

審稿期刊論文

1. Pan, Y. (2016). Learners' perspectives of factors influencing gains in standardized English test scores. *TEFLIN Journal - A publication on the teaching and learning of English*, 27(1), 63-81.
2. Pan, Y., & In'nami, Yo. (2015). Relationships Between Strategy Use, Listening Proficiency Level, Task Type, and Scores in an L2 Listening Test. *The Canadian Journal of Applied Linguistics*, 18(2), 45-77.
3. Pan, Y. (2014). *Learner washback variability in standardized exit tests*. *TESL-EJ (The Electronic Journal for English as a Second Language)*, 18(2), 1-30
4. Pan, Y. (2013). Does teaching to the test exist? A case study of teacher washback in Taiwan. *The Journal of Asia TEFL*, 10(4), 185-213.
5. Pan, Y., & Newfields, T. (2013). Student Washback from Tertiary Standardized English Proficiency Exit Requirements in Taiwan. *Journal of Teaching and Learning*, 9(1).
6. Pan, Y., & Newfields, T. (2012a). Exit Exams as Levers for Educational Policies: Taiwan's Attempt at English Proficiency Benchmark Settings. *Hong Kong Journal of Applied Linguistics*, 14(1), 69-88.
7. Pan, Y., & Newfields, T. (2012b). Tertiary EFL Proficiency Graduation Requirements in Taiwan: A Study of Washback on Learning. *Electronic Journal of Foreign Language Teaching(e-FLT)*, 9(1), 108-122.
8. Pan, Y., & Newfields, T. (2012c). Do tests promote changes in listening and reading skills?: Evidence from a Taiwanese EFL context. *The International Journal of Foreign Language Teaching*, 7(3), 3-13.
9. Pan, Y., & Newfields, T. (2011). Teacher and Student Washback on Test Preparation: Evidence from Taiwan's English Certification Exit Requirements. *International Journal of Pedagogies and Learning*, 6(3), 260-272.
10. Pan, Y. (2011). Teacher Washback from English Certification Exit Requirements in Taiwan. *Asian Journal of English Language Teaching*, 21, 23-42.
11. Pan, Y. (2010). Enhancing Students' Communicative Competency and Test-Taking Skills Through TOEIC Preparatory Materials. *The TESOL Journal*, 3, 81-91. (ISSN: 2094-3938)
12. Pan, Y. (2009a). Voices in the Field: An Interview with Jessica Wu. *SHIKEN: The Japan*

Association of Language Teaching, Testing & Assessment SIG Newsletter, 13(2), 9-14. (ISSN 1881-5537)

13. Pan, Y. (2009b). Evaluating the Appropriateness and Consequences of Test Use. *Colombian Applied Linguistics Journal*, 11, 93-105 (ISSN 0123-4641).
14. Pan, Y. (2009c). A Review of Washback and Its Pedagogical Implications, *Journal of Science in Foreign Languages*, 25(4), 257-263 . (ISSN 0866-8612)
15. Pan, Y. (2009d). Test Impact: English Certification Exit Requirements in Taiwan. *TEFLIN Journal: A publication on the teaching and learning of English*, 20(2), 118-139. (ISSN 021573 X)
16. Pan, Y. (2008a). A Critical Review of Five Language Washback Studies From 1995-2007: Methodological Considerations. *SHIKEN: The Japan Association of Language Teaching, Testing & Assessment SIG Newsletter*, 12(2), 2-14. (ISSN 1881-5537)
17. Pan, Y. (2008b). Voices in the Field: An Interview with Carsten Roever. *SHIKEN: The Japan Association of Language Teaching, Testing & Assessment SIG Newsletter*, 12 (2), 21-25. (ISSN 1881-5537)
18. Roever, C., & **Pan, Y.** (2008) Test Review: General English Proficiency Test. *Language Testing*, 25 (3), 403-408. (ISSN 0265-5322) (**AHCI, SSCI**)
19. **Pan, Y. Ching**, Pan, Y. Chun. (2007). A Review of the General English Proficiency Test (GEPT) in Taiwan. *Bulletin of National Pingtung Institute of Commerce*, 9, 55-78. (ISSN 1729-3308)
20. Pan, Y. (2007). Are They Making an Appropriate Decision? Implications from Bachman's Assessment Use Argument. *PASAA: A Journal of Language Teaching and Learning in Thailand*, 41, 71-92. (ISSN 0125-2488)

研討會論文發表

1. Pan, Y. (2015). The washback effects of the high-stakes writing assessment in Taiwan. Proposal accepted at the 37th Language Testing Research Colloquium (LTRC), Toronto, March 18-20.
2. Pan, Y. (2014). The relationships between test tasks, strategy use, and test performance.

Proposal presented at the 2014 TESOL Convention Portland, Oregon USA, March 26-29.

3. Pan, Y. (2013). *Utilizing "Assessment Use Argument" to justify consequences of test use: the relationship between standardized exit tests and student workplace competitiveness.* Proposal presented at the American Association for Applied Linguistics (AAAL) 2013 Conference . Dallas, Texas, March 16-19.
4. Pan, Y. (2012a). *Washback variability on learners from standardized exit tests.* Paper presented at the American Association for Applied Linguistics (AAAL) 2012 Conference . Boston, Massachusetts, March 24-27.
5. Pan, Y. (2012b). *Washback of standardized tests on motivation, learning strategies, and performance.* Paper presented at the 2012 TESOL Convention. Philadelphia, Pennsylvania, March 28-31.
6. Pan, Y. (2011a). *Do Tests Promote Changes in Receptive Skills?:A Comparative Study in a Taiwanese EFL Context.* Paper presented by the 33rd Language Testing Research Colloquium (LTRC). Michigan, June 23-25.
7. Pan, Y. (2011b). *The Washback of Exit Requirements on English Learning at Universities in Taiwan.* Paper presented at the 44th British Association of Applied Linguistics (BAAL), Bristol, September 1-3.
8. Pan, Y. (2011c). *The tension between teachers and learners in regard to test preparation: Test Effects from English Certification Graduation Requirements.* Paper presented at the 9th Hawaii International Conference on Arts and Humanities. Honolulu, Hawaii, January 9-12.
9. Pan, Y. (2011d). *How do tests change teaching? Evidence from a Test-driven Policy in an EFL context.* Paper presented at the 9th Hawaii International Conference on Arts and Humanities. Honolulu, Hawaii, January 9-12
10. Pan, Y. (2010). *Washback from English certification exit requirements: A conflict between teaching and learning.* Paper presented at the 8th ASIA TEFL International Conference, Hanoi, Vietnam, August 6-8.
11. Pan, Y. (2009) *The Social Impact of English Certification Exit Requirements in Taiwan.* Paper presented at 31st Language Testing Research Colloquium (LTRC), Denver. March 17-20.
12. Pan, Y. (2008a). *The Washback of Exit Requirements on College Education in Taiwan.* Paper

presented at International Conference on Language Teaching & Learning, Malaysia, March 17-19.

13. Pan, Y. (2008b). *The Impact of Exit Requirements on Tertiary Education*. Paper presented at the 33rd Annual Congress of the Applied Linguistics Association of Australia (ALAA) Congress 2008, Sydney, July 4-6.
14. Pan, Y. (2007). *An Approach to Exploring GEPT Washback on College Education*. Paper presented at The Sixteenth International Symposium and Book Fair on English Teaching, Taipei, November 9-11.

專案報告

1. 潘怡靜 (2016)。四技統測英文非選擇題寫作測驗對高職共同科英文教學與學習之回沖效應研究。國科會研究報告(103-2410-H-153 -019 -)
2. 潘怡靜 (2014)。從英文標準化測驗畢業門檻探討補救教學對技專校院低成就學生英語學習的影響。國科會研究報告(102-2410-H-251-003-)
3. 潘怡靜 (2013)。利用 Bachman 和 Palmer 的『測驗使用論證架構』探討以英文畢業門檻標準化測驗來增進學生職場競爭力的合理性。國科會研究報告(101-2410-H-251-008-)
4. 潘怡靜 (2012)。不同的考試任務與聽力策略、聽力理解困難及成績的關係：以多益聽力考試為例。國科會研究報告 (100-2410-H-251-013-)
5. 潘怡靜 (2012)。從英文畢業門檻看標準化測驗對英文學習動機、學習策略及學習成效的回沖效應。國科會研究報告 (99-2410-H-251-020-)

研究計劃

1. 潘怡靜 (2016)。「服務職場有聲英語手冊」。屏東大學 105 年度培育產學合作教師計畫。(NPTU-AD-104-09)
2. 潘怡靜 (2015)。教育部國教署教學精進計畫：「英語學伴、大手牽小手」計畫。分項計劃主持人。
3. 潘怡靜 (2014)。四技統測英文非選擇題寫作測驗對高職共同科英文教學與學習之回沖效應研究。國科會研究計劃。計劃主持人。(103-2410-H-153 -019 -)
4. 潘怡靜 (2014)。不同的考試任務與聽力策略、聽力理解困難及成績的關係：以多益聽力考試為例。2014 TESOL Convention Portland, Oregon USA. 國科會國內專家出席國際會議。計劃主持人。(103-2914-I-251-001-A1)
5. 潘怡靜 (2013)。從英文標準化測驗畢業門檻探討補救教學對技專校院低成就學生英語學習的影響國科會研究計劃。計劃主持人。(102-2410-H-251-003-)
6. 潘怡靜 (2012)。利用 Bachman 和 Palmer 的『測驗使用論證架構』探討以英文畢業門

檻標準化測驗來增進學生職場競爭力的合理性。國科會研究計劃。計劃主持人。
(101-2410-H-251-008-)

7. 潘怡靜 (2011)。不同的考試任務與聽力策略、聽力理解困難及成績的關係：以多益聽力考試為例。國科會研究計劃。計劃主持人。(100-2410-H-251-013-)
8. 潘怡靜 (2010)。從英文畢業門檻看標準化測驗對英文學習動機、學習策略及學習成效的回沖效應。國科會研究計劃。計劃主持人。(99-2410-H-251-020-)
9. 潘怡靜 (2012)。標準化測驗畢業門檻對學習者回沖效應變化性之研究(AAAL)。American Association for Applied Linguistics 2012 Conference。國科會國內專家出席國際會議。計劃主持人。(100-2914-I-251-001-A1)
10. 潘怡靜 (2011)。英文畢業門檻對高等英語教育學習的回沖效應。44th British Association of Applied Linguistics (BAAL)。國科會國內專家出席國際會議。計劃主持人。(100-2914-I-251-003-A1)

榮譽及獎勵

1. 科技部 104 年度補助大專校院獎勵特殊優秀人才
2. 國科會 103 年度補助大專校院獎勵特殊優秀人才
3. 國科會 102 年度補助大專校院獎勵特殊優秀人才
4. 國科會 101 年度補助大專校院獎勵特殊優秀人才
5. 國科會 100 年度補助大專校院獎勵特殊優秀人才
6. SSCI 期刊「*The Asia-Pacific Education Researcher*」匿名審稿者(2011)
7. 「*Philippine Journal of Psychology*」匿名審稿者(2012)
8. TSSCI 期刊『教育與心理研究期刊』匿名審稿者，(2013)
9. SSCI 期刊「*Language Testing*」匿名審稿者(2015)
10. SSCI 期刊「*Language Testing*」匿名審稿者(2015)
11. 澳洲墨爾本大學國際研究生獎學金「Melbourne International Research Scholarships (MIRS)」(2007-2010)
12. 澳洲墨爾本大學國際研究生學費獎學金「Melbourne International Fee Remission Scholarships (MIFRS)」(2007-2010)
13. 國際語言測驗年會(LTRC)研究生論文發表獎學金(2009)
14. 澳洲應用語言學年會(ALAA)研究生論文發表獎學金(2008)
15. 國立屏東商業技術學院 101 學年度優良教學教材暨教學教具獎勵
16. 國立屏東大學 103 學年度優良教學教材暨教學教具獎勵
17. 國立屏東商業技術學院 100 學年度全校優良教師
18. 國立屏東商業技術學院 101 學年度研究成果獎勵補助
19. 國立屏東商業技術學院 100 學年度研究成果獎勵補助
20. 國立屏東商業技術學院 99 學年度研究成果獎勵補助
21. 國立屏東商業技術學院 98 學年度研究成果獎勵補助
22. 國立屏東商業技術學院 97 學年度研究成果獎勵補助
23. 國立屏東商業技術學院 96 學年度研究成果獎勵補助

24. 國立屏東商業技術學院 101 學年度全校績優導師
25. 國立屏東商業技術學院 96 學年度全校績優導師