to academic institutions and scholars in Australia, Hong Kong, the UK, and the U.S., for conducting research projects such as comparing the GEPT with IELTS and TOEFL, and investigating the alignment of the GEPT and the CEFR.



The LTTC stands as a trustworthy institution renowned for its comprehensive language assessment services and the development of the GEPT in Taiwan. With the GEPT, the LTTC has consistently played a vital role in empowering individuals to showcase their language abilities with precision and credibility. I am fortunate to have had the opportunity to work with the LTTC colleagues whose devotion and passion to quality test development is admirable. The LTTC is one of the first test developers globally that devotes to diagnostic function of language abilities and to providing feedback to test-takers. The LTTC is committed to use language assessment to support language teaching and learning.

— *Professor Liying Cheng, Queen's University at Kingston*



The Centre for Research in English Language Learning and Assessment (CRELLA) at the University of Bedfordshire has a long and fruitful history of collaboration with the LTTC. I was delighted to be able to continue this tradition recently as recipient of an LTTC-GEPT research grant. Working with Dr. Chihiro Inoue on a comprehensive study of the GEPT speaking tests in relation to the CEFR, I was, as ever, impressed by the LTTC's high academic standards and professionalism. They are clearly committed to making all necessary efforts to ensure their tests remain valid and reliable. I look forward to further joint ventures in the years to come.

— *Professor Anthony Green, Director of CRELLA, University of Bedfordshire*

Dr. Tineke Brunfaut and I were awarded an LTTC-GEPT research grant in 2012. Using this grant, we conducted a linking study relating the GEPT listening test suite to the Common European Framework of Reference (CEFR). The grant has allowed us scope to explore some innovative approaches to standard setting. The LTTC-GEPT research grants program is a very good example of a funding scheme which allows fruitful collaboration between academic researchers and a testing organization.



— *Professor Luke Harding, the Department of Linguistics and English Language, Lancaster University*

Research Publications

Research

The LTTC grounds its endeavors in up-to-date research findings. It actively engages the academic community through publications, exchanges, and the LTTC Teaching and Research Grants. For the complete texts of the research reports and papers, please scan the QR code provided.



Research Reports and Papers

Recent publications

English Language Proficiency Testing in Asia (2019)

— An edited volume discussing locally designed and adapted language tests throughout Asia and their impact on language teaching and learning



Rethinking EMI: Multidisciplinary Perspectives from Chinese-speaking Regions (2021)

— A collection drawing on the current practice of EMI in diverse disciplines and university settings and examining ways to address challenges, both pedagogical and learning-related, that arise in implementing EMI at tertiary institutions in Chinese-speaking regions



General English Proficiency Test: Realizing Glocalization in English Language Proficiency Testing (2021)

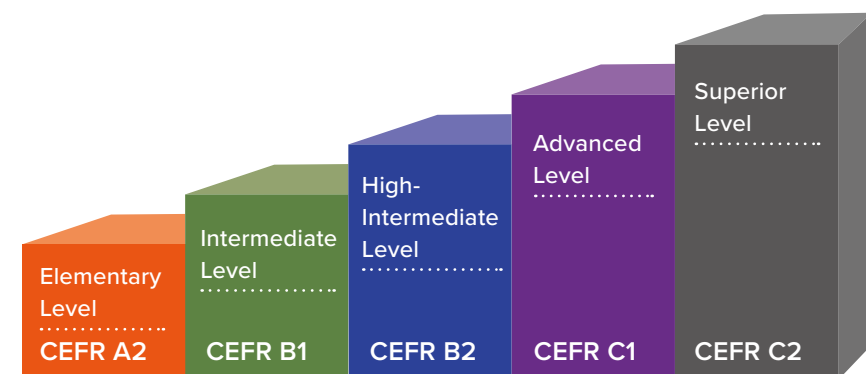
— A two-part volume tracing the historical context of the development of the GEPT and reviewing key validation endeavors undertaken in support of the test



CEFR Alignment

The LTTC officially registered with the Council of Europe to participate in the piloting of the preliminary version of the *Manual for Relating Language Examinations to the CEFR* (2003) in July 2005. The results were submitted to the Council of Europe in September 2006 to provide feedback and suggestions for revisions to the manual. To follow up on the pilot study, the LTTC conducted the LTTC GEPT-CEFR Alignment Project in 2007. A paper on the project was presented at the Fourth EALTA Conference and published in *Studies in Language Testing* (Wu & Wu 2010¹).

To obtain further information on interpreting GEPT scores, which serve as validation evidence for the GEPT level framework, follow-up CEFR linking studies on GEPT listening (Brunfaut & Harding 2014²), reading (Weir et al. 2013³, Wu 2014⁴), writing (Weir et al. 2013, Knoch 2016⁵, Fan et al. 2021⁶), and speaking (Green et al. 2017⁷) have been conducted. According to the results of the specification procedure, the GEPT conforms to internationally accepted standards, involving development, item compiling, and rating processes.



The results of the aforementioned research also showed that the English proficiency of individuals who pass the GEPT speaking and writing tests is higher than that of those who pass the listening and reading tests.

Consequently, in order to more accurately reflect GEPT examinees' proficiency, a plus sign has been added to the corresponding CEFR levels that are included on score reports as deemed appropriate.

	GEPT	CEFR	IELTS	TOFEL iBT
Advanced	Speaking and writing	C1 ⁺	7.5	110
	Listening and reading	C1	7.0	100
High-Intermediate	Speaking and writing	B2 ⁺	6.5	92
	Listening and reading	B2	6.0	79
Intermediate	Speaking and writing	B1 ⁺	5.5	Below 79
	Listening and reading	B1	5.0	

Notes

- The chart above is an estimate of the concordance between GEPT, IELTS, and TOEFL iBT. It may serve as a reference for educational institutions in evaluating the English language proficiency of their prospective students.
- The IELTS and CEFR alignment listed above is based on “Figure 1: The mapping of the IELTS scale to the Common European Framework,” retrieved from the IELTS website, and on test result explanations retrieved from the British Council website.
- The IELTS and the TOEFL iBT score concordance listed above is based on a survey of entry requirements for academic programs at universities in the U.S., the UK, and Australia.

- 1 Wu, J. R. W. and Wu, R. Y. F. (2010). Relating the GEPT reading comprehension tests to the CEFR. In W. Martyniuk, (Ed.) *Aligning Tests with the CEFR, Studies in Language Testing 33*. Cambridge: Cambridge University Press. 204-224.
- 2 Brunfaut, T. and Harding, L. (2014). *Linking the GEPT Listening Test to the Common European Framework of Reference*, LTTC-GEPT Research Report No. RG-05. Taipei: LTTC.
- 3 Weir, C., Chan, S. H., & Nakatsuhara, F. (2013). *Examining the criterion-related validity of the GEPT advanced reading and writing tests: Comparing GEPT with IELTS and real-life academic performance*, LTTC-GEPT Research Report No. RG-01. Taipei: LTTC.
- 4 Wu, R. Y. F. (2014). *Validating Second Language Reading Examinations: Establishing the Validity of the GEPT through Alignment with the Common European Framework of Reference*, Studies in Language Testing 41. Cambridge: Cambridge University Press.
- 5 Knoch, U (2016). *Linking the GEPT Writing Sub-test to the Common European Framework of Reference (CEFR)*, LTTC-GEPT Research Report No. RG-08. Taipei: LTTC.
- 6 Fan, J., Knoch, U., & Chen, I. (2021). *Linking the GEPT writing subtest (Part 1) to the Common European Framework of Reference (CEFR)*. Taipei: LTTC.
- 7 Green, A., Inoue, C., & Nakatsuhara, F. (2017). *Relating GEPT speaking tests to the CEFR* (LTTC-GEPT Research Report No. RG-09). Taipei: LTTC.

International Partnerships

The LTTC engages itself actively in various international testing-related organizations such as the Academic Forum on English Language Testing in Asia (AFELTA) and the Asian Association for Language Assessment (AALA), of which the LTTC is one of the founding members. The LTTC is also an institutional member of the Association of Language Testers in Europe (ALTE) and the International Language Testing Association (ILTA).



The LTTC delegates, Professor Barry O'Sullivan, and other speakers at 2023 LTRC



Since my initial encounter with the LTTC in 2015, I have had the privilege of observing the dedication displayed by the LTTC Research Team to enhancing the GEPT and to serving its test takers. The LTTC team is committed to enhancing the GEPT through rigorous research and continued professional growth. Their work reflects best practices in the field of language testing and is a good example for those working with large-scale, standardized testing.

— Professor Micheline Chalhoub-Deville, University of North Carolina at Greensboro; Past President of the ILTA

How to Recognize the GEPT?

✓ Method 1 : Recognizing the GEPT via Partner Universities

Universities and colleges worldwide can recognize the GEPT via Taiwanese universities when signing or renewing partner school agreements.

For example, NTU has long used the GEPT to pre-screen candidates for its partner universities and highly values the reliability of the GEPT in this regard.

To recognize the GEPT, simply contact the Office of International Affairs staff of your partner universities in Taiwan.



▲ Photo credit: oia.ntu.edu.tw

✓ Method 2 : Recognizing the GEPT Directly

Universities and colleges worldwide can accept students directly without a Taiwanese intermediary.

First, contact us and file your request. GEPT staff will get back to you and provide all the necessary research, validation documents, and sample test papers for your admission committees, and answer any of your questions.

Second, based on the information provided, you can decide which level of the GEPT is most suitable for use as an admission criterion for your programs.

Finally, once the GEPT is approved and recognized by your institution, you can announce this change and include the GEPT as one of the language requirements on your websites. The LTTC and GEPT will do the same.

Contact us

The GEPT is now recognized by (over) 50 institutions worldwide. If you are considering joining them or would like more information about the benefits of recognizing the GEPT, please fill out this form. We will contact you as soon as possible.

Contact form:

First Name: * Last Name: *

E-mail: *

Message: *



Contact us

General Level Descriptions

GEPT	Description	CEFR
Superior	Test-takers who pass this level have English language abilities almost equivalent to the linguistic competence of a native speaker who has received higher education. They can use English effectively and precisely under all kinds of circumstances.	C2 Mastery
Advanced	Test-takers who pass this level have English language abilities which enable them to communicate fluently with only occasional errors related to language accuracy and appropriateness, and to handle academic or professional requirements and situations.	C1 Effective Operational Proficiency
High-Intermediate	Test-takers who pass this level have a generally effective command of English and can handle a broader range of topics.	B2 Vantage
Intermediate	Test-takers who pass this level can use basic English to communicate about topics in daily life.	B1 Threshold
Elementary	Test-takers who pass this level have basic ability in English and can understand and use rudimentary language needed in daily life.	A2 Waystage

The GEPT is a criterion-referenced test that assesses the general English proficiency of test-takers; therefore, the test content is not confined to any specific discipline or topic. The full range of the GEPT comprises five levels, Elementary, Intermediate, High-Intermediate, Advanced, and Superior, meeting the needs of learners at different proficiency levels. The test places equal weight on the four components of listening, reading, writing, and speaking, and has general level descriptors. For skill-area level descriptions, please scan the QR code provided.



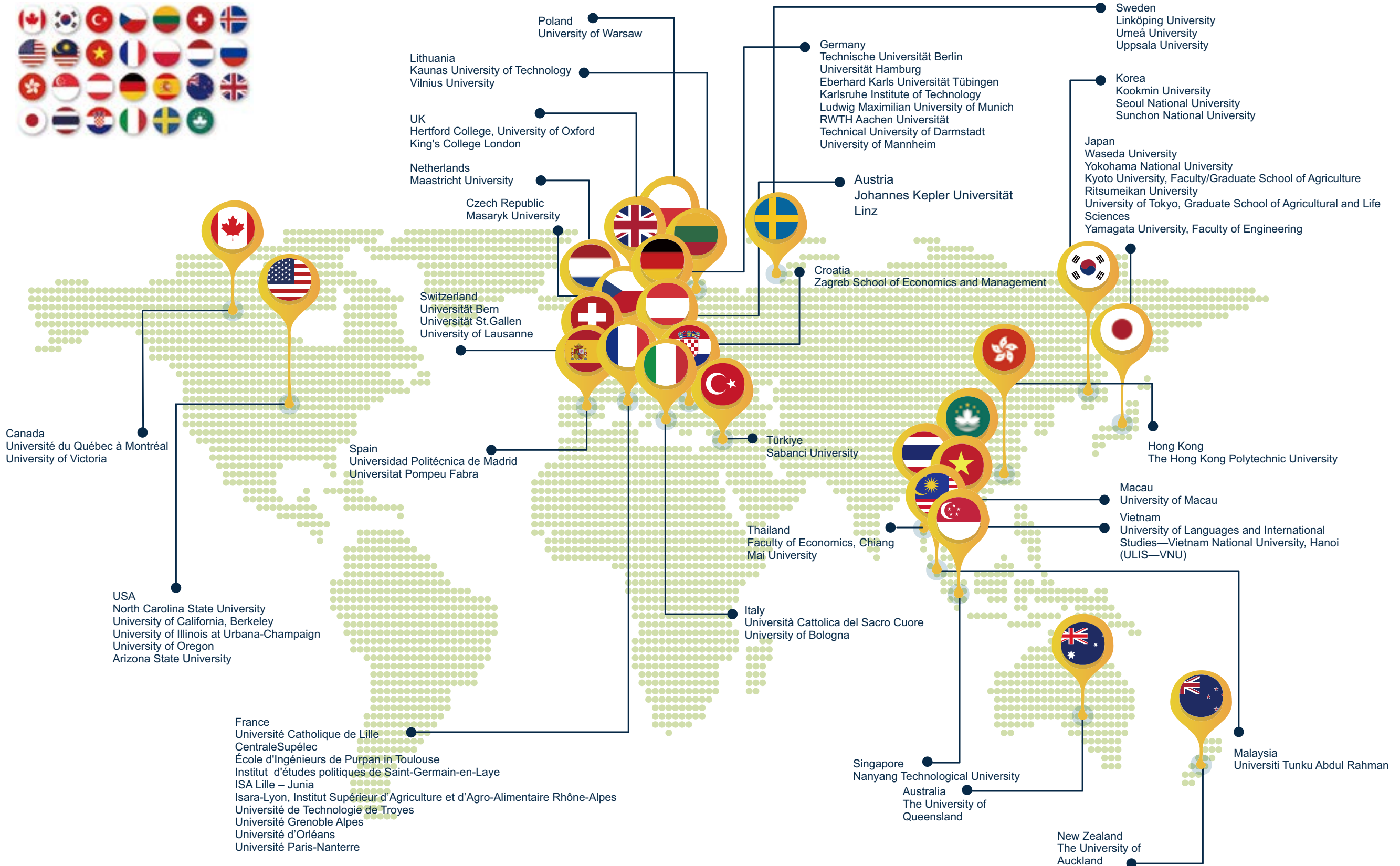
Level descriptions

Test Format & Structure

Each of the five GEPT levels incorporates listening, reading, writing, and speaking components and is administered in two stages, except for the Superior Level, which is an integrated test and is administered upon request.

GEPT	Module	Task types
Superior	Integrated writing	<ul style="list-style-type: none"> A 750-word essay based on a 10–15 min. multimedia program and a 3,000-word article
	Integrated speaking	<ul style="list-style-type: none"> Face-to-face presentation; follow-up questions & answers
Advanced	Listening	<ul style="list-style-type: none"> Short conversations & talks; long conversations; long talks
	Reading	<ul style="list-style-type: none"> Skimming & scanning; careful reading
	Writing	<ul style="list-style-type: none"> Two 250-word essays based on two articles and two charts
	Speaking	<ul style="list-style-type: none"> Face-to-face interview (warm-up questions; discussion; presentation)
High-Intermediate	Listening	<ul style="list-style-type: none"> Answering questions; conversations; talks
	Reading	<ul style="list-style-type: none"> Sentence completion; cloze; reading comprehension
	Writing	<ul style="list-style-type: none"> Chinese–English translation; guided writing
	Speaking	<ul style="list-style-type: none"> Answering questions; picture description; discussion
Intermediate	Listening	<ul style="list-style-type: none"> Picture description; answering questions; conversations; short talks
	Reading	<ul style="list-style-type: none"> Sentence completion; cloze; reading comprehension
	Writing	<ul style="list-style-type: none"> Chinese–English translation; guided writing
	Speaking	<ul style="list-style-type: none"> Reading aloud; answering questions; picture description
Elementary	Listening	<ul style="list-style-type: none"> Picture description; answering questions; conversations; short talks
	Reading	<ul style="list-style-type: none"> Sentence completion; cloze; reading comprehension
	Writing	<ul style="list-style-type: none"> Sentence writing; paragraph writing
	Speaking	<ul style="list-style-type: none"> Repeating; reading aloud; answering questions

From Taiwan to the World



Becoming GEPT Partners

The GEPT

- Is the most widely taken English test in Taiwan
- Covers the four language skills that contribute to effective communication
- Is recognized by leading academic institutions around the world
- Maintains high quality through ongoing research by domestic and international experts
- Corresponds to the CEFR levels, thus providing a basis for describing proficiency levels

Say Yes to the GEPT

- To gain a better understanding of your applicants' English proficiency
- To provide students with an alternative way to qualify for enrollment in your institution
- To enhance your recruitment of qualified students from Taiwan

Contact the GEPT

- To select the GEPT level that is appropriate for your applicants
- To register your formal recognition of the GEPT
- To promote your institution on LTTC and GEPT websites and offer more Taiwanese students opportunities to acquire higher education

