

## Process Guide: Aligning BESTEP with University English Courses

### Step 1: Form an expert panel.

Invite instructors with teaching and/or curriculum development experience in relevant fields to form an expert group. One member serves as the lead (project convener) for the alignment study.



### Step 2: Confirm the teaching/learning-objective framework and divide tasks.

The lead convenes a meeting to discuss how to analyze the structure of the current university English course learning objectives and how to divide the work.



### Step 3: Review the current course learning objectives.

Based on the agreed framework and division of labor, the expert panel analyzes and compiles the university English course learning objectives; then, the panel meets to discuss and reach consensus.



### Step 4: Compare learning objectives with BESTEP can-do descriptors.

The expert panel evaluates which BESTEP can-do descriptors match the university English course learning objectives.



### Step 5: Develop a concrete understanding of BESTEP descriptors features.

Present BESTEP assessment tasks and explanations for the listening, reading, speaking, writing descriptors as references for connecting them to classroom activities.



### Step 6: Map the course to BESTEP can-do descriptors.

Through discussion, the expert panel checks—one by one—which BESTEP descriptors correspond to the university English course's listening, reading, speaking, and writing learning objectives.

**Suggested order:** Reading → Listening → Writing → Speaking.



#### If consensus is reached:

For descriptors listed as “*not currently included in the syllabus but planned for inclusion (or to be included after adjustments aligned with the institution’s course design)*”, discuss **when and how** to incorporate them into the curriculum.



#### If consensus cannot be reached:

Discuss with the curriculum development team the need and direction for revising the syllabus.

#### Reference resource:

1 “Process guide for aligning BESTEP with university English courses”

#### Reference resource:

2 “Reference table for aligning BESTEP with university English courses”

#### Reference resources:

3 “BESTEP reading sample tasks (with explanation)” [Note 1]

4 “BESTEP listening sample tasks (with explanation)” [Note 1]

5 “BESTEP writing sample tasks and performance descriptions” [Note 2]

6 “BESTEP speaking sample tasks and performance descriptions” [Note 2]

#### Reference resource:

2 “Reference table (checklist) for aligning BESTEP with university English courses”

**Note 1:** For aligning university English course objectives with BESTEP descriptors, pay special attention to 1) Topics, 2) Discourse genres, 3) Cognitive levels.

**Note 2:** For aligning university English course objectives with BESTEP descriptors, pay special attention to 1) Topics, 2) Language functions, 3) Linguistic performance.