

## **LANGUAGE TESTING IN ENGLISH PROFICIENCY TEST (EPT): URGENTLY NEEDED OR ADMINISTRATION FORMALITY**

Mas Darul Ihsan

[mas.22020@mhs.unesa.ac.id](mailto:mas.22020@mhs.unesa.ac.id)  
[masdarulihسان2@gmail.com](mailto:masdarulihسان2@gmail.com)

Universitas Negeri Surabaya, Indonesia  
Universitas Gresik, Indonesia

### **ABSTRACT**

A crucial third component is added to the field of language testing or English Proficiency Test (EPT); focusing on language assessment practices, the social consequences, and implications of language testing and assessment. Aimed to know urgently needed or administration formality, compared the ideal perspective on language testing with 14-journals Scopus Q1. The result proposed nine (9) reasons through qualitative approach, they are: 1) language tests used for establishing social identity, 2) language tests and the realization of the enormous power to influence education, societies, and even the status of nations as a result of performances on international tests, content language link in English language proficiency (ELP) assessments: to define and operationalize the construct of academic language proficiency, and English language arts standards, 3) use of tests to facilitate the movement of populations in the new globalized structures is the use of tests to resist the movement of peoples, identity, 4) language tests is a function of the social and political roles they play and have marked social relevance in the contemporary world, 5) language tests are used throughout the world to control the entry of students into university settings where the language of instruction is not the student's first language and to predict the student's ability to cope with the demands of the university settings, 6) ethics in language testing is a set of principles which draws upon moral philosophy and serves to guide good professional conduct, 7) a code in language testing to provide for accountability, 8) language tests are used throughout the world to control the entry of students into university settings where the language of instruction is not the student's first language, 9) for content-language link in content assessments: a content assessment represent the student's content knowledge or represent ability to read, understand, and respond to questions in English. Concluded that language testing in English Proficiency Test (EPT) is still urgently needed.

*Keywords:* Language Testing; English Proficiency Test (EPT); Urgently Needed;  
Administration Formality; Proposed Reason

## INTRODUCTION

Today, a crucial third component is added to the field of language testing or English Proficiency Test (EPT), focusing on language assessment practices, the social consequences, and implications of language testing and assessment (Shohamy et al., 2008). Language testing is tailored to operational needs that shift based on world events, impacting the types of tests needed and requiring tight deadlines (Brooks, 2008). Language testing and assessment are always historically situated and conditioned, embedded in knowledge, beliefs, and ideologies about their goals and best practices. They also play an important role in education, policy, and society, and their educational and societal consequences cannot be ignored. The field of language testing is traditionally viewed as consisting of two major components: one focusing on the “what,” referring to the constructs that need to be assessed (also known as “the trait”), and the other component pertaining to the “how” (also known as “the method”), which addresses the specific procedures and strategies used for assessing the “what.” Traditionally, “the trait” has been defined by the language testing field; these definitions have provided the essential elements for creating language tests. (Shohamy et al., 2008).

Language testing represents one of the core areas of applied linguistics. First, the development of a language test involves a careful definition of the domain of knowledge, skill, or ability it is targeting. The development of a test of general proficiency in a language (McNamara, 2004).

In a globalized world in which immigration, transnational relationships, and technological developments continue to create spaces where speakers of many different languages and cultures interact. These forms of multilingual contact have compelled many areas of research to place multilingualism in the spotlight and investigate the dynamics of multilingual interactions, including how speakers negotiate language differences and how speakers develop proficiencies in multiple languages. The field of language testing will be increasingly compelled to participate in this conversation and to devise valid measures of multilingual competence. A concept that could help in understanding multilingual competence and multi-lingual practices is plurilingual and pluricultural competence. A pluralistic approach to teaching languages and cultures is any didactic approach that involves and values more than one language and culture (Lopez et al., 2008). A central tenet of task-based language assessments is that the tasks are designed to represent authentic activities which test candidates might be expected to encounter in the real world outside the classroom. See (Wigglesworth & Frost, 2008). In addition to assessments which target the academic English needs of students for study purposes are those designed to determine whether graduate students or indeed other non-native English-speaking staff members employed in English-medium institutions have adequate oral proficiency for teaching purposes. Some universities have seen fit to introduce exit tests of English language proficiency to motivate university students to improve their English and to provide future employers with information about students’ levels of proficiency at the time of graduation. (Elder, 2008).

From the perspective of content assessment, language has typically been considered a source of construct-irrelevant variance. From the perspective of language assessment, content has also been considered a potential source of construct-irrelevant variance. However, regardless of the purpose for assessment, both content knowledge and language proficiency are engaged to some extent. This chapter explores how the relationship between these two constructs has been conceptualized in the field of language assessment. Then, aspects of ethics and professionalism in language testing and assessment and considers notions of rights and the use of codes as a way of linking both aspects. This drive to accountability, to make its principles and practices explicit, explains the emphasis given in the language testing literature to the role of standards, both as goals and as the criteria for evaluating language testing procedures. It also explains the concern in the profession to uphold individual rights, especially those of test-takers. The review accepts that both professionalism and Codes of Ethics can be used improperly for face-saving ends and raises the question of how far issues to do with ethics, professionalism, rights and codes can be subsumed under the overall concepts of reliability and validity. Moreover, the importance of language tests is a function of the social and political roles they play. In the end, language tests and the realization of their enormous power to influence education, societies, and even the status of nations as a result of performances on international tests. See: (Davies, 2008; Llosa, 2008; McNamara, 2004; Shohamy, 2008).

The ideas proposed then connected to the 14 international journals indexed by Scopus Q1 (See: <https://www.scopus.com/home.uri>) about language testing in English Proficiency Test (EPT) to see the relevance, urgently needed or administration formality. (Carlsen & Rocca, 2021; de Jong, 2018; Hamid et al., 2019; Hessel & Strand, 2021; Hille & Cho, 2020; Kim & Crossley, 2020; Monfared, 2020; Noori & Mirhosseini, 2021; Ockey et al., 2021; Pearson, 2021; Rüsseler et al., 2021; Shin & Cho, 2021; Sinclair et al., 2019; Weideman, 2022).

### **The Important of Language Testing**

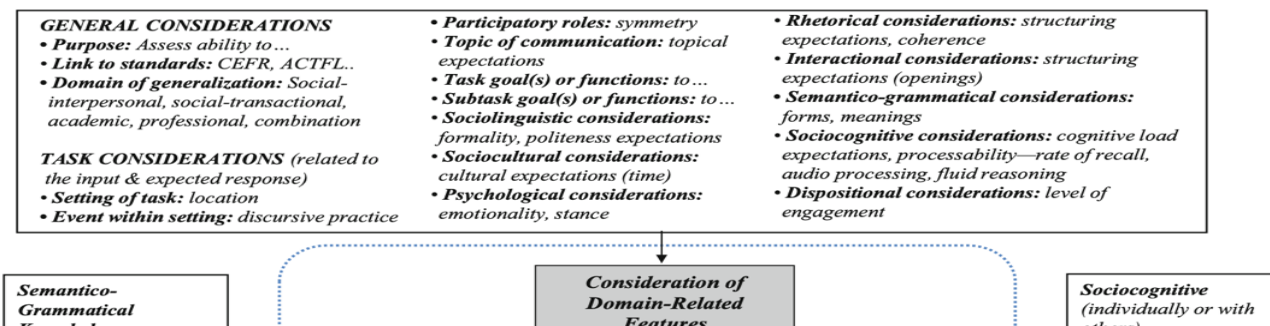
What is the language (or languages) that needs to be assessed? Where can it be observed in the best ways? Is it different at home, in schools, in classrooms, and in the workplace? Should hybrids and fusions be assessed and how? Should multilingual proficiencies be assessed and how? Can levels of languages even be defined? How should language proficiency be reported and to whom? What is “good language”? Does such a term even apply? Who should decide how tests should be used? Do testers have an obligation to express their views about language and testing policy? What is the responsibility of testers to language learning and language use in classrooms and communities? How can ethical and professional attitudes in the field be maintained? These are some of the questions with which language testers are currently preoccupied. (Shohamy et al., 2008).

Language testing is a process of gathering information about test-takers from observed performance under test conditions. language tests are used throughout the world to control the entry of students into university settings where the language of instruction is not the student’s first

language. A language test is used to predict the student’s ability to cope with the demands of the university settings. Language tests, like other tests, are deliberate samples, in this case of an individual’s language knowledge or language behaviour, in order to reach a conclusion about the likely general state of that person’s knowledge or ability. As with blood tests, or breath tests of drivers, language tests require technical expertise in their construction and application, in order to make the inferences that we draw from test results interpretable and supportable. (McNamara, 2004). Moreover, language tests play an important role at several important junctures in society. They thus have a fundamentally political character. Language tests often occur at gateways. They control access to opportunities within societies, and are used to control the flow of people between societies. language tests serve a number of functions (which they also share with other educational assessments). They are used for accountability within the system: they form the basis for reports to parents and students on the progress of individuals, and may be part of the assessment for prestigious certificates and degrees which themselves may be the key to unlocking social opportunities.

The relationship between language proficiency and content knowledge in assessment has always been a complicated one (Table 1). From the perspective of content assessment, language has typically been considered a source of construct-irrelevant variance – variance in scores that is not related to the construct being assessed. From the perspective of language assessment, content (also referred to as topical knowledge or background knowledge) has also been considered a potential source of construct-irrelevant variance (Llosa, 2008). Proficiency based on a conceptualization of “language” as linguistic forms, occurring in some variational distribution, that are needed to convey linguistic, cultural, and individual meanings between individuals (Purpura, 2008).

**Table 1.**  
**Representations of context, content, language, and cognition as potential moderators of L2 proficiency in task engagement**



The concern of language testers in the past two decades about the use of tests and their political, social, educational, and ethical dimensions has made the field even more complex and uncertain and in need of new discussions and debates. Moreover, according to (Angela, 2008) that the assessment of culture/s in the learning of language/s, including the recent interest in assessing intercultural practices and capabilities in language/s learning. This refers to how “cultural knowing” or “cultural/intercultural understanding” is assessed in the context of learning language/s. The discussion will also consider, to a lesser extent, the role of culture, or its influence, on the assessment of learning in environments where multiple languages are in play and where students are or are becoming multilingual. As language testers seek to develop and design methods and procedures for assessment (the “how”) they become mindful not only of the emerging insights regarding the trait (the “what”), and its multiple facets and dimensions, but also of the societal role that language tests play, the power that they hold, and their central functions in education, politics, and society. (Shohamy et al., 2008)

Survey task and performance-based assessment, among the most popular alternative assessment tools today, designed to measure learners’ productive and receptive language skills through performances related to real world contexts (Wigglesworth & Frost, 2008). They discuss the value of certain performance tests, the extent to which they indeed represent “real life,” and the recent trend of moving away from individual components of language proficiency to integrated tasks incorporating more than one skill. Staying within the context of alternative assessment, Janna Fox provides an overview of the various techniques, focusing on portfolio assessment, which has become the most pervasive approach. She discusses the usefulness of portfolios for both formative and summative assessment, as well as their claim for authenticity. Finally, she reviews the impact

of newer technologies in the development of e-portfolios and other forms of digital learner records. While, (Elder, 2008) analyses language assessment in the context of higher education, which is becoming a major site of Englishization and internationalization as well as language assessment expertise. Used for a wide variety of purposes, language assessment in higher education is often driven by powerful testing agencies, which in some cases limit the ability to develop local assessment policies for diverse student populations and for the introduction of new technologies.

In addition to assessments which target the academic English needs of students for study purposes are those designed to determine whether graduate students or indeed other non-native English-speaking staff members employed in English- medium institutions have adequate oral proficiency for teaching purposes.

Many reasons have been proffered to explain this limited predictive power of language: the fact that language proficiency is only one of a host of factors contributing to study outcomes, that the contexts of investigations and the role of proficiency within these contexts varies as does the size of the student sample investigated, that the proficiency range of the sample is truncated because only admitted students are included, that the criteria for measuring success are crude and unreliable, and that the correlational measures normally used for such studies are difficult to interpret (Cho & Bridgeman, 2012).

Further, language tests and the realization of their enormous power to influence education, societies, and even the status of nations as a result of performances on international tests (Shohamy, 2008). Meanwhile, aspects of ethics and professionalism in language testing and assessment and considers notions of rights and the use of codes as a way of linking both aspects. This drive to accountability, to make its principles and practices explicit, explains the emphasis given in the language testing literature to the role of standards, both as goals and as the criteria for evaluating language testing procedures. It also explains the concern in the profession to uphold individual rights, especially those of test-takers. The review accepts that both professionalism and Codes of Ethics can be used improperly for face-saving ends and raises the question of how far issues to do with ethics, professionalism, rights and codes can be subsumed under the overall concepts of reliability and validity.

### **The ideal perspective on language testing**

To consider the relationship on taking the idea in which run aspects of language testing and English Proficiency Test (EPT) need applying the ideal perspective on language testing, it is as a guidance deliberating the language testing itself (Table 2).

#### **Table 2.**

### **The ideal perspective on language testing**

No	Name	The ideal perspective on language testing
1	(Davies, 2008)	Ethics in language testing is a set of principles which draws upon moral philosophy and serves to guide good professional conduct.
		Professional: It is a performance for the public good or as a central regulatory body to ensure the standards of performance of individual members
		Right imposes reciprocal obligations, duties to act in certain ways as required by moral or ethical principles, promises, social commitments,
		A Code (of Ethics and/or Practice) in language testing is one of the devices which provide for accountability by its apparent openness, thereby permitting the profession to publish its concern for the common good. Such codes set out the principles the profession binds itself to maintaining.
2	(Llosa, 2008)	Content-language link in content assessments: Does the score on a content assessment represent the student's content knowledge or does it represent their ability to read, understand, and respond to questions in English.
		Content-language link in English language proficiency (ELP) assessments: Work was carried out to define and operationalize the construct of academic language proficiency, and language as communication and tended to be closely aligned to English language arts standards.
3	(McNamara, 2004)	Language tests is a function of the social and political roles they play and have marked social relevance in the contemporary world, as they play a role in socially very significant institutional and political processes.
		Language tests are used throughout the world to control the entry of students into university settings where the language of instruction is not the student's first language. A language test is used to predict the student's ability to cope with the demands of the university settings
		Language tests serve a number of functions (which they also share with other educational assessments). They are used for accountability within the system: they form the basis for reports to parents and students on the progress of individuals, and may be part of the assessment for prestigious certificates and degrees which themselves may be the key to unlocking social opportunities.

		the use of tests to facilitate the movement of populations in the new globalized structures is the use of tests to resist the movement of peoples. (Language test as the identity).
4	(Shohamy, 2008)	Language tests and the realization of their enormous power to influence education, societies, and even the status of nations as a result of performances on international tests.
		Language tests used for establishing social identity.

**METHODOLOGY**

Qualitative methods approach is chosen to seek the collaboration of findings, to elaborate or clarify findings, to further develop interpretations, to investigate contradictions, or to expand the breadth or depth of a study. See: (Ary et al., 2010; Bogdan & Biklen, 2007; Cresswell, 2012; Creswell, 2009; Hannes & Lockwood, 2012; Johnson & Christensen, 2014). The literature study is used compared with the ideal perspective on language testing proposed by (Davies, 2008; Llosa, 2008; McNamara, 2004; Shohamy, 2008) compared with the 14 international journals indexed by Scopus Q1 (See: <https://www.scopus.com/home.uri>) about language testing in English Proficiency Test (EPT) to see the relevance, urgently needed or administration formality. (Carlsen & Rocca, 2021; de Jong, 2018; Hamid et al., 2019; Hessel & Strand, 2021; Hille & Cho, 2020; Kim & Crossley, 2020; Monfared, 2020; Noori & Mirhosseini, 2021; Ockey et al., 2021; Pearson, 2021; Rüsseler et al., 2021; Shin & Cho, 2021; Sinclair et al., 2019; Weideman, 2022).

**Table 3.**  
**Proposed 14 International Journal Scopus Indexed**

No	Journal name	Title	Journal Indexed
1	Language Assessment Quarterly	Language Test Misuse	Scopus Q1
2	Language Assessment Quarterly	Literacy Affects Brain Structure – What Can We Learn for Language Assessment in Low Literates?	Scopus Q1
3	Language Assessment Quarterly	Testing Language, but What?: Examining the Carrier Content of IELTS Preparation Materials from a Critical Perspective	Scopus Q1
4	Language Assessment Quarterly	“Be a Machine”: International Graduate Students’ Narratives around High-Stakes English Tests	Scopus Q1



5	Language Assessment Quarterly	Context, Construct, and Validation: A Perspective from South Africa	Scopus Q1
6	Language Assessment Quarterly	Exploring the Construct Validity of the ECCE: Latent Structure of a CEFR-Based High- Intermediate Level English Language Proficiency Test	Scopus Q1
7	Language Assessment Quarterly	Fluency in Second Language Testing: Insights From Different Disciplines	Scopus Q1
8	Language Assessment Quarterly	Iowa State University's English placement test of oral communication in times of COVID-19	Scopus Q1
9	Journal of Multilingual and Multicultural Development	The National English ability test in Korea and its legitimising discourses	Scopus Q1
10	Journal of Multilingual and Multicultural Development	Equity or equality: outer and expanding circle teachers' awareness of and attitudes towards World Englishes and international proficiency tests	Scopus Q1
11	Language Testing	Placement testing: One test, two tests, three tests? How many tests are sufficient?	Scopus Q1
12	Journal of Further and Higher Education	Policies on minimum English language requirements in UK higher education, 1989-2021	Scopus Q1
13	Current Issues in Language Planning	Language tests, linguistic gatekeeping and global mobility	Scopus Q1
14	Educational Review	Proficiency in English is a better predictor of educational achievement than English as an Additional Language (EAL)	Scopus Q1

## FINDINGS AND DISCUSSIONS

Based on the finding on 14 journals proposed connected to the ideas on the ideal perspective on language testing is divided into 3 discussions. **The first**, the journal published from Language Assessment Quarterly. (Carlsen & Rocca, 2021) argued that an increasing number of European countries have introduced language requirements for residency, citizenship, and sometimes even for entry to the country and family reunification. As a result, democratic rights as well as basic human rights have come to depend upon an individual's ability to obtain a certain score on a language test and the consequences of failing may be detrimental. In the field of language testing, this use of language tests is often referred to as test misuse, yet the term lacks a precise definition in the literature. The definition of test misuse in relation to language tests for migration purposes and focus particular attention on low-literate adult migrants for whom the requirements pose a considerable barrier. The main purpose of this paper is to address the question why language tests

are being misused in migration policies, exploring linguistic, political as well as test theoretical explanations. Further, (Rüsseler et al., 2021), testing language abilities is common in the context of migration. In most testing situations no exemptions are granted for low literate learners and the same tests are used irrespective of the level of reading proficiency. In this review focused on brain imaging research showing that reading-related neural networks in the brain differ between (L1) low literate adults and adults with normal reading abilities. Argued that these differences in functional brain anatomy influence cognition in general and should form the basis for changes in the practice of granting exemptions in language testing involving low literate adults. In addition, (Noori & Mirhosseini, 2021), the implicit sociocultural functioning of the content of high-stakes English language proficiency tests is a rarely-explored concern in language assessment. This study attempts to bring critical views of language testing and critical discourse studies together to examine the content of IELTS preparation materials in search of topics that are reflected and reproduced through this content. The findings indicate the discursive accentuation of specific aspects of these themes as well as certain patterns of the inclusion/exclusion of settings and participants. Argued that the discursive construction of such a content landscape can shape specific sociocultural orientations, and can naturalize and reproduce mental models and values far from the universal face of an international high-stakes test. The next, (Sinclair et al., 2019), the number of internationally mobile students pursuing higher education increases each year, millions of students write tests such as the International English Language Testing System (IELTS) and the Test of English as a Foreign Language (TOEFL) each year. Much research has investigated these tests' technical proper-ties; however, less has explored the lived experiences around these tests. The current paper responds to calls for research investigating test-takers' perspectives and contributes to research about the social and personal impact of such tests. Through narrative portraiture, explored how language tests may enable and constrain these students' life choices.

At the same sense, (Weideman, 2022), the renewed interest in language testing in South Africa is well illustrated in assessments of language ability for educational purposes generally, and more specifically in the assessment of academic literacy. Secondly, the paper presents a meaningful reminder that the assessment of academic literacy in South Africa brings: the benefits of paying diligent attention to the articulation of the construct. The paper describes the way that starting to deal with the validation of language tests from the vantage point of a theory of applied linguistics, rather than from the sometimes inconclusive debates on validity. In all three respects, there may be productive insights for those working in other contexts. The most important insight, perhaps, comes from relating the validation of these assessments to a theory of applied linguistics, indicating a way in which test designers may operationalize and satisfy a number of further conditions for their responsible design of language tests. Moreover, (Kim & Crossley, 2020), the results indicated that test-takers' performance on the ECCE could be best represented by a correlated three-factor model (i.e., reading/listening/lexico-grammar, writing, and speaking abilities). The correlated three-factor model also held irrespective of gender, age, and L1 (with the exception of vocabulary scores). Overall, the findings indicate that the correlated three-factor

model is consistent with the constructs that the ECCE proposes to measure, is in line with the current multi-componential view of language proficiency, and is partly commensurate with the CEFR macro-functions.

Again, (de Jong, 2018), considers the construct of fluency in second language assessment and how it might be informed by research in applied linguistics. It briefly describes the way fluency is conceptualized in four language tests, as embodied in their respective assessment criteria, to show where the field is at present. The article then takes into account recent insights from applied linguistics, and from the fields of psycholinguistics, discourse analysis, and sociolinguistics. The article questions the current conceptualization of fluency in language testing, in which it is defined as a concept that should be sought in the ear of the beholder, and where disfluency is only seen as a deficit. Future research should focus on finding ways to ensure that the measures used in testing reflect the ability to talk fluently and efficiently, rather than measures that only reflect listeners' impressions about such ability, and to show that these can be marked appropriately and reliably. The last for (Ockey et al., 2021), argued that the COVID-19 pandemic pushed the Iowa State University administration to impose face coverings and other safety regulations across the university campus. To comply with these safety measures, several changes to the English Placement Test of Oral Communication (EPT OC) had to be made. The EPT OC was adapted to comply with the safety regulations mandated by the university administration and best ensure the safety of students and raters. It also describes the different considerations that were made prior to implementing these adaptations, and our thoughts while administering and rating the test. The paper concludes with what might be learned from administering the OC test during the pandemic.

The remarkable conclusion from the journal published from Language Assessment Quarterly, those are proper to be connected on (Shohamy, 2008), that 1) Language tests used for establishing social identity, 2) language tests and the realization of their enormous power to influence education, societies, and even the status of nations as a result of performances on international tests. (Llosa, 2008), explained that 3) content-language link in English language proficiency (ELP) assessments: Work was carried out to define and operationalize the construct of academic language proficiency, and language as communication and tended to be closely aligned to English language arts standards, 4) the use of tests to facilitate the movement of populations in the new globalized structures is the use of tests to resist the movement of peoples. (Language test as the identity). Then, (McNamara, 2004), explained that 5) Language tests is a function of the social and political roles they play and have marked social relevance in the contemporary world, as they play a role in socially very significant institutional and political processes, 6) language tests are used throughout the world to control the entry of students into university settings where the language of instruction is not the student's first language. A language test is used to predict the student's ability to cope with the demands of the university settings. (Davies, 2008), said 7) Ethics in language testing is a set of principles which draws upon moral philosophy and serves to guide good professional conduct.

**Second**, the journal published from Journal of Multilingual and Multicultural Development. (Shin & Cho, 2021), reflected that educational testing is strongly positioned as a social technology facilitating practical English use. Focusing on discourse, style, and genre, this study illustrates how representational, identificational, and actional meanings of policy texts are socially constituted but also shape/reinforce the test's surrounding structure, which it describes with reference to the concept of technopoly. To begin with discourse, one's English competence is represented as an entity, where practical English use is specified as test construct; and NEAT development is represented as a technology aimed at facilitating practical use of English. As for style, the analyzed documents show frequent use of transitivity and measurement registers, along with authorial self-assertions as experts and authorities. Last, the policy documents share a positivistic genre structure within which the mandate for test development is intertextually interwound to reinforce the underlying belief in efficiency, standardization, and progress. The documents, in which test-driven policies are articulated, serve as an arena for agenda-setting in terms of sociopolitical discourses, but there remains little critical analysis of materials for language testing. Future research works should consider how agents of social change can legitimize or challenge testing-related policy discourses. Then, (Monfared, 2020) also reflected the ideas that the global spread of English and the challenges underpinning international proficiency tests. The results of the study show a theory-practice gap in the views of the participants. While the majority of the participants were in favor of Words Englishes (WE) in theory, they were actually against the acceptance of WE norms in the international proficiency tests for different reasons such as their concerns for standards in language testing, equality, test fairness and test-takers' tendency toward international tests. The results of this study indicate that, together with supporting different varieties of English, it is important to find ways to raise awareness of teachers and learners of the existence of diversity in the landscape of English.

The remarkable from Journal of Multilingual and Multicultural Development conclusion adapted from (Davies, 2008), that a code (of ethics and/or practice) in language testing is one of the devices which provide for accountability by its apparent openness, thereby permitting the profession to publish its concern for the common good. Such codes set out the principles the profession binds itself to maintaining.

**The last**, the journal from Language Testing, Journal of Further and Higher Education, Current Issues in Language Planning, and Educational Review. (Hille & Cho, 2020), accurate placement within levels of an ESL program is crucial for optimal teaching and learning. Commercially available tests are commonly used for placement, but their effectiveness has been found to vary. Data from the Ohio Program of Intensive English (OPIE) at Ohio University to examine the value of two commercially available tests (the TOEFL ITP and the Michigan EPT) and a locally developed writing test for accurate placement decisions. Placement accuracy was measured in terms of the relationship between test scores and (1) appropriate placement levels for individual students according to their teachers, and (2) student performance in the classes. Findings support the continued use of multiple measures for more accurate placement decisions in the study

context. However, the relationship between test scores and student performance, measured by students' grades in the actual course levels and their success in advancing to a higher course level as additional indicators of the extent to which placement tests provide an accurate indication, was weak when analysed through multiple regression and cross-tabulation, suggesting that factors other than initial proficiency are primarily determinative of student success when students have been accurately placed. In the same sense, (Pearson, 2021), explained that English language proficiency has long been recognised as important to the academic success of non-native English-speaking international students through the setting of minimum English language requirements as a condition of entry to Anglophone universities. The primary minimum language entry policies from a range of micro, meso, and macro actors are contextualised within the broader political ideologies of the time, their rationale explained, and impact on higher education described. The trend of minimum standard setting from institutional self-regulation to government intervention and scrutiny underlies the study. Broadly, three periods of policymaking are delineated: 1) 1989–98, the era of institutional autonomy within a period of small-scale overseas student participation, 2) 1999–2008, the failure of minimum standard self-regulation unleashed by the economic imperative instilled by the Labour Government's Prime Minister Initiatives, and 3) the introduction of government regulation from 2009 in the form of the CEFR B2 minimum standard, 'Highly Trusted Sponsor' status, and Secure English Language Testing.

The same sense, from (Hamid et al., 2019), language tests are increasingly being used as gatekeeping tools in a globalised world. This article examines the processes of linguistic gatekeeping by the use of language tests in the context of migration. Argued that while test-using migration programmes in countries such as Australia may give the impression that language tests are required for diagnosis of applicants' 'linguistic health' and certification of 'linguistic immunity', official demands of language test scores may also be only distantly related to their actual language ability. From test-takers' perspectives, the processes of linguistic gatekeeping can be linked to profit-making, suggesting how neoliberalism relates to immigration. In a neoliberal policy context, migration desires can be capitalised by gatekeeping authorities for their education and labour markets; these authorities may also capitalise on gatekeeping mechanisms such as language tests and test scores as commodified policy artefacts. Policy concerns for migrants' linguistic health may, then, be related to financial health of testing industries. The article contributes to our understanding of the relationships between language policy and globalisation by illustrating the linguistic management of global mobility in transnational migration. Last, (Hessel & Strand, 2021), proficiency in English is a significantly better predictor of student achievement than EAL status and that it accounts for up to six times more variance than other student background variables (ethnicity, gender and socio-economic disadvantage) combined. Proficiency in English was particularly (but certainly not solely) predictive for student performance in subjects such as English and reading vis-à-vis mathematics. Our findings are clear in demonstrating the value of a proficiency in English rating for assessing linguistic heterogeneity and student achievement, in contrast to the exposure-based EAL measure. We recommend the (re)introduction

of proficiency in English ratings to monitor and support student progress and discuss the value of classroom-based language assessments.

The remarkable conclusions Language Testing, Journal of Further and Higher Education, Current Issues in Language Planning, and Educational Review, taken from (McNamara, 2004), that 1) Language tests are used throughout the world to control the entry of students into university settings where the language of instruction is not the student's first language, and (Llosa, 2008), 2) for content-language link in content assessments: Does the score on a content assessment represent the student's content knowledge or does it represent their ability to read, understand, and respond to questions in English.

## CONCLUSION

Taken the concepts from the ideal perspective on language testing (Davies, 2008; Llosa, 2008; McNamara, 2004; Shohamy, 2008) compared with the 14 international journals indexed by Scopus Q1 (See: <https://www.scopus.com/home.uri>) about language testing in English Proficiency Test (EPT) to see the relevance, urgently needed or administration formality. (Carlsen & Rocca, 2021; de Jong, 2018; Hamid et al., 2019; Hessel & Strand, 2021; Hille & Cho, 2020; Kim & Crossley, 2020; Monfared, 2020; Noori & Mirhosseini, 2021; Ockey et al., 2021; Pearson, 2021; Rüsseler et al., 2021; Shin & Cho, 2021; Sinclair et al., 2019; Weideman, 2022).

The conclusion from remarkable conclusion from the journal published from Language Assessment Quarterly, those are proper to be connected on (Shohamy, 2008), that 1) Language tests used for establishing social identity, 2) language tests and the realization of their enormous power to influence education, societies, and even the status of nations as a result of performances on international tests.(Llosa, 2008), explained that 3) the use of tests to facilitate the movement of populations in the new globalized structures is the use of tests to resist the movement of peoples. (Language test as the identity). Then, (McNamara, 2004), explained that 4) Language tests is a function of the social and political roles they play and have marked social relevance in the contemporary world, as they play a role in socially very significant institutional and political processes, 5) language tests are used throughout the world to control the entry of students into university settings where the language of instruction is not the student's first language. A language test is used to predict the student's ability to cope with the demands of the university settings. (Davies, 2008), said 6) Ethics in language testing is a set of principles which draws upon moral philosophy and serves to guide good professional conduct.

The remarkable conclusion from Journal of Multilingual and Multicultural Development adapted from (Davies, 2008), that 7) a code (of ethics and/or practice) in language testing is one of the devices which provide for accountability by its apparent openness, thereby permitting the profession to publish its concern for the common good. Such codes set out the principles the profession binds itself to maintaining.

The remarkable conclusions Language Testing, Journal of Further and Higher Education, Current Issues in Language Planning, and Educational Review, taken from (McNamara, 2004), that 8) Language tests are used throughout the world to control the entry of students into university settings where the language of instruction is not the student's first language, and (Llosa, 2008), 9) for content-language link in content assessments: Does the score on a content assessment represent the student's content knowledge or does it represent their ability to read, understand, and respond to questions in English.

Concluded that language testing in English Proficiency Test (EPT) is urgently needed for the 9 (nine) reasons proposed.

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