

「全民英檢」中級後效研究

測驗編審組第一科吳怡芬科長

教學訓練組教學科金韶科長

摘要

語言測驗已經成為現今教育體系及社會中相當重要的一個部份：學校根據語言測驗的成績作為編班或者入學選才的參考，公司機構參考語言測驗的成績錄用新人或者作為內部人員升遷的參考。由於語言測驗的成績已成為判斷個人能力的指標，攸關許多人的前途，編製測驗的單位當然有義務提供資訊來證明測驗的成績能否正確、可靠的反映個人的語言能力，而測驗成績的使用單位也有責任要求測驗單位提供相關資料來協助他們選擇合適的測驗，作出公平、正確的決定。

測驗成績使用單位在選用測驗時，除了信度、效度外，實用性（例如測驗時間、測驗費等）也是相當重要的考慮因素；然而學者們建議使用單位應將測驗對於學習、教學及社會可能造成的潛在影響(Oller, 1979; Boyle & Falvey, 1994)與信度、效度共同列為優先考量的項目，實用性則列為次要考量的項目 (Hughes, 1998)。

「全民英檢」自研發階段至今已陸續累積信度、效度、實用性等相關實證研究(請參見 <http://www.lttc.ntu.edu.tw/academics/testmain.htm>)資料,「全民英檢」中級自民國八十九年推出以來，諸多現象顯示「全民英檢」已對國內英語教學及學校單位與公民營機構選才標準產生相當的影響。根據 94 年第一次初級寫作測驗 129 位評分老師問卷結果顯示,「全民英檢」對高中課堂教學已產生正面的影響，尤其在英語聽力教學的部分。本研究延續 94 年度問卷調查結果，以高中老師、高中學生為研究對象，主要使用問卷、訪談，並輔以教學觀察的方式進行。

初期研究結果顯示，多數參與研究的老師對全民英檢持正面的看法，並認為全民英檢提高了高中一年級與二年級聽力與口說的教學與學習動機，而英文成績好的學生挑戰聽說讀寫四項均考的全民英檢的動機較強。然而，由於學程中英語課堂時數的限制，及學科能力測驗與指定科目考試的強大影響力，實際正規課堂上能夠教授全民英檢相關課程的時間相當有限。本研究結果已於第九屆「亞洲英語測驗國際研討會」中發表。

An Impact Study of the Intermediate-Level GEPT

Rachel Yi-fen Wu

Joyce Shoa Chin

The Language Training and Testing Center, Taiwan

Abstract

General English Proficiency Test (GEPT) has become a household name in Taiwan in both educational and professional circles since the Intermediate Level of the GEPT was launched in 2000. Scores from the GEPT are used by educational institutions for matriculation or placement purposes and by companies and organizations for the selection or promotion of employees.

Inasmuch as the prime concern of test development is to ensure that the test is useful, it is essential that the quality of the test is properly supported in its various facets; not only should credible evidence be provided to demonstrate the reliability of the test scores and to support valid interpretations of the test scores, the impacts of the test, whether intended or unintended, also need to be identified.

The Intermediate Level GEPT was developed in response to the growing need for four-skill (listening, speaking, reading, writing) assessment of English proficiency at the senior high school level. The test was expected to bring about a shift of high school English teaching and learning to a more communicative orientation with a more balanced emphasis on the four skills. Results from a 2005 survey of 129 high school teachers who assisted in GEPT rating showed that since the introduction of the GEPT, high school teachers have spent more time teaching listening in the classroom.

This research expands the scope of the 2005 survey and mainly focuses on the impact of the GEPT on the teaching and learning of English in Taiwan's senior high schools. In consideration of the complexities involved in the phenomenon of test impact, the present study employs a multi-method approach to research design. Research data was collected through questionnaires and interviews of senior high school students and teachers, and has been triangulated with information obtained from classroom observations.

The preliminary findings suggest positive washback effects. Most of the teachers participating in the research project reacted positively to the implementation of the Intermediate Level GEPT. The test was perceived to enhance the importance of listening and speaking in the senior high school English curriculum to some extent, while students with higher English proficiency were perceived to aspire to meet the challenges of the four-skill English test. Nevertheless, the washback effect of the Intermediate Level GEPT seemed to be affected by constraints on instructional time and the great impact of the two high-stake university entrance examinations, the Subject Competence Test and the Assigned Subject Test; teachers allotted relatively little time to direct preparation for the Intermediate Level GEPT during regular instructional hours. The preliminary result of the research was presented at the Ninth Academic Forum on English Language Testing in Asia (AFELTA).