

全民英語能力分級檢定測驗

優級測驗研究報告

財團法人語言訓練測驗中心

中華民國九十一年七月

全民英語能力分級檢定測驗

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目次

顧問、諮詢委員暨研究委員名單.....	i
全民英語能力分級檢定測驗各級能力指標.....	ii - iii
前言.....	iv - v
壹、能力說明.....	1
貳、預試試題研發過程.....	2 - 9
參、預試結果.....	10 - 16
肆、結論與建議.....	17 - 20
伍、附錄.....	21
附錄A-1 全民英檢優級預試第一節測驗試題本.....	21 - 24
附錄A-2 全民英檢優級預試第一節測驗閱讀試題本.....	25 - 35
附錄A-3 全民英檢優級預試第一節測驗考生問卷調查結果.....	36 - 43
附錄A-4 全民英檢優級預試寫作實例.....	44 - 52
附錄B-1 全民英檢優級預試第二節測驗試題.....	53 - 54
附錄B-2 全民英檢優級預試第二節測驗考生問卷.....	55 - 57
附錄B-3 全民英檢優級預試第二節測驗考生問卷調查結果.....	58 - 61
附錄B-4 全民英檢優級預試口說實例.....	62 - 70
參考書目.....	71 - 73

全民英語能力分級檢定測驗研究

民國九十一年七月

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全民英語能力分級檢定測驗各級能力指標

《表一》各級綜合能力說明：

級數	初級	中級	中高級	高級	優級
綜合能力	通過初級測驗者具有基礎英語能力,能理解和使用淺易日常用語,英語能力相當於國中畢業者。	通過中級測驗者具有使用簡單英語進行日常生活溝通的能力,英語能力相當於高中職畢業者。	通過中高級測驗者英語能力逐漸成熟,應用的領域擴大,雖有錯誤,但無礙溝通,英語能力相當於大學非英語主修系所畢業者。	通過高級測驗者英語流利順暢,僅有少許錯誤,應用能力擴及學術或專業領域,英語能力相當於國內大學英語主修系所或曾赴英語系國家大學或研究所進修並取得學位者。	通過優級測驗者的英語能力接近受過高等教育之母語人士,各種場合均能使用適當策略作最有效的溝通。
備註	建議下列人員宜具有該級英語能力				
	一般行政助理、維修技術人員、百貨業、餐飲業、旅館業或觀光景點服務人員、計程車駕駛等。	一般行政、業務、技術、銷售人員、護理人員、旅館、飯店接待人員、總機人員、警政人員、旅遊從業人員等。	商務、企劃人員、祕書、工程師、研究助理、空服人員、航空機師、航管人員、海關人員、導遊、外事警政人員、新聞從業人員、資訊管理人員等。	高級商務人員、協商談判人員、英語教學人員、研究人員、翻譯人員、外交人員、國際新聞從業人員等。	專業翻譯人員、國際新聞特派人員、外交官員、協商談判主談人員等。

《表二》各級分項能力說明：

級數 能力	初級	中級	中高級	高級	優級
聽	能聽懂與日常生活相關的淺易談話，包括價格、時間及地點等。	在日常生活情境中，能聽懂一般的會話；能大致聽懂公共場所廣播、氣象報告及廣告等。在工作情境中，能聽懂簡易的產品介紹與操作說明。能大致聽懂外籍人士的談話及詢問。	在日常生活情境中，能聽懂社交談話，並能大致聽懂一般的演講、報導及節目等。在工作情境中，能聽懂簡報、討論、產品介紹及操作說明等。	在日常生活情境中，能聽懂各類主題的談話、辯論、演講、報導及節目等。在工作情境中，參與業務會議或談判時，能聽懂報告及討論的內容。	能聽懂各類主題及體裁的內容，理解程度與受過高等教育之母語人士相當。
讀	可看懂與日常生活相關的淺易英文，並能閱讀路標、交通標誌、招牌、簡單菜單、時刻表及賀卡等。	在日常生活情境中，能閱讀短文、故事、私人信件、廣告、傳單、簡介及使用說明等。在工作情境中，能閱讀工作須知、公告、操作手冊、例行的文件、傳真、電報等。	在日常生活情境中，能閱讀書信、說明書及報章雜誌等。在工作情境中，能閱讀一般文件、摘要、會議紀錄及報告等。	能閱讀各類不同主題、體裁的文章，包括報章雜誌、文學作品、專業期刊、學術著作及文獻等。	能閱讀各類不同主題、體裁文章。閱讀速度及理解程度與受過高等教育之母語人士相當。
說	能朗讀簡易文章，簡單地自我介紹，對熟悉的話題能以簡易英語對答，如問候、購物、問路等。	在日常生活情境中，能以簡易英語交談或描述一般事物，能介紹自己的生活作息、工作、家庭、經歷等，並可對一般話題陳述看法。在工作情境中，能進行簡單的詢答，並與外籍人士交談溝通。	在日常生活情境中，對與個人興趣相關的話題，能流暢地表達意見及看法。在工作情境中，能接待外籍人士，介紹工作內容、洽談業務，在會議中發言，並能做簡報。	對於各類主題皆能流暢地表達看法，參與討論，能在一般會議或專業研討會中報告或發表意見等。	能在各種不同場合以正確流利之英語表達看法；能適切引用文化知識及慣用語詞。
寫	能寫簡單的句子及段落，如寫明信片、便條、賀卡及填表格等。對一般日常生活相關的事物，能以簡短的文字敘述或說明。	能寫簡單的書信、故事及心得等。對於熟悉且與個人經歷相關的主題，能以簡易的文字表達。	能寫一般的工作報告及書信等。除日常生活相關主題外，與工作相關的事物、時事及較複雜或抽象的概念皆能適當表達。	能寫一般及專業性摘要、報告、論文、新聞報導等，可翻譯一般書籍及新聞等。對各類主題均能表達看法，並作深入探討。	能撰寫不同性質的文章，如企劃報告、專業/學術性摘要、論文、新聞報導及時事評論等。對於各類主題均能有效完整地闡述並作深入探討。

全民英語能力分級檢定測驗

優級測驗研究報告

前言

為落實「終身學習」的教育理念，並有效推動全民學習英語的風氣，教育部於八十八年三月起撥款補助「財團法人語言訓練測驗中心」（以下簡稱本中心）研發一套適合國內各級英語學習者之檢定測驗系統，定名為「全民英語能力分級檢定測驗」（以下簡稱「全民英檢」）。本計劃預訂在九十一年九月前完成全部五級的研發工作。在教育部的全力支持及社會各界的殷切期盼下，本中心於八十八年八月完成中級測驗研發工作，並於八十九年初推出中級測驗；八十九年八月完成初級、中高級測驗研發，並於九十年初推出初級與中高級測驗。九十一年一月完成高級測驗研發，並於九十一年六月推出高級測驗。四個級數的報考人數逐次增加，迄今已逾二十九萬人次，從國小兒童、中學生、大學生、社會人士，乃至七十歲以上長青族均在報考之列，而「全民英檢」的成績已漸獲公民營機構與各級學校的採認，諸多現象顯示「全民英檢」已對國內英語教學與學習產生影響，測驗結果也逐漸得到社會的承認與肯定。近來更有許多關心「全民英檢」發展的人士開始詢問優級測驗何時推出。

經過三年的努力，「全民英檢」研究小組終於完成了優級測驗的研發工作。自八十九年六月至九十一年五月間，研究小組以「全民英檢」第一、二階段研究報告為藍圖，設計命題要點、規劃命題內容。另為擴展測驗視野，並期「全民英檢」能逐步與國際間大型測驗接軌，本中心特自九十年一月起邀請著名語言測驗專家 Prof. Cyril James Weir（現任 Director of Centre for Research in Testing and Evaluation, University of Surrey Roehampton, UK）加入「全民英檢」研究委員陣容。感謝全體研究委員的全力指導，優級測驗之研發始得順利完成。

繼高級測驗小幅整合聽、讀、說、寫四項能力後，優級測驗更進一步整合四項能力。不同於「全民英檢」其他級數測驗，優級測驗不再分初、複試進行，而是將四項能力整合在一個測驗中。正式的優級測驗將分兩節，第一節測驗旨在檢測考生是否能靈活運用各種聽、讀、寫策略，自題目的內容中（input sources）擷取有用的資訊，加以組織，並與個人意見整合，將這些資訊及意見以書寫的方式作表達。第二節測驗旨在檢測考生是否能靈活運用各種讀、寫、說策略，自題目的內容中擷取重要資訊，加以組織摘要，有條理地將這些資訊及個人意見作口說的表達。

優級測驗為「全民英檢」五級測驗的最高一級，在題型設計上，除期望能符合國際上英語測驗發展的趨勢並符合實際生活運用的情境，亦盼能以更多元的方式匯整「全民英檢」各級所評量的語言能力。例如聽力方面，考生必須運用「連續性言談」(extended discourse)的理解能力及筆記技巧等，擷取主題相關資訊。閱讀方面，考生必須交互運用各種不同的閱讀策略，如 careful reading、skimming、scanning 及 chart interpretation 等，以掌握文章主旨或尋找有利於寫作的資訊。寫作方面，考生必須有將大量資訊，有效地歸納組織，並運用摘要、引述、申論(elaborate)及舉證(support)等能力，將意見以文字呈現。口說方面，考生必須將書面內容(written input)，再即席轉換(reproduce)成口說內容，作口頭報告及應答。

為檢驗優級測驗試題的適切性，本中心於九十一年五月舉行預試，共有二十九位考生參加，包括優級測驗目標考生—專業翻譯人員、國際新聞從業人員、托福紙筆達 650、托福 CBT 達 280 及 IELTS 達 Band 8 以上的英語學習者及曾參加「全民英檢」高級預試的考生等。優級預試在考生招募期間，因目標對象考生人口不多，且分布各行各業，徵募上，歷經不少困難。在此謹向協助預試之學校、老師、考生致謝。

本測驗報告內容包括試題研發過程、預試結果、結論與建議，希望本報告有助於外界對優級測驗研發過程的了解，也希冀讀者不吝指教。

壹、能力說明

依據全民英檢研究委員會訂定之能力指標（英語能力分級檢定測驗研究第一、二階段研究報告, 1997），通過優級測驗者，英語能力「接近受過高等教育之母語人士，各種場合均能使用適當策略作最有效的溝通」。其各分項的能力指標如下：

聽：能聽懂各類主題及體裁的內容，理解程度與受過高等教育之母語人士相當。

讀：能閱讀各類不同主題、體裁文章。閱讀速度及理解程度與受過高等教育之母語人士相當。

說：能在各種不同場合以正確流利之英語表達看法；能適切引用文化知識及慣用語詞。

寫：能撰寫不同性質的文章，如企劃報告、專業/學術性摘要、論文、新聞報導及時事評論等。對於各類主題均能有效完整地闡述並作深入探討。

建議採用優級檢測之職類包括專業翻譯人員、國際新聞特派人員、外交官員、協商談判主談人員等。

依此藍圖，全民英檢小組於八十九年底提出優級測驗的原型（prototype）建議。歷經數次會議討論及修改，全民英檢委員於九十年底確定優級整合型式題型與命題方向。優級題型將針對一主題（a thematic topic），綜合評量聽、讀、寫、說四項技能，並進一步將本級能力評量的重點歸納如下：

- ◆ 運用聽力技巧，擷取重點的能力(the ability to exercise listening strategies to extract information from audio sources)
- ◆ 運用閱讀技巧，擷取重點的能力(the ability to exercise reading strategies to extract information from visual sources)
- ◆ 整合、摘錄題目內容的能力(the ability to synthesize and summarize arguments from the input sources)
- ◆ 將擷取之內容重點應用於寫作與口說中的能力(the ability to utilize the information extracted from the input sources in writing and speech)
- ◆ 分析與比較的能力(the ability to compare and contrast)
- ◆ 支持所陳述論點的能力(the ability to make and support an argument)
- ◆ 表述意見的能力(the ability to express opinions)

貳、預試試題研發過程

一、目的

本次預試之主要目的在於檢測以下重點：

- 測驗題型之設計是否適當？
- 命題要點有無修正之必要？
- 各部分施測時間是否充裕？
- 測驗之設計是否能有效評量考生的英語能力？
- 評分量表之設計是否適當？
- 施測上有無困難？如試程安排、硬體設備等。

二、題型

九十一年初，研發小組依所規劃之藍圖完成預試試卷及量表設計並呈報委員會審訂。預試試卷及量表於三月初經小幅修訂後，再經委員會審核。核定後的優級測驗總長約四小時，共分兩節（表一）。第一節測驗時間三小時，為一整合聽、讀、寫三種活動之測驗。首先，考生須聽/看一段錄音/錄影節目，閱讀數篇相關主題文章，然後，再依題目之指示寫一篇 1,000 字左右的文章。

第二節測驗時間約為一小時，為一整合讀、寫、說三種活動之測驗。首先，考生有三十分鐘的時間，根據前一節測驗的閱讀文章、筆記及自己的作文，並準備報告要點，接下來考生有十五分鐘口頭報告 (oral presentation) 時間。之後，考生再依據題目指示，回答兩題相關主題的問題，此部分作答時間（含準備時間）約十分鐘。口說部分，正式測驗時的施測方式可有兩種：當人數少時，以面談方式進行。當人數多時，則採錄音(SOPI)方式進行。

題型			表一
測驗項目	內容	長度	時間
第一節	第一部分：聽力 - 錄音/影節目	10~15 分鐘	共 3 小時
	第二部分：閱讀 - 期刊文章	約 3,000 字	
	第三部分：主題寫作	1,000 字	
第二節	第一部分：準備報告要點	30 分鐘	約 1 小時
	第二部分：口頭報告	15 分鐘	
	第三部分：問答	約 10 分鐘	

1. 寫作

寫作之前的聽力與閱讀活動旨在協助考生深入了解測驗主題之內容及提供考生寫作時所需之背景資訊，此二部分表現不計分。聽力活動長度為十~十五分鐘，節目只播出一遍，考生須在聆聽時作筆記。閱讀活動時間約四十五分鐘，文章總長 3,000 字左右。考生可選擇從電腦螢幕上或試題本上讀取文章內容。錄音/錄影節目及閱讀文章皆擷取自電子及平面媒體之真實題材 (authentic materials)，俾以更精確地推估考生實際的語言運用能力(表二)。

第一節測驗重點

表二

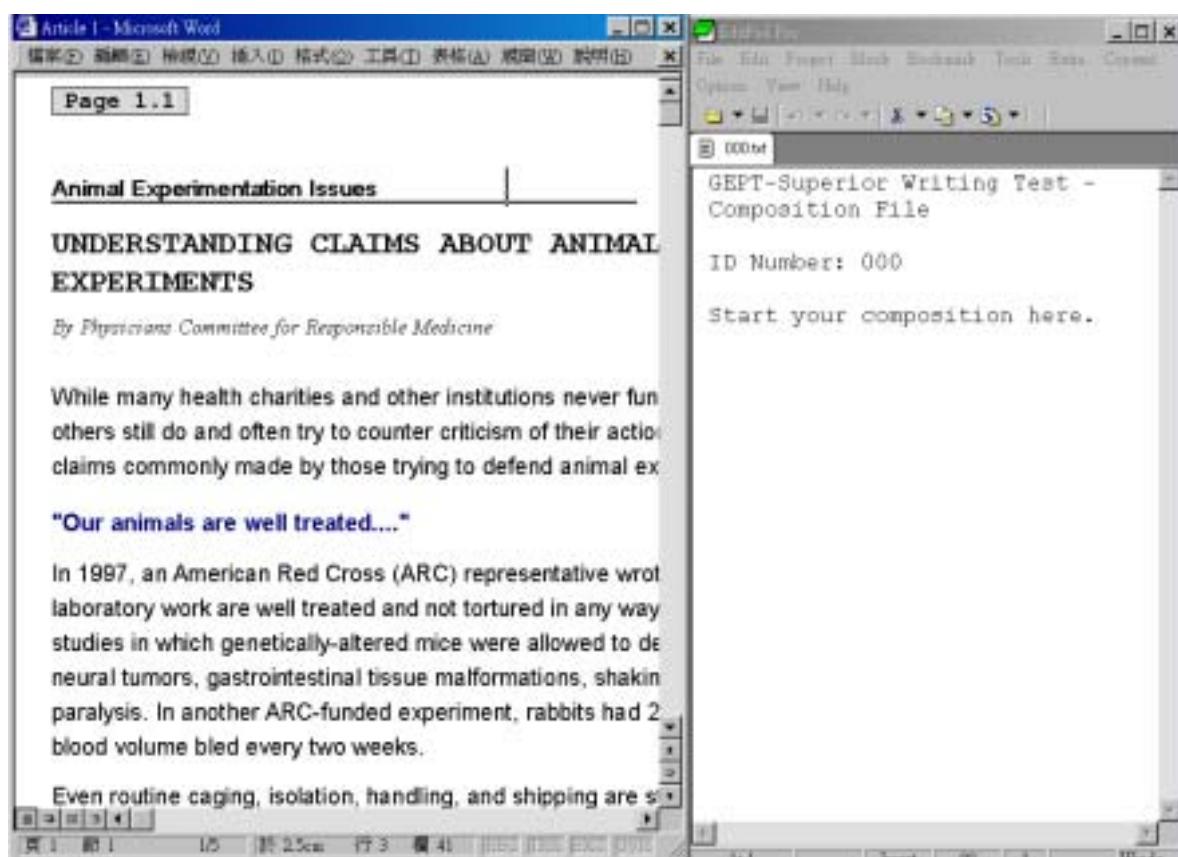
測驗部分	目的	長度	時間
聽力活動	• extract key arguments in a videotaped program	10~15 分鐘	15 分鐘
閱讀活動	• extract key arguments in articles	約 3,000 字	45 分鐘
寫作測驗	• critically examine the key arguments from the input • express personal opinions	1,000 字	2 小時 (含 15 分鐘 休息時間)

寫作部分旨在評量考生是否能依據題目所設定之情境及要求，有效地運用聽、讀部分所提供的資訊，深入、完整地探討一主題。作文部分作答時間為兩小時。考生可選擇以紙筆或電腦作答。優級測驗提供電腦作答選擇的主要考量，係考量考生可能經常需要大量書寫，習於使用文書軟體，若能提供一較符合其寫作習慣之測驗環境，將有助於考生表現真實的能力。日後如邀請專家評分時，亦較便於傳輸。

使用電腦作答者，須於考前十五分鐘，先參加電腦講習以熟悉操作。作答時，考生可使用電腦軟體中所提供的文字編輯功能，如剪貼、複製及數字計算等，但考生須自行存檔（請參見圖一電腦作答介面樣例）。寫作進行中，考生可自由選擇至多休息十五分鐘。休息時間，不另行補足。

優級寫作預試電腦作答介面樣例

圖一



2. 口說

根據「全民英檢」能力說明，優級程度考生在職場上必須具有整合各種資料來源及充份表達自我意見的能力。因此長時間的意見發表及針對嚴肅主題的問答，應為較適當的評量考生優級程度的題型。

口說評量的第一部分為「申述」(Presentation)。考生依據錄音帶上之指示，發表十五分鐘的口頭報告。目的在於檢測考生能否運用適當的語體及表達技巧，將書寫型式之語言轉換成口說型式。

口頭報告前的三十分鐘綱要準備活動目的在於提供考生充裕的時間，利用前一節的資料及摘要準備，綱要內容部分不予評分。準備時，考生可參考第一節測驗時所閱讀的文章、筆記及自己的作文。三十分鐘後，考生必須先繳回所有試卷資料，再開始作十五分鐘的口頭報告(表三)。

口說評量的第二部分為「回答問題」(Question & Answer), 作答時間約十分鐘。第一部分「申述」結束後, 監試人員收回所有資料並發給第二部分「回答問題」的試題紙與擬稿紙。試題紙上有三題與「申述」主題相關之延伸題, 考生必須選擇其中兩題回答, 回答順序不拘。考生有五十秒的時間閱讀並勾選擬回答之題目, 之後考生針對每個問題, 各有兩分半鐘的思考準備時間及兩分半鐘回答時間。「回答問題」的目的在於評量考生是否能針對所指定的議題, 作即席應答與說明。

第二節測驗重點

表三

Task Type	Interaction Pattern	Test Focus	Length of Task	
申述 (Presentation)	• Candidate presents his/her talk based on the texts provided and his/her essay	• Synthesis of texts, essay and additional ideas to produce oral output	About 45 minutes	30-minute preparation time 15-minute presentation time
回答問題 (Question & Answer)	• Candidate answers 2 out of 3 questions related to the presentation topic	• Explaining issues and expressing opinions	About 10 minutes	50-second question selection time 2 & 1/2-minute preparation time 2 & 1/2-minute question answering time 2 & 1/2-minute preparation time 2 & 1/2-minute question answering time

此次預試採錄音(SOPI)方式, 由於考生在第一部分「申述」測驗時, 必須整合聽、讀、及所寫之文章, 以十五分鐘發表該主題之正、反面觀點並提出自己的看法及立場。而此部分之作答時為單獨發表, 若安排主考與考生面對面, 恐予考生與主考均感覺不自然, 故本預試採錄音 (SOPI) 方式進行, 全程於語言教室內錄音進行。

三、 考生

此次預試共招募考生二十九名, 兩名英語母語人士, 二十七名本國籍人士。其中, 包括優級對象考生、能力相當高級測驗通過及未通過考生等。本次預試樣本數不大, 一方面因為受限於本級考生人口不多, 不易尋獲。即使有此一級數語言程度之考生, 因其能力已在職場上獲認可, 似不須再借本預試加以證明其能力, 故參與動機並不強。

為方便試後分析，研發小組將二十九名考生細分成四組（表四）。A 組七人，為網路徵募能力值相當英檢優級之職場考生，如 TWE 6 分或 IELTS 8 級分以上者。A'組六人，為委員推薦能力相當英檢優級之在校生。B 組七人，為全民英檢優級可能對象考生 - 即能力相當全民英檢高級通過的考生；C 組七人，為能力相當全民英檢高級未通過考生；D 組兩人，為受過良好教育之英語母語人士。

抽樣考生人數及背景		表四
組別	背景	人數
A 組	優級主要對象職場考生(網路招募)	7
A'組	優級主要對象在校考生(全民英檢委員推薦)	6
B 組	優級可能對象考生(能力相當全民英檢高級通過程度)	7
C 組	未通過高級預試考生	7
D 組	英語母語人士	2
總計		29

四、 評分標準及評分方式

1. 寫作

寫作部分採用的評分量表為分項式量表，旨在評量考生使用英語文的廣度（range）、正確性（accuracy）及適切性（appropriateness）。評分的重點包括 內容(Relevance and Adequacy)、組織(Organization and Coherence)、用字遣詞 (Lexical Use)及語法結構 (Grammatical Use)四項。每個分項皆針對該項的「通過標準」(passing criteria)加以敘述，而不細分成數級（表五）。這與其他級數的設計略有不同，因優級測驗已為五級檢定測驗中最高一級，頂端考生能力集中且人數少，級階設計上，只要滿足有效區分屬於/非屬於此能力範疇的考生即可，似毋須再針對優級以下的能力加以區分。本級寫作測驗需在每個分項表現均達通過標準，才視為通過。

優級寫作評分量表

表五

Score Focus	Pass
Relevance and Adequacy	<ul style="list-style-type: none"> ♦ Entirely relevant ♦ All parts of the task are addressed ♦ A number of main ideas are reformulated from the input provided ♦ Personal opinions are appropriate to the task and effectively stated ♦ Minimum length of the task is mandatory
Coherence and Organization	<ul style="list-style-type: none"> ♦ Text is logically organized throughout ♦ Appropriate paragraphing ♦ Wide and appropriate use of linking devices
Lexical Use <ul style="list-style-type: none"> ♦ range ♦ appropriateness 	<ul style="list-style-type: none"> ♦ Effective use of a wide range of vocabulary to complete the task ♦ Vocabulary is used appropriately. Errors are rare.
Grammatical Use <ul style="list-style-type: none"> ♦ range ♦ accuracy 	<ul style="list-style-type: none"> ♦ Effective use of a wide range of structures to complete the task ♦ Structures are used accurately and appropriately. Errors are rare.

預試時，由五位英語專業人士擔任評分工作。其中三位為英語母語人士，兩位為本國籍人士。為求評分標準之齊一與穩定(standardization)，全民英檢小組首先請評分人員熟悉測驗內容與評分標準，然後進行試評。經過討論，選出共同試卷，作為範例文章，並製作針對本次題目內容之評分要點指引。最後，五位評分人員依據量表、範例文章及評分要點指引，正式評閱其他文章。

正式閱卷時，每位評分老師除就文章的內容(Relevancy & Adequacy)、組織(Organization & Coherence)、用字遣詞 (Lexical Use) 及語法結構(Grammatical Use)，每個單項評分均就整體表現評定 Pass (P) 或 Fail (F) 的成績。每篇作文由五位老師評閱，最後成績採多數決。如表六所示，考生 A 在 RA (Relevance & Adequacy) 一項成績，有兩位評審給 F，三位給 P，故 RA 最後成績為「P」。GU (Grammatical Use) 一項，一位評審給 P，四位給 F，故 GU 最後成績為「F」。綜合以上，考生 A 之最後成績為 RA (P), OC (P), LU (F), GU (F)，因此考生 A 未通過寫作測驗。

考生 A 成績計算方式

表六

評分老師	RA	OC	LU	GU	Final P/F
Reader 1	P	P	F	F	F
Reader 2	F	P	F	F	F
Reader 3	F	P	F	F	F
Reader 4	P	P	P	P	F
Reader 5	P	P	P	F	F
最後成績	P	P	F	F	F

2. 口說

i) 口說部分亦採分項式評分量表（表七）。評分標準包括發音語調（Pronunciation & Intonation）、適切性（Relevance & Adequacy）、用字遣詞（Lexical Use）、語法結構（Grammatical Use）、流利度（Fluency）與連貫性（Coherence）。六項標準的定義說明如下：

- 發音語調（Pronunciation & Intonation）：指考生發音、語調的準確程度
- 適切性（Relevance & Adequacy）：指考生之口語內容是否充足、妥切
- 用字遣詞（Lexical Use）：指考生所使用詞彙的適當性及廣度
- 語法結構（Grammatical Use）：指考生所使用語法結構的正確性及廣度
- 流利度（Fluency）：指考生使用語言的流利程度
- 連貫性（Coherence）：指考生進行較長時間發言的條理分明程度

ii) 評分人員之標準化訓練程序、評分方式與通過標準同寫作能力測驗。

優級口說評分量表

表七

Criteria	Pass
Pronunciation <ul style="list-style-type: none"> • stress • rhythm • intonation • individual sounds 	The candidate is able to produce entirely accurate utterances and sounds with appropriate stress, natural rhythm, and intonation.
Relevance and Adequacy	The discourse is relevant to the task and the contribution is more than adequate to complete the task.
Lexical Use <ul style="list-style-type: none"> • range • appropriateness 	The candidate is able to use a wide range of vocabulary to effectively complete the tasks. Lexis is used appropriately. Errors are rare.
Grammatical Use <ul style="list-style-type: none"> • range • accuracy 	The candidate is able to use a wide range of structures to complete each task accurately, appropriately and effectively. Errors are rare.
Fluency	The candidate is able to keep communication flowing smoothly with minimal hesitation.
Coherence	Contributions logically organized throughout a task.

五、問卷

二十九名參與預試考生在每一節測驗結束後，皆需針對該節測驗的內容，填寫一份問卷；問卷內容除個人基本資料外，尚包含測驗方式、各部分活動的時間分配、測驗難度、表面效度（face validity）、機械操作、自我表現評估等問題。此外，為多方佐證實驗結果，研發小組亦請監試人員於施測時做觀察報告；報告內容包括考生每部分作答情形，作答及休息時間紀錄、硬體操作狀況等。評分人員在閱卷完畢後，亦須填寫評分報告；報告內容主要針對優級評分方式、所需時間、量表敘述內容及特殊考生表現等的建議及說明。

參、預試結果

一、成績分析

本次預試若以分項量表全數獲「Pass」，始可通過優級測驗標準計算，本次寫作部分僅兩位母語人士通過，口說部分僅有一位母語人士通過，本國籍人士無人通過。通過率較研發小組預估低。分析其原因可能有【1】考生未有類似測驗經驗，對題型不熟悉。

【2】由於此次預試測為實驗性質，對考生的學業或工作不具任何影響，故成就動機較弱。【3】抽測樣本較小。本次預試在考生徵募上，客觀環境較困難。一則主要實驗考生分散各地，且多居要職，時間上較難配合，故僅募得二十九名人士參與。預試所得的資料，提供研發小組寶貴的資訊及改進方向，但如樣本採集更多，將更有助於確認此次通過率之真實性。

以下分別就此次預試考生寫作與口說表現分別詳述。

1. 寫作

■ 整體表現（表八）

二十九名考生中，內容(RA)、組織(OC)、用字遣詞(LU) 及語法結構(GU)四項全數通過者有二人，為 D 組考生。三項通過者有三名，為 A 組考生二名，B 組考生一名。兩項通過者有三人，同為 A 組二名，B 組一名。一項通過者有四名，為 A'組三名，B 組一名。全部未通過者有十七名，包括 A、A'及 B 組各有半數未通過，C 組則全數未通過。

寫作成績分布表						表八
通過之評分項目總數	A 組	A'組	B 組	C 組	D 組	總人數
4 項通過	0	0	0	0	2	2
3 項通過	2	0	1	0	0	3
2 項通過	2	0	1	0	0	3
1 項通過	0	3	1	0	0	4
0 項通過	3	3	4	7	0	17
合計	7	6	7	7	2	29

結果顯示 D 組母語人士表現最佳，在四個分項上表現皆全數通過。優級主要對象考生（A 組）表現優於高級預試通過考生（B 組）；未通過高級預試考生（C 組）則表現最弱，此與研發小組先前之預測相符，顯示優級第一節測驗可有效區分優級與高級考生的群落。

■ 分項成績統計分析（表九）

考生在組織（Organization & Coherence）及語法結構（Grammatical Use）兩項的表現較佳，分別有九位及八位考生通過。用字遣詞（Lexical Use）次之，有六名通過。內容（Relevance & Adequacy）方面表現則較弱，僅有四名考生通過。

分項成績分布表				表九
評分項目	RA	OC	LU	GU
通過人數	4	9	6	8
未通過人數	25	20	23	21

就分組表現而言（表十），A、D 組考生在 RA、OC、LU 及 GU 四個分項上的表現皆相當平均，且優於其他各組。A'及 B 兩組在 RA 項目的表現較弱，無人達到「通過標準」，其他三項表現上，B 組稍優於 A'組。C 組則表現最弱，在各分項上皆無人達到「通過標準」。

各組分項成績分布表					表十
組別	總人數	各分項通過人數			
		RA	OC	LU	GU
A 組	7	2	3	2	3
A'組	6	0	2	0	1
B 組	7	0	2	2	2
C 組	7	0	0	0	0
D 組	2	2	2	2	2
合計	29	4	9	6	8

■ 寫作字數統計（表十一、十二）

此次預試寫作部分指定長度為 1,000 字，考生實際作答長度平均為 894 字，最長為 1,272 字，最短為 508 字。達成「1,000 字」要求者，共有九名，分別為 A 組三名，A'組二名，B、C 組各一名，D 組二名。眾數落在 700~799 字組距，人數為七名。

寫作字數分布情形 表十一

字數範圍	個數
1,200~1,299	2
1,100~1,199	1
1,000~1099	6
900~999	6
800~899	4
700~799	7
600~699	1
500~599	2

各組寫作字數統計 表十二

組別	平均字數	最長字數	最短字數
A 組	948	1,272	722
A'組	904	1,110	704
B 組	846	1,021	508
C 組	804	1,084	523
D 組	1,155	1,247	1062
全部考生	894	1,272	508

2. 口說

- 六項評分項目均通過者一名，且為英語母語人士。
- 通過五項者，三名。
- 通過三項者，二名。
- 通過兩項者，三名。
- 通過一項者，四名。
- 餘十六位考生未通過任何一項。
- 另兩位通過今年六月九日高級初試測驗之考生，本次優級預試均未通過，可見高級與優級之程度確有所區分（表十三）。

成績分佈						表十三
通過之評分 項目總數	A 組	A'組	B 組	C 組	D 組	總人數
六項	0	0	0	0	1	1
五項	2	0	1	0	0	3
四項	0	0	0	0	0	0
三項	0	1	0	0	1	2
二項	1	0	0	2	0	3
一項	1	1	2	0	0	4
0 項	3	4	4	5	0	16

以整體成績來看，各組考生在口說表現與寫作一致，均為 C 組考生表現最弱，此一現象亦與研究小組之預期相同。

就分項成績來看（表十四），考生在適切性（Relevance & Adequacy）、用字遣詞（Lexical Use）及語法結構（Grammatical Use）上之表現較其它三項差。

各評分項目之通過人數						表十四
組別	Pronunciation	Relevance & Adequacy	Lexical Use	Grammatical Use	Fluency	Coherence
A	2	2	2	1	4	2
A'	1	0	0	0	2	1
B	3	1	1	1	0	1
C	0	1	0	0	1	2
D	2	1	2	2	1	1
合計	8	5	5	4	8	7

二、問卷及觀察報告

此次預試共收集有效問卷二十九份，其綜合摘要如下。問卷詳細內容與統計數字請參閱附錄 A-3 與 B-3。

1. 寫作問卷

- 整體測驗：大部分考生認為題目具挑戰性，考試方式有趣。
- 題目說明：大部分考生認為題目說明的部分清楚。
- 作答時間：大部分考生認為聽力及閱讀部分的筆記時間充裕，寫作部分則嫌不足，無法休息，壓力較大。

- 使用介面：二十九位考生中，有二十五位選擇電腦作答，且有二十四位表示日後正式測驗時，仍會選擇此方式。但僅九位考生選擇從電腦螢幕上閱讀文章，且其中三位表示正式測驗時，會改選使用試題本。
考生選用閱讀試題本的主要原因為筆記方便、不傷眼力且尋找方便。

2. 監試人員觀察報告

優級寫作預試規定作答時間為三小時。但各分項活動 - 即聽力、閱讀、寫作 - 僅設定「建議作答時間」，不硬性規定，考生可依個人需求，自行調配。因此，為了解測驗在時間設計方面是否恰當，研發小組亦請監試人員於施測時做觀察紀錄，以確實掌握考生每部分使用情形。聽力活動時間計算方式以「聽力活動開始至考生翻至閱讀部分止」；閱讀部分則以「考生翻至閱讀部分起至提筆寫作止」。休息時間部分則以「考生起身離場起至回座提筆作答止」。

表十五顯示考生在聽力與閱讀活動部分，平均使用時間為十五及四十四分鐘，與研發小組原先之預估 十三~十五及四十五分鐘 接近。寫作及休息時間部分，則與原先之估計略有差距；考生平均寫作時間為 118 分鐘，較原預設值 105 分鐘，多出十三分鐘。實際平均休息時間為 6.6 分鐘，較原先預估的十五分鐘，少了八分鐘左右。其中有過半數以上的考生（十九名）未使用休息時間。

測驗各部分時間使用情形				表十五
	聽力部分	閱讀部分	寫作部分	休息時間
預計時間	13~18 分鐘	45 分鐘	105 分鐘	15 分鐘
實際使用時間				
平均值	15 分鐘	44 分鐘	118 分鐘	6.6 分鐘
最大值	16 分鐘	68 分鐘	128 分鐘	15 分鐘
最小值	13 分鐘	26 分鐘	90 分鐘	0 分鐘*

* 19 名考生未休息。

本次優級寫作預試，較不同於全民英檢其他級數，聽力部分係採錄影帶，寫作部分則有紙筆介面及電腦介面兩種選擇。為了解硬體使用情形，作為日後正式施測之依據，研發小組亦請監試人員針對考生介面使用情形做觀察紀錄（表十六）。其中，關於聽力部分原設計係採公開播放系統（room speaker），但仍有十二名考生使用耳機，覺得「戴耳機聽，比較清楚」。閱讀部分，多數考生選擇閱讀試題本（二十四名），僅有五位選擇電腦介面。但在寫作部分則相反，多數選擇電腦作答（二十五名），僅有四位選擇紙筆作答。

測驗各部分紙筆/電腦介面操作情形

表十六

	聽力部分	閱讀部分	寫作部分
使用耳機者	12 人	-	-
未使用耳機者	17 人	-	-
使用電腦介面者	-	5 人	25 人
使用紙筆介面者	-	24 人	4 人

3. 評分委員意見調查

此次優級寫作預試，參與正式閱卷的人員共有五位。閱卷完畢後，每位評分老師針對評分方式、量表內容及所需時間等提出建議。以下為五位評審委員之綜合意見。

【1】閱卷速度：平均每份作文所需時間為二十~三十分鐘。

部分明顯不屬於優級程度的作文，評分速度可較快，約十五~二十分鐘。由於評閱優級寫作相當耗時費力，部分評分委員建議，針對此類「明顯非優級」考生，宜設定一門檻機制，一則以利考生選擇適合的級數應考，二則可降低人力資源上的浪費。

【2】閱卷工作難度高，宜及早培訓足夠評分人員。

優級寫作除評分時間較長外，每份試卷須由五位老師評閱，勢必將增加每位評分人員的工作量。故宜及早培訓合格之評分人員，以應日後大量評分之需求。

【3】閱卷採小組討論（panel discussion）模式

由於優級預試係採獨立評分，且量表僅容許給一個「Pass」或「Fail」的絕對值，無「中間分數」，因此當評分委員遇到合格邊緣（borderline）考生時，常覺難以下筆。故有評分委員建議，優級評分採合議型式，由三到五位評分人員組成一小組，集體閱卷，當遇給分不同時，即當場討論，決定最後成績。如無法達成共識時，採多數決。

【4】將"Writer's Role"及"Effect on the Target Reader"兩項納入評分量表（General Rating Scale）中

寫作預試第三部分的說明中，對作者角色(writer's role)、寫作目的(purpose of writing)及作者必須傳達給讀者的訊息(effect on the target reader) 皆有清楚的要求。因此，考生是否能針對題目要求，使用符合作者身分的語言、文體(register)，將訊息傳達給讀者，達成寫作目的，是評分老師決定通過與否的重要指標之一。雖然此部分的能力敘述(descriptors)將因每次測驗之不同而稍有變更，但評分委員仍一致認為應將“Writer's Role”及“Effect on the Target Reader”兩項納入評分量表中，以便讓考生了解此部分的重要性。

【5】修改部分題目說明

評分委任員指出，多位考生共同的問題為：未在文前開宗明義闡述自己的立場或看法，並花過多的篇幅在說明聽與讀的內容，直到文末，才以一、兩段文字，說明自己的主張，未深入討論（development）便做結論。因而造成 Relevance & Adequacy 或 Coherence & Organization 未達要求。故建議將部分題目說明修改如下，以期協助考生更有效地組織文章。

In your article, you should

- include a title that appropriately addresses the theme,
- critically examine the arguments for and against animal experimentation as presented in the listening and reading activities,
- **clearly state your position on this issue, and** *Change to: clearly state whether you are for or against animal experimentation*
- summarize your arguments in support of the position you take.

4. 口說問卷（詳見附錄 B-2 問卷調查結果）

- 整體測驗：大部分考生對本次預試持肯定態度。
- 測驗形式：大部分考生表示肯定預試之考試方式。
- 準備時間：大部分考生表示充足。
- 作答時間：大部分考生表示充足。
- 題目難度：大部分考生表示第一部分（申述）因作答時間較長，因此較難且具挑戰性，而第二部分的三個題目的難易度相當。
- 所有考生均認為本口說測驗可以測量出高層次的語言能力，但有一半以上的考生認為自己無法通過本測驗。

肆、結論與建議

本次預試結果大致良好，在幾項重大檢視項目上，如題型設計、量表敘述、及施測程序等，皆達成研發小組原設定目標。除小部分內容，經本（九十一）年六月二十八日「全民英檢研究委員會」第二十九次會議討論後稍作調整外，優級測驗研發階段工作已屆完成。茲就擬調整部分整理說明如下：

一、寫作

1. 調整寫作字數要求規定

預試時所設的寫作字數為 1,000 字，但從第十一~十四頁的寫作字數統計、監試人員觀察報告及考生問卷統計分析，皆顯示 1,000 字對多數預試考生而言負荷量過重，故宜調降字數規定。至於調降範圍，則建議設在 750~1,000 字內。同時，宜明確定義寫作量表中 Relevancy & Adequacy 一項的 "minimum length of the task" 為 750 字。

另建議將 Non-Ratable Compositions 第一項有關 "the composition is shorter than the required length" 的敘述，明確定義為「低 500 字（含）以下的文章」。換言之，優級寫作測驗在文章文長度上，將要求考生必須達到 500 字以上，始予評分；750 字以上，始符合 Relevance & Adequacy 通過要件之一。「500 字」最低評分門檻，主要是依據表十二統計分析以及高級寫作測驗的字數規定。表十二顯示此次預試所有組別，包括高級預試未通過考生，皆達 500 字以上。又，在高級寫作測驗中，考生必須在一個半小時內，完成「至少 500 字」的文章。因此，若有優級考生無法兩小時內，完成一篇 500 字的文章，其文字產能（language production）明顯地將無法提供閱卷人員足夠的評分依據。而將「低於 500 字」與「高於 750 字」的作品同放在一個平台上衡量，亦有不公平之處。

2. 閱卷方式採小組合議制（Panel discussion）

建議優級正式評分時，由奇數位評分老師，如三或五位，組成一評分小組，集體閱卷，共同評分。由於優級寫作各項給分為絕對值，無法以平均的方式解決評分者間的差異。如採小組方式閱卷，評分小組在遇有差異時，可當場討論，取得共識。

3. 修改部分量表說明

建議將 "Writer's Role" 及 "Effect on the Target Reader" 兩項評分重點納入評分量表中，與其他四項評分重點並列，讓考生了解此部分的重要性（表十七）。

優

評分量表（修訂）

表十七

Score Focus	Pass
Relevance and Adequacy	<ul style="list-style-type: none"> ♦ Entirely relevant ♦ All parts of the task are addressed ♦ Personal opinions are appropriate to the task and effectively stated with an appropriate number of supporting points given based on the input ♦ Minimum length of the task is mandatory
Coherence and Organization	<ul style="list-style-type: none"> ♦ Text is logically organized throughout ♦ Appropriate paragraphing ♦ Wide and appropriate use of linking devices
Lexical Use <ul style="list-style-type: none"> ♦ range ♦ appropriateness 	<ul style="list-style-type: none"> ♦ Effective use of a wide range of vocabulary ♦ Vocabulary is used appropriately and errors are rare
Grammatical Use <ul style="list-style-type: none"> ♦ range ♦ accuracy 	<ul style="list-style-type: none"> ♦ Effective use of a wide range of structures to complete the task ♦ Structures are used accurately and appropriately and errors are rare
Effect on the Target Reader	<ul style="list-style-type: none"> ♦ Reader's interest is engaged and sustained throughout ♦ Desired effects on the target reader are achieved
Writer's Role	<ul style="list-style-type: none"> ♦ Clear and appropriate use of register for the task ♦ Purpose of writing is appropriately stated

4. 修改部分題目說明

修改 *The Writing Task* 部分題目說明，調整作答要求（task requirements）的順序並改以簡短的段落替代，以期考生能更有效地組織其意見及論述。另，命題時應注意作者角色（writer's role）的選擇，宜降低專業色彩，避免造成獨厚某特殊專業背景考生的情形。

優

6. 施測行政部分

此次預試四位未使用電腦作答的考生中，有兩位是因不清楚所使用的軟體及作業環境為何，恐操作不順而選擇紙筆。本次預試所使用的文書軟體為視窗版的 EditPad Pro，雖然使用過的考生皆表示其操作簡單易學，但畢竟不如 Word 為國人所熟悉，故正式施測時，可考慮於報名表中，註明使用軟體名稱及其他相關資訊，以方便考生在報名前決定應考方式，同時亦方便施測單位試前準備。

另，雖然測驗聲明中已告知使用電腦的考生負有存檔的責任。為審慎起見，監試人員在測驗結束時，仍應再次確認考生是否已存檔，並於試後立即製作備份及列印。列印之文章，應請考生於第二節口說測驗時，於每頁簽名，確認內容無誤。

2. 口說

1. 評分標準

評分項目之第一項「發音語調」的通過要求過高。要求考生在較長時間的意見發表情境下發音達"entirely accurate"，似不切實際，因為即使是英語母語人士在相同情境下，亦有說溜嘴（slips of the tongue）的時候。因此有必要修訂該項通過標準以符合實際狀況。建議修改為"The candidate is able to produce accurate utterances and sounds with appropriate stress, natural rhythm, and intonation. Errors are rare."。

2. 施測方式

研究委員建議優級以面試方式施測，增加考生與主考官間之互動，第二部分問答題之題目改由主考官提問，考生立即針對問題回答，以符合真實生活中自然的互動情境。

3. 作答時間

由於有一半考生在第一部分的作答不足十五分鐘，或表達完畢知道還有時間後再作答顯得畫蛇添足，因此建議第一部分由十五分鐘縮短為十分鐘，不但可減輕考生壓力，且仍足以提供充足的時間讓考生表達屬於優級程度、較複雜的意見。

4. 評分方式

由於預估報考人數少，建議評分亦採合議制（panel format）之方式進行，亦即以共同討論方式集合評分委員評分，一方面可節省評分時間，另一方面有助於以更客觀的方式達成共識，完成評分工作。惟評量優級程度之評分委員本已難覓，若採三至五位評分委員之合議制，決定一個可共同參與的時段，將成為另一個有待克服的課題。

優

3. 其他

i) 後續研究部分

由於此次預試樣本不大，部分統計結果是否具指標性，仍待日後收集更多的數據驗證。例如考生在各分項的通過率是否相當？

ii) 舉辦方式

由於優級測驗乃測量最高程度之語言能力，預估報考人數少，建議每年舉辦一次為原則。

另，設定報考者資格限制（例如托福紙筆達 650 分、托福 CBT 達 280 分及 IELTS 達 Band 8.5 以上的英語學習者），以避免非優級相當程度者冒然嘗試，徒增考生不必要的經濟支出、評分委員人力耗費及測驗主辦單位的成本負擔。惟針對學校、機關、團體之特殊需求，經測驗主辦單位考量合適者，將不受上述限制。

伍、附錄

附錄 A-1 全民英檢優級預試 第一節測驗試題本

GEPT-Superior Pilot Test

Test Paper 1

General Instructions

In this test, you will have an opportunity to demonstrate your ability to extract information on a thematic topic from audio and visual sources, synthesize the opposing arguments and use these points in an editorial article on the topic.

At the beginning of this test, you will view a videotaped program and two articles about **animal experimentation**. The purpose of the listening and reading activities is to help you reflect on the issue of animal experimentation, so that you will be able to examine the topic in depth in the following writing task. Therefore, it is important that, while doing these activities, you should

- **extract information** you will use to discuss the arguments for and against animal experimentation, and
- **reach a conclusion of your own** on the issue.

The listening activity is about **10~15 minutes** long. The program will be played **ONLY ONCE**.

The recommended time for the reading activity is **45 minutes**. You may view the texts from the computer screen or ask your monitor for a hard copy.

After the listening and reading activities, you will write a **1000-word composition** on animal experimentation. You may write in either a computer or a paper-and-pencil format. If you choose the computer format, you may use the word processing functions provided by the computer program. However, you will be responsible for saving your composition file.

During the writing section, you may have one **15-minute rest break** when you need it. But bear in mind that no make-up time will be given to you for the time lost.

Detailed instructions will be given to you at the beginning of each part.

The entire test takes about **3 hours**.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

ACTIVITY I: LISTENING

In this activity, you will watch a videotaped program entitled “*Michael Carey, M.D.*^註.” The program talks about a doctor, Dr. Michael Carey, who uses cats in his medical research. The program is about **13 minutes** long.

Use the space provided in your test booklet to note down the arguments for and against animal experimentation.

NOTES

MOVE ON TO THE READING ACTIVITY WHEN YOU ARE READY.

^註 本錄影帶節目取自於美國新聞性節目「六十分鐘」。

ACTIVITY II: READING

In this activity, you will read two articles entitled “*Animal Experimentation Issues*” and “*Let the People Speak*,” which discuss the use of animals in scientific research from different perspectives. You may view the articles from your computer screen or ask your monitor for a hard copy.

We recommend that you take **45 minutes** to **read and make notes** on the key information that you will need in the later writing task

Use the space provided in your test booklet to note down the arguments for and against animal experimentation.

Move on to the writing task when you are done with the reading activity. You have **2 hours and 45 minutes** to complete this reading activity and the following writing task.

You may take one 15-minute break during this period of time. The monitor will announce the time remaining every 30 minutes, and at ten minutes and five minutes before the end of the exam.

NOTES

THE WRITING TASK

Animal experimentation is a controversial issue. In order to better understand whether it should impose any stricter laws or a ban on the use of animal experimentation, your government has decided to hold a series of public hearings.

As a columnist of an international newspaper, you would like to do an in-depth report on this issue in your weekly *Editorial & Commentary Section*, so that your readers can be better informed before making a judgment.

In your article, you should

- include a title that appropriately addresses the theme,
- critically examine the arguments for and against animal experimentation as presented in the listening and reading activities,
- clearly state your position on this issue, and
- summarize your arguments in support of the position you take.

In addition, keep the following requirements in mind while writing.

- The length requirement for this task is 1,000 words.
- You must use information from all THREE sources, i.e. the listening and the two reading passages.
- Use your own words as much as possible; and use quotations appropriately when necessary. **Direct copying of more than three consecutive words from the listening or reading passages without quotation is considered plagiarism.**

Ask your monitor for an answer sheet if you prefer to write on paper. For those who choose to write on a computer, remember to periodically save your composition file.

Your performance will be scored according to the following criteria:

- relevance and adequacy of content,
- coherence and organization,
- lexical use, and
- grammatical use.

Animal Experimentation Issues

Understanding Claims about Animal Experiments

By Physicians Committee for Responsible Medicine

While many health charities and other institutions never fund animal experiments, others still do and often try to counter criticism of their actions. Here is a look at the claims commonly made by those trying to defend animal experiments:

"Our animals are well treated...."

In 1997, an American Red Cross (ARC) representative wrote, "Animals used in our laboratory work are well treated and not tortured in any way." Yet, ARC has funded studies in which genetically-altered mice were allowed to develop ailments including neural tumors, gastrointestinal tissue malformations, shaking tremors, seizures, and paralysis. In another ARC-funded experiment, rabbits had 22 to 30 percent of their blood volume bled every two weeks.

Even routine caging, isolation, handling, and shipping are stressful and sometimes terrifying for animals.

"Our standards for the treatment of animals meet or exceed all federal regulations regarding animal care and use...."

The Animal Welfare Act, the primary federal legislation "protecting" animals, does not apply to mice, rats, and birds. These animals are used in 80 to 90 percent of all experiments, yet they are given absolutely no protection. Even for animals to whom the Animal Welfare Act applies, the regulations in place are sorely deficient. Indeed, federal regulations do not prevent any experimental procedure, regardless of how painful it may be. Animals may be burned, maimed, and killed without anesthesia. While the Animal Welfare Act encourages the use of pain killers, experimenters can omit their use if they so choose.

Additionally, enforcement of laws that do exist is woefully inadequate. The U.S. Department of Agriculture Animal and Plant Health Inspection Service (APHIS), which is responsible for enforcing the AWA, admits that nearly half of all facilities are in violation of the law. With only 73 inspectors for approximately 10,000 sites, inspections are rare and do not provide a real picture of a facility's animal use programs. Ron DeHaven, APHIS Animal Care Acting Deputy

Administrator, admits that the agency's "intent is not to punish" facilities that violate animal protection laws, but rather to "work with them."

"Our institution is accredited by the Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC), an independent, nonprofit organization which is the accepted standard of excellence for the humane care and use of laboratory animals...."

Like government regulations, AAALAC accreditation fails to provide any real protection for animals. AAALAC even approves of multiple, major invasive procedures on individual animals. AAALAC prescribes standard procedures for monitoring and conducting animal experiments, but accreditation does not ensure that animals are well treated. For example, highly invasive surgeries on pregnant baboons have been conducted at AAALAC-approved laboratories at Cornell University. In one experiment, the baboons had catheters implanted deep in their thighs, electrodes sunk into their uteruses, and catheters inserted into the fetuses developing inside them. This extensive instrumentation was kept in the animals around the clock. Unfortunately, experiments of questionable clinical relevance that result in extreme suffering are routinely performed.

"Most of the animals we use are mice and rats...."

This may be true, however both mice and rats have highly developed central nervous systems, feel pain, and suffer from the stress of confinement. Indeed, because mice and rats are "unpopular" animals and are not protected under the Animal Welfare Act, they are more likely to be used in invasive experiments.

Rats and mice differ markedly from humans in many respects, making results from experiments on these animals difficult to extrapolate to humans. Studies in rats on heart disease, cancer, and stroke (the top three causes of death in the U.S.) are all plagued with problems because of the myriad differences in rat and human physiology. Tests of cancer-causing agents in rats and mice agree only 70 percent of the time; the results would apply to humans even less often. Rats do not even develop the same range of cancers as humans.

"All research protocols are approved by our Institutional Animal Care and Use Committee (IACUC)...."

Approval by an IACUC gives no indication of whether animal experiments involve pain or stress. IACUCs routinely approve highly invasive, painful procedures. A recent three-year review showed that the IACUC approval process was no more reliable than the toss of a coin. Unfortunately, many committee members are animal experimenters or persons affiliated with

the testing institution and they can simply "rubber-stamp" experimental protocols, even when they have little relevance to clinical medical practice.

A panel composed of seven former IACUC members from various institutions, with whom PCRM consulted in 1994, cited numerous proposals which caused suffering for animals and had little scientific merit, but were nevertheless approved by IACUCs. One involved castrating rabbits and/or giving them estrogen to study erectile problems. Another experiment involved killing horses as part of an effort to study exercise-induced bleeding. In other approved experiments, substances were administered to animals until 50 percent of them died; cocaine was given to pigs and piglets; and pigs were bled to the verge of death and revived.

"We promote the use of alternatives to animal research whenever possible. When animals are required, we use as few as we can. Our researchers use animals only when absolutely necessary...."

Vague language such as this does not indicate a real commitment to replacing, or even reducing, the total numbers of animals used in experiments. Virtually every institution funding animal experiments claims that it uses animals only when necessary. Yet, countless examples have shown that animal experiments done in these same institutions are often of questionable scientific merit. For example, the March of Dimes funded an experiment which involved killing and comparing the brains of normal cats, kittens, cats who had one eye sewn shut for at least a year, and cats who were reared in complete darkness. By the March of Dimes' own admission, no clinically relevant advances came from this study, yet March of Dimes' spokespersons continue to claim its researchers use animals only when "necessary."

NONANIMAL RESEARCH METHODS

Epidemiologic Studies

Comparative studies of human populations have provided important information about the causes of many diseases. The discoveries of the relationships between smoking and cancer, cholesterol and heart disease, high-fat diets and common cancers, and chemical exposures and birth defects came from epidemiologic studies. Such studies also demonstrated the mechanism of transmission of AIDS, and showed how to prevent it.

Clinical Research

In the course of treating patients, the causes of disease have often been elucidated. Studies of human patients using sophisticated scanning technology (CT, PET, and MRI) have isolated abnormalities in the brains of victims of Alzheimer's disease, schizophrenia, epilepsy, and autism. Dietary studies of patients with multiple sclerosis showed that adherence to a low-fat

diet significantly reduced their death rate and the rate at which the debilitating disease progressed. Autopsy studies revealed that Alzheimer's disease patients have abnormal concentrations of aluminum in their brains.

In-Vitro Research

An enormous amount of valuable in-vitro (test tube) research is conducted today. Cell and tissue cultures are used to screen anticancer and anti-AIDS drugs and to test for product irritancy. The AIDS virus was isolated in human serum, and in vitro methods are providing new insights into the virus' effect on human cells. The National Disease Research Interchange, a nonprofit clearinghouse, provides more than 130 kinds of human tissue to scientists investigating diabetes, cancer, cystic fibrosis, muscular dystrophy, glaucoma, and more than 50 other diseases. In-vitro genetic research has isolated specific markers, genes, and/or proteins for Alzheimer's disease, muscular dystrophy, schizophrenia, and other inherited disorders.

Computer Modeling

Computer programs can often predict the toxicity of chemicals, including their potential to cause cancer or birth defects, based on their molecular structure. Computer simulations have also replaced live animals in medical education.

Replacing Animals in Safety Tests

Safety tests using human cells are more accurate than animal tests. In fact, a new company now offers methods for developing new drugs without the use of animals at all.

In the Multicenter Evaluation of In Vitro Cytotoxicity tests (MEIC), researchers from the U.S., Europe, Japan, and other countries tried 68 different test-tube methods to predict the toxicity of 50 different chemicals, such as aspirin, digoxin, diazepam (Valium), nicotine, malathion, and lindane. The effects of the chemicals in humans were already known from poison control centers. The study's goal was to see how well the cellular tests matched actual human experience and to compare them with data previously reported for animal tests.

Rat LD50 tests—lethal dose tests that measure the dose of a chemical that kills 50 percent of the animals given it—were only 59 percent accurate, and mouse tests were about 70 percent accurate. But the average human cell test was 77 percent accurate. Accuracy was boosted to 80 percent when results from three different human cell tests were combined.

With personnel formerly of Glaxo Wellcome, SmithKline Beecham, and Shire Pharmaceuticals, Pharmagene Laboratories, based in Royston, England, became the first company to conduct new drug development and testing using human tissues and sophisticated computer technologies exclusively. With tools from molecular biology, biochemistry, and analytical

pharmacology, Pharmagene conducts extensive studies of human genes and investigates how drugs affect the actions of these genes or the proteins they make. While some have used animal tissues for this purpose, harmagene scientists believe that the discovery process is much more efficient with human tissues.

CONCLUSION

Those concerned about the treatment of animals and who want research to be relevant to human health are unlikely to find the claims about animal experiments comforting. A wide range of charities, businesses, and other institutions meet their research needs with exclusively nonanimal methods. Many feel more comfortable supporting these organizations instead of those that continue to fund animal experiments.

(from http://www.pcrm.org/issues/Animal_Experimentation_Issues/understanding_claims.html)

(From New Scientist, 22 May 1999)

LET THE PEOPLE SPEAK

By Peter Aldhous, Andy Coghlan, Jon Copley

What would it take for you to agree that a mouse or monkey should suffer pain, or even die? To develop a drug to cure leukaemia? To understand why some people are hard of hearing? Or are there no scientific gains that can justify the animal's suffering?

These questions ought to be pivotal in any debate over the ethics of animal experimentation. The trouble is, the public's views aren't usually taken into account. To committed supporters of animal rights, such experiments can never be justified--even if a majority thinks otherwise. Meanwhile, the scientists involved defend the status quo because they assume that people want to see progress in medicine. "Much basic research on physiological, pathological and therapeutic processes still requires animal experimentation. Such research has provided and continues to provide the essential foundation for improvements in medical and veterinary knowledge, education and practice," said the British Association for the Advancement of Science in a 1992 statement.

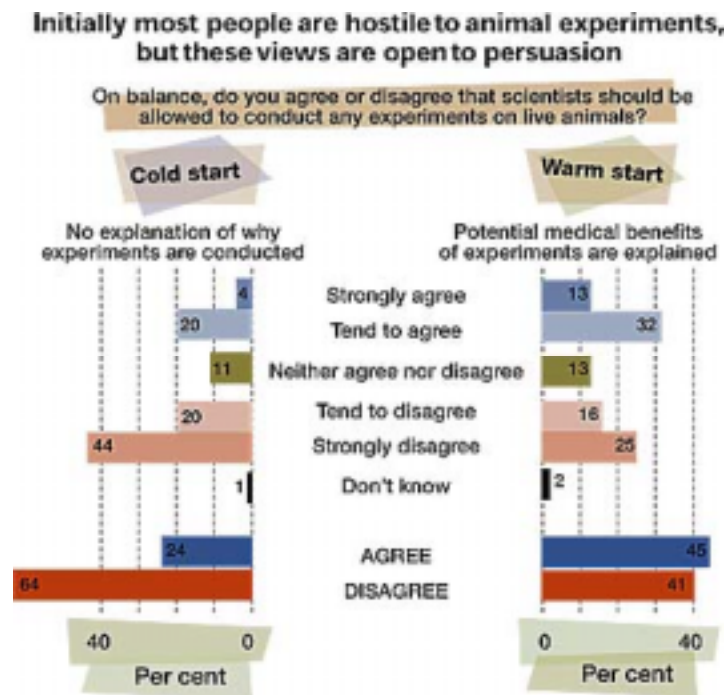
In a democracy, people's views do count, of course. And we suspected that a desire for better drugs and vaccines might not necessarily translate into blanket approval for all the experiments that are sanctioned at the moment. So to work out exactly where the British public draw the line, we commissioned MORI to poll people aged 15 and over.

First, we asked half of the sample whether, on balance, they agreed or disagreed that scientists should be allowed to experiment on animals. The rest were asked the same question, but were first told: "Some scientists are developing and testing new drugs to reduce pain, or developing new treatments for life-threatening diseases such as leukaemia and AIDS. By conducting experiments on live animals, scientists believe they can make more rapid progress than would otherwise have been possible."

The "cold start" question revealed that basic attitudes to animal experimentation are distinctly hostile. Just 24 per cent of people were in favour, with 64 per cent against (see Figure 1).

We drew up a list of activities, and asked people to say which ones they had taken part in within the past two years or so. From their answers we could tell which "lifestyle factors" correlate most strongly with disapproval of research involving animals. Not surprisingly, the strongest views were held by people who had signed petitions on animal welfare (86 per cent disapproval), vegetarians (85 per cent) and members of animal welfare organisations (83 per cent). People who had bought "cruelty free" cosmetics, not tested on animals, also stood out: 77 per cent of them disapproved of animal experiments. More women were opposed than men: 71 per cent disapproval versus 57 per cent.

Figure 1



Identifying groups who support animal experimentation on the cold start question was difficult. People who said they or a close family member had taken a drug for a serious illness--and who knew this drug had been tested on animals--were more tolerant of animal experiments than most, but 52 per cent of them still disapproved. The only group who clearly backed animal research, with 62 per cent in favour, were those who had worn a fur coat or taken part in a blood sport. These people, who made up just 2 per cent of our sample, are presumably used to swimming against the tide of public opinion on animal welfare issues.

Including the preamble justifying the use of animals in medical research completely altered the picture, however. On this "warm start" question, people backed animal experimentation by a slim majority, with 45 per cent for versus 41 per cent against. This represents a swing of 22 per cent from disapproval to approval--a huge swing for a poll of this type. "The implication is that the public's mind is not made up on these issues," says Robert Worcester, chairman of MORI. "Most people are willing to be persuaded, although initially sceptical of the value of animal experimentation." The swing for women was 23 per cent; for men it was 21 per cent.

Most of our lifestyle groups were swayed by a similar amount. The largest and smallest swings were for two of the groups who were most strongly opposed to animal experiments on the cold start question. Members of animal welfare organisations held firm, with the justifying preamble producing a swing of just 14 per cent. But people who had bought cruelty-free cosmetics showed a swing of 30 per cent, and on the warm start question were almost equally divided in their responses.

The narrow majority in favour of animal research for our warm start question is slightly different from the results of other polls that have investigated public attitudes to the use of animals in medical experiments, which have tended to find a small majority against. In 1990, a Harris poll for The Observer asked: "Are you in favour of animal tests for medical drugs?" Forty-six per cent answered yes; 48 per cent said no. A similar question in a 1995 Gallup poll for The Daily Telegraph found 40 per cent in favour and 50 per cent against.

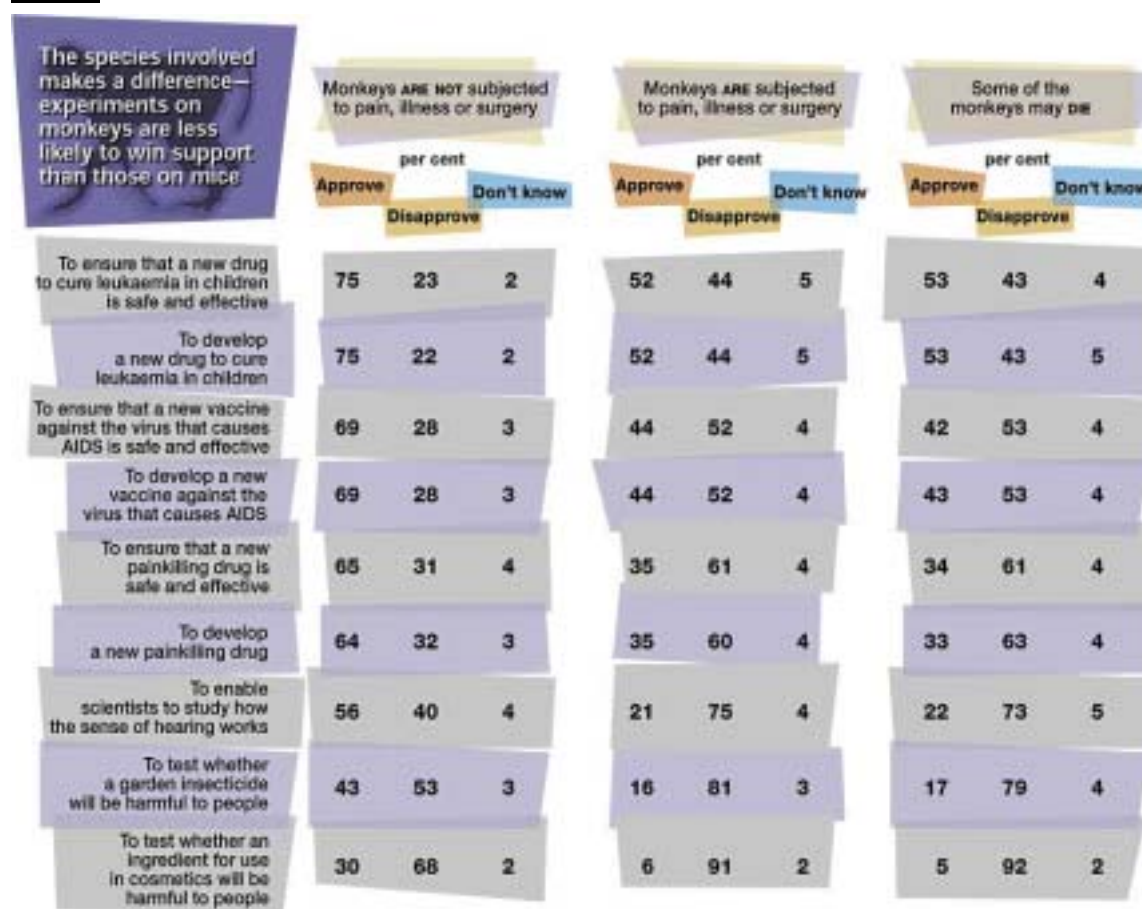
But previous polls have not tried to delve beneath these superficial attitudes to find out whether people approve of specific experiments. We selected a range of goals for animal experiments, and asked people whether they approved or disapproved: a) if animals do not suffer b) if animals are subjected to pain, illness or surgery c) if animals may die. Again, the sample was split. One half was told the experiments would be on mice, the other was told monkeys would be involved.

Tables 1 and 2 show the results, which reveal that people seem to carry out a sophisticated cost-benefit analysis before deciding whether an animal experiment can be justified. The experiment's goal and whether animals will suffer in any way are the most important factors. However, people don't find experiments in which animals might die any more objectionable than those involving pain, illness or surgery.

Table 1

People carefully weigh the costs and benefits of individual experiments before deciding whether they approve	Mice are not subjected to pain, illness or surgery			Mice are subjected to pain, illness or surgery			Some of the mice may die		
	Approve	per cent	Disapprove	Approve	per cent	Disapprove	Approve	per cent	Disapprove
To ensure that a new drug to cure leukaemia in children is safe and effective	83	15	2	65	32	4	69	28	4
To develop a new drug to cure leukaemia in children	83	15	2	65	32	4	68	28	3
To ensure that a new vaccine against the virus that causes AIDS is safe and effective	77	20	3	56	39	5	59	36	5
To develop a new vaccine against the virus that causes AIDS	77	19	3	57	39	4	60	36	4
To ensure that a new painkilling drug is safe and effective	74	24	2	47	49	4	60	46	6
To develop a new painkilling drug	73	25	2	47	50	3	48	47	4
To enable scientists to study how the sense of hearing works	70	27	3	36	61	4	39	57	6
To test whether a garden insecticide will be harmful to people	56	42	3	29	68	3	32	65	3
To test whether an ingredient for use in cosmetics will be harmful to people	38	61	2	12	86	2	13	84	2

Table 2



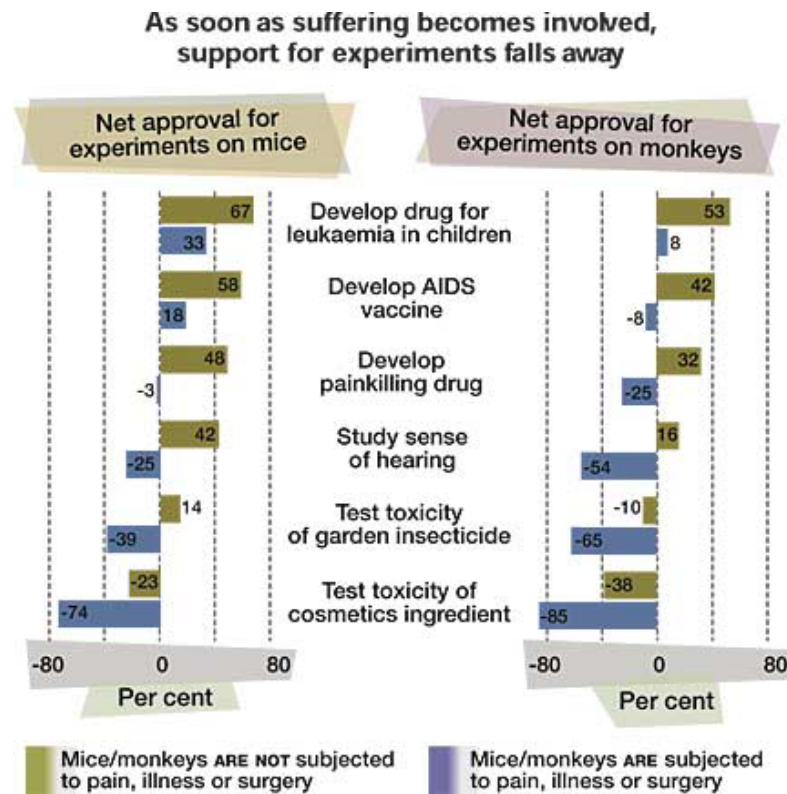
Mice are by far the most commonly used animals in British laboratories. They were used in 1.52 million of the 2.64 million licensed procedures conducted in 1997. The results show that a majority of people are prepared to accept that mice may suffer, if this helps to fight life-threatening diseases. There were clear majorities in favour of experiments to develop an AIDS vaccine or a drug for treating childhood leukaemia. People were just as happy to support the final stages of testing to check whether drugs and vaccines are safe and effective as they were to back experiments involved earlier in their development.

But these positive views did not extend to all forms of medical research. Opinion was evenly divided over experiments to develop and test a painkilling drug if the experiment involved mice suffering pain - which is unavoidable in tests of a painkiller.

The results for the experiments investigating the sense of hearing are striking. These are exactly the sort of basic biomedical experiments that the British Association's statement on animal research was designed to defend. A large majority supported the use of mice in such experiments if they would come to no harm, but the hearing experiments showed the biggest swing towards disapproval as soon as pain, surgery or illness became involved (see Figure 2). If animal suffering can't be ruled out, it may be hard to convince the public of the worth of continuing the fundamental biological research on which many scientists believe medical advances depend. In 1997, this category accounted for more than 800 000

licensed procedures with animals in Britain. But it is possible that many were relatively benign, and so might win public support if they were described in detail.

Figure 2



Most people opposed testing cosmetics ingredients on mice, even if the mice came to no harm. These tests are already banned in Britain, but other forms of toxicity testing continue. And responses to our garden insecticide example suggest these tests do not command public support if any animal suffering is involved.

Experiments on monkeys were viewed much more negatively than those involving mice. Indeed, only experiments to test or develop drugs to treat childhood leukaemia were seen as justifying monkeys suffering. In Britain, experiments involving primates are very tightly controlled. Researchers must convince government officials that the knowledge to be gained justifies any suffering to the animals, and that adequate data cannot be obtained by using other species.

In practice, this means that monkeys are unlikely to be used in leukaemia research, as the disease can be studied in other animals. But attempts to develop AIDS vaccines depend heavily on experiments with related viruses in monkeys, in which some of the animals are likely to become ill. Our poll indicates that a majority of British people would oppose these experiments.

In the US, where regulations are less stringent, the goal of developing an AIDS vaccine is seen as sufficient justification for injecting chimpanzees, our nearest relatives, with potentially lethal strains of HIV. And while most people are probably not aware of such facts, 64 per cent of those we polled judged correctly that regulations governing animal experiments in Britain are as strict, or stricter, than those in other developed countries. Just 11 per cent thought that British rules are less strict, while 24 per cent said they didn't know.

In one respect, however, our poll reveals a disturbing gap in people's knowledge, which the British government might want to address. No prescription drug is marketed without first being tested in animals, yet people are either unaware that this is the case, or don't want to acknowledge the fact. While 35 per cent of the people we polled said they or a close family member had been prescribed a drug for a serious illness in the past two years or so, only 18 per cent of these people - 6 per cent of the total sample - knew it had been tested on animals. Significantly, this small group was more favourably disposed to animal experimentation than the larger number who said they weren't aware their drugs had been tested on animals. Indeed, with 66 per cent of them backing animal research in our "warm start" question, they were more positive about animal experiments than everyone we polled except the hunters and fur coat wearers.

While people may not be in full possession of the facts about animal research, many experiments that are licensed in Britain--including hundreds of thousands of toxicity tests and fundamental biological studies--could be banned if regulators were to follow the majority views expressed in our poll.

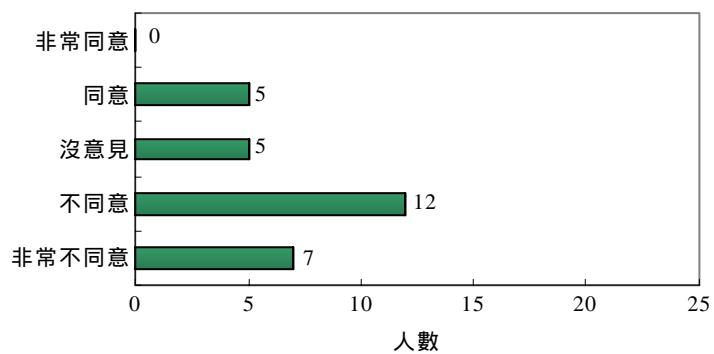
As the answers to the two versions of our first question have revealed, however, public opinion on animal research is not set in stone. Argument for or against particular types of experiment might swing public opinion. Our results highlight those types of experiment on which antivivisectionists might expect an abolitionist argument to receive a sympathetic hearing. Those who believe that such research should continue will need to detail the steps taken to minimise suffering, and produce compelling arguments to explain why the knowledge they expect to gain justifies using animals.

People can clearly weigh the pros and cons of animal experimentation. It's time for those who want to pursue a peaceful debate to seize the initiative.

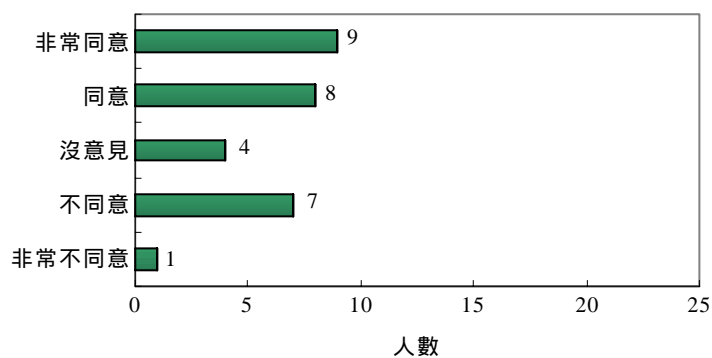
附錄 A-3 全民英檢優級預試 第一節測驗受試者問卷調查結果

測驗內容部分

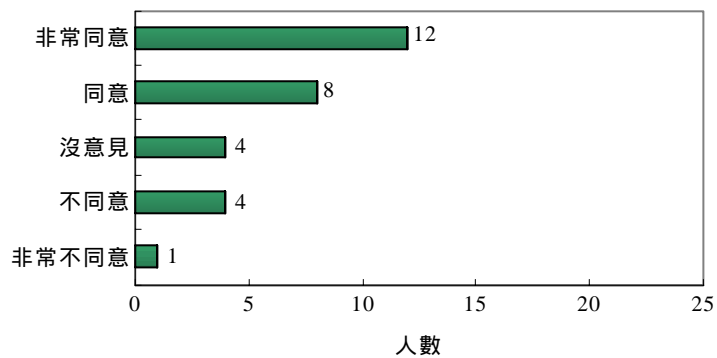
1. 這節測驗的主題(topic)對我而言很難。



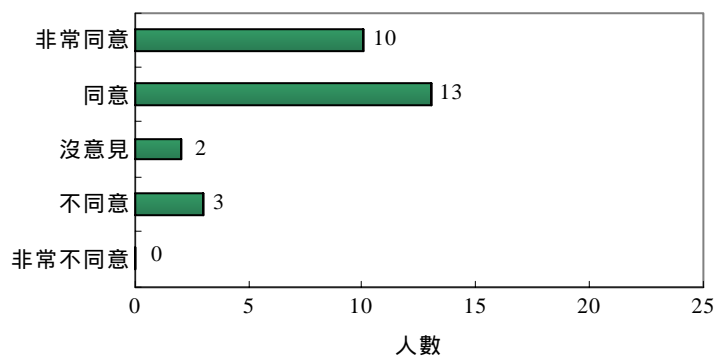
2. 聽力部分的作筆記時間充裕。



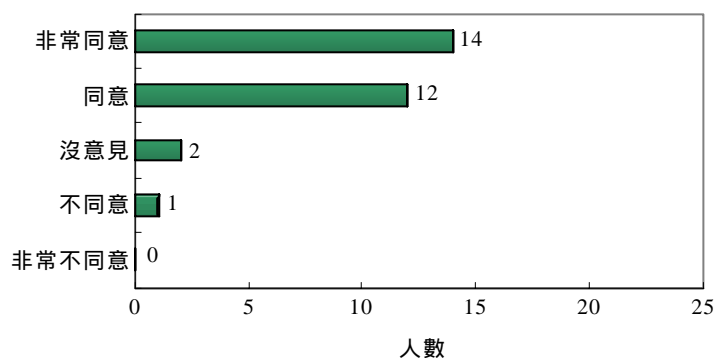
3. 閱讀部分的作筆記時間充裕。



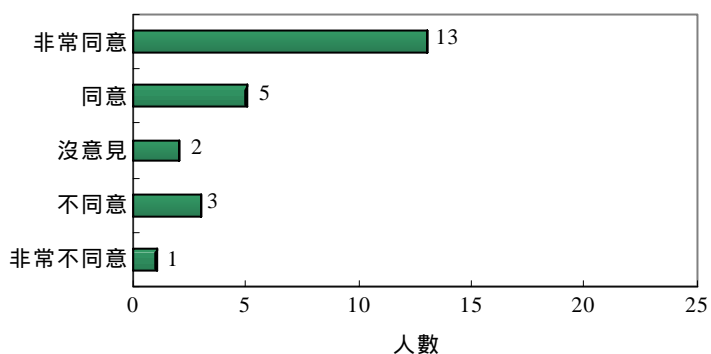
4. 這樣的考試方式很有趣。



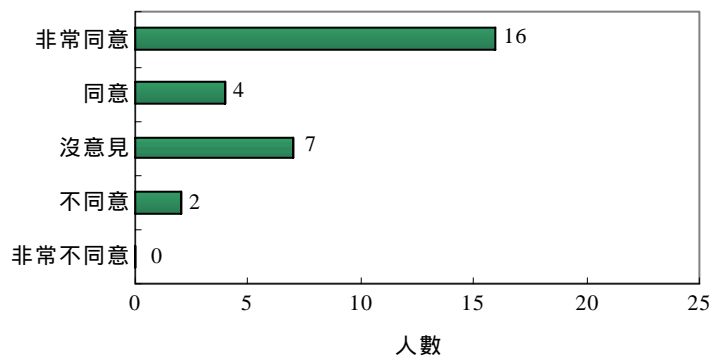
5. 這是一個可以檢驗我的寫作能力的好測驗。



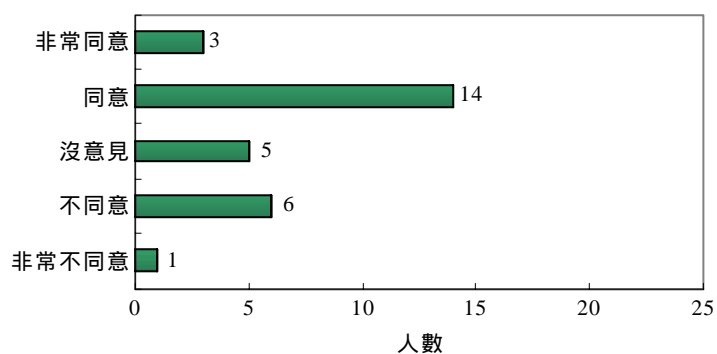
6. 我考這節測驗時，覺得壓力很大。



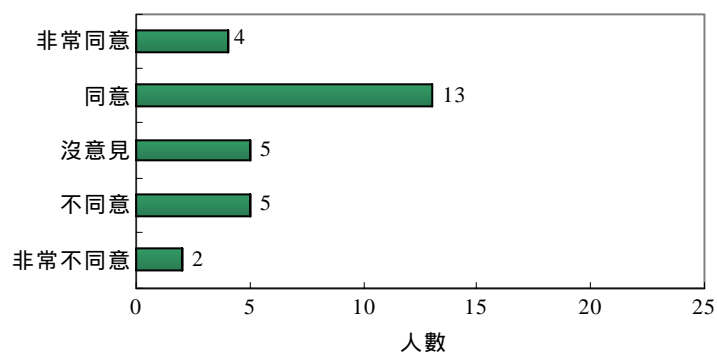
7. 這節測驗內容的說明很清楚。



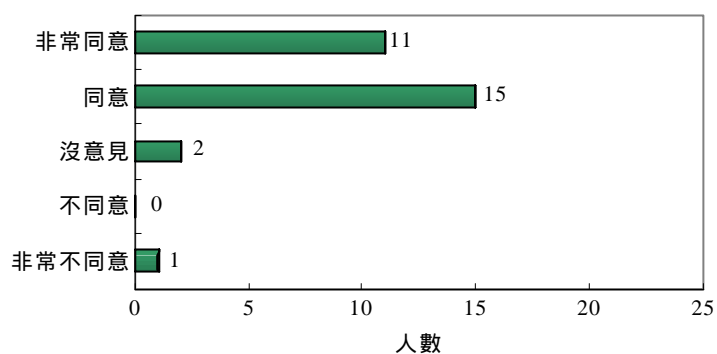
8. 閱讀的文章很容易。



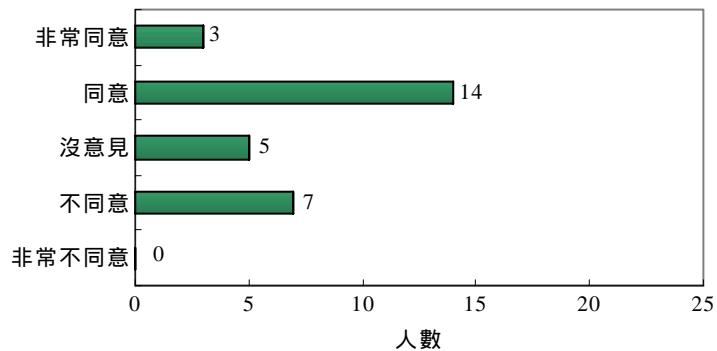
9. 聽力的節目很容易。



10. 閱讀文章中有許多可供我寫作使用的資訊。



11. 聽力節目中有許多可供我寫作使用的資訊。



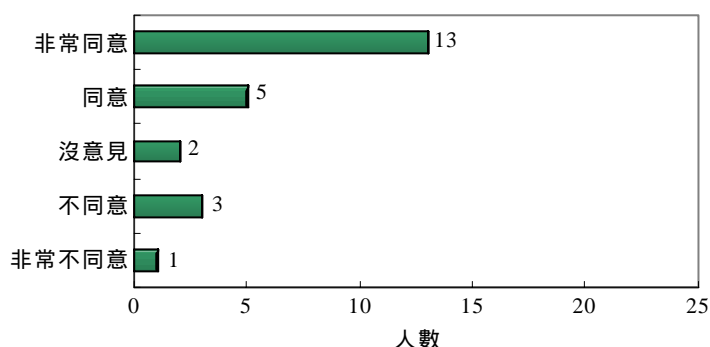
1. 其他意見：

- 聽力聲音不夠大（2）
- 聽力可免，閱讀部分已提供充分資訊（2）
- 擴音器會發出靜電聲，有時會聽不太清楚（1）
- 閱讀內容太多，不好整理（3）
- 個人意見多已被涵蓋在文章中,不容易發揮個人意見部分(1)
- 測驗時間加長或寫作字數減少，e.g 700~800 字（5）
- 「三者資料都得用到」又要寫 cover pros, cons and personal suggestions as well as provide support，實在是很難的組織能力考驗。（2）
- 不確定要引用多少 input material 的內容，題目上若能說明清楚，會更好（1）

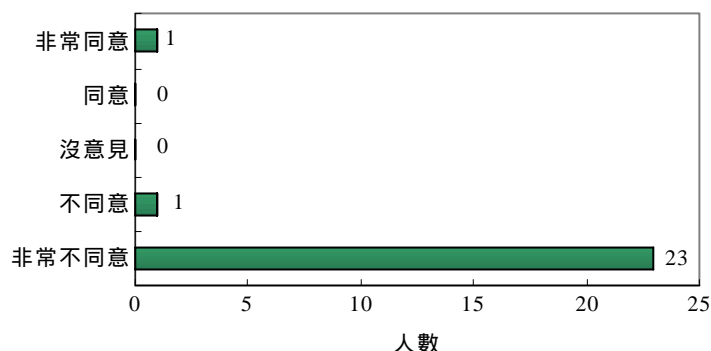
操作介面部分

2. 寫作部分，選擇電腦作答者，25 人；選擇紙筆作答者，4 人。

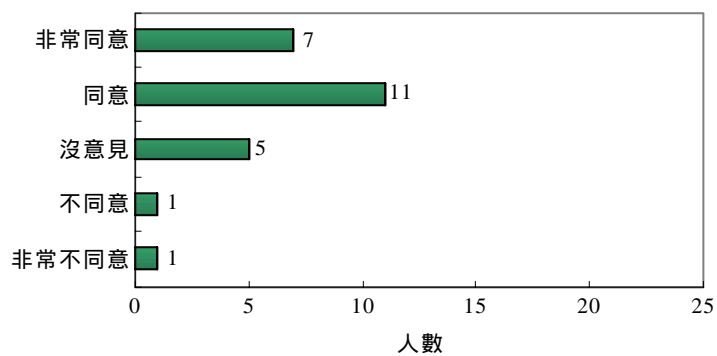
3. 使用電腦作答，對我的寫作表現有幫助。



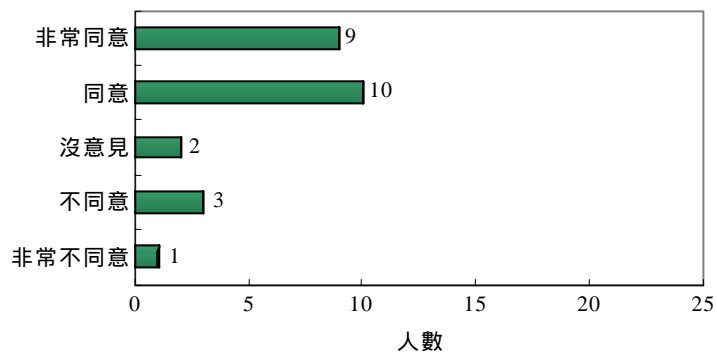
4. 參加本測驗以前，我沒有電腦操作經驗。



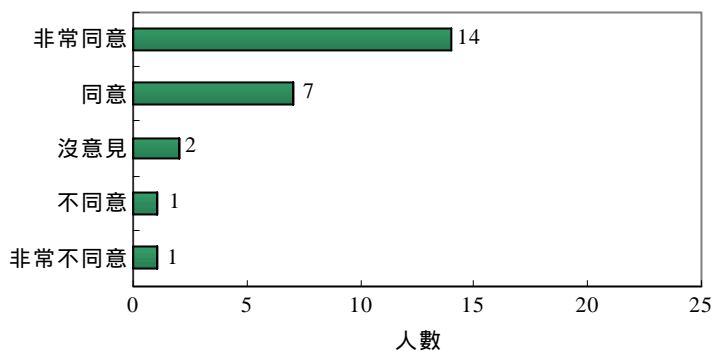
5. 測驗前的練習對我測驗時的電腦操作有助幫。



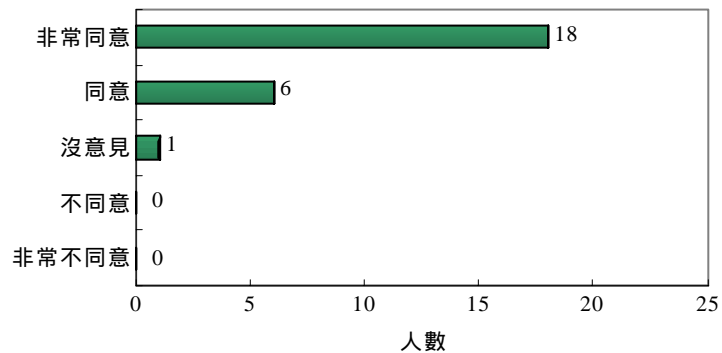
6. 這台電腦的視窗操作容易。



7. 英文打字對我不是問題。

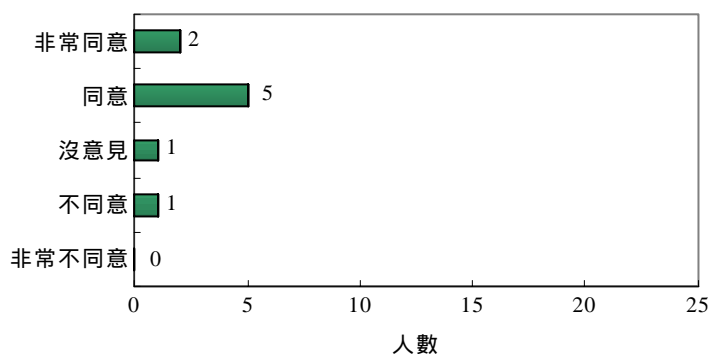


8. 日後若參加正式考試，我會選擇使用電腦作答。

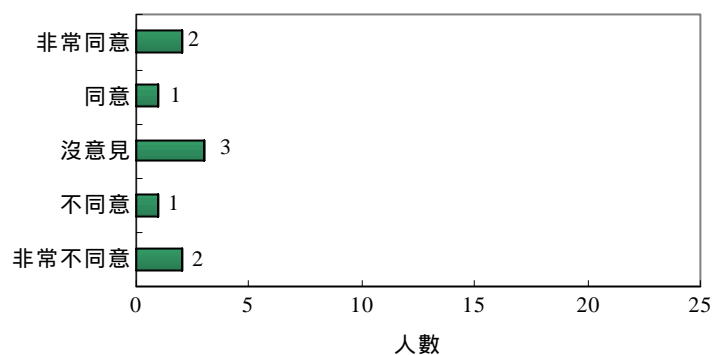


9. 閱讀部分，選擇從電腦螢幕讀題者，9 人

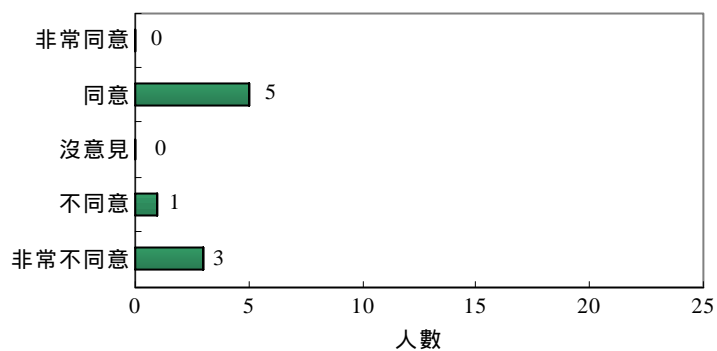
10. 將閱讀及寫作分割成兩個視窗畫面，同時呈現很好。



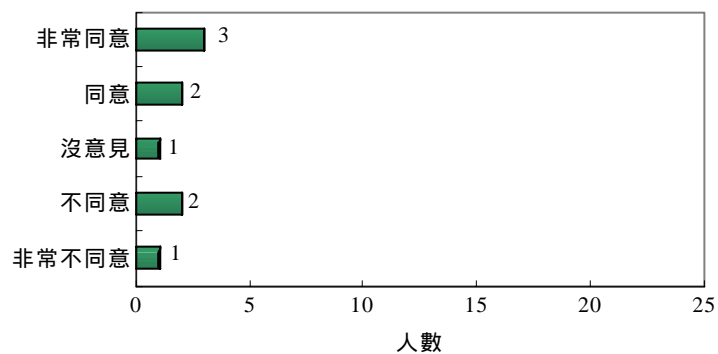
11. 我會將視窗切換成單一畫面，這樣讀寫比較方便。



12. 我會把閱讀視窗中可能用到的資訊，複製到寫作視窗中。



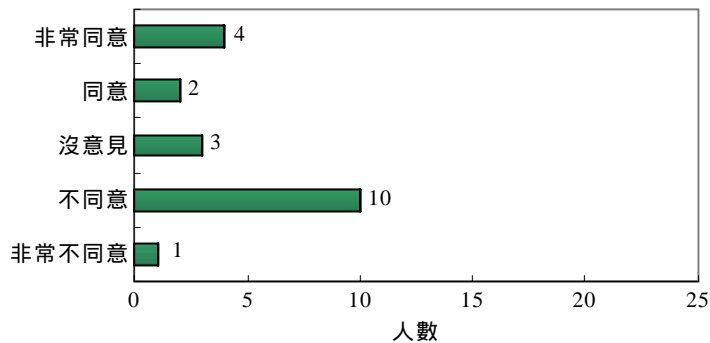
13. 日後若參加正式考試，我會選擇從電腦螢幕上讀取文章。



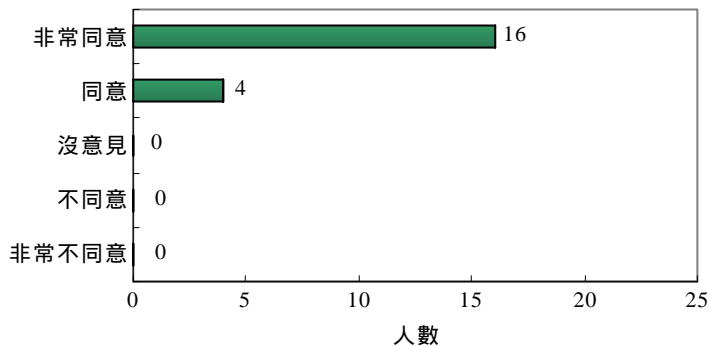
14. 閱讀部分，選擇使用閱讀試題本者，20 人。

原因包括： 方便作筆記（14）
較不傷眼睛（8）
較可快速翻閱（6）
習慣看書面文字（3）
題本比較清楚（1）

15. 閱讀試題本的排版、字體清楚，容易閱讀。

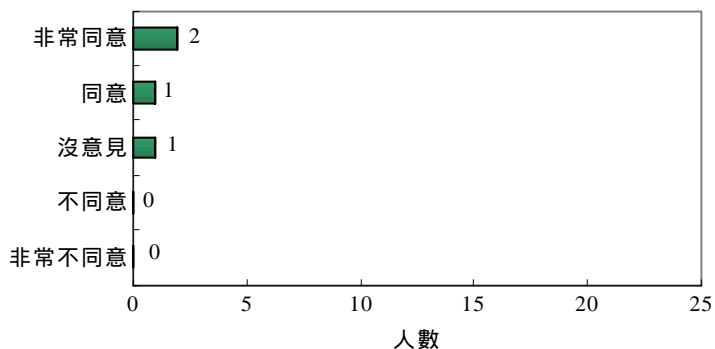


16. 日後若參加正式考試，我會選擇使用閱讀試題本。



17. 寫作部分，選擇紙筆作答者，4 人；原因有：打字速度慢(2)；怕不熟悉所使用的電腦作業系統（2）

18. 日後若參加正式考試，我會選擇使用紙筆作答。



19. 其他意見：

電腦部分

- 建議改用 PC，螢幕及鍵盤大，比較好操作。（3）
- 鍵盤與桌面高度設計應符合人體工學。Key in 近兩小時，手腕很酸。（1）
- 應使用最普遍之電腦機型及軟體，才不會要再適應鍵盤及排版。（1）
- 建議設計一獨立讀寫軟體，讓畫面更簡單，且容易操作。（1）
- 螢幕可加上一計時器，免除每半小時宣佈一次時間。（2）
- 希望有更多文字編輯功能，如選擇字體大小等。（3）
- 視窗分割可再改進。（1）
- 以電腦作答，電腦厲害的人是否可能做怪？建議有自動 save 的功能，這樣考生就不須手動 save。（1）

閱讀試題本部分

- 字體加大，方便閱讀（3）
- 噴墨列印字體較不清楚，建議改用雷射（5）
- 試題紙會反光，加上考場燈光由上而下直射，增加閱讀困難（1）

附錄 A-4 全民英檢優級預試 寫作實例

實例文章一

Of Mice, Monkey, and Men

With the upcoming government hearing on animal experimentation in medical research, we expect the familiar warring parties to show up again for the latest round -- the animal rights activists in one corner, and the scientists who depend on the use of animals for their research in the other corner. But is this match really a two-sided fight? Where should we stand, and from which side should we jump into the ring? I'd like to take a look at some recent controversies in the public debate on animal experimentation, and why we need to demand that the government strengthen public education and take public opinion into account with its decisions.

A recent edition of 60 Minutes reported on a medical researcher at the Louisiana state University who raised hackles among animal rights supporters with his experiments on cats. Dr Michael Carey, both a Vietnam and Gulf War veteran, had been performing experiments on cats to test and research a drug that can save patients suffering from brain injuries. 60 minutes gave due time to one of Dr Carey's prime motivations: during the Vietnam War, he treated many injured soldiers who died as result of bullet wounds to the head, thus inspiring him to devote later years at LSU to developing a drug to treat people with brain injuries. The drug was just starting to prove itself successful when word got around that cats were the prime subjects of cruel experiments, inciting animal rights activists to investigate and lobby to stop the experiments. Accusations flew, with Dr Carey's research stopped and his funding cut. In the experiments, the cats' heads were planted on a vice and they were shot in the head with a bb. Dr Carey defended the experiments, saying that the cats were under anesthesia, and after all, the purpose of his medical experiments had "good intentions."

Despite Dr Carey's good intention, argued the Physicians Committee for Responsible Medicine (PCRM), he disregarded the primary concern -- the experiments were putting the cats under extreme pain. Yes, those of you who watched the 60 Minutes program know there's a little more controversy in the allegations surrounding the experiment, but the PCRM would persist with its argument on several grounds: experiments that subject animals to unnecessary pain are wrong, and many health charities and health organizations in the US disregard and find ways to bypass laws and regulations stipulated

by watchdog groups. Well known groups like the Red Cross come under fire in a report by the PCRM entitled "Understanding Claims About Animal Experiments." Although the Red Cross claims that their experiments with animals "are well treated and not harmed in any way," the PCRM points out that Red Cross has funded experiments where genetically altered mice are allowed to develop "painful ailments"

such as tumors and paralysis. PCRM elaborates on using mice and rats: "...both mice and rats have highly developed central nervous systems, feel pain, and suffer from the stress of confinement." In this article, PCRM points out that nonanimal research methods have provided valuable information, and points out advances in AIDS research through epidemiologic studies, brain disease research through scanning technologies such as CT, PET and MRI, and In-Vitro research, which provides human tissue to allow for further understanding for diseases such as Alzheimer's and schizophrenia.

Preserving animal dignity may be fine and all, but what if experiments involving animal testing truly do benefit humanity? We have the capacity to care for other beings, but we certainly can't forget ourselves. Where does the public stand? A May 1999 article in the New Scientist examines public opinion towards animal testing, and finds that it simply isn't that cut and dry. The study by Aldhous, Coghlan, and Copley finds that opinion polls are swayed towards support for animal testing if there is a short justification of the medical benefits that precedes the questions -- the implication being that people, in theory, support animal testing if there isn't harm involved, and if there is a perceived medical benefit. However, while public opinion generally leans towards support if cued in an opinion poll to the "benefits", the New Scientist article also finds that people "seem to carry out a cost-benefit analysis before deciding whether an experiment can be justified." We want to know the nature and the purpose of the experiment and whether or not animals will suffer any harm before we decide if the experiment is justifiable. The study found that the polled approve of experiments on mice and monkeys for developing drug treatments but support falls at experiments that involve pain, such as tests to study hearing or the toxicity of garden insecticides and cosmetics. Furthermore, we draw the line with different animals, as "experiments on monkeys were viewed much more negatively than those involving mice." The studies statistics indicated that experiments for drugs to treat childhood leukemia "were seen as justifying monkeys suffering."

Indeed, the issues involved in animal experimentation are so complex that we sometimes don't know from which side to jump into the ring. Upholding animal dignity appeals to a uniquely human predisposition towards a code of ethics, which ideally compels us to respect the lives of the others. On the other hand, "modern" man lives in a world where a Darwinian notion that puts humanity as the "most advanced" species shapes our

perception of our relationship with animals. I suggest that we put both of these notions into account when deciding a ban on animal experimentation -- the New Scientist study suggests that yes, we are willing to use animals in experiments when it is absolutely necessary. But this doesn't justify wholesale permission to use animals in experiments without discretion. Our ethical sense tells us that we need to draw the line at certain times, as we saw in the case of Dr Carey and the abuses outlined by the PCRM. It is true that the facts of Dr Carey's research are still disputed, but this emphasizes that we need to realize the importance of public education, discussion, and debate. Groups like the PCRM and other watchdog groups need public support -- they can get it by working towards a more widespread public education campaign. Meanwhile, we should demand that the government provide the resources to inform the public on an issue that affects not only humanity, but life itself.

READER'S COMMENT

	<u>RA</u>	<u>OC</u>	<u>LU</u>	<u>GU</u>
Pass	P	P	P	P

All parts of the task are addressed appropriately and effectively. The writer clearly sets out his/her position on the animal experimentation issue, critically examines the key arguments presented in the original sources, and then concludes his/her writing with a call for action.

The paper is logically organized throughout and it flows naturally. The theme is clear and the arguments are well supported. The language use is effective and native-like. The writer address his/her audience like a columnist (as specified in the rubrics.) The register, format and style are appropriate for the task.

The writing is informative and convincing. The paper would give the reader a better

understanding on the animal experimentation issue.

實例文章二

Merciful Cruelty-

The dilemma in Animal Experimentation

The controversy between the necessity and cruelty involved in animal experimentation has been fueled once again since Mike Wallace brought the story of Dr. Michael Carey to millions of viewers last week. Once again, the sensitive nerve of animal activists and their sympathizers was touched and ferocious reactions haven been seen and heard on newspapers and TV. On the other hand, the defense mechanism of medical and pharmaceutical professionals has also been initiated. It seems that both parties have been throwing knives and scissors to each other on the editorials and commentary sections of various newspapers across the country.

To better understand the issue of should we (or shouldn't we) use animals in medical and pharmaceutical experiments (be it mouse, monkey, pig or bird), the first thing we need to do is look into the nature of modern medicine, or, should we say, the nature of modern science.

Modern science, and of course modern medicine, is, by nature, an invasive study. Remember an early and important part of our science class back in primary school? You need to give a frog an "autopsy". You put a frog on the table, you cut it open and observed the internal organs of this small animal. So why does it have to be so invasive? Because science is, as Charles Darwin put it, "an active drilling and peeping into the mysterious box of nature." And, for all those different fields of modern science, the fields of biology and medicine are especially invasive, for the subjects of their study are live organisms, animals and human beings. The complex nature of modern medicine, if to be summarized by one single sentence, is the combination and culmination of procedures and experiments based on the spirit of such "frog autopsies".

And, with the advancement and development of medicine, researchers would need more complex subjects than dead frogs. One of the most important part in the development of modern medicines is the use of animals in various medical and pharmaceutical experiments. With the living, functioning mechanism of animals' biological and physiological responses, scientists can learn more about how living organism react to certain ailments, germs, viruses and chemicals used in different experiments. And when animal activists are blaming medical researchers for applying all sorts of "inhumane" procedures on animals, let us not forget that the idea of using animals in medical experiments derived from very humane intentions. Since most of these experiments cannot and should not be applied to human beings without any studies (although Nazis and Japanese did use Jews and Chinese as the subjects for their chemical and biological weapons during the second world war), scientists used lab animals as the sacrifices for further medical developments. In the twentieth century alone, medical scientists have developed hundreds of thousands of new medicines to cure, heal or control ailments,

injuries and disorders threatening human and animal health. Medicines like penicillin, aspirin and countless other ones we can not name have saved millions of lives and helped improved the overall health conditions all over the world. We have to thank medical researchers for this, and we can not forget or deny that numerous animals could have been suffering or even lost their lives for the development of these new drugs and therapies.

However, along with the expansion and spread of medical research and technology, the number and scale of medical experiments have been growing rapidly over time. And, with more people, subjects and researches involved in the use of animals in medical experiments, cases of unnecessary cruelty and rather casual disposing of animal lives have also been more common. As "Understanding Claims About Animal Experiments" revealed, experiment animals received awful and inhuman treatments in some cases. For example, in an experiment conducted by Cornell University, pregnant baboons had "catheters inserted into the fetuses developing inside them. This extensive instrumentation was kept in the animals around the clock." The article also revealed that the results received from this experiment in question did not help the researchers received relevant data or results. In another experiment, rabbits were castrated and given estrogen to study erectile problems. Ridiculous and cruel experiments like these are in doubt the black sheeps among thousands of other serious and fruitful medical experiments with animals involved, and I believe that most of medical researchers would blame such experiments as well.

Another problem of using animals as experiment subjects for human medicine is that the dramatic differences in genes and biological mechanisms between men and most lab animals. As the articles said, "Studies in rats on heart diseases, cancer, and stroke are all plagued with problems because of the myriad differences in rat and human physiology. Tests of cancer-causing agents in rats and mice agree only 70% of the time; the results would apply to humans even less often." Based on these hard evidences, we have to admit that animal experiment may not be as efficient as we need or expect it to be.

As the same article indicates, there are now new ways of research that can help us obtain vital data and results from live-organism-involved experiments. Nowadays, in-vitro researches and computer modeling have been introduced and applied in some medical experiments, if they can be proven useful, reliable and cost-effective (let's face it, money is important), they can very well replace conventional experiments with lab animals.

Human nature is complex. We have so many contradictories within us, and animal experiment is an excellent and sad example of that fact. The majority of us, I believe, would not enjoy killing or making animals suffer. But when we believe we do all this for a noble cause (in this case - save human lives), we would not hesitate to do so. As the development of all fields of science, human beings can and always will find a better and more civilized way to address the same issue. I believe, with the advancement of technology, we will find (or may have already found) some better way to develop medicine

and improve our understanding toward human physiology. But before we can prove and do that, animal experiment is still needed and, in most cases, respected. None of us wants to hear the mourning and crying of animals, none of us is willing to see the blood and suffering of mice, let us just keep our fingers crossed and pray we can find the holy grail without putting more lives down before we find it.

READER'S COMMENT

	<u>RA</u>	<u>OC</u>	<u>LU</u>	<u>GU</u>
Fail	F	P	F	P

The writer begins with a good introduction, which clearly and concisely summarizes what he/she is going to discuss. However, the paper covers mainly the writer's personal reflections on the animal experimentation issue. Little information from the video program or the second article was employed.

The paper is generally well organized, and it flows smoothly with natural transitions. The writer's stance on the issue is clear. The vocabulary range is wide but there are many lexical errors. The writing shows effective use of grammatical structures overall, although there are some errors.

The writing "feels like" a newspaper column with a register, format and style that are appropriate for the task. However, the reader learns almost nothing about the material in the three original sources.

實例文章三

"When you stand in front of the Vietnam War Memorial, you see a name, but I heard a voice calling for help," that was what Dr. Michael Carey said when interviewed by the famous news program "60 Minutes." Dr. Michael Carel, who served for the army as a field doctor in Vietnam War and The Operation "Desert Atorm" saved a lot of lives of soldiers on the battlefield, but if you think this is only a story about a war veteren, you could be worng. In fact, what Dr. Michael Carey did between the Vietnam and the Gulf War has already been at issue, an issue that has triggered more and more controversies, discussions and concerns over recent years; that is, Animal Experiments.

"When you were in a ground combat, a single brain wound could very likely kill you,"said Dr. Michael Carey. During the interview, he recalled that a 19-old boy died of brain injury on the battlefield under his medical attention. "His life just slipped away from my fingertips," he said.

And that is the very drive that pushed him into the medical research on human brains in order to save more lives in te future.

The Army has funded him with 2 million U.S. dollars on his research. This research,just like many other researches that may enable humans to have a better chance of survival in a struggle against accidents and destiny, is supposed to recieve a wide range of respect and acceptance by the general public. While on the contrary, it is objected and was even terminated under the pressure of public opinion.

The reason for the "red light", in this case, is mainly due to his use of cats in his experiments.

"Because cats are the most studied lab animals, and we know cats' brain well, and the structure of cats' brain is very similar to that of humans'." Dr. Michael Carey defended. Accroding to him , while there were 700 cats during the period of 1983 to 1989 were taken as lab experimentees, they were under great care, which means they suffered no pain with anesthesia. However, his use of cats had been protested among animal activists, extremists, animal protection gruops on quite a large scale. Finally, the General Accounting Office (GAO) was called to conduct an invstigation to try to determine if Dr. Carey's research is "wrong" by a Congress request led by Representative Robert Livingston. Though some incidents took place during the investigation, GAO finally ruled that his research is based on good purpose and there is no need to stop his research; however Dr. Carey did not continue due to public pressure, some personal threats by animal extremists included. What is interesting here is Dr. Carey was recruited by the army to full active duty in the Gulf War. And not surprisingly, he used his knowledge from those experiments to save more lives in ground balltes.(60 Minuts even aired the interview from a veteren who thanked Dr. Carey fir his treatment.)

Animal experiments have been conducted for many years by scientists and medical researchers to "bring more scientific, medical and technological advances" for all mankind. And those researchers believed that animal experiments are crucial for the creation of more rapid progress in the development of AIDS vaccines, medicine for curing childhood leukaemia, pain reducing drugs and so on. That seemed to justify the need for animals in these experiments.

However, it is not the case.

First, in the U.S., animal experiments are monitored and approved by Institutional Care and Use Committee (IACUC), but IACUC could not know whether those animal experiments approved by it would involve pain and stress. One of the accounts for that is the federal law, the "Animal Welfare Act (AWA)", aimed to protect animals did not include animals such as mice, rats and birds, which consist of 80 to 90 percent of all animal experiments. Even those protected under the law can't receive sufficient protection this legislation was inspired to provide because the regulations "do not prevent any experimental procedure, regardless of how painful it may be...they may be burned, maimed and killed without anesthesia." The U.S. Dept of Agriculture Animal and Plant Health Inspection Service (APHIS), which is responsible for the enforcement of the federal law, admits nearly half of all facilities are in violation of the law.

Second, study reveals that researches in rats on heart disease, cancer and stroke (top 3 causes of death in the US) are all plagued with problems because of the myriad differences in rat and human physiology. Test of cancer-causing agents in rats and mice only agree only 70 percent of the time. Rats do not even develop the same range of cancers as humans. Many of these tests can gather even more accurate results from studying human cells. A great number of other animal experiments are either unnecessarily of scientific merit or causing abuses in those animals. Based on those pieces of information, it is a self-evident conclusion that those animal experiments should be severely restricted or even prohibited, because more and more researchers have discovered they could conduct researches through epidemiologic studies, clinical research, in-vitro research (test-tube research) and even computer modeling instead to replace animals while more accurate, countable results could be acquired to bring "advances" at the same time.

A war between humans like the Vietnam War or the Desert Storm is about killing lives to gain political and military power over others, and casualties are therefore expected by nature. However, a war on animals that expects benefits for mankind and "scientific advances" to be brought through killing (or at least sacrificing) them, while more better paths that could lead us to those benefits are available, is just another story.

Humans can never justify themselves in killing other humans nor can they justify themselves in killing all forms of lives. Period. Not for AIDS, not for hearing loss, not for cosmetics, not for fur coat, not for painkilling pills; for all forms of lives ("animals" such as humans included) should follow the Rule of Nature, and any attempt to divert the course of Nature is doomed to fail and in the long run cause the final destruction of human civilizations which we have tried to protect.

READER'S COMMENT

	<u>RA</u>	<u>OC</u>	<u>LU</u>	<u>GU</u>
Fail	F	F	F	P

Parts of the task are not satisfactorily addressed. The writer did not give a title to his/her writing; and instead of critically examining the key arguments, the writer spends the majority of his/her composition on detailing the doctor's story and the facts drawn from the first article. Although the writer implies his/her position on the issue through brief comments, the stance is not explicitly stated until the end of the composition.

The writer adopts a specific-to-general approach to his/her writing. Some main ideas are lost among the details, or not adequately developed. The use of transitions is awkward sometimes. The writer uses quite a few quotations and there is one direct copying of four lines from the *Understanding Claims* article. "... study reveals that...range of cancers as humans" on page two Lines 21 to 24 of the composition. In addition, some of the wording does not accurately report the information presented in the original sources. Overall, the syntax and linguistic forms are controlled. The keyboarding errors are within the expected range.

The layout and style of the writing is not acceptable for a newspaper column and the writer's role is rather unclear. Therefore, the desired effect on the target reader may not be achieved.

附錄 B-1：全民英檢優級預試 第二節測驗試題

GEPT - Superior Speaking Test

Your name: _____

General Instructions

Part I: Presentation

In this test, you will be asked to give an oral presentation based on the essay on animal experimentation which you wrote for the Writing Test. You will have **30 minutes** to prepare your talk, and then you will have **15 minutes** to give your presentation.

In your presentation, you should do the following:

1. **Discuss the arguments both for and against animal experimentation in a balanced manner**
2. **Take a personal stand either for or against animal experimentation and give a persuasive presentation of your views**

During the 30-minute preparation time, you will be able to refer to the two articles which you read for the writing test and also to the essay which you wrote. You will be able to make notes on the paper provided. It is highly recommended that you write an outline of what you want to say. At the beginning of your presentation, the articles and essay will be removed; you may keep your notes and refer to them. At the end of the test you must return all notes.

During the preparation time, the proctor will announce and also hold up cards indicating how much time is left, i.e. '5 minutes left,' '3 minutes left,' '1 minute left,' and 'Your time is up.'

Part II: Questions & Answers

After you have given your presentation, you will be asked to express your opinions for about **10 minutes** on related topics.

Please note that both your presentation and also your answers to the questions will be audio tape-recorded.

Your performance during both the oral presentation and the question answering time will be evaluated according to the following criteria:

- Pronunciation
 - Stress
 - Rhythm
 - Intonation
- Individual sounds
 - Relevance & Adequacy
 - Lexical Use
 - Range
 - Appropriateness
- Grammatical Use
 - Range
 - Accuracy
- Fluency
- Coherence

The speaking test, including preparation time, presentation time, and question and answer time will take approximately 55 minutes.

Par II: Questions and Answers

Your name: _____

Instructions:

There are three questions on your test paper. You will have **fifty seconds to decide** which two questions you will answer. When you have chosen the two questions, make a check in the box next to each question. You may answer the questions in any order you want.

Next, you will have **two and a half minutes to prepare** your answer for one question, and immediately after that, **two and a half minutes to answer** that question. Before you answer the question, please read the question number. After that, you will have two and a half minutes to prepare your answer to the other question you have chosen and then two and a half minutes to answer that question.

1. In the article “Let the People Speak,” a poll is used by the writer to survey people’s viewpoints on animal experimentation. In your opinion, are polls effective tools for sampling public opinion in Taiwan? Why or why not?
2. We learn from the articles and the video footage that animal experimentation is a controversial topic in both the UK and the United States. In your opinion, what are some controversial issues in Taiwan? Please give one example and explain where the controversy lies.
3. In your opinion, what role does the media in Taiwan (including TV, newspapers, magazines, etc.) play in shaping public opinion on controversial issues?

<You may make notes below and on the following sheet of paper.>

附錄 B-2 全民英檢優級預試 第二節測驗考生問卷

GEPT Superior Pilot Test Questionnaire for Second Stage (Speaking Component)

Thank you for participating in today's speaking test. In addition to participating in the test, we would be grateful if you could please complete the questionnaire below.

The information in your answers will be used for research purposes. All information provided by you will be treated as confidential and not divulged to a third party.

In answering the questionnaire, we would be grateful if you could give your honest opinions about the test. Thank you.

I. Personal Data

1. Name : _____
2. When did you start learning English? Did you ever stop learning English ? When and for how long?
3. I received English language education
 - in Taiwan
 - in American schools
 - in English speaking countries
 - in language schools
 - in non-English speaking countries
 - in English language schools
 - in non-English language schools
4. Have you ever taken a high-stakes test? Which test? When did you take it? What was your score?

II. About the test

	Completely agree... 5	Almost all agree... 4	Agree... 3	Partially agree... 2	Disagree... 1
5. I like the test format. Why or why not?	5	4	3	2	1
6. The speed of the speaker in the audio cassette is good enough.	5	4	3	2	1
7. The 30-minute preparation time in the first part of the test (Presentation) is enough.	5	4	3	2	1
8. The 15-minute presentation time in the first part of the test is enough.	5	4	3	2	1
9. The 2.5-minute preparation time per question for the second part of the test (Questions and Answers) is enough.	5	4	3	2	1
10. The 2.5-minute response time per question in the second part of the test is enough.	5	4	3	2	1
11. For the second part of the test, why did I choose the two questions I chose?					
12. The three questions in the second part of the test are equally difficult.	5	4	3	2	1
13. Which part of the test do I think was the easiest? Why?					
14. Which part of the test do I think was the most difficult? Why?					
15. On which part of the test do I feel I performed the best? Why?					
16. On which part of the test do I feel I performed the worst? Why?					

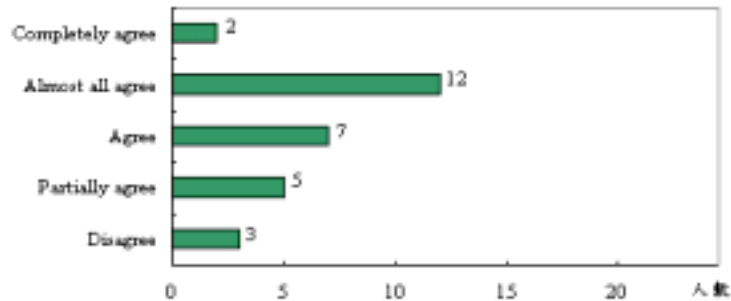
17. I can pass the test based on my performance today. 5 4 3 2 1
Why or why not?

18. This test is able to measure a higher level of a person's English proficiency. 5 4 3 2 1
Why or why not?

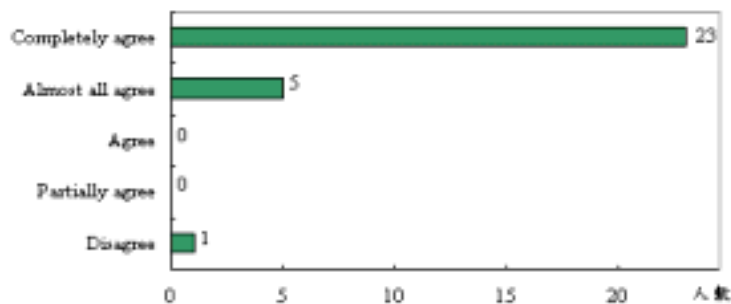
19. Any other suggestions?

附錄 B-3 全民英檢優級預試 第二節測驗考生問卷調查結果

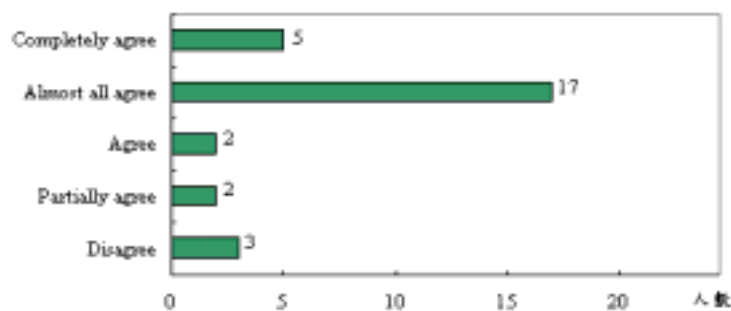
#5. I like the test format.



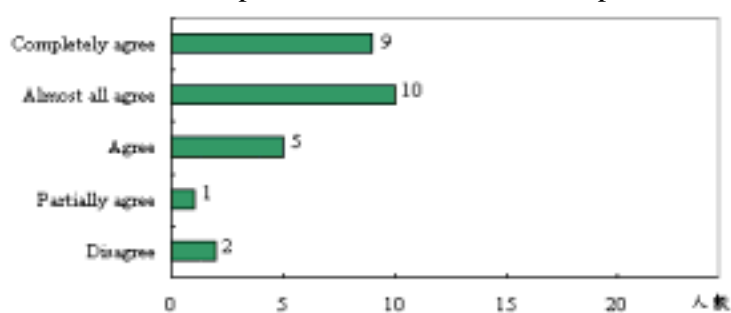
#6. The speed of the speaker in the audio cassette is good enough.



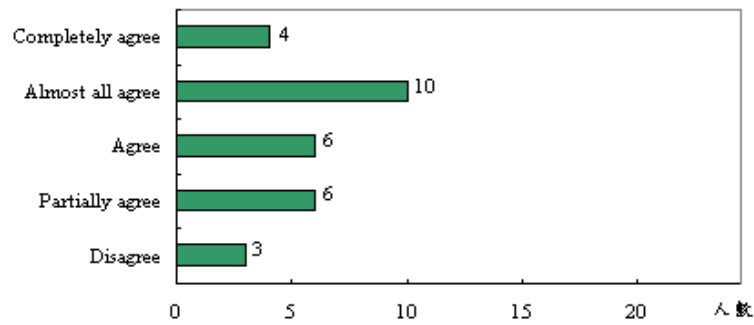
#7. The 30-minute preparation time in the first part of the test (Presentation) is enough.



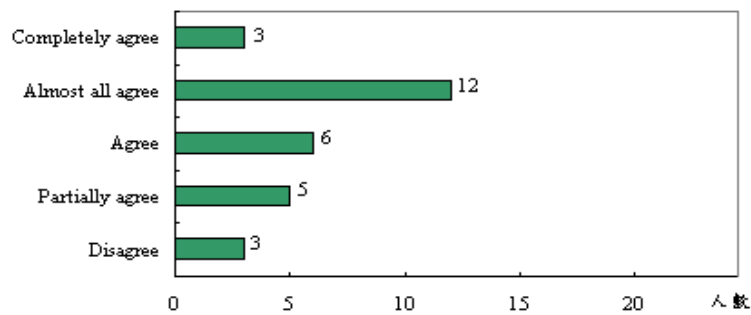
#8. The 15-minute presentation time in the first part of the test is enough.



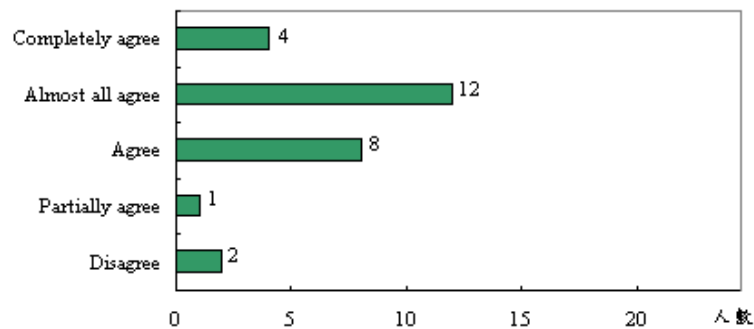
#9. The 2.5-minute preparation time per question for the second part of the test (Questions and Answers) is enough.



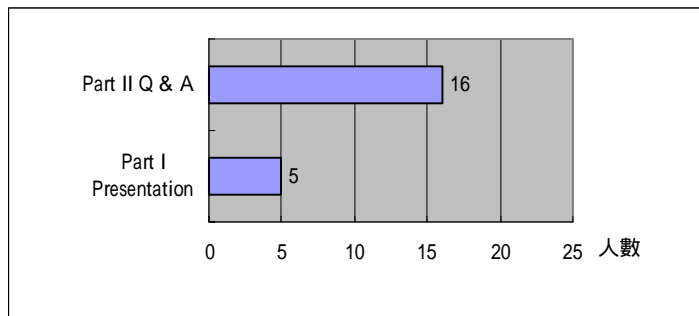
#10. The 2.5-minute response time per question in the second part of the test is enough.



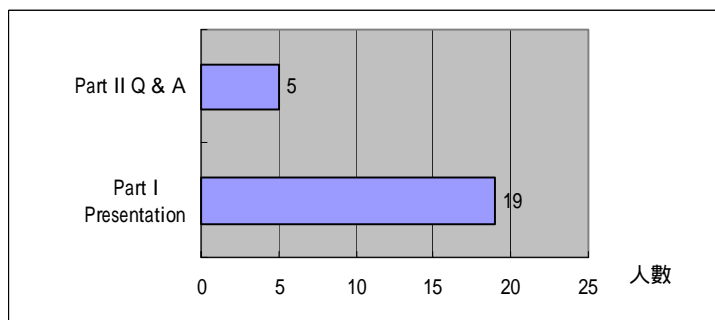
#12. The three questions in the second part of the test are equally difficult.



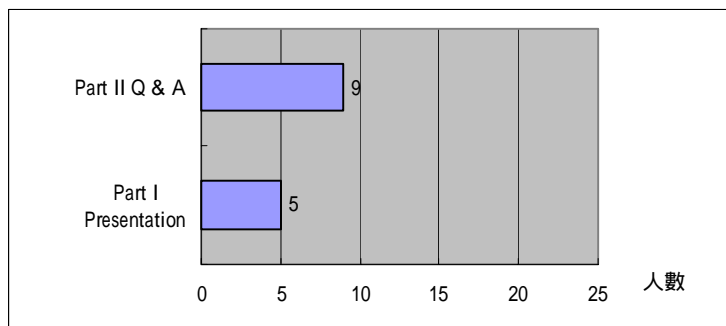
#13 Which part of the test do I think was the easiest?



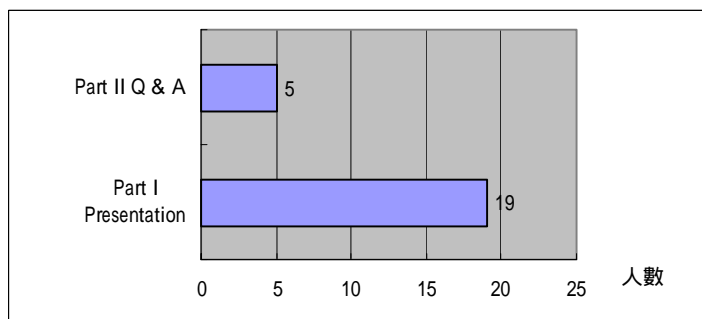
#14 Which part of the test do I think was the most difficult?



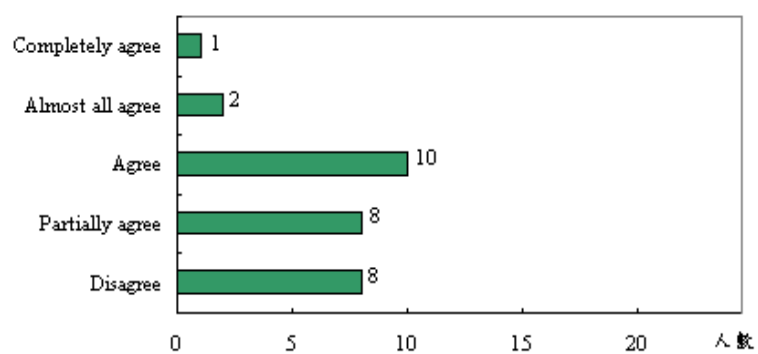
#15 On which part of the test do I feel I performed the best?



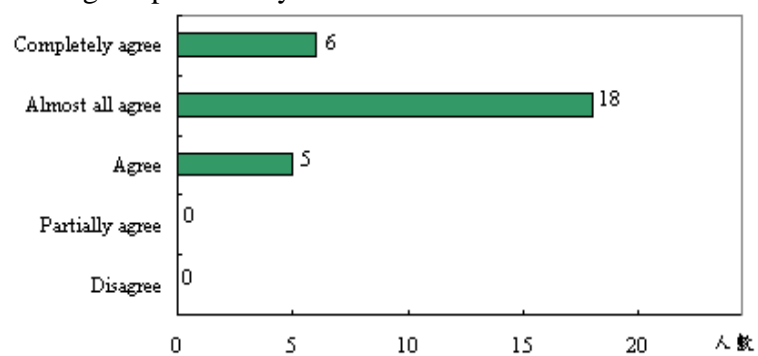
#16 On which part of the test do I feel I performed the worst?



#17. I can pass the test based on my performance today.



#18. This test is able to measure a higher level of a person's English proficiency.



附錄 B-4 全民英檢優級預試口說實例

通過考生

... *eh* ... talk on the issue of ... of ... animal experimentation in the scientific field ... I'd like to talk about the arguments for and against animal experimentation in science research ... and to me ... what's at stake is ... actually ... there are two central issues ... for both sides ... for the arguments ... on the ... for the ... on the side of arguments for animal experimentation ... what's at stake are medical benefits ... *hmm* ... what happens for medical benefits for ... the arguments for animal experimentation involves ... *eh* ... basically ... *eh* ... the benefits ... they were basically saying that humanity benefits as a result of ... *eh* ... experiments with animals performed ... especially with drug treatments and such ... on the other side ... *eh* ... with arguments against animal experimentation ... *eh* ... what ... what's the central issue is the ... the dignity of ... what I see as ... the ... the dignity of life ... *eh* ... respect for life in general ... not just for humans ... but for ... *eh* ... I don't know ... other animals as well ... *hmm* ... so what I'm going to do ... is I'm going to talk about the arguments for both ... and I'm going to start with the arguments for animal experimentation ... *eh* ... today we watched a program ... a 60-minute program ... that explained the story of Dr ... Dr Michael Cary from Louisiana State University who performed ... *eh* ... who performed experiments on cats to treat brain wounds ... *eh* ... Dr Cary was a Vietnam and Gulf War veteran and ... *eh* ... and his research carries a lot of personal or emotional resonance for him ... because he ... he saw ... he saw a lot of people die ... a lot of soldiers die in the war ... so for him ... for Dr Cary ... he considered it a very noble cause to ... *eh* ... his experiments did involve shooting cats in the head with a BB ... but ... what he emphasizes from the beginning is that he had only good intentions ... his ... *eh* ... his ... and in fact the ... his research showed that the experiments he performed with the drugs ... *eh* ... based on his research on cats had ... was ... was actually starting to work ... was very beneficial to people with brain wounds ... who were suffering from brain wounds ... so that's one prime example of ... *eh* ... how ... how the ... the argument for ... for animal experimentation ... that would support the argument for animal experimentation ... in that case ... *hmm* ... Dr Cary ... I'd also like to mention ... had the support of a governmental panel ... *eh* ... that was ... *eh* ... governmental panel that ... *eh* ... backed ... that supported his results ... supported his research ... and ... *eh* ... and after a long investigation ... also in another article where ... called 'Let the People Speak' from the New Scientist ... there ... this was a study of ... *eh* ... public opinion polls ... and how ... and basically the study was about how people respond to ... to the idea of animal testing ... *hmm* ... and what ... so what this article talks about is ... *eh* ... what this article talks about is ... how people respond to ... to the idea of animal testing in scientific research ... *hmm* ... the ... one of the main supports for it is that ... well ... the polls ... the polls find that when animals ... *eh* ... when there are medical benefits involved ... people are more ... much more likely to support the idea of testing ... especially if there is no harm done to the animals ... and an example of this is drug-testing for ... *ah* ... leukemia ... they were ... as they're developing drug treatments for leukemia in children and AIDS vaccines as well ... *ah* ... they've found some very ... they've found that ... *ah* ... using monkeys and mice and rats have been ... have been very helpful along in developing these drugs ... and I think anybody would agree that ... *ah* ... as AIDS and leukemia are very serious

diseases ... is that we ... we need to work as fast as we can to eradicate these diseases ... that's sort of the idea behind the arguments for ... for ... as for the arguments against animal experimentation ... I'd like to bring up the study done by the Physicians' Committee for Responsible Medicine ... and what they do ... is they basically tell ... they bring in some studies ... or their own studies of ... *ah* ... various health charities and organizations in the United States ... and they talk about how ... for example ... even charities like the Red Cross or *March of Dimes* ... they have supported seemingly useless cruel experiments on animals ... *ah* ... one example being the *March of Dimes* ... was ... did in ... it performed a series of ... it was funding experiments on cats where their eyes were sown shut ... and this seems like ... sort ... well ... not much more like sad ... but ... this seems like a sort of unnecessary cruel treatment for animals and that ... *hmm* ... another point that the Physicians' Committee brings up ... is that ... well ... rats and mice ... even though they are rats ... they are rats and mice ... they have highly developed central nervous systems ... we know that much ... and with highly-developed central nervous systems ... they definitely feel pain ... so ... based on the idea that ... well ... we don't want to cause pain in other beings ... whether it's human or animal ... this is a reprehensible thing to do ... another argument against animal experimentation involves scientific development ... *hmm* ... one of the most compelling developments ... some of the most compelling developments in science don't involve animals at all ... for example ... they have come ... they've actually made quite a lot of progress in AIDS and the relationship between smoking and cancer through epidemiological studies ... I can't say that word ... but basically studies of the skin ... and also they've found causes of diseases through high technology such as using CAT-scans ... PET and MORS to ... to study Alzheimer's Disease ... and other diseases like schizophrenia ... *ah* ... another ... and yet another scientific development ... is ... *ah* ... is just simply medical research ... especially in the fields of molecular-biology and analytical-pharmacology ... where they find that studying ... they can find ... when they study genes ... if they're studying genes and ... *eh* ... they've found that ... and drug companies have found that ... they find they have more efficient results in the studies of different ... of various diseases with human tissue rather than animal tissue ... *hmm* ... for me these seem to be ... some of these scientific advances seem to be ... seem to support an argument against animal experimentation as well ... *hmm* ... as for my personal view ... I do believe that we should have a balance ... *hmm* ... yes ... I think ... in fact ... I think that we should allow animal testing ... but at a very ... but to a very limited extent ... I think that the public needs to ... to be educated and to have learned to heavily scrutinize what's happening in the fields of ... in the fields of scientific research ... especially when it involves testing other beings ... whether it be human or whether it be ... *eh* ... animals ... now ... of course for humans ... of course ... we would never even consider these sorts of experiments being performed on humans ... and I think this for us ... this ... this problem of animal experimentation ... actually reveals a huge ethical issue ... *eh* ... overall ... and even possibly an ethical crisis for ... for science ... and this ... the crisis is this ... how far can we go? ... if we let ... if we let animal-testers ... test ... well ... if we allow animal-testing in experiments ... *hmm* ... we do do it for the sake of medical benefit ... and that much is given ... *hmm* ... however ... I think that we need to also look at some of arguments ... what I've mentioned before ... the scientific advances we've made ... or the technological ... more shall I say ... the technological advances that we've made ... where we can by-pass using animal-testing ... and I think we should devote our energies to that ... *hmm* ... just the fact that

we've gotten that far ... where we don't need to use animals is ... is ... is proof that we ... is proof in itself that humanity is working ... we do have an ethical sense that we don't want hurt other people ... another example I'd like to bring up is the cold-start for the New Scientist article ... when they talk about their cold-start question ... they asked two kinds of questions ... and one ... and in the warm-start question ... they prefaced the opinion polls about attitudes towards animal-testing with this quote ... with a ... with a persuasive argument ... about saying that ... *ah* ... medical benefits ... animal-testing helps ... gives us medical benefit ... and most of those people were likely ... who heard that were likely to sway towards that ... however the people who ... that ... for the cold-start question ... for the people who heard the cold-start question ... the sample didn't receive any kind of prep at all ... they were simply asked this question ... 'on balance ... do you think ... do you support animal-testing?' and the majority of the people who heard it chose 'no' ... and I think that's because people in general have a sense ... have a general ethical sense ... now ... we can't say specifically what it is ... but we know that there's a general sense that we don't want to hurt other beings ... other people ... first of all ... we don't want to hurt other people ... and let alone ... that instinct carries over to not hurting other animals ... *hmm* ... to say ... to go back ... *hmm* ... I think several things needs to be done ... one is to continue and encourage the development of technology in a responsible way ... *hmm* ... we know that we've ... we know with the advances made to ... that have helped us ... especially on the genetic level of various diseases ... of studying diseases on a genetic level ... is ... is starting to provide breakthroughs ... even with drug treatments ... but isn't really need to use animals ... in that sense ... *hmm* ... another thing ... that's more on a more specific level ... on a more general level ... on an ethical level ... *hmm* ... part of humanity is ... is sort of figuring ... part of the meaning of ... well ... well ... humanity ... is sort of figuring out what ... what our ethics are ... and we don't know exactly ... we can't ... ethics aren't exactly a science ... and that's a problem ... but the one thing we do know is ... we do know that most people have ... barring exceptional cases ... have ... have a feeling that ... have this idea that you don't hurt others ... and you don't hurt other animals either ... *hmm* ... so in one case ... you know ... the argument that ... one ... one objection to this could be possible ... well ... you know ... if you ... what if you ... a sort of a smoking-gun argument ... what if you ... let's say a life-or-death situation ... and ... *ah* ... yes ... that's true ... we need to think about that ... and yes ... that ... in that ... in those cases I would support animal-testing ... when it's absolutely necessary ... or when we absolutely know that there will limited harm done to any of the animals being tested ... another ... well ... one of the last things I would like to talk about is also ... that ... yes ... we should allow animal-testing in a limited sense ... but we should work towards not having it ... *hmm* ... through ... again ... like public ... you know ... public education is one of the most important things ... for that ... for that ... for two reasons ... and the first reason being what I just mentioned ... that ... *ah* ... *ah* ... well ... public education ... it's ... *ah* ... when you can educate ... when the public is aware of the issues going on ... they can make an ... they can make a critical opinion ... they can make a critical decision ... they can make a critical ... they can think critically about what's happening ... and the second ... *hmm* ... benefit is ... excuse me ... this is very difficult to hear because everybody's talking ... but ... well ... the second thing to do ... the second benefit of having a public education ... like having like a public education campaign ... is because we're all responsible ... because whenever you are ... in order to foster a sense of community ... we need to think about the lives of not just of not just ourselves as human beings ... but other beings on the earth ... *hmm* ... one of the last things I'd

like to say is that ... well ... it's true that humans are a unique species on the planet ... but really our uniqueness is not in the sort of Darwinian superiority that most people like to talk about ... and how we're sort of the top of the food chain ... which we're not at the top of the food chain ... but really our uniqueness as humans is the ability to create and innovate ... and I also believe that ... this ability to create and innovate can help us create ... *hmm* ... create a move towards a world where all species ... human and animal ... can co-exist peacefully ...

... question number one ... *hmm* ... in my opinion polls are ... can be effective tools for sampling the public if they are as comprehensive ... say as the ... the polls that we saw in the New Scientist article where they talk about ... *eh* ... in the sense that ... like you have multi- ... you have a sort of a set of polls ... rather than just a yes-or-no poll ... a yes-or-no poll ... *eh* ... one of the problems in Taiwan ... is often that people ... they give you ... you often give them facts and figures and they are based on simplistic observations ... rather than that ... that ... most of ... most of them are simplistic observations that don't consider the subtleties ... *eh* ... that ... that can sway public opinion ... *eh* ... one example ... is in ... *eh* ... well ... I go back ... I go back to the New Scientist article where they talk the differences between the warm-start and the cold-start question ... and also when they talk about the ... the differences between ... the differences between ... *eh* ... between human ... people's attitudes towards using mice and monkeys in ... *eh* ... animal-testing ... *hmm* ... for ... as far as ... opinions of the public in Taiwan ... yes ... you should use polls ... but you should use them responsibly ... *eh* ... you should ask ... you shouldn't ask people simplistic questions like ... for example ... 'do you like Chen Shui-bian?' ... *hmm* ... instead you should be asking questions like 'do you think that this policy is effective?' ... and 'in what ways is it effective' ... 'do you agree that ... *ah* ... certain polices have this effect?' ... 'do you agree they don't have this effect?' ... *ah* ... lots of if-statements should be sort of added ... polls should be multi-faceted and comprehensive rather than simplistic ... as in yes-or-no ... yes-or-no questions ... I guess ...

... question number three ... *eh* ... what is the role ... what role does the media play in controversial issues in Taiwan ... what is the role ... *indistinct* ... media in Taiwan ... the media ideally should play ... ideally ... ideally plays an important role ... in the early eighties it ... it inspired people ... *eh* ... the underground media inspired people in Taiwan to form a ... *eh* ... a truly democratic movement against the Guomindang government which is ... *eh* ... which I think is a ... *eh* ... is an admirable thing ... well ... in the development of democracy in Taiwan ... the media has also developed with it ... and the development has sort of gone up and down ... and what I think in Taiwan ... the media in Taiwan ... is pretty much going down recently ... this is a pretty common trend ... I think ... internationally ... which I think is that ... *hmm* ... the media is really ... not really democratic ... *hmm* ... yes ... it's democratic in the sense that you can publish anything you want ... *eh* ... but its response is simplistic, capitalistic ... capitalist ideas where you really ... where news becomes a commodity ... rather than a vehicle for ... *hmm* ... for political change to make people's lives better ... *eh* ... in that sense ... *eh* ... Taiwan's media is very undemocratic ... and I think it's undemocratic ... and ... *eh* ... well ... one of the big problems is that the media focus on ... focuses too much on sensationalist ... *eh* ... sensationalism in stories ... in political figures ... they don't focus enough on the issues ... *eh* ... what's happening ... and moreover what people can do ... *eh* ... if you talk to the average

Taiwanese citizens ... it seems like they always feel helpless ... they want to blame the government ... well ... that's because the media doesn't give them the space ... doesn't give them the ... *eh* ... doesn't inspire them in any way to take action ... to truly become a participatory citizen of a democracy ... which is a big problem ... *eh* ... the biggest ... best examples that you can see are the Chu Mei-feng scandal ... *hmm* ... that's a ... that's a good example ... the papers just adored that story ... loved that story ... beat it to death ... *hmm* ... *eh* ... the former premier ... his ... *eh* ... own life story ... his own ... you know ... personal life stories ... *eh* ... I think that ... that's another ridiculous example ... another thing is newspapers are very ... are too ... are too polarized ... there's no ... there's no real objectivity ... *hmm* ... you know that ... *eh* ... *eh* ...

Rater's Comment

Pass

P&I
P

R&A
P

LU
P

GU
P

FL
P

CO
P

The candidate demonstrates very natural rhythm. He uses a very wide range of vocabulary appropriately. He also uses very complex sentence structures, such as cleft sentences and fronting, accurately. The candidate's talk contains many false starts and repetitions, but these are entirely natural and typical of a native speaker.

未通過考生

... OK ... now I'm going to talk about the problem of animal experiments ... well ... I think the problem that ... of whether ... *hmm* ... we should do the animal ... we should do animal experiments or not ... *ehh* ... is a question has been ... *hmm* ... debated for a long period of time ... *ehh* ... and for people who are for the animal experiments ... they think that ... *hmm* ... that the animal experiments can help us ... help the doctors and researchers to save more people ... *ehh* ... and also our technology will be advanced ... *ehh* ... but for those who against the animal ... the animal experiments ... they think that ... well ... using animal to do the experiments really cruel ... and it is inhuman ... so we know that there are both sides of ... their opinions are ... their opinions are different ... and now we will ... *hmm* ... see whether ... *heh-hmm* .. and now we will see that is this question so simple ... and we will also examine the fact about this debate of whether animals should be tested or animals should be experimented ... OK first ... let's talk about the for part ... so for people who are for the animal experiments ... they think ... the first reason that they think ... is that ... well ... they think can save more people's live ... and here is an example ... there is a doctor named ... *ahh* ... Michael Carey ... and he is a doctor ... *ehh* ... he began his research because when he ... *hmm* ... when he was looking after a nineteen years' old boy ... who is a soldier in the army ... and he found that his brain injures very badly ... and he wanted to save him ... but actually ... but finally the boy just died because there was not ... there was not enough ... *hmm* ... technology ... the technology is not so advanced ... so he cannot save him ... and after that he was very sad ... and he decided to investigate his time in doing the brain injury research ... so he just used the cat to do the experiment ... and he want to see if ... *hmm* ... the brain ... see from the brain of the cat ... to see whether the problem of the brain is in to apply his findings to save more people ... and those people who against the animal experiments ... who think doing such kind of experiments really cruel ... because ... *hmm* ... the doctor ... he used about 7,000 cats for the experiment ... and the amount is really surprisingly enormous ... so people think that ... well ... is it really that necessary to sacrifice so many cats to do the research ... and they think that ... *hmm* ... the animals will be in a very poor situation ... and it ... such kind of deed is not ... is not human-like ... is not human ... and also other example shows in the article 'Understanding Claims about Animal Experiments' tell in ... in this article it tells us that the genetically altered mice and rabbits are suffering from the pain of ... of doing the experiments ... so the people against animal experiments think it's cruel ... but ... the doctors and researchers think that ... although it is cruel ... but doing the animal experiments can help ... help them promote the scientific advancement such as ... *hmm* ... by doing those research we can know more about cancer and some genetic diseases ... and by doing this research on those animals ... and we can know more about ... *hmm* ... the components and the genes and the ... how to ... *hmm* ... improve our medical technology ... because we cannot do the experiments on people ... so we just do the experiment on the animal because animals are different from people ... and also the mice and rabbits are ... their nervous system is very ... well ... how should I say ... is very ... well ... like human ... *eh-hmm* ... but still ... for people ... for people who do not agree with ... *eh* ... animal experiments ... they will think that these doctors and researchers are saving lives by killing more lives ... so ... and they also think that ... well ... doing the animal experiments is not the only way to solve the problem ... there are also other ways to make research on the ...

hmm ... diseases such as clinical research ... test ... test-tube research ... computer-modeling ... and re-placing animals in safety tests ... and they think these tests can help the doctors and research ... researchers do the research ... *eh-hmm* ... the basic claim of these animal protectors are ... is that ... they think that animal experiments is inhuman ... and there is no mercy ... and animals do have feelings just like human beings ... and but ... and killing animals is a very bad thing ... is very cruel ... it's human ... but ... well ... but I think the question is ... *hmm* ... I think if those people who against ... who are against animal experiments ... they have to think of the question ... *hmm* ... can animals be treated as the same as human being ... and if their answer is yes ... then I really doubt that if they have ever eaten any animal ... so ... if all the animal ... well ... in my opinion ... I think all the animals are the same ... and even if they ... no matter ... *hmm* ... they are pigs ... dogs ... dolphin ... chickens or goats and ... they are the same ... and if people ... if these people are strongly against the killing of these animals ... and they should not hold a double-standard towards themselves ... they cannot ... well ... protest the killing ... protest the killing of the animals ... and meanwhile eating them ... and I think it's really ironical and ridiculous to claim that ... and I remember that ... *hmm* ... years ago ... when I saw ... an ... a TV interview ... it's ... it's about a man who protest ... who strongly protest the use of leather ... but ironically I found that when he walk into the front of the table ... and the audience can see clear ... clearly that ... he ... he wore ... he wore a pair of shoes that is made of ... of cow's leather ... so is it really strange ... it is really strange that ... because he claims that he ... he is against the use of leather ... but meanwhile he wears a leather shoes ... so I think it's ridiculous ... and also another example ... is in David Lynch's 'Blue Velvet' ... and it's a famous movie ... and I remember that at the end of the movie there is a robin ... who stand on the window ... and the robin ... and in the robin ... in the robin's mouth there's an insect ... and the grandmother of the ... the main character ... Jeffery ... she said ... *hmm* ... I can never wonder ... I can never wonder ... I can never figure out why the robin has to eat the insect ... but ... ironically ... he ... she ... ever ... his grandmother said that ... her grandmother just ate a beef ... yeah ... a beef ... and I think it's really strange because ... when you are telling people not to do this ... and you are doing the same thing ... at the same time ... so I will think people can hold a double-standard towards this thing ... and also people cannot make a judgment solely based on their feelings ... and in the article from the New Scientist ... 'Let the People Speak' ... and in this article ... there are many research ... there are many survey covered in this article ... and I think from this article we know that people's attitudes ... actually ... people's attitudes will change ... and in the survey that ... that there are two groups of people ... and the research ... researcher for the first group ... the researcher will ask directly that ... a question ... a question ... 'Do you agree or disagree that scientists should be allowed to conduct an experiments on live animals?' ... and for the other group ... when ... before asking them the question ... they will be provided ... an explanation in advanced ... and the results shows as that ... in a group where people are provided with an explanation that doing the research is to help improve the treatment of ... the treatment of a ... life-threatening disease ... and for those group ... they... the number of people who agree to use life ... use to do the animal experiments outnumber the group who disagree ... and for those who directly knows directly ... who directly ... that ... *hey* ... for those groups who do not have an explanation ... the number of people who disagree outnumber the number of people who agree ... so ... we know that when ... *eh* ... when doing the animal experiment ... when it is under a different situation ... people

respond differently ... so if this is ... if this is ... this has something to do with their lives ... they tend to think more about themselves ... so ... that's why there are more people who agree to have animal experiment ... but I didn't say that ... *hmm* ... we can justify in killing animals ... in doing ... in killing animals to do the experiments ... I mean that I do respect animals life but ... I also ... care much about the people's life ... and think if we can ... the government can set up a very strict regulations about ... *hmm* ... the numbers of animals being used in the experiments ... and actually ... accurately control the number of animals being tested ... then I think it will be good for both the animals and ... for the patients ... because we really need animals to do the experiments ... and to improve our technology ... and to save more people ... but we should know ... there is one thing that we should know that is ... we should ... *hmm* ... be more respectful about the life and don't ... just kill them ... freely and without ... well ... respect ... *eh-hmm* ... and that's the end of my speech ...

... question number one ... well ... as for this question I think the polls are not a very effective tools for sampling the opinions of the public in Taiwan ... so ... as a Taiwan people ... person ... as a Taiwanese we think ... I think with many polls ... the standard of the poll ... the polls ... is not so fair ... because when doing a poll you have to consider many aspects ... such as the person's religion ... the person's gender ... and person's age ... and cultural background ... but when doing the polls ... *hmm* ... sometimes researchers do not consider about the problem ... because we think that it is not important ... but actually it is a very important thing ... because if the gender... let's talk about the gender ... and we know about men and women are very different ... so in this case ... *hmm* ... animal experimentation ... *hmm* ... male ... *heh* ... female will tend to be more ... *hmm* ... kind or have more mercy on those animals than men ... so we have to separate these two different genders ... and also another thing is the cultural background ... we have to know that ... *eh* ... what is our culture ... and based on our culture ... *eh* ... we can ... we can design an effective ... questionnaire to do the poll ... *eh-hmm* ... therefore Taiwan now ... I think ... I don't think the polls can serve as a ... an effective tool for sampling the public opinions ... *eh-hmm* ... another reason is that ... I think ... the age ...

... question number three ... well ... in my opinion I think the role of the media in Taiwan do not play a very good role in controversial issues ... because ... because I think sometimes when we watch the television and ... the news program ... we found that although the news is up-dating ... actually there is no really ... good thing that we can learn from the newspaper and news media ... because the media just ... sometimes they just provide ... they didn't ... they ... they don't provide us the concrete evidence of an event ... and they just think ... they just report an opinion ... many opinions about the people ... and we didn't ... we do not know what the thing is ... and what the real truth of an event ... and also the media ... I think the media is too subjective ... so ... because when reporting one thing ... especially the political event ... and we can clear ... clearly see ... *eh* ... which side the media is on ... and I think that is ... that is not fair for the other ... other side ... of the opinion ... because I think the media should be fair and they should not take sides and if they want to report something ... they have to report both sides ... the ... the opinions of both sides ... and also I think the media in Taiwan is really

terrible ... and it seems to me that they are out-of-order ... because ... *hmm* ... we ... we cannot ... we cannot see a rule ... we cannot see the truth of the news ... and sometimes we just ... we just absorb ... and we just see lots of garbage information ... on TV and on the newspapers ...

Rater's Comment

Fail

P&I
P

R&A
F

LU
F

GU
F

FL
P

CO
P

The candidate speaks clearly with natural stress, rhythm and intonation. Errors in pronouncing individual words are quite rare. She also speaks quite fluently with minimal hesitation, similar to that of a native speaker. Her contribution is logically organized and easy to follow. The candidate's lexical range is broad, but she does make errors due to incorrect word choice or improper collocation. While her range of grammatical structures is also wide, she makes numerous grammatical errors.

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