



**Title of Project**

Using International English Proficiency Tests in EMI Contexts:  
A Comparison of Tasks and Student Performance on TOEFL iBT  
Writing Tasks and Course Assignments in Korean Universities

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**TIRF Research Topics Investigated**

Language Assessment & English as a Medium of Instructions

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**Project Summary**

With the wide introduction of English-medium instruction (EMI) to higher education institutions throughout East Asian countries, many East Asian universities are using English proficiency tests that were not originally designed for this context to make admissions and placement decisions. Validity evidence is needed to support the use of these tests in the new context. The purpose of this study is to investigate whether an international English proficiency test can reflect relevant skills and abilities in university EMI courses, and whether students' test scores can be interpreted as indicators of students' performance in university EMI courses. Specifically, this study will focus on the writing section of the TOEFL iBT and examine (a) the characteristics of writing tasks in EMI courses, (b) the comparability of the writing tasks in EMI courses and the TOEFL writing tasks based on task analysis and student and instructor perceptions, (c) the relationships between students' scores on the TOEFL writing section and their writing performance in EMI courses, (d) the relationship between the quality of the students' writing performance on the TOEFL writing tasks and in course assignments, and (e) students' perceptions of the comparability of the quality of their writing on the TOEFL writing tasks and in course assignments. The findings from this research will have implications for the validity of using an international English proficiency test in EMI contexts. In addition, this study will contribute to research on the language skills required in EMI universities by providing detailed descriptions of the types of writing assignments in EMI courses.