

全民英語能力分級檢定測驗

高級測驗研究報告

財團法人語言訓練測驗中心

中華民國九十一年一月

全民英語能力分級檢定測驗 高級測驗研究報告

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全民英語能力分級檢定測驗研究

民國九十一年一月

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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生活用語，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。

《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。

(續) 各級分項能力說明：

級數 能力	初級	中級	中高級	高級	優級
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

高級測驗研究報告

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）研發一套適用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三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，並於九十年初陸續推出初級與中高級測驗。三個級數的報考人數逐次增加，迄今已逾十七萬人次，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，諸多現象均顯示「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接受。近來更有許多關心「全民英檢」發展的人士開始詢問高、優級測驗何時推出。

經過多年的努力，「全民英檢」研究小組終於完成了高級測驗的研發工作。自八十九年六月至九十年十二月間，研究小組即以「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。由於「全民英檢」高級測驗題型與初、中、中高級顯著不同，且為擴展國際視野，本中心自九十年一月起邀請著名的英國籍語言測驗專家 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 Prof. Weir 及全體研究委員的全力指導，高級測驗之研發始得順利完成。

高級測驗中，聽、說、讀、寫各項測驗題型均不同於初、中、中高級測驗：聽力、閱讀能力測驗設計除傳統的選擇題外，首度採用非選擇題（包括簡答題、填空題），目的在以更多元、整合的方式全面評量較高階的語言能力，並使試題設計更貼近實際運用情境。閱讀能力測驗方面，由於實際閱讀理解過程涉及各種層次策略的交互作用，生活中常需因閱讀目的不同調整策略的運用，為導正傳統閱讀評量僅將閱讀視為單一向度的構念(construct)，因此本測驗除評量精確深入理解文章（careful reading）的技巧外，並首度以設定不同的閱讀速度要求的方式，測試迅速掌握文章主旨大意（skimming）及快速查閱特定資訊（scanning）的能力；寫作能力測驗以整合的方式評量摘要寫作及一般寫作能力；口說能力測驗則以面談方式進行。

為檢驗高級測驗試題的適切性，自九十年四月至十月間經歷數次大、小規模的預試，

預試樣本共約四百名，包括高級測驗目標考生—國內大學英語主修系所大四在學學生，及曾參加「全民英檢」中高級測驗的考生。謹此向協助預試之學校、老師、學生一併致謝。根據預試統計及問卷調查結果顯示：聽、讀、寫、說四項測驗題型、內容、難度、評分方式與量表等大致上設計適切，高級測驗預訂於九十一年三月間正式推出。

本測驗報告內容分聽、讀、說、寫四部份陳述於後，各部份均含題型設計、成績統計分析、問卷調查結果、試題分析、結論與建議，希望本報告有助於外界對高級測驗研發過程的了解，也希冀讀者不吝指教。

全民英語能力分級檢定測驗

高級聽力與閱讀能力測驗

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一、預試試題研發過程

依據「全民英檢」研究委員會之規劃（英語能力分級檢定測驗第一、二階段研究報告，1997），高級聽力與閱讀之分項能力指標如下：

聽力：通過「全民英檢」高級聽力測驗者在日常生活情境中，能聽懂各類主題的談話、辨論、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。

閱讀：通過「全民英檢」高級閱讀能力測驗者應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。

本測驗研發小組即依據上述分項能力指標，於八十九年開始設計命題要點(test specifications)，編製寫題手冊及預試試卷。研發過程中，除探討國內外相關文獻之外，亦曾訪談國內大學英語相關系所教師，以瞭解學生之學習狀況，並搜集常用教材進行分析。研發小組於九十年初提出原型(prototype)試卷，並於九十年五月進行第一階段預試，試後依據分析結果及中外籍研究委員意見修改原型試卷，再於九十年十月進行第二階段預試。本報告謹依據第二階段預試之統計及試題分析，作為正式施測時參考。

1. 聽力測驗之題型設計

聽力預試試卷共 40 題，每題 3 分，滿分 120 分，測驗時間約 45 分鐘。第一部份為短篇對話與談話(Short Conversation & Talk)，採四選一之選擇題型；第二、三部份分別為長篇對話(Long Conversation)及長篇談話(Long Talk)，除少數選擇題之外，多為簡答題(short answer questions)與填空題(notes-completion)。各部份之題型設計及測驗目標¹摘要如表一，預試試題請參考附錄一。

聽力測驗題型設計

表一

分項	測驗內容	題型	題數	時間	測驗目標
第一部份	短篇對話與談話	選擇題	15	約 45 分鐘	評量考生對各類「連續性言談」(extended discourse)之理解能力，包含下列重點： 1) 整體掌握言談之主題、大意及架構； 2) 整體掌握言談之情境，例如談話目的、地點、談話者的身份與關係等； 3) 理解言談中重要之細部資訊(important facts and supporting details)； 4) 根據所得資訊進行推論，例如談話者之言外之意、觀點、態度或後續動作等。
第二部份	長篇對話	簡答題 填空題	25		
第三部份	長篇談話	選擇題			

¹ 本測驗目標之設定係參考 Weir (1993)之聽力理解架構，以及 Buck (1991)、Shohamy & Inbar (1991)、Tsui & Fullilove (1998)等針對聽力測驗之實證研究。

以上三部份之題型安排順序依照由易至難之原則，第一部份由較短篇的對話及談話開始，同時採用一般考生較為熟悉的選擇題，以緩和考生緊張的情緒。三部份之聽解內容(例如對話、談話等)均由錄音機播出一次，採美式發音，以常速進行²，約一分鐘 190 個字(190 wpm)，男女聲輪流唸題。由於第二、三部份聽解內容較長，且多為簡答或填空題，為減少記憶因素對聽解的影響，本測驗進行中考生可於試題冊上作筆記。每部份之測驗方式詳述如下：

第一部份(短篇對話與談話)：共 15 題，每題由錄音機播出一段對話或談話(每段約 40~70 字)，再播出一個相關的問題，考生須從試題冊上四個選項中找出一個最適合者作答，作答時間約 10 秒。

第二、三部份(長篇對話與談話)：共 25 題，包含兩段長篇對話及兩段長篇談話(例如：演講、簡報、新聞報導等)，每篇約 400~500 字，其後有 5~7 個相關的簡答題、填空題或選擇題，題目均印在試題冊上。每篇對話及談話播出前，考生約有 30 秒的時間先瀏覽問題；每段對話及談話播放完畢後，考生約有 3~4 分鐘的時間作答(視題數而定)。

2. 聽力測驗之命題方向與原則

高級聽力測驗之命題取材以符合前述分項能力指標為主要原則，在語言難度方面力求符合國內大學英語系畢業生應具備之英語能力水準，而主題情境則力求兼顧本土生活經驗與國際視野，同時避免過於專業及生澀冷僻的題材，試題難易度設計為平均答對率 0.60。此外，依據 Shohamy & Inbar (1991)、Berne (1992)及鄧慧君(1998)等與聽力理解相關的研究，聽力材料之主題情境、言談類別(discourse/text types)及口語化程度(orality)對考生的答題表現有顯著影響，因此研發小組在規劃聽力測驗內容時，特別重視取材之多樣化與均衡性，以及語言情境之真實性(authenticity)，詳細的內容取材規劃請參見表二：

聽力測驗內容取材

表二

分項	測驗內容	言談類別	主題情境
第一部份	短篇對話與談話	日常會話、工作情境的討論與訊息溝通(transactions)、短篇敘述/描述、演講、評論、新聞報導、廣告等。	分為三大類： 1) <u>日常生活</u> ：社交、家庭、住所、交通、娛樂、醫藥保健、時事及流行話題等。
第二部份	長篇對話	訪談、較長篇的討論、廣播節目等。	2) <u>學校生活</u> ：課程、學習狀況、課外活動、學術性題材(人文、藝術、自然科學、社會科學等)。
第三部份	長篇談話	演講、報告、新聞報導、廣播節目等。	3) <u>工作場合</u> ：求職、工作指示、生意往來、職場人際互動等。

² Pimsleur, et al. (1977)將英語說話速度作以下之劃分：Fast: above 220 wpm、Moderately fast: 190-220 wpm、Average: 160-190 wpm、Moderately slow: 130-160 wpm、Slow: below 130 wpm。 wpm為words per minute之縮寫。

除了內容取材外，聽解問題(comprehension questions)之設計亦為研發重點之一。依據表一所列之測驗目標，聽解問題大致可分為三類：1)「整體理解」類：測試考生能否整體掌握言談之主題、目的、大意、架構，以及相關之情境因素(例如場合、地點、人物關係等)；2)「細部理解」類：測試考生能否掌握言談中重要之細部資訊(facts and supporting details)；3)「推論」類：測試考生能否根據所聽到的訊息進行推論，例如推斷談話者之言外之意、觀點、態度或後續動作等。

此外，高級聽力測驗第二、三部份的問題大部份為簡答及填充題，此為全民英檢各級聽力測驗中首度採用非選擇題型，目的在以更多元、整合的方式評量較深入的聽解能力，並使試題設計更貼近實際運用情境。為制訂非選擇題型命題原則，研發小組除參考相關的理論與實證研究結果外，並搜集國外相關測驗進行分析。整體而言，簡答及填充題的命題須特別注意措辭是否十分清楚明確，以避免因題意混淆造成考生答題困難，或因一題有多重答案造成評分困難，此點將於試題分析中討論。

3. 閱讀能力測驗之題型設計

閱讀預試試卷共 40 題，每題 3 分，滿分 120 分，測驗時間 70 分鐘，分為兩部份，分別規定作答時間。第一部份為精讀(Careful Reading)，限時 50 分鐘完成，包含簡答題、填充題與選擇題；第二部份為略讀(Skimming & Scanning)，限時 20 分鐘完成，包含選擇題、配合題(heading matching)與填充題。各部份之題型設計及測驗目標摘要如表三，預試試題請參考附錄二。

閱讀能力測驗題型設計

表三

分項	測驗內容		題型	題數	時間 (分鐘)	文章 字數	閱讀 速度	測驗目標
第一部份	精讀 (Careful Reading)		簡答題 填充題 選擇題	20	50	共約 3000 字	80~100 wpm	評量考生能否掌握各類文章的主旨、大意及重要的細部資訊，理解文章的脈絡與架構，並能推測作者的言外之意、觀點及態度。
第二部份	略 讀	Skimming	配合題 (第一、二 大題)	20	20	共約 2500 字	150~200 wpm	評量考生能否運用閱讀策略瀏覽文章，以便能迅速的掌握文章主旨，理解段落大意，並快速查閱特定的資訊。
		Scanning	填充題 (第三大題)					

表三所列閱讀題型設計之最大特色，在於將精讀(Careful Reading)與略讀(Skimming & Scanning)分成兩個獨立的部份，設定不同的測驗目標及閱讀速度要求，使用不同的題型組合，並分別限定作答時間。此規劃之主要文獻依據為 Urquhart & Weir (1998)提出之閱讀理解架構及 Weir et al. (2000)之閱讀測驗發展實證研究。依據上述學者的看法，傳統的閱讀評量過度偏重 careful reading 的層面，將閱讀能力視為單一向度(unitary dimension)的構念。然而閱讀理解過程實際上涉及各種層次的技巧與策略之交互作用，且讀者常因閱讀目的不同而調整技巧與策略的運用，因此完整的閱讀教學與評量除了 careful reading 之外，更應涵蓋 skimming 與 scanning 等重要的閱讀技巧。以閱讀目的與模式而言，careful reading 目的在於達成較為精確深入的理解，讀者通常採取逐字逐句的閱讀模式，而 skimming 的目的在迅速掌握文章的主旨大意，scanning 則是為了快速查閱特定資訊，因此讀者常運用策略選擇相關的部份閱讀，而跳過不相關的部份，閱讀模式並非逐字逐句。

此外，在閱讀速度方面，本次預試精讀部份要求的速度為 80~100 wpm，略讀部份為 150~200 wpm，此設定係參考 Weir et al. (2000)及大陸 Test for English Majors—Grades 4 & 8 之閱讀速度，再依據第一階段預試考生作答情形加以調整。

茲將閱讀預試兩部份之測驗方式詳述如下：

第一部份(精讀)：共 20 題，包含四篇文章，每篇文章長約 600~900 字，其後有 4~7 個相關的簡答題或填空題(及少數的選擇題)。

第二部份(略讀)：共 20 題，包含下列三個大題。

第一大題(短文大意)：共 6 題，包含四篇短文，每篇約 150~300 字。每篇短文之前有 1~2 個相關的選擇題，考生須先閱讀問題，然後瀏覽其下的短文，迅速找出正確的答案。

第二大題(段落大意)：共 6 題，包含一篇含數個段落的文章，長度約 600~800 字。考生須迅速閱讀該篇文章，並從試題冊上提供的標題(heading)中，選出最適合各段落大意者填入。

第三大題(查閱特定資訊)：共 8 題，包含三篇主題相關的文章，每篇約 300 字。考生須依據提示的問題，由文章中迅速找出正確的訊息。

4. 閱讀能力測驗之命題方向與原則

高級閱讀能力測驗內容取材之基本原則與聽力測驗大致相同，以符合分項能力指標為主要目標，並力求各類題材與文體之均衡性，試題難易度設計為平均答對率 0.60。此外，由於第一部份(精讀)與第二部份(略讀)之測驗目標、閱讀速度及題型設計不同，因此選文在取材範圍、長度、文體及訊息結構的要求亦不同，詳細之內容取材規劃請參見表四：

閱讀能力測驗內容取材

表四

分項	測驗內容	文體結構	主題	取材範圍
第一部份	精讀	描述文(descriptive) 敘述文(narrative) 說明文(expository) 論說文(argumentative)	分為三大類： 1) <u>人文社會</u> ：藝術、文學、歷史、教育、心理、商業等。 2) <u>科學技術</u> ：自然科學、電腦科技等。	報章雜誌、專業性期刊、一般性書籍、學術著作等。
第二部份	略讀	◇ skimming：敘述文、說明文、論說文 ◇ scanning：描述文、說明文	3) <u>日常生活</u> ：交通、娛樂、醫藥保健、環保、時事、流行話題等。	報章雜誌、一般性書籍、傳單、手冊、廣告等。

在題目設計方面，依據表三所列之測驗目標，第一部份(精讀)問題重點大致可分為「整體理解」、「細部理解」與「闡釋/推論」三類，分類方法與聽力測驗類似，但「整體理解」的題目必須要能評量考生全盤歸納線索的能力，而「細部理解」與「闡釋/推論」的題目必須要能評量考生深入詮釋文意的能力。此外，本部份問題包含簡答、填空及選擇題，題型設計及命題原則亦與聽力測驗第二、三部份類似，尤其注意題意是否明確，避免有多重答案的情況。

而就第二部份(略讀)三個大題而言，第一大題為選擇題，第二大題為配合題，此兩大題旨在評量考生能否運用 skimming 的技巧，迅速的掌握文章主旨及段落大意，而第三大題則為填空題，評量重點在於考生能否運用 scanning 的技巧，因此題目設計著重於文中明確表達的具體訊息(factual information)。此外，本部份每個題組中，問題均印在文章之前，以便考生能預先設定閱讀目的，使試題設計更符合實際運用情境。

5. 評分方式

本次高級聽力與閱讀預試包含選擇題與非選擇題：選擇題部份採電腦閱卷；非選擇題部份(簡答及填空題)採人工閱卷，每題答對給分，答錯不給分，答案的對錯原則上以是否掌握答案中的關鍵詞來判斷，若有拼字及文法錯誤，但不影響評分者判讀答案，則不予扣分，但若拼字及文法錯誤嚴重，造成評分者難以理解，則該題不予計分。茲將本次預試非選擇題(簡答及填空題)之評分流程簡要說明如下：

步驟一：編製參考答案(answer key)

本次聽力與閱讀預試的參考答案係以命題人員提供的答案為藍本，再參酌兩位參加預試的英語母語人士所寫的答案彙編而成，答案中的關鍵詞均以斜體字標出。

步驟二：試評

預試舉行後，由 234 位考生的試卷中抽取 40 份，依據參考答案進行試評。主要目的在記錄並整理與參考答案同義之回答方式(例如：cost of insurance 與 insurance cost 同義)，

並將有疑義、似是而非的答案提出討論，建立共識。

步驟三：編製評分樣例(marking scheme)

研發小組依據試評階段收集的資料，將原先的參考答案擴充為評分樣例，包含與參考答案同義之回答方式樣例，以及處理有疑義的答案之方式。

步驟四：正式評分

研發小組依據評分樣例評閱其餘的試卷，遇到有疑義的答案仍提出討論。

二、各項統計分析

1. 成績統計摘要

本次預試考生共 234 人，聽力及閱讀能力測驗整卷及各部份成績統計請參考表五及表六(分數以粗分計，每題 3 分，滿分為 120 分)。

聽力測驗預試成績統計

表五

	第一部份 (短篇對話與談話)	第二部份 (長篇對話)	第三部份 (長篇談話)	整卷
題數	15	12	13	40
平均答對題數	7.95	6.94	7.19	21.85 (65.55 分)
標準差	2.95	2.52	3.27	7.65 (22.95 分)
平均答對率	0.53	0.58	0.55	0.55
最高答對題數	14	12	13	39 (117 分)
最低答對題數	1	0	1	3 (9 分)
中位數	8	7	8	22 (66 分)
信度(Alpha)	0.67	0.69	0.79	0.88
標準誤	1.71	1.40	1.50	2.65 (7.95 分)

N=234

閱讀能力測驗預試成績統計

表六

	第一部份 (精讀)	第二部份 (略讀)	整卷
題數	20	20	40
平均答對題數	12.08	10.77	22.61 (67.83 分)
標準差	3.65	3.88	6.77 (20.31 分)
平均答對率	0.60	0.54	0.57
最高答對題數	19	19	36 (108 分)
最低答對題數	2	3	8 (24 分)
中位數	13	10	23 (69 分)
信度(Alpha)	0.73	0.74	0.83
標準誤	1.89	1.98	2.79 (8.37 分)

N=234

1) 難易度分析：主要採傳統 p 值，即全部考生答對率為主。

聽力測驗方面，整卷平均答對率為 0.55，第一部份(短篇對話與談話)較難，平均答對率為 0.53，較第二部份(長篇對話)及第三部份(長篇談話)之平均答對率(分別為 0.58 及 0.55)為低，此與研發小組之預期(試題由易至難)有所出入，顯示第一部份之命題方式仍有改進的空間，此點將於試題分析部份再加探討。

閱讀能力測驗方面，整卷平均答對率為 0.57，第二部份(略讀)較難，平均答對率為 0.54，較第一部份(精讀)之平均答對率 0.60 為低。依據本次預試問卷調查收集的意見，多

數考生為第一次接觸略讀的題型，而精讀為一般考生較為熟悉的閱讀評量方式，考慮此項因素，上述結果應屬合理。

2) 鑑別度分析：採點二系列相關(point-biserial correlation)為主。

整體而言，聽力試題鑑別度低於 0.20 的題目僅有 1 題，其餘 39 題之鑑別度均在 0.20 以上之理想範圍；閱讀能力測驗則有 85% 的試題(34 題)鑑別度良好，鑑別度低於 0.20 的題目共有 6 題。

3) 信度分析：

信度(reliability)是指測驗結果的一致性或穩定性，亦即測驗分數的可靠性。本次高級預試初試兩項測驗(共 80 題)整體的內部一致性(internal consistency) Alpha 值為 0.91，聽力測驗整卷(40 題)之信度為 0.88，閱讀能力測驗整卷(40 題)之信度為 0.83，均符合整卷信度標準高於 0.80 以上之要求。閱讀能力測驗的整卷信度較聽力稍低，推測可能與前述兩部份(精讀與略讀)評量構念的異質性有關，精讀與略讀部份(各 20 題)之信度分別為 0.73 及 0.74。

另就測量標準誤(standard error of measurement, SEM)來看，本次聽力預試整卷的標準誤為 2.65 題(7.95 分)，即在相同情況下，考生重複考同一測驗，其真實分數(true score)有 68% 的機率落在實際分數加減 7.95 分之間。閱讀預試整卷的標準誤為 2.79 題(8.37 分)，與聽力預試之標準誤相當接近。

2. 成績分佈與通過率預估

依據目前高級測驗規劃，初試兩項測驗(聽力與閱讀)滿分為 120 分，80 分為通過標準，以每題 3 分計，即考生在兩項測驗均須答對 27 題(81 分)以上方可通過。表七顯示本次預試考生答對題數之分佈狀況，聽力測驗答對 27 題以上之累計人數占 35%，閱讀能力測驗答對 27 題以上之累計人數亦占 35%，兩項測驗之個別通過率相當。而依據表八之各類考生聽力與閱讀預試成績統計，兩項均答對 27 題以上者共有 58 人，占全體考生之 25%。

聽力及閱讀能力預試答對題數分佈表

表七

答對題數	聽力測驗			閱讀能力測驗		
	人數	累計人數	累計%	人數	累計人數	累計%
40	0	0	0	0	0	0
39	1	1	0	0	0	0
38	1	2	1	0	0	0
37	2	4	2	0	0	0
36	0	4	2	5	5	2
35	5	9	4	3	8	3
34	7	16	7	4	12	5
33	6	22	9	5	17	7
32	6	28	12	11	28	12
31	9	37	16	11	39	17
30	10	47	20	11	50	21
29	14	61	26	11	61	26
28	11	72	31	7	68	29
27 (67.5%)	10	82	35%	13	81	35%
26	7	89	38	12	93	40
25	9	98	42	10	103	44
24	10	108	46	13	116	50
23	10	118	50	5	121	52
22	6	124	53	12	133	57
21	9	133	57	13	146	62
20	9	142	61	11	157	67
19	12	154	66	13	170	73
18	14	168	72	11	181	77
17	10	178	76	10	191	82
16	11	189	81	8	199	85
15	5	194	83	4	203	87
14	7	201	86	8	211	90
13	6	207	88	10	221	94
12	4	211	90	6	227	97
11	9	220	94	2	229	98
10	2	222	95	0	229	98
9	2	224	96	3	232	99
8	4	228	97	2	234	100
7	3	231	99	0	234	100
6	1	232	99	0	234	100
5	1	233	100	0	234	100
4	0	233	100	0	234	100
3	1	234	100	0	234	100
2	0	234	100	0	234	100
1	0	234	100	0	234	100

3. 各類考生成績分析

本次高級聽力與閱讀預試考生包含兩大類：第一類為大學英語主修科系四年級學生；第二類為通過 90 年「全民英檢」第二次中高級初試者，其中 95 人通過 90 年第二次中高級複試，48 人未通過複試。上述各類考生預試平均成績統計如表八。

各類考生聽力與閱讀預試成績統計

表八

考生類別	人數	平均成績		兩項測驗均通過者 (≥27題)		
		聽力	閱讀	人數	佔該類 人數%	
第一類小計 (大學英語主修科系四年級學生)	91	67.82	70.21	27	30%	
第二類 (中高級初試通過者)	中高級複試 通過者	95	74.31 (101.59)*	74.69 (98.41)	31	33%
	中高級複試 未通過者	48	48.54 (91.63)	54.42 (87.61)	0	0%
第二類小計	143	65.66 (98.27)	67.89 (94.81)	31	22%	
總計	234	66.50	68.79	58	25%	

註：括弧內為中高級平均成績

第一類考生(大學英語主修科系四年級學生，共 91 人)兩項測驗之平均成績均高於中高級初試通過者(143 人)之整體平均成績，但均低於中高級複試通過者(95 人)之平均成績。以聽、讀兩項測驗均通過率而言，第一類考生為 30%，中高級複試通過者為 33%

此外，為檢視高級與中高級試題難易度之差距，研發小組亦比較 143 位中高級初試通過者在兩級測驗之成績表現，結果如下：

- 1) 143 位考生之中高級聽力平均成績為 98.27 分，高級聽力平均成績為 65.66 分，相差約 32.61 分；中高級閱讀平均成績為 94.81 分，高級閱讀平均成績為 67.89 分，相差約 26.92 分。
- 2) 以聽力與閱讀均答對 27 題以上為通過標準，共 31 位通過高級初試，通過率為 33%，且全部為中高級複試通過者，中高級複試未通過之 48 位考生中，無人通過高級初試。

上述結果顯示，本次高級預試之難易度設定，確實可以有效區別不同程度的考生，以聽力、閱讀平均成績而言，中高級與高級差距在 25~30 分之間。

另依據問卷第 1 題之調查結果，本次預試考生中有 43 人曾參加過托福(TOEFL) 紙筆測驗，表九依據考生問卷調查之回答，將考生依其近兩年內托福測驗之成績分佈分為三組，統計各組預試平均成績。整體而言，考生之聽力與閱讀成績表現與其托福成績成正比，顯示本次預試試題可有效區別不同程度的考生。而就其高級初試通過率而言，托福紙筆測驗在 600 分以上者通過率較高，佔該類人數之 60%。惟本次預試考生中僅 5 位考生的托福紙筆測驗成績在 600 分以上，日後將進行較大規模樣本的驗證。

與托福紙筆測驗成績比較

表九

考生類別		人數	平均成績		兩項測驗均通過者 (≥27題)	
			聽力	閱讀	人數	佔該類 人數%
托福紙筆測驗 ³	<550	16	57.13	63.25	0	0%
	550(含)~600	22	67.23	69.09	4	18%
	600(含)~650	5	86.80	79.00	3	60%
參加過托福紙筆測驗考生小計		43	65.74	68.07	7	16%

4. 各部份相關性分析

聽力與閱讀各部份相關係數請參見表十。

各部份相關係數統計表

表十

	聽力 Part 1	聽力 Part 2	聽力 Part 3	閱讀 Part 1	閱讀 Part 2
聽力 Part 1	1				
聽力 Part 2	0.58	1			
聽力 Part 3	0.63	0.72	1		
閱讀 Part 1	0.47	0.60	0.58	1	
閱讀 Part 2	0.28	0.38	0.34	0.61	1

N=234

本次預試 234 位考生，聽力與閱讀整卷相關係數為 0.66。以聽力測驗之三部份的相關係數(幅合性效度⁴)而言，第二部份(長篇對話)與第三部份(長篇談話)之 0.72 最高，原因可能為此兩部份聽力內容的長度接近，且均使用問答與填充題型。閱讀能力測驗第一部份(精讀)與第二部份(略讀)的相關係數為 0.61，顯示此兩部份評量的是相關的能力，但不是相同的能力。

³ 依據聽力問卷第 2 題之調查結果，本次預試考生中僅有 14 人曾參加過托福電腦化測驗，因人數較少，不具代表性，故在此不列。托福紙筆測驗與電腦化測驗分數對照如下：紙筆測驗 500 分相當於電腦化測驗 173 分，550 分相當於 213 分，600 分相當於 250 分，650 分相當於 280 分。

⁴ 幅合性效度(convergent validity)：依據 Campbell & Fiske (1959)的觀點，一個測驗的分數要和測驗相同構念或特質的測驗分數有高的相關。

就聽力與閱讀能力測驗各部份相關係數(區別性效度⁵)而言，聽力各部份與閱讀第一部份(精讀)之相關係數均較高(在 0.47~0.60 間)，聽力各部份與與閱讀第二部份(略讀)之相關係數均較低(在 0.28~0.38 間)。

5. 考生問卷調查結果

本次預試聽力與閱讀能力測驗結束之後，曾就測驗方式及試題內容對考生進行問卷調查，共回收 225 份有效問卷，茲將調查結果綜合摘要如下，完整的考生問卷調查結果請參見附錄三。

1) 聽力測驗

試題說明：72%的考生認為清楚，25%的考生認為尚可，2%的考生認為不清楚。

錄音速度：61%的考生認為適中，但亦有 37%的考生認為稍快，1%的考生認為稍慢。

測驗題數：67%的考生認為適中，15%的考生認為稍少，17%的考生認為稍多。

各部份作答時間(第一部份 10 秒；第二/三部份 3~4 分鐘)：過半數的考生認為適中，但亦有將近四成的考生認為稍短。

第二/三部份預覽問題的時間(約 30 秒)：62%的考生認為適中，28%的考生認為稍短，10%的考生認為稍長。

各部份試題難易度：考生意見因題型而異。整體而言，考生認為第一、二、三部份難易度為由易至難，循序漸進，此與三部份實際答對率順序(由易至難順序為第二、三、一部份)有所出入，詳細數字摘要如表十一。

表十一

	容易	適中	稍難	很難
第一部份	7%	47%	42%	4%
第二部份	4%	45%	42%	8%
第三部份	3%	38%	44%	15%

本次聽力測驗是否可以評量出實際的英語聽力：43%的考生認為可以，49%認為勉強可以，9%認為無法測出，此結果顯示本測驗對考生之表面效度(face validity)尚佳。

⁵ 區別性效度(discriminant validity)：依據 Campbell & Fiske (1959)的觀點，一個測驗的分數要和測驗不同構念或特質的測驗分數有低的相關。

預估本次聽力測驗成績：表十二顯示考生自我預估與其實際表現稍有落差。例如：依據自我預估，有 41% 的考生認為自己的答對率在 60% 以下，但實際上有 54% 的考生成績落在此範圍，顯示低分組稍有高估自我表現的趨勢。

表十二

自我預估答對率	人數%	實際答對率	人數%
80%以上	11%	80%以上	12%
60~80%	48%	60~80%	34%
60%以下	41%	60%以下	54%

2) 閱讀能力測驗

本次高級閱讀預試首度採用略讀題型，雖然測驗前已提供考生有關測驗方式的詳細說明，提醒考生作答時間的限制。但依據研發小組對考生答題情況的觀察，相當多的考生在開始回答第二部份(略讀)的題目時，仍採逐字逐句閱讀的方式，以至無法在時限內做完題目。考生問卷調查結果亦顯示此現象，茲將本部份考生問卷調查結果摘要如下：

試題說明：63% 的考生認為清楚，29% 的考生認為尚可，8% 的考生認為不清楚。

測驗題數：

表十三之一

	稍少	適中	稍多
第一部份(精讀)	3%	58%	38%
第二部份(略讀)	1%	22%	75%

各部份作答時間：

表十三之二

	稍短	適中	稍長
第一部份(50 分鐘)	49%	45%	6%
第二部份(20 分鐘)	80%	16%	3%

各部份試題難易度：

表十三之三

	容易	適中	稍難	很難
第一部份	4%	47%	40%	9%
第二部份	3%	45%	39%	13%

本次閱讀能力測驗是否可以評量出實際的閱讀能力：

表十三之四

	可以	勉強可以	無法測出
第一部份	39%	49%	11%
第二部份	27%	44%	27%

綜合表十三之一、二、四的結果顯示：多數考生認為略讀部份題數稍多，作答時間不足，同時約有 27% 的考生認為此部份試題無法評量出實際的閱讀能力；但值得注意的

是，雖然將近 80% 的考生反應做不完略讀部份的試題，但依據考生對難易度的預估(表十三之三)，仍有 45% 的考生認為此部份試題難易適中，與第一部份(精讀)的比率(47%)相當接近，顯示考生並不認為略讀部份的試題較難，但較無法適應作答時間限制及閱讀策略調整。

預估本次閱讀能力測驗成績：表十四顯示程度較佳的考生對閱讀成績之預估較為保守，例如：依據自我預估，僅有 15% 的考生認為自己在第一部份答對率在 80% 以上，但實際上有 23% 的考生成績落在此範圍，第二部份更僅有 5% 的考生認為答對率在 80% 以上，但實際上有 13% 的考生成績落在此範圍。

表十四

自我預估答對率	人數%		實際答對率	人數%	
	第一部份	第二部份		第一部份	第二部份
80%以上	15%	5%	80%以上	23%	13%
60~80%	46%	35%	60~80%	38%	29%
60%以下	37%	54%	60%以下	39%	58%
未填	2%	6%			

三、聽力預試試題分析

下文就第二階段預試聽力試題內容及考生答題表現進行分析，並探討命題改進的方向，供編製正式試題時參考。在定量分析方面，主要依據之統計資料包含：傳統之 p 值(即全部考生的答對率)、鑑別度(點二系列相關)、高分組及低分組⁶之答對率、以及選擇題中誘答選項之選答率。在定性分析方面，研發小組一方面參考與聽力理解過程相關之理論與實證研究，另一方面彙整預試考生、大學英語系所教師及中外籍研究委員之意見，做為分析之依據。

1. 第一部份(短篇對話與談話)

聽力測驗第一部份試題答對率分佈表

表十五

難易度 分項/題號	過難	稍難	中偏難	中偏易	稍易	過易	平均答 對率
	<0.25	0.25~0.45	0.46~0.59	0.60~0.75	0.76~0.90	>0.90	
短篇對話 (1~7 題)	0	2	2	1	2	0	0.62
短篇談話 (8~15 題)	0	5	2	1	0	0	0.45
第一部份小計	0	7	4	2	2	0	0.53

本部份預試平均答對率為 0.53，較第二、三部份之平均答對率(分別為 0.58 及 0.55)為低。表十五之試題答對率分佈則顯示：本部份稍難(答對率在 0.25~0.45)的題目偏多，共有 7 題，中偏易(答對率在 0.60~0.75)的題目較少，僅有 2 題。此結果與當初規劃三部份題型安排由易至難的目標不符，因此研發小組在試後分析階段，特別深入檢視了本部份試題內容及測驗方式，探討可能影響考生答題表現的因素及可行之改進方式，期能藉此增進本部份的效度。

就聽解內容而言，本部份取材範圍相當多樣化：第 1~7 題為不同主題情境的短篇對話；第 8~15 題為短篇談話，言談類別包含廣告、短篇敘述、演講片段、新聞報導等，主題則包含人文、藝術、環境、生物、體育等。此命題設計的立意在於透過多樣、均衡的取材，使測驗內容符合高級聽力分項能力指標。但由於本部份每題作答時間為 10 秒⁷，且為降低考生僅依據問題及選項猜測答案的機會，問題由錄音機播出，試題冊上僅印選項，亦不提供預覽的時間，研發小組推測部份考生可能因無法在短時間內適應並理解各種情境及題材的短篇聽解材料，因而影響作答的表現。此因素的影響力在第 8~15 題(短篇談話)甚為明顯，此 8 題涵蓋不同的言談類別、主題及情境，變化幅度較大，平均答對率僅 0.45，且有 5 題屬於稍難的題目；相較之下，第 1~7 題之言談類別均為對話，每題僅主題情境不同，變化幅度較小，平均答對率亦較高，為 0.62，且只有兩題屬於偏難的題目。

針對上述可能影響考生答題表現的因素，研發小組初步建議仍維持預試的內容取材

⁶ 高分組為聽力總分排序前27%者，低分組為聽力總分排序最後27%者。

⁷ 依據考生試後問卷調查結果，63%的考生認為10秒的作答時間適中，但亦有36%考生認為稍短。

方向，但在每段對話/談話播出之前，可先播出一小段引導敘述(fronting)，提供與言談類別、主題或情境相關的訊息。以預試第 6 及 11 題為例，前者為商業會話，後者為廣播節目中出現的戲劇評論，答對率分別為 0.37 與 0.35，均屬稍難的題目，可加入斜體部份所示的引導敘述：

6. *Listen to a conversation in which two business people are negotiating an order.*

M: Now about the CE-10 microphones...I'd like to order 1,000 units but only if you can deliver them by the end of April.

W: I'm afraid that doesn't give us enough time. We've received several other orders already. What about the first week of May?

M: Let's make this arrangement: if the shipment arrives *after* the end of April, the price will be discounted 5%.

W: All right. It's a deal.

Question: Why might the shipment *not* be delivered by the end of April?

11. *Listen to part of a radio program in which a man is reviewing a theatrical performance.*

Last night was the opening performance of Shakespeare's *Hamlet* at the University Theater, directed by Robert Ray. The set design, above all, was really impressive, and Ray makes use of the whole theater, with actors and actresses sometimes walking down into the audience. The senior playing Hamlet, Curtis Lamb, did an excellent job; some of the other roles were a bit weak, but perhaps that was just first night nerves.

Question: What is the speaker's attitude towards this production?

依據 Buck (1991)之研究，上述引導敘述的方法對考生成績的影響雖不顯著，但依據其內省研究部份的結果，此方法確實可舒緩考生回答此類聽解題目時的心理壓力，對考生情緒有正面影響。

在選擇題命題技巧方面，本部份第 15 題鑑別度僅 0.12，為預試聽力試題中唯一低於 0.20 者，試題內容及統計指數如下：

15. What would you say to a tennis racquet that weighed less than your morning cup of coffee? The Prince Thunder titanium racquet—weighing just 7 ounces—is so much lighter than other racquets that it's hard to believe it's standard size. It's also the *stiffest* racquet you can buy, so it *adds force* to your stroke while allowing you to *control* the ball more effectively.

Question: What should we expect from the Prince Thunder tennis racquet?

- A. Smaller size.
- B. Greater weight.
- C. Increased shock absorption.
- D. More power.

正答=D

低分組	高分組	全部
24%	22%	25%
25%	3%	14%
25%	38%	31%
25%	37%	30%
答對率=0.30		鑑別度=0.12

研發小組推測造成本題鑑別度不佳的主要因素為：選項 C 較其他選項長，且結構與其他選項不同，因而高、低分組考生選此誘答的比率均很高，均超過正答 D 的選答率。若將選項 C 改為“Less control.”，則四個選項均為比較級形式，且都含兩個字，應可避免某一選項因形式突出而誘答力過強，影響試題鑑別度。

2. 第二部份(長篇對話)

聽力測驗第二部份試題答對率分佈表

表十六

分項/題號	難易度						平均答對率
	過難	稍難	中偏難	中偏易	稍易	過易	
	<0.25	0.25~0.45	0.46~0.59	0.60~0.75	0.76~0.90	>0.90	
對話一 (16~20 題)	0	1	1	1	2	0	0.64
對話二 (21~27 題)	1	1	2	2	1	0	0.53
第二部份小計	1	2	3	3	3	0	0.58

本部份預試平均答對率為 0.58，在聽力三部份中為最高者。從表十六之試題答對率分佈來看，本部份多數題目集中於中偏難至稍易(答對率 0.46~0.90)的範圍內，難易度分佈較第一部份理想。

就試題內容而言，本部份兩篇對話在題材及聽解問題設計上有所不同。第一篇內容為專訪暢銷小說作家，題材較為具體，聽解問題則以簡答題為主，重點在評量考生能否掌握與作家寫作生涯相關的具體訊息(例：When did Taylor realize he loved to write? What does Taylor prefer to call the kind of book he writes?)。第二篇內容為兩人討論一篇與移民(migration)有關的文章，討論中提到四類移民的性質及成因，題材較為抽象，聽解問題採填空題，重點在評量考生能否掌握討論的主題與架構，屬「整體理解」層次。而就測驗方式而言，本部份聽解問題印在試題冊上，考生可於每篇對話播出前先瀏覽問題，因而可以預知聽解重點為何。從表十六之答對率統計來看，第一篇對話題組(16~20 題)之平均答對率為 0.64，較第二篇對話題組(21~27 題)之平均答對率 0.53 為高，研發小組據此推測，在長篇對話題的部份，考生的答題表現可能與下列兩項變數有關：

- 1) 聽解題材之具體/抽象程度：具體生活化的題材，難度較低，而學術性或較抽象的題材，難度較高；
- 2) 聽解問題重點：在可預知聽解重點的情況下，考生似乎較能掌握長篇對話中具體的細部資訊，而言談架構的理解則涉及較高階的綜合歸納能力，考生答題表現較為遜色。

3. 第三部份(長篇談話)

聽力測驗第三部份試題答對率分佈表

表十七

分項/題號	難易度						平均答對率
	過難	稍難	中偏難	中偏易	稍易	過易	
	<0.25	0.25~0.45	0.46~0.59	0.60~0.75	0.76~0.90	>0.90	
談話一 (28~34 題)	0	1	3	2	1	0	0.55
談話二 (35~40 題)	1	1	0	3	1	0	0.55
第三部份小計	1	2	3	5	2	0	0.55

本部份預試平均答對率為 0.55，以聽力三部份而言，難易度居中。從表十七之試題答對率分佈來看，本部份多數題目集中於中偏難至中偏易(答對率 0.46~0.75)的範圍內，整體而言相當理想。

就內容取材而言，本部份第一篇談話形式為演講，主題為醫療環境革新的方式，第二篇為新聞報導，主題為近年來海盜猖獗的情況，兩篇談話之題材在抽象程度上相當接近。而就聽解問題而言，雖然兩篇採不同問題形式(第一篇為問答題，第二篇為填充題)，但均包含 2 題「整體理解」層次的題目，以及 4~5 題「細部理解」層次的題目，評量重點的分佈亦相當一致。依據表十七之試題答對率統計，本部份兩篇談話題組之平均答對率均為 0.55，難度相當，研發小組推測此結果可能與兩個題組在題材抽象程度及聽解問題重點分佈方面的一致性有關。

在非選擇題命題技巧方面，本部份第 39 題答對率僅 0.17，為預試聽力試題中最難者，鑑別度尚可，為 0.34。本題出現在第二篇新聞報導的題組內，試題內容及統計指數如下：

◇ **Two reasons why shipping companies don't report attacks to the police:**

1. Higher (39)..... would result.
2. Stolen ships and cargo are difficult to recover.

	低分組	高分組	全部
答對	5%	37%	17%
答錯	80%	63%	78%
未答	15%	0	5%
	答對率=0.17		鑑別度=0.34

本題問的是航運公司遭到(海盜)攻擊後為何不向警方報案，答案為 the cost of insurance (或 insurance cost) and wages，答題線索出現在報導中後段“The companies are worried that if they report such incidences, the cost of insurance will increase and crewmembers will demand higher wages.”，包含“the cost of insurance”與“wages”兩個關鍵詞，由於題目中並無明確指示答案包含兩部份，因此許多考生僅答了 the cost of insurance 或 wages，依據非選擇題二分法之評分原則，應視為答錯不給分。研發小組認為本題答對率偏低的結果(高分組亦僅有 37% 的考生答對)，係由於上述題意之不明確性造成，因此建

議未來在簡答及填充題命題時，應盡量避免此類 multi-part items，即一題的答案包含兩個或數個部份。以本題為例，可將填空部份修改為“Higher (39).....and wages would result.”，則答案僅包含 cost of insurance (或 insurance cost)一個部份，可減少考生答題及試後評分的困擾。

綜合以上分析，本級聽力測驗的命題設計主要是運用不同類別的言談內容，評量考生在整體、細部與推論三個層次的英語聽解能力，因此考生的答題表現與兩類的因素最為相關：1)聽解內容的取材，包含言談情境的呈現方式及題材之具體/抽象程度；2)聽解問題之重點及涉及之理解層次。此外，聽解問題之措辭方式及選擇題中選項使用的詞彙與結構，也是影響本次聽力預試試題難易度及鑑別度的重要因素。

四、閱讀預試試題分析

下文就第二階段預試閱讀試題內容及考生答題表現進行分析，並探討命題改進的方向，以供編製正式試題時參考。除參考閱讀理解相關之理論與實證研究外，定量及定性分析所依據之資料種類大致與聽力試題分析相同。

1. 第一部份(精讀)

閱讀能力測驗第一部份試題答對率分佈表

表十八

分項/題號	難易度						平均答對率
	過難	稍難	中偏難	中偏易	稍易	過易	
	<0.25	0.25~0.45	0.46~0.59	0.60~0.75	0.76~0.90	>0.90	
選文一 (1~5 題)	0	0	0	2	3	0	0.78
選文二 (6~9 題)	0	0	0	3	1	0	0.71
選文三 (10~13 題)	1	2	1	0	0	0	0.36
選文四 (14~20 題)	1	1	3	1	1	0	0.53
第一部份小計	2	3	4	6	5	0	0.60

本部份預試平均答對率為 0.60，較第二部份為高。從表十八之試題答對率分佈來看，中偏難與中偏易(答對率 0.46~0.75)的題目占一半，稍難與過難(答對率 0.45 以下)的題目共 5 題，稍易的題目亦有 5 題，答對率分佈較廣。

本部份共包含四篇文章，以各題組的平均答對率來看，大致符合試題由易至難的原則。第一、二篇的題目較簡單，平均答對率分別為 0.78 與 0.71，題材分別為醫學新知及生態保育；第四篇文章主題與香水有關，該題組平均答對率為 0.53，各題答對率在 0.24~0.77 之間，大致在合理範圍內。

比較值得注意的是第三篇文章(10~13 題)，內容為介紹奈及利亞作家 Chinua Achebe 的寫作動機、風格及主要作品，該題組平均答對率僅 0.36，其中第 13 題答對率為 0.15，第 10、12 題的鑑別度不佳(分別為 0.16 及 0.19)。依據試後分析的結果，本題組指數不佳的可能原因為部份問題措辭不夠清楚，以及文章中未提供足夠的答題線索。以預試第 12

題為例，試題內容及統計指數如下：

12. How does Achebe present Europeans in his novels?

	低分組	高分組	全部
A. As superior to blacks in most ways	34%	27%	24%
B. As inferior to blacks in most ways	15%	10%	22%
C. As gentle but ambitious	28%	14%	20%
D. As benevolent but interfering	22%	49%	34%
正答=D	答對率=0.34		鑑別度=0.19

本題答對率(0.34)及鑑別度(0.19)均偏低，研發小組推測可能原因有二：1)問題中的“Europeans”的意義不清，若將題目修改為“*How does Achebe present the British colonists in his novels?*”，題意則較為清楚；2)本題正答為 D “As benevolent but interfering”，但文章中並無足夠線索顯示在 Chinua Achebe 的作品中，英國殖民者的形象為 benevolent，程度佳的考生可能因此不選 D。文章第 5 段結尾 “The old order is shattered. It cannot withstand the challenge of the new”及第 8 段中間“Once again, the conflict is between Ibos and the English, tradition and modernity.”等句顯示英國殖民者為非洲部落引進了西方現代文明，但同時也瓦解了當地的文化傳統，因此選項 D 可改為 “As *modernizing* but interfering”。

針對上述文章答題線索不明確的問題，命題小組可依 Urquhart & Weir (1998)及 Weir et al. (2000)之建議，日後在編寫文章時進行“text-mapping”的工作。基本上，“text-mapping”包含兩項重要程序：1)命題小組在編寫文章之初，必須確認所搜集到的材料中包含足夠的訊息重點與命題線索，並將相關線索加以組織，成為文章的基本架構；2)文章編寫完成後，必須進行試考，對象可為未參與命題的測驗專業人員或具「全民英檢」高級英語程度人士，命題小組可請參與試考人員將文章的主旨及訊息重點列出，並與命題小組認定的文章主旨及訊息重點加以比對，尋求共識，以避免命題人員過度主觀判斷。

在非選擇題命題技術方面，研發小組亦發現：題目與原文相關線索之詞彙重覆比例 (lexical overlap)對考生答題表現有所影響，以預試第 7 題為例，本題出現在第二篇有關生態保育的題組內，試題內容及統計指數如下：

7. *How is the sixth extinction unlike earlier ones?*

	低分組	高分組	全部
答對	78%	94%	88%
答錯	22%	6%	12%
未答	0	0	0
	答對率=0.88		鑑別度=0.20

本題答對率為 0.88，屬偏易的題目，鑑別度偏低，僅 0.20。題目中的“*sixth*”一詞出現在答題線索中“The present mass extinction, *the sixth*, is different, though, from all of its predecessors—not just in “the raging speed” at which it is proceeding but because, for the first

time, it was unleashed by mankind.”。依據研發小組的觀察，一般考生通常較善於利用數字提供的線索，即考生可能實際上並未理解 the six extinction 所指為何，但僅憑比對“six”一字便可找到答案，因此本題低分組亦有 78% 的考生答對。若將題目修改為“*How is the current extinction unlike earlier ones?*”，應可提高本題之鑑別力。

2. 第二部份(略讀)

閱讀能力測驗第二部份試題答對率分佈表

表十九

分項/題號	難易度						平均答對率
	<0.25	0.25~0.45	0.46~0.59	0.60~0.75	0.76~0.90	>0.90	
第一大題 (21~26 題)	0	0	3	1	2	0	0.67
第二大題 (27~32 題)	0	2	3	1	0	0	0.46
第三大題 (33~40 題)	0	2	5	1	0	0	0.51
第二部份小計	0	4	11	3	2	0	0.54

本部份預試平均答對率為 0.54，較第一部份(0.60)為低。從表十九之試題答對率分佈來看，本部份多數題目集中於中偏難(答對率 0.46~0.59)的範圍內，共 11 題，中偏易的題目較少，僅有 3 題。由於本次預試多數考生為第一次接觸略讀(Skimming & Scanning)的題型，而精讀(Careful Reading)為一般考生較為熟悉的閱讀評量方式，考慮此項因素，表十九顯示的答對率分佈應屬合理。

然而依據試題鑑別度分析，第一大題(短文大意)6 題中，有 2 題鑑別度低於 0.20，第二大題(段落大意)與第三大題(查閱特定資訊)的試題鑑別度則普遍良好。再者，依據研發小組對考生答題情況的觀察，考生花在 21~26 題的作答時間普遍超過 10 分鐘，即本部份作答時間的一半，且多採逐字逐句的閱讀方式。基於上述發現，研發小組認為有必要檢視第一大題 (21~26 題)的試題內容及測驗方式，以探討可能影響考生答題表現的因素。

第一大題包含四篇短文，每篇約 150~300 字，每篇短文之前有 1~2 個相關的選擇題，均為「整體理解」類的題目，例如問短文的主題、大意、寫作目的等，考生須先閱讀問題，然後由文中找出正確的答案。依據外籍測驗專家提供的意見，並對照考生答題情況，研發小組推測：由於本大題文章較短，同時題型為考生較熟悉的選擇題，此設計可能誘導考生以其熟悉的精讀技巧逐字逐句的閱讀。

根據上述分析結果，研發小組建議未來編卷時不使用第一大題的短文題型，而改用較長篇的文章。由於本部份第二大題(段落大意/配合題)的評量重點亦為 skimming，同時本次預試試題在難易度及鑑別度的表現均較為理想，因此研發小組建議在第一大題以一篇 600~800 字的文章替代原數篇短文，題型為配合題(matching)，因原第二大題已有一篇敘述文(narrative)，而原第三大題(scanning)使用描述性文章(descriptive texts)，為求文體之平衡，建議新增的文章使用論說文(argumentative text)。茲將高級閱讀能力測驗第二部份(略讀)修訂後的題型設計摘要如表二十。

分項	大題	測驗目標	文體結構/長度	題型
第二部份： 略讀	第一大題	Skimming	敘述文及論說文各一篇 (每篇 600~800 字)	配合題
	第二大題	Scanning	三篇主題相關的描述文或說明文 (每篇約 300 字)	填空題

3. 閱讀能力測驗因素分析

本次研發小組在設計高級閱讀測驗題型時，依據文獻探討的結果，將精讀(Careful Reading)與略讀(Skimming & Scanning)分成兩個獨立的部份，設計不同的測驗目標及試題內容，並分別限定作答時間，其理論假設為此兩部份測試的構念有所不同。如前述各部份難易度及相關性分析所示，略讀部份的平均答對率(0.54)低於精讀部份的平均答對率(0.60)，而兩部份之相關係數為 0.61，顯示此兩部份評量的是相關的能力，但不是相同的能力。

上述結果初步顯示預試閱讀能力測驗兩部份在構念上存在某種程度的異質性。為求進一步之探討分析，研發小組根據預試 234 位考生閱讀能力各部份的表現進行因素分析(Factor Analysis)，以主要成份分析法(Principal Component Analysis)初步萃取共同因素的結果，特徵值(eigenvalue)大於 1 者有一個因素，但第二個因素的特徵值(0.92)接近 1，且陡坡考驗(Scree Plot)顯示可保留此因素，故以兩個因素進行組型負荷量(Factor Matrix)之分析，結果請見表二十一：

因素分析摘要表(未轉軸) 表二十一

變數		因素 1	因素 2
精讀 (第一部份)		0.84	0.08
略讀(第二部份)	短文大意 (原第一大題)	0.64	-0.58
	段落大意 (原第二大題)	0.76	-0.16
	查閱特定資訊 (原第三大題)	0.57	0.74
特徵值		2.02	0.92
變異數的%		50.59%	22.95%
累計%		50.59%	73.54%

為能儘量達到「簡單結構」的標準，使某幾個測驗項目在因素 1 的負荷量儘量大，其他共同因素的負荷量儘量接近於零，以利共同因素的辨認及命名，因此採正交轉軸法之「最大變異法」(Varimax)進行因素轉軸，結果請見表二十二：

因素分析摘要表(已正交轉軸) 表二十二

變數		因素 1	因素 2
精讀 (第一部份)		0.65	0.55
略讀(第二部份)	短文大意 (原第一大題)	0.85	-0.10
	段落大意 (原第二大題)	0.71	0.30
	查閱特定資訊 (原第三大題)	0.04	0.93

轉軸後結果顯示：1)略讀部份測試 skimming 的第一、二大題(短文大意與段落大意)在因素 1 有較大負荷量；2)略讀部份測試 scanning 的第三大題(查閱特定資訊)在因素 2 有較大負荷量；3)精讀部份在因素 1 的負荷量較大，在因素 2 的負荷量亦不小。研發小組推測因素 1 可能為整體理解層次的閱讀能力，因素 2 可能為 scanning 的能力。但值得同時考量的是前述研發小組對考生答題方式的觀察：相當多的考生回答第二部份(略讀)的題目時，花了較多的時間在前面的題目，並採逐字逐句閱讀的方式，直到發現時間不夠時才開始迅速閱讀，此精讀策略的過度運用可能影響略讀部份的構念效度，因而造成精讀與略讀部份測試 skimming 的兩個大題(短文大意與段落大意)在因素 1 的負荷量均較大。

五、結論與建議

本次「全民英檢」高級聽力與閱讀預試整體答對率分別為 0.55 及 0.57，較研發小組預期稍低，但仍在合理範圍內。以鑑別度而言，兩項測驗鑑別度良好的題目均超過 85% 以上。在信度方面，兩項測驗(共 80 題)的整卷信度為 0.91，聽力測驗(40 題)之整卷信度為 0.88，閱讀能力測驗整卷(40 題)之信度為 0.83，均符合整卷信度標準高於 0.80 以上之要求。閱讀能力測驗的整卷信度較聽力稍低，推測可能與兩部份(精讀與略讀)評量構念的異質性有關。

在通過率預估方面，依據目前高級測驗規劃，考生在初試聽、讀兩項測驗中均須達到 80 分以上(即答對 27 題以上)方可通過。以此標準檢視，本次預試考生共有 58 人通過高級初試，占全體考生之 25%。以各類考生而言，大學英語主修科系四年級學生高級預試通過率為 30%，中高級複試通過者之通過率為 33%，本次取樣並包含 48 位僅通過中高級初試的考生，其中無人通過高級初試。

上述統計分析結果大致符合研發小組的預期，顯示未來高級聽力與閱讀測驗正式試題之編卷可大致參考本次預試之命題方向。但在各部份的試題設計與命題技術方面，本次試題分析結果顯示下列改進方向：

- 1) 本次聽力測驗第一部份(短篇對話與談話)之平均答對率為 0.53，較第二、三部份為低，未達當初規劃此部份為暖身題的目標。由於本部份聽解內容包含各種情境及題材的短篇對話與談話，研發小組建議在每段對話/談話播出之前，可先播出一小段引導敘述(fronting)，幫助考生掌握言談的種類、主題及情境。
- 2) 本次閱讀能力測驗中，第二部份(略讀)之平均答對率為 0.54，較第一部份(精讀)為低，後者為 0.60。依據研發小組對考生答題情形的觀察，此現象可能與考生不習慣略讀題型及過度運用精讀策略有關。然而試題分析結果則顯示：本次第二部份(略讀)第一大題之平均答對率較高(0.67)，可能是採數篇短文(每篇 150~300 字，共約 900 字)搭配選擇題的設計所致，考生傾向採用逐字逐句的精讀方式。因此，正式測驗所使用的文章應予加長，採一篇 600~800 字之論說文，題型可考慮採配合題(matching)。

- 3) 此次高級聽力與閱讀預試為「全民英檢」首度採用填空及問答等非選擇題型，預試結果顯示大部份非選擇題的難易度與鑑別度指數均在理想範圍內，但命題小組必須特別注意下列可能影響考生答題表現的因素：①問題措辭是否清楚明確，盡量避免一題的答案包含兩個或數個部份；②答題線索是否明確充足；③問題與原文相關線索之詞彙重覆比例(lexical overlap)是否適當。

此外，本次高級閱讀預試首度採用略讀(Skimming & Scanning)題型，雖然測驗前已提供考生有關測驗方式的說明，提醒考生作答時間的限制，但研發小組仍發現考生對此評量方式仍有不適應的情況，做答時仍傾向採用逐字逐句閱讀的方式。本年度正式測驗推出前，宜及早針對測驗方式提供更詳細的說明及試題樣例，幫助考生熟悉並適應測驗方式，並或許可藉此引起反饋作用(washback effect)，對國內英語閱讀教學產生正面的影響。

附錄一：高級聽力測驗預試試題



ADVANCED LISTENING COMPREHENSION TEST

This listening comprehension test will test your ability to understand spoken English. There are three parts to this test. Special instructions will be given to you at the beginning of each part.

Part I

In this part of the test, you will hear 15 short conversations and talks. At the end of each conversation and talk, you will be asked a question about what was said. You will hear each conversation, talk and question *just one time*. You may take notes in your test booklet as you listen. After you hear the question, read the four choices in your test booklet and choose the best answer to the question you have heard.

L

1. A. They're poor housekeepers.
B. They just moved into a house.
C. They're cleaning the house before guests arrive.
D. They just returned home from a vacation.
2. A. Express her opinions more clearly.
B. Make another copy of her paper.
C. Indicate her sources in the paper.
D. Correct some grammatical errors.
3. A. They're planning a trip to Switzerland.
B. They wish they could travel like Ruth.
C. They don't think Ruth is responsible.
D. They feel Ruth shouldn't have left.
4. A. Stay away from Tim.
B. Forgive Tim's rudeness.
C. Ask for Tim's permission.
D. Challenge Tim about his behavior.
5. A. At the end of the second term.
B. After February 21.
C. On May 21.
D. In the next two days.
6. A. The company is busy with earlier orders.
B. The customer ordered more than 1,000 units.
C. The microphone is out of stock now.
D. The customer is getting a discount.
7. A. She'd rather have watched another program.
B. She didn't finish watching the movie.
C. It was an exciting movie.
D. It was based on a real life story.
8. A. Why dancing was added to caroling.
B. How the meaning of the word "carol" changed.
C. The spread of Christmas carols internationally.
D. The function of carols today.
9. A. It lowered global temperatures.
B. It led to another volcanic eruption.
C. It enlarged the holes in the ozone layer.
D. It caused droughts in both hemispheres.
10. A. The rain poured in the windows.
B. Water rushed in under the door.
C. Water came through the ceiling.
D. The pipes burst, flooding the apartment.
11. A. He feels the actors weren't directed well.
B. He's impressed by the group's fine acting.
C. He likes everything except the sets.
D. He's satisfied with the overall effect.
12. A. Endangered species in Guatemala.
B. Adult literacy campaigns.
C. The plight of aboriginal people.
D. The battle against terrorism.
13. A. The unpleasantness for the mother.
B. The mother's nesting habits.
C. The large number of eggs.
D. The father's role at the birth.
14. A. Purchasing more high-quality objects.
B. Organizing its museum collections.
C. Protecting natural preserves.
D. Building a new cultural center.
15. A. Smaller size.
B. Greater weight.
C. Increased shock absorption.
D. More power.

Part II

In this part of the test, you will hear two long conversations. You will hear each of them *just one time*. You may take notes in your test booklet as you listen.

Before you listen to each conversation, you will have 30 seconds to read the instructions and questions which are printed in your test booklet.

After you hear each conversation, you will have 3 to 4 minutes to answer the questions. Please write your answers on your answer sheet. Each answer will require just a word, phrase or short sentence.

L

Questions 16-20

Listen to the following interview with a writer of horror novels and answer each question with a word, phrase or short sentence.

16. When did Taylor realize that he loved to write?

17. Did Taylor's first book come out before, during, or after he worked in advertising?

18. What does Taylor prefer to call the kind of book he writes?

19. In Taylor's opinion, why do people read horror novels?

20. Which would be the best title for Taylor's next book?

- A. Fright Masters
- B. Final Trap
- C. Wasted Years
- D. Black Death

L

Part II continues.

Do NOT turn this page until you are instructed to do so.

L

Questions 21-27

Listen to the following discussion between a man and a woman about a subject which the woman has been reading about and then fill in the missing information. Each answer will require just a word, phrase or short sentence.

The **overall subject** of the article Carol has been reading: **(21)**.....

The **four specific types of people** Carol mentioned:

Type	Number of People
Type I: (22)	35 million
Type II: (23)	30 million
Type III: People who (24) because (25)	60 million
Type IV: People from (26) relocating in (27)	80 million

Part III

In this part of the test, you will hear two long talks. You will hear each of them *just one time*. You may take notes in your test booklet as you listen.

Before you listen to each talk, you will have 30 seconds to read the instructions and questions which are printed in your test booklet.

After you hear each talk, you will have 3 to 4 minutes to answer the questions. Please write your answers on your answer sheet. Each answer will require just a word, phrase or short sentence.

L

Questions 28-34

Listen to part of a lecture given at a conference and answer each question with a word, phrase or short sentence.

Hospital Innovation

◇ According to the speaker, what did hospitals neglect to consider in the past?

(28).....

◇ What is the ***first*** major innovation that the speaker mentions?

(29).....

◆ How could new hospital buildings implement this?

(30).....

◆ What three alternative ways does the speaker mention for implementing this?

(31).....

(32).....

(33).....

◇ What is the ***second*** major innovation that the speaker mentions?

(34).....

L

Part III continues.

Do NOT turn this page until you are instructed to do so.

L

Questions 35-40

Listen to the following news report about modern-day pirates and then fill in the missing information. Each answer will require just a word, phrase or short sentence.

Modern-day Pirates

✧ **Two trends in modern-day piracy:**

1. The number of attacks is **(35)**.....
2. Pirates are becoming **(36)**.....

✧ **High risk areas:**

1. Harbors in Brazil because **(37)**.....
2. South East Asian waters because **(38)**.....

✧ **Two reasons why shipping companies don't report attacks to the police:**

1. Higher **(39)**..... would result.
2. Stolen ships and cargo are difficult to recover.

✧ **Two main purposes of the Piracy Center:**

1. To help ships report both attacks and attempted attacks
2. **(40)**.....

-The End-

高級聽力測驗錄音內容：

GENERAL ENGLISH PROFICIENCY TEST ADVANCED LISTENING COMPREHENSION TEST

This listening comprehension test will test your ability to understand spoken English. There are three parts to this test. Special instructions will be given to you at the beginning of each part.

Part I

In this part of the test, you will hear 15 short conversations and talks. At the end of each conversation and talk, you will be asked a question about what was said. You will hear each conversation, talk and question *just one time*. You may take notes in your test booklet as you listen. After you hear the question, read the four choices in your test booklet and choose the best answer to the question you have heard.

Please turn to the next page. [pause 4 seconds] Now we will begin Part I with question no. 1.

1. W: Bruce, come look at this!
M: What's the matter?
W: I tried to open these drapes, and this one just *fell* off the rod! They're literally *rotten*!
M: That doesn't surprise me. I just discovered that at least half of the outdoor lights don't work!
W: The people who lived here before certainly didn't take very good care of this place, huh?
Question: What can we infer about the speakers?

2. W: Thanks for taking the time to look at the first draft of my paper.
M: That's okay. You said you didn't have much experience with research papers?
W: Very little. As an undergraduate, I mostly did group projects. So what do you think?
M: (*sighs*) Sandy, I'm afraid you've got some serious problems here.
W: Really?
M: For example, I've marked several pages where you apparently copied some other source, but you didn't cite it.
Question: According to the man, what will the woman need to do?

3. M: Hey, have you heard from Ruth lately?
W: I just got an e-mail yesterday. She's in Switzerland!
M: Switzerland! You mean she's *still* in Europe? How long has she been gone?
W: Eight months, so far.
M: Eight months! Gosh, wouldn't it be nice to have no job responsibilities, and be able to see the world?
W: Would it ever!
Question: What can we infer about the speakers?

4. M: Are you going to call Tim or should I?
W: I think you should. I always get cold feet about confrontations.
M: Well, we're in the right. He shouldn't take things without asking permission first.
W: I know but...

M: Listen, if we don't get some backbone now, he'll just keep walking all over us.

Question: What does the man want to do?

5. M: Hello?

W: Yes, I'm calling about the business writing course.

M: What would you like to know?

W: Is there still space available for the second term?

M: Yes, there is. But you'd better hurry. Registration ends on February 21st.

W: February 21st...that's the day after tomorrow.

M: Yes, that's right. Or if you don't mind waiting until the third term, you can register before the end of May.

W: Well, I'm going to New Zealand this summer, so I'll try to register for the second term.

Question: When will the woman register?

6. M: Now about the CE-10 microphones...I'd like to order 1,000 units but only if you can deliver them by the end of April.

W: I'm afraid that doesn't give us enough time. We've received several other orders already. What about the first week of May?

M: Let's make this arrangement: if the shipment arrives **after** the end of April, the price will be discounted 5%.

W: All right. It's a deal.

*Question: Why might the shipment **not** be delivered by the end of April?*

7. M: Hi, Linda. Did you watch the baseball game on Channel 15 last night?

W: No, Kevin wanted to watch an adventure movie on Channel 40, so I watched it with him.

M: So, how was it?

W: Believe it or not, I was on the edge of my seat during the whole movie.

Question: What does the woman imply about last night's movie?

8. (W) As we continue studying the **origins** of **Christmas customs**, let's look at Christmas carols. All over the world today, people sing special songs about the **birth of Jesus**, and groups may even stand on street corners or walk from house to house singing these so-called **Christmas carols**. What you may not realize is that **the word "carol"** originally referred to an English **folk dance** which included singing.

Question: What will the speaker probably talk about next?

9. (M) Before Mt. Pinatubo in the Philippines erupted in 1991, scientists had issued warnings that the earth was getting warmer, due to the depletion of ozone in the atmosphere. The volcano's eruption, however, led to some global cooling in the following few years. The ash and sulfur-dioxide gas spewed into the atmosphere by the eruption created a haze which reflected sunlight, thus reducing the temperature on the earth's surface. This dust cloud diffused and covered both hemispheres.

Question: According to this talk, what effect did the eruption of Mt. Pinatubo have on the earth?

10. (W) I once lived in India, in a tiny top-story apartment. The roof of our building was made of tin sheets, and the ceiling below was wooden boards. One winter, there was a terrible storm, with extremely strong winds. The wind and rain beat hard against the metal roof for hours. Then one blast of wind began to push up the eastern side of the roof. Soon we heard a ripping sound, and some of the metal sheets slid off the roof, crashing into the road below.

Question: What probably happened next?

11. (M) Last night was the opening performance of Shakespeare’s *Hamlet* at the University Theater, directed by Robert Ray. The set design, above all, was really impressive, and Ray makes use of the *whole* theater, with actors and actresses sometimes walking down into the audience. The senior playing Hamlet, Curtis Lamb, did an excellent job; some of the other roles were a bit weak, but perhaps that was just first night nerves.

Question: What is the speaker’s attitude towards this production?

12. (W) A native of Guatemala and an indigenous person herself, Rigoberta Menchu has emerged as a spokesperson for indigenous peoples around the world. Through her writings, she has called attention to the danger these groups are in—the danger of disappearing altogether, along with their native languages and cultures. Menchu was awarded the Nobel Peace Prize for her efforts in 1992.

Question: According to this talk, what subject has Rigoberta Menchu mainly written about?

13. (M) Another interesting thing about the kiwi bird is that it has one of the largest eggs of any bird. In fact, it’s *much* larger than you would expect for a bird of that size. The egg becomes so large, and fills the female’s body so completely, that there’s no room for food. The bird sometimes soaks itself in cold rain water to relieve the discomfort.

Question: What does the speaker emphasize about the birth of kiwi birds?

14. (W) The U.S. National Park Service administers more than 200 cultural and historic sites, including Independence Hall, the Statue of Liberty, and 150 nature preserves. In addition, the Park Service storerooms hold more than 25 million museum-quality objects. However, vast parts of the collection remain uncatalogued, due to a shortage of funds, and many of the artifacts are rotting away.

Question: What does the National Park Service need more money for?

15. (M) What would you say to a tennis racquet that weighed less than your morning cup of coffee? The Prince Thunder titanium racquet—weighing just 7 ounces—is so much lighter than other racquets that it’s hard to believe it’s standard size. It’s also the *stiffest* racquet you can buy, so it *adds force* to your stroke while allowing you to *control* the ball more effectively.

Question: What should we expect from the Prince Thunder tennis racquet?

Part II

In this part of the test, you will hear two long conversations. You will hear each of them just one time. You may take notes in your test booklet as you listen.

Before you listen to each conversation, you will have 30 seconds to read the instructions and questions which are printed in your test booklet.

After you hear each conversation, you will have 3~4 minutes to answer the questions. Please write your answers on your answer sheet. Each answer will require just a word, phrase or short sentence. Please pay attention to grammar and spelling. Answers which cannot be understood will be considered incorrect.

Please turn to the next page. [pause 4 seconds] Now we will begin Part II with questions no. 16 to 20.

For questions no. 16 to 20, you will listen to an interview with a writer of horror novels. Before listening, you will have 30 seconds to read the instructions and questions no. 16 to 20. Please begin now. When you finish, look up from your desk.

[Pause 30 seconds.]

Now listen to the interview. You may take notes in your test booklet as you listen.

W: Good morning, and welcome to “*Reader’s Gallery*.” Today we have a guest who has written 26 novels, and has sold an amazing **60 million** copies worldwide. His latest novel “*Black Death*” has recently become the best-selling novel in America. We welcome Mike Taylor to our show. Thanks for coming, Mike.

M: It’s a pleasure, Laura.

W: Well, we all know Mike Taylor--the writer of best-selling horror novels, but tell us something about Mike Taylor--the person.

M: Okay. Well, I grew up in Los Angeles, California, where I graduated from high school. After that, I went to university to study psychology. I chose to major in psychology because I’ve always been interested in the mind and how people think, even as a child. I really enjoyed my time there. In fact, it was at **university** that I discovered my **true passion--writing**.

W: You wrote for the university’s magazine, didn’t you?

M: Yes, that’s correct. It started out really as a bit of fun, but when my first short story appeared in the magazine, I was over the moon! To be honest, I still feel that way every time my work gets published.

W: So, what did you do after your degree?

M: I began working in an advertising company, but I soon got bored with that. I think I only stayed 7 months! It was afterwards that I decided to be a full-time writer, and so I devoted my time to writing. Then in 1988, my first novel was published.

W: Oh, yes. I remember the book “*House of Horror*” very well. It became a national best seller, and it was even made into a very successful Hollywood film. But tell me Mike, why did you choose to write horror stories?

M: Well, I don’t actually see myself as a writer of “horror” books. I see myself as a writer of **psychological thrillers**. I like to touch on **real** fears, such as the fear of death, or the unknown, and then I like to use that as a basis for my novels.

W: I have always wondered why people are so fascinated by horror films or novels. Why do you think we like to read about “horror”?

M: Well, it’s a mixture of, ah...fear, as I said, and um... curiosity, curiosity about ourselves. Everyone is frightened by something, and I think that by exposing ourselves to fear, we are actually trying to understand our own fears.

W: Lots of writers like to try another genre after they’ve done one sort of novel for awhile. Tom Clancy, for example, is most famous for his stories of international terrorism—spies and so on—but he’s also written some non-fiction. Have you thought about...?

M: Doing non-fiction? No, but my next novel **will** be something of a departure. It will be about **fear**, but it’s not really a thriller—it’s about a man who suddenly reaches the end of his life, or almost the end, and he realizes he has hurt all the most important people in his life, everyone he loves. And his fear is that he won’t be able to undo this, he won’t have any opportunities to heal those relationships before he dies.

W: Do you have a title?

M: Not yet.

W: Well, thank you again for joining us today on “*Reader’s Gallery*,” Mike.

M: You’re welcome.

Now you will have 3 minutes to answer questions no. 16 to 20. Write your answers on your answer sheet.

[Pause 3 minutes.]

For questions no. 21 to 27, you will listen to a discussion between a man and a woman about a subject which the woman has been reading about.

Before listening, you will have 30 seconds to read the instructions and questions no. 21 to 27. Please begin now. When you finish, look up from your desk.

[Pause 30 seconds.]

Now listen to the discussion. You may take notes in your test booklet as you listen.

(sound effect: flipping the pages)

W: Wow, you'd never believe how many people are *moving* these days!

M: What do you mean, Carol? Who's moving that we know?

W: I don't mean moving to new *apartments*. I mean *whole populations* moving because they *have no choice*, or very *little* choice.

M: Oh, I see. You're talking about *immigration*, aren't you?

W: Well, if foreigners come to our country and are allowed to stay *permanently*, that's *immigration*. But I'm actually just talking about *migration*—and *migrants* are people who move to a new place to live and work, whether or not they can stay there forever.

M: So if people come to our country for a few years to work, they're *migrants*?

W: That's right. I've been reading this article about migration, and believe it or not, there are over *thirty-five million* of those *migrant workers* around the world today.

M: *Thirty-five million!* Wow, that's a lot of people moving!

W: Yes, but those are only the migrants who go to *other* countries for *job* opportunities. The article also talked about *other* types of people migrations. For example, about *thirty* million people in the world today have been forced to move somewhere else *within* their *own* countries. The article called this "*internal displacement*."

M: Why did they have to move?

W: Sometimes there were wars, or their land was taken by the government. It says here that more than half of those thirty million people are in Africa, and about a quarter are in Asia.

M: Gosh, that's amazing. Imagine so many people having to move.

W: Then there's *another* category of people who are considered migrants. They're the ones who once made their living from the *land*—by growing crops or raising animals—but now the environment has been destroyed.

M: Do you mean that the soil has become ruined by poor farming techniques?

W: Yes, or damaged by chemicals. Also, remember that the rainfall patterns have changed, and many areas are becoming as dry as deserts.

M: So there are a lot of migrants who are forced to abandon their land because of environmental destruction.

W: Yeah, around sixty million.

M: So what do they do?

W: Well, some are able to find farm work on other people's land.

M: But I guess many of them try to find work in the cities.

W: Yeah, and they join the *fourth* wave of migration I was reading about—the migrants moving from rural to urban areas. That's been going on for years, even before good agricultural land started to disappear. Apparently there are about eighty million of these migrants right now.

M: Eighty million!

W: And every year *another* one and a half million are expected to leave the country for the city.
M: Gosh, who's going to be left to grow our food? But I see what you mean now, Carol—there sure are lots of people moving out there!

Now you will have 3 minutes to answer questions no. 21 to 27. Write your answers on your answer sheet.

[Pause 3 minutes.]

Part III

In this part of the test, you will hear two long talks. You will hear each of them *just one time*. You may take notes in your test booklet as you listen.

***Before* you listen to each talk, you will have 30 seconds to read the instructions and questions which are printed in your test booklet.**

***After* you hear each talk, you will have 3–4 minutes to answer the questions. *Please write your answers on your answer sheet.* Each answer will require just a word, phrase or short sentence. Please pay attention to grammar and spelling. Answers which cannot be understood will be considered incorrect.**

Please turn to the next page. [pause 4 seconds] Now we will begin Part III with questions no. 28 to 34.

For questions no. 28 to 34, listen to part of a lecture given at a conference.

Before listening, you will have 30 seconds to read the instructions and questions no. 28 to 34. Please begin now. When you finish, look up from your desk.

[Pause 30 seconds.]

Now listen to the lecture. You may take notes in your test booklet as you listen.

It *is* exciting to be a part of the medical field in this new century. There are so many innovations in hospitals today, innovations which *you'll* be able to encourage and direct. No longer do hospitals need to be the cold, impersonal institutions of the past. *Then* everything was kept *clean*, and efforts were made to make patients *physically* comfortable, but there was little attention to the *mind*, to the *spirit*. *Now*, of course, we're well aware of the effects of the mind and spirit on a person's physical health, and we know that a depressing hospital environment can actually *slow down* the healing process. So one of your concerns as administrators must be to create a hospital environment which "feeds" the patients' minds and spirits, so that they can get well sooner. In a little while, I'll be showing you some video footage of scenes at two hospitals where this principle is already being put into practice. For now, let me explain some of the innovations you'll be seeing.

One big change that is taking place in hospitals has to do with bringing patients in contact with nature. Studies have shown us that patients who can see trees and other greenery from their hospital windows actually recover faster than those who only see a brick wall or an air conditioner. There's something in human beings that makes us love to look at a tree. So as new hospitals are designed, an important consideration is whether patients' rooms have views of nature, and how much of the view can be seen while a patient is lying flat in bed. These changes are happening slowly, of course—I doubt that your hospital's board of directors would agree to tear down your old building and put up another one! But if you as administrators understand the principle, you will want to make what changes you can.

Research has shown that just a *taste* of nature can have significant healing effects. There are *so many* creative ways you'll be able to apply this principle. Even a *painting* of nature on a hospital wall, for example, can make a big difference to patients in intensive care units. One study in Sweden showed that patients who could see a nature painting had less anxiety and needed fewer strong pain

drugs than patients with no painting. At one of the hospitals you'll be seeing on the video in a minute, the windows don't have a good view, but the *curtains* are printed with a colorful nature scene. At my own hospital, we let patients listen to CDs with sounds of birds singing and rivers bubbling over rocks. As I say, use your own imaginations to apply this principle of bringing nature into the healing process.

Other innovations in the healing process at hospitals don't require new buildings—only new *attitudes*. As I said, in the past, our number one concern for hospital rooms was that they be *clean*, free of things that might carry disease. But this attitude has to change in order to welcome some *new partners* into the healing process—*animals*. Many hospitals now have their own dogs and cats—gentle ones, of course, well-trained, kept clean—and patients love them. And this is the point—patients *respond* to them. They stop worrying about their own medical problems, their anxiety decreases, their blood pressure drops. As administrators, we need to stop thinking of animals as *dirty*. They may leave some stray hair around, but the benefits of animals to the life of a hospital can be enormous.

Now, let's go ahead and take a look at the video.*(fading)*

Now you will have 4 minutes to answer questions no. 28 to 34. Write your answers on your answer sheet.

[Pause 4 minutes.]

For questions no. 35 to 40, you will listen to a news report about modern-day pirates. Before listening, you will have 30 seconds to read the instructions and questions no. 35 to 40. Please begin now. When you finish, look up from your desk.

[Pause 30 seconds.]

Now listen to the news report. You may take notes in your test booklet as you listen.

In today's special report, we'll be looking at the problem of modern-day pirates.

Piracy is defined as the theft of a ship, or the goods on board, known as the cargo. Every year hundreds of ships are attacked, members of the crew are threatened or killed, and the cargo, or even the ship is stolen. Exactly how big is this problem? Well, according to some figures, piracy accounts for losses amounting to \$1 billion a year. What's more, not only is this crime on the *increase*, but the pirates are becoming more and more *violent*. The topics we'll look at today are *why* we don't *hear* about piracy, and *what measures* are being taken to protect the ships and crew.

Pirate attacks usually occur at night, whether the ships are in port or at sea. In the majority of cases, pirates are only after the cash in the captain's safe, and the cargo they can carry away. However, there are a few who are more organized. They use high-speed boats to steal entire ships at sea and have sophisticated weapons, which they are not afraid to use.

A few years ago, six thieves, pretending to be port officials, boarded a ship in Hong Kong, drugged the captain, and made off with \$300,000 dollars worth of frozen food. The crew was lucky, as they survived the attack. Others have not been so lucky. *Twenty-three* crewmembers of a ship near the Philippines were killed when pirates attacked their ship.

Attacks occur worldwide, but there are a few areas where vessels are particularly at risk from pirates. Brazil, for example, is renowned for the high number of attacks on vessels in port. A reason for this could be the lack of security and police in Brazilian ports. For ships at sea, South East Asia is the place where crewmembers need to be the most alert. In this area, there are hundreds of little islands that pirates can hide on or escape to, which increases the likelihood of an attack on a ship.

If piracy is, in fact, an everyday occurrence, why don't we hear about it more on the news, or read about it in the newspapers? Well, the truth is that shipping companies hardly ever report attacks to the police after they happen. The companies are worried that if they report such incidences, the

cost of insurance will increase and crewmembers will demand higher wages. Let's also not forget that the chances of recovering the cargo or finding the stolen ships again are quite slim. Ships are repainted, given new names and false papers. The cargo is sold or transferred to another ship. As for the pirates, they hardly ever get caught.

So, what measures are being taken to combat this problem? Most importantly, the International Maritime Bureau set up the Piracy Center in 1992. It's based in the Malaysian capital of Kuala Lumpur and financed by shipping and insurance companies. Its main purposes are to help ships report both attacks and attempted attacks, and to offer information and advice to shipping companies. The Center compiles detailed information about areas to avoid and measures to take to protect ships and crews.

In brief, not only is piracy a serious crime that has caused huge losses for shipping and insurance companies, but it is also a violent crime that has killed hundreds of innocent people. We need more support and cooperation from governments and organizations to put an end to a crime that should have been stopped centuries ago.

Now you will have 4 minutes to answer questions no. 35 to 40. Write your answers on your answer sheet.

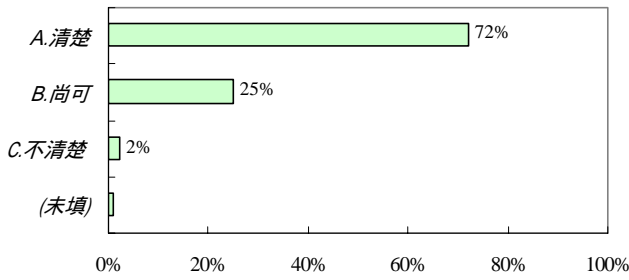
[Pause 4 minutes.]

This is the end of the Listening Comprehension Test.

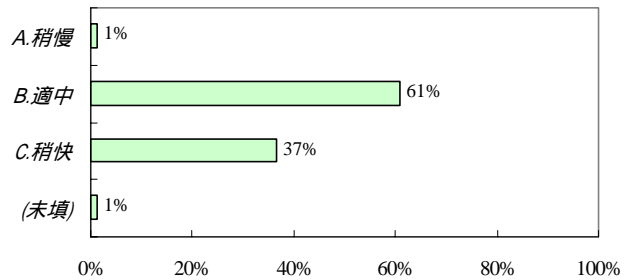
附錄三：考生問卷調查結果

1. 聽力測驗

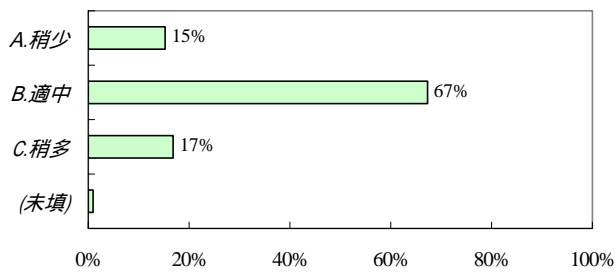
3. 本次聽力測驗各部份的試題說明



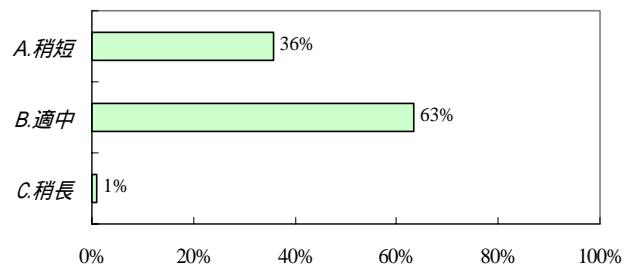
4. 本次聽力測驗的錄音速度



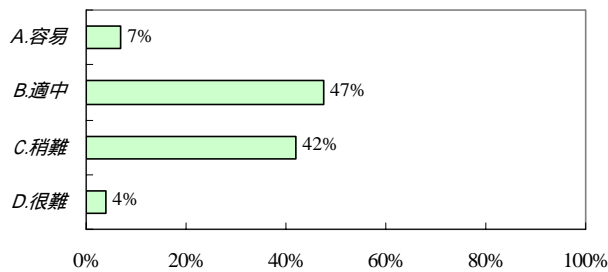
5. 本次聽力測驗的題數



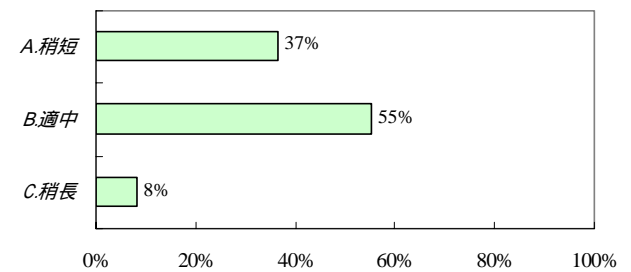
6. 我認為本次聽力測驗第一部份的作答時間



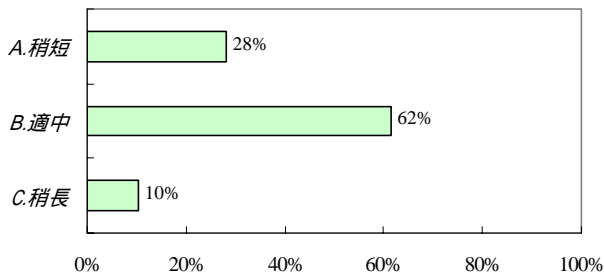
7. 本次聽力測驗第一部份的題目對我而言



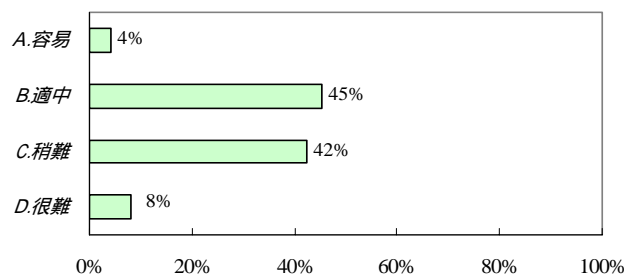
8. 我認為本次聽力測驗第二部份與第三部份的作答時間



9. 我認為本次聽力測驗第二部份與第三部份每段對話/談話播出之前讀題目的時間

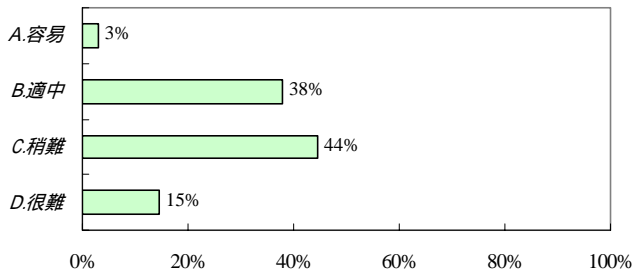


10. 本次聽力測驗第二部份的題目對我而言

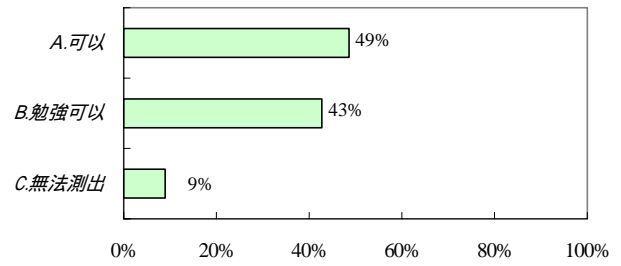


聽力測驗(續)

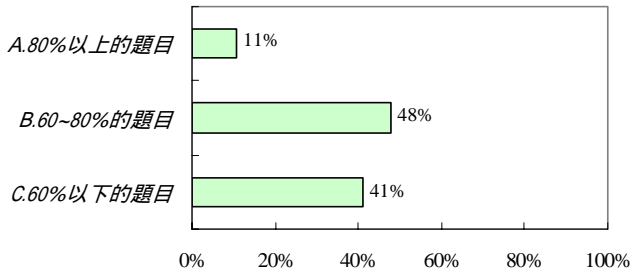
11. 本次聽力測驗第三部份的題目對我而言



12. 我認為本次聽力測驗是否可以考出我實際的聽力

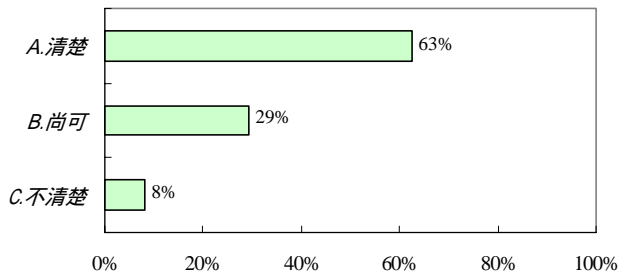


13. 本次聽力測驗我預估能答對

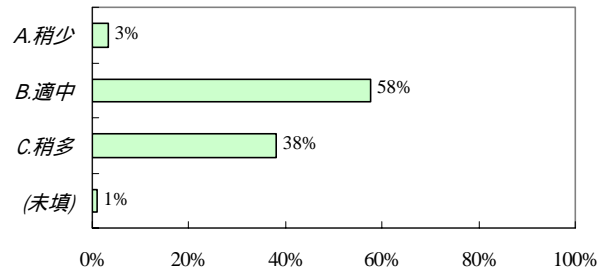


2. 閱讀能力測驗

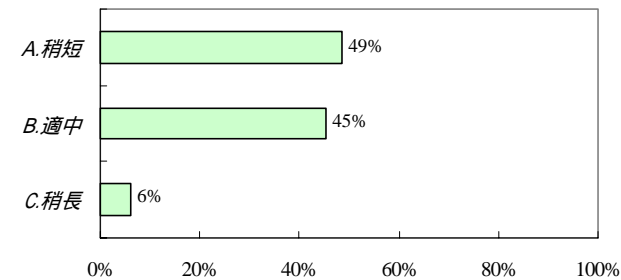
14. 整體而言，本次閱讀能力測驗各部份試題說明



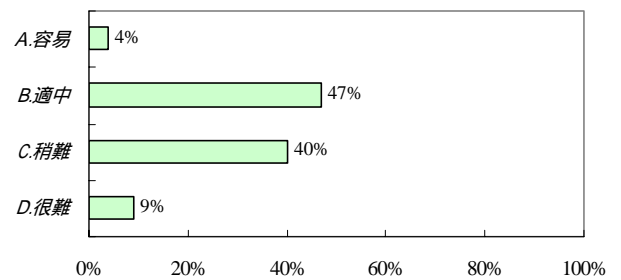
15. 本次閱讀能力測驗第一部份(Careful Reading)的題數



16. 本次閱讀能力測驗第一部份(Careful Reading)的作答時間

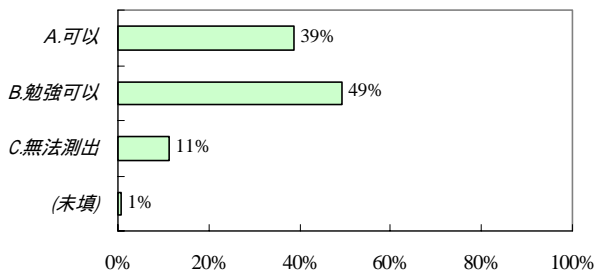


17. 本次閱讀能力測驗第一部份(Careful Reading)的題目對我而言

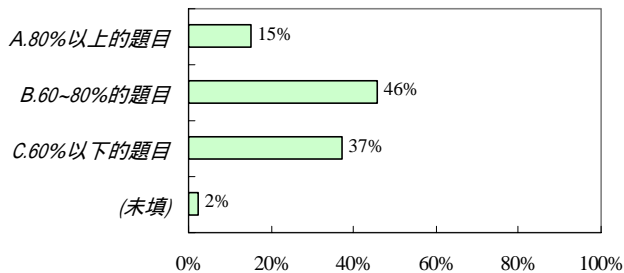


閱讀能力測驗(續)

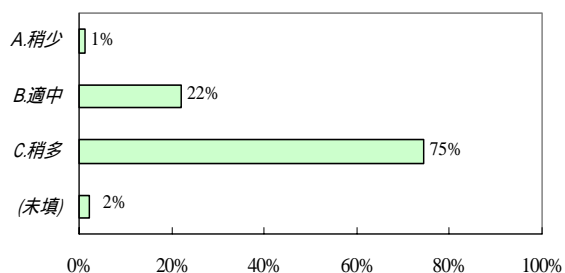
18. 我認為本次閱讀能力測驗第一部份(Careful Reading)的題目可否考出我實際的閱讀能力



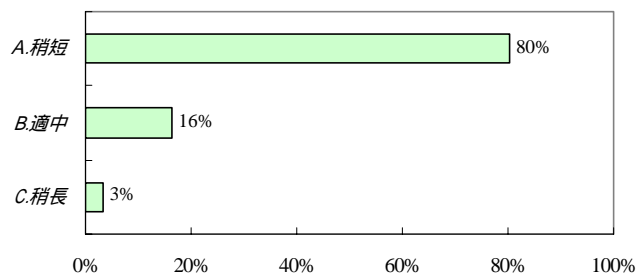
19. 本次閱讀能力測驗第一部份(Careful Reading)我預估能答對



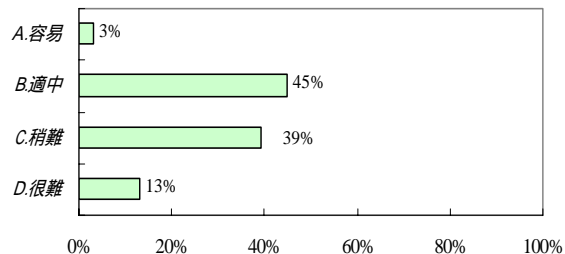
20. 本次閱讀能力測驗第二部份(Skimming & Scanning)的題數



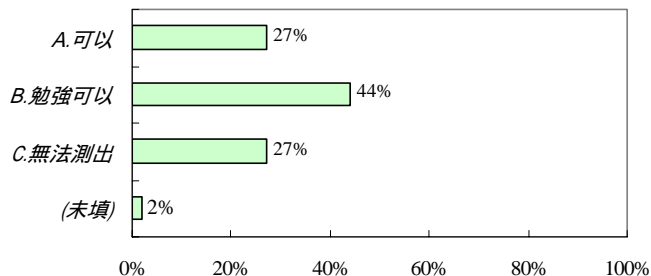
21. 本次閱讀能力測驗第二部份(Skimming & Scanning)的作答時間



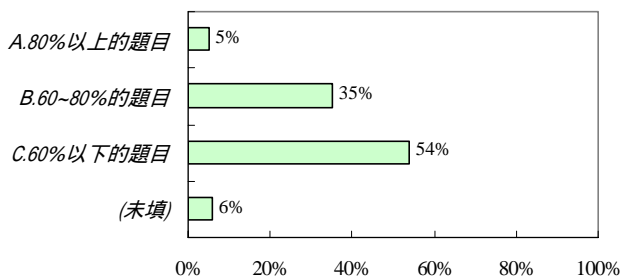
22. 本次閱讀能力測驗第二部份(Skimming & Scanning)的題目對我而言



23. 我認為本次閱讀能力測驗第二部份(Skimming & Scanning)的題目可否考出我實際的閱讀能力



24. 本次閱讀能力測驗第二部份(Skimming & Scanning)我預估能答對



附錄二：高級閱讀能力測驗預試試題



ADVANCED READING COMPREHENSION TEST

SECTION 1: CAREFUL READING

In this section, there are **20** questions altogether. You will have **50** minutes to complete this section. Please read the passages carefully to get the answers. Please write your answers on your answer sheet.

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Part I

Read the following three articles and write answers to questions 1-13. Each answer will require just a phrase or short sentence.

Questions 1-5

U.S. oral surgeon Dr. Mansoor Madani says he has developed an alternative to tonsillectomies that works just as well as the traditional surgery, but has none of the drawbacks. This procedure, known as tonsillar coblation, uses radiofrequency-generated heat to shrink tonsils. In the procedure, Madani inserts a heat-emitting probe about the size of a needle into three spots on each tonsil, and keeps it in each position for around 10-15 seconds. The probe – heated to between 120 and 150 degrees Celsius – slowly shrinks the tonsils like a water balloon being stuck with a pin.

"It's just like when you put certain foods in the microwave and they shrink. It's very similar to microwave energy, but the heat isn't nearly as high," said Madani, an associate professor of oral and maxillofacial surgery at Temple University, and director of The Center for Corrective Surgery Techniques in Bryn Mawr.

Radiofrequency-generated heat has been used in the field of medicine for more than a century. It is currently being used in cardiac surgery, neurosurgery, orthopedic surgery, and urology. Madani himself had been using the technology in parts of the nose and mouth for several years, to treat chronic nasal congestion and snoring, before trying it out on tonsils.

Tonsils are the two lumps of tissue in the back of the throat on either side of the tongue, each about the size and shape of a large olive. Their purpose is to "catch" infections in the first two to three years of childhood, sampling the environment in order to help the child develop immunities, or antibodies. Yet in some cases, the tonsils also catch incoming germs, and this causes them to become infected. A medical study has shown that children who suffer from frequent tonsil infections (more than two or three times each year) are generally healthier after their tonsils are removed. And children who must have their tonsils removed have been found to suffer no loss in their resistance to infections.

Patients undergoing traditional surgery to have their tonsils removed usually need more than a week to recover, including one night in the hospital, and the remaining time at home. In addition, they may expect intense pain and severe bleeding. Many report subsisting for days on just ice cream and jello, as their throats are too sore to eat anything else.

By contrast, the tonsillar coblation is performed right in the doctor's office, with just a local anaesthetic or mild sedation. It is so quick that some choose to have it done on their lunch hour from work. Patients are discharged with a prescription for antibiotics, a special mouthwash, and a rinse. They can resume their normal activity immediately after the procedure, and most report suffering only mild discomfort.

Yet some skeptics warn that as with any new technology, unforeseen problems could surface

R

farther down the road. "The procedure holds promise, but it is unclear whether the positive results will last," said Dr. Ralph Wetmore, chairman of the tonsils and adenoids subcommittee of the American Academy of Otolaryngology, and a professor at the University of Pennsylvania. "Certainly if you shrink the tonsil and it stays reduced, it would offer significantly less (of a chance of) morbidity than performing a tonsillectomy, but it's unknown what the long-term results are," Wetmore said.

Wetmore also pointed out that the tonsillar coblation may be difficult to perform on children because they would be awake. "Its benefits are probably better achieved in the adult population," he said.

1. What is the function of radiofrequency-generated heat in the procedure of tonsillar coblation?

1. _____.

2-3. What are the two drawbacks of traditional tonsillectomies that the tonsillar coblation does not have?

2. _____.

3. _____.

4-5. What are the two potential problems of the tonsillar coblation as reported in the article?

4. _____.

5. _____.

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Questions 6-9

Biotechnology is one of the big hopes among both politicians and stockholders. It is supposed to provide more jobs, promote more growth, assist the world's poor countries, create better harvests, and spare the Earth many pesticides in the bargain. But while genetic engineering produces new headlines almost daily, the raw material that this new science employs is slipping away. With mind-boggling speed, the plants and animals that genetic engineers depend upon are becoming extinct.

This disappearance affects all of us. It is true that no one knows exactly how many plants and animals there are on the planet. So far, 1.75 million species have been counted, and it is estimated there are far more. But before we can accurately say how many species exist, people are destroying them. As many as 130 species per day may be disappearing.

A commission of twelve professors assembled by the German government has sounded the alarm. The Scientific Council on the Global Environment has made a clear statement of its findings: The destruction of species due to human settlements and disturbance of landscapes and ecosystems has already reached such proportions that restoring a complex system of species might take millions of years if this "terrible trend" is not stopped within a few decades.

The commission points out that in its history to date, the Earth has seen five major extinctions. All of them were set off by natural catastrophes such as meteorite impacts or climate changes. The most recent of these waves of extinction occurred 65 million years ago. The present mass extinction, the sixth, is different, though, from all of its predecessors—not just in "the raging speed" at which it is proceeding but because, for the first time, it was unleashed by mankind. Homo sapiens is working toward a "total triumph" over millions of its fellow species, the 500-page document states. It may soon achieve "the most spectacular monument yet created by civilization"—an impoverished, monotonous world.

The detailed results are not yet available, but the consequences will be dramatic. In just a few more decades, the tropical rain forests could be completely destroyed through fire, logging, and man-made climate change. A similar fate may await the coral reefs, although here part of the blame will also be laid at the feet of amateur divers seeking pleasure underwater. And then there is the German tourist industry and its works in the Alps, with planned construction projects including 45 ski runs and the avalanche protective systems they will need, 22 reservoirs and hydroelectric projects, 49 highway projects, five power lines, and 18 resorts, according to the commission. Only when it has eaten up its natural capital, and the landscape can no longer pay dividends, will "the architects of the beautiful new Alpine world" realize what irreparable damage they have done there, the report says.

Just how thoroughly the 6 billion people on Earth have subjected it to their rule is obvious from a single statistic: Forty percent of all photosynthesis by green plants is already under human jurisdiction. The highest form of civilization apparently tolerates little competition for anything other than its own crops. This is not just arrogant, it is dangerous. Only a few plant species, at risk

from pests and climate changes, must provide food for more and more people. In the meantime, global feedback mechanisms, which are not yet understood, are being disturbed.

Although the economy is usually blamed when suspects are sought for this terrible situation, economic theory provides no justification for it. On the contrary, even ostensibly useless or undiscovered species have potential value. The loss of Earth's biological diversity cannot be quantified. When preservation interests come into competition with development, they almost always lose—even under an environmentally friendly regime. But now Chancellor Gerhard Schroder and his colleagues must at least allow their commission to be heard. Its conclusion is that something must be done if the earth's biological diversity is to be preserved.

6. What has the German government done that shows concern for the environment?

7. How is the sixth extinction unlike earlier ones?

8. What two physical features does the report predict may soon disappear from the landscape?

9. What is the tone of this article?
 - A. Complimentary
 - B. Indifferent
 - C. Critical
 - D. Encouraging

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Questions 10-13

The great Nigerian novelist Chinua Achebe, one of the founders of African literature, celebrates his 70th birthday this month. Out of his multifaceted work, the novels of his African Trilogy, written between 1958 and 1966, especially stand out. The first, *Things Fall Apart*, has sold almost 10 million copies worldwide and has become Africa's best-known novel.

A decisive motivation for Achebe's writing was his dissatisfaction with the colonial image of Africa presented by Europeans in such influential books as Joseph Conrad's *Heart of Darkness*. Edgar Wallace's "Sanders" books depicted this view of Africa with especially dismal directness. They were "books in which blacks stank, danced, screamed, lied, and begged," as one reviewer has summarized them.

Achebe rejected the racist arrogance of such depictions, as well as their tendency to make Africans vehicles for psychological, moral, or political lessons. What was missing was any genuine interest in Africans, their art, religion, or history, or an ear open to hearing their own stories.

In order to present the real Africa, Achebe needed only to recall his own childhood. His father worked for the Christian Missionary Society. In the eastern Nigerian village where the writer was born in 1930, other members of his family continued to worship Chukwu, the god of creation, and Ani, the Earth goddess. The young Achebe moved within both worlds.

Things Fall Apart, the first volume of the African Trilogy, set in the 1890s, tells about the village of Umuofia and one of its most powerful men, Okonkwo. He is the son of a weakling who was never able to attain the honorary titles of a real man. While the son does become wealthy through hard work, he is plagued by fears of failure, which express themselves through stuttering and violent outbursts. When the British colonizers and missionaries arrive in Umuofia and attempt to impose the Christian religion and a new social order, Okonkwo reacts violently and strikes one of the court officials dead during a meeting of clan members. To avoid his punishment, Okonkwo hangs himself, a violation of the clan's traditions. The old order is shattered. It cannot withstand the challenge of the new, but like the protagonist, it also fails because of its inner weaknesses.

In 1960, Achebe published *No Longer at Ease*, with Okonkwo's grandson Obi as the main character. With the financial support of his village, Obi had gone to study in England, and upon his return to Nigeria had managed to get a minor bureaucratic job. His clan members expected favors and reimbursement of his stipend so that other young men from the village could go to school.

But Obi went off instead to Lagos and fell into the corruption of urban life. He embezzled and then, like his grandfather, was punished by the white justice. So this wanderer between two worlds became a victim of the tribalism and corruption that continues to be responsible for many of Africa's failings.

The third novel of the trilogy, perhaps the most beautiful and best written, appeared in 1964. *Arrow of God* takes place in the 1920s, and Ezeulu, a priest of the Ibo religion, is the central character. Once again, the conflict is between Ibos and the English, tradition and modernity. The British colonial officials impose a policy to turn over local government to responsible local people.

R

They choose Ezeulu because of his good reputation. However, he refuses the honor and is imprisoned.

As a result, he cannot preside over the festival of the new moon. This means that the yam harvest is not allowed to begin, and the villagers begin to starve. Some turn to the new Christian church for a faith which will allow them to eat the yams.

In this book, Achebe shows how the opposing parties in Umuaro and the hierarchical British authorities are concerned about the same values of rank and respect. Achebe presents each voice so authentically that the reader is able to understand that knowledge and authority are not "naturally" to be found on one side or another. Achebe has restored to Africans their voices. In the trilogy and his later works, he writes in an English that is permeated with the structures and rhythms of the Ibo language, thus linking his new stories to traditional myths, fables, and proverbs.

In Achebe, we hear the most powerful yet elegant voice of the second half of the 20th century in Africa, a tireless teacher and moralist and, above all, a powerful storyteller.

10. What specifically prompted Achebe to begin writing novels?

11. In *Things Fall Apart*, what do the main character and the traditional order have in common?

12. How does Achebe present Europeans in his novels?

- A. As superior to blacks in most ways
- B. As inferior to blacks in most ways
- C. As gentle but ambitious
- D. As benevolent but interfering

13. In the novels discussed in this article, what is distinctive about Achebe's writing style?

R

Part II

Read the following passage and fill in the blanks in the following summary paragraph. Write your answers for questions 14-20 on your answer sheet. Each answer will require just a word or phrase.

Questions 14-20

The Perfume Hunters

Sniffing out new smells for use in cosmetics and household products involves blood, sweat and plenty of insect repellent.

Tired, scratched and soaked in sweat, the hunters begin to think of turning back. Time is running out. Dusk is falling and they still haven't caught sight of their quarry. Suddenly they stop. One of the men lifts his head and sniffs. He knows they are close. He scans the undergrowth in the deepening gloom—and suddenly he spots what they have been looking for. There, hidden beneath some leaves at nose height is a tiny spike of flowers, the whole bunch no bigger than a thumbnail. Within minutes, the hunters have set their trap. All they have to do now is wait.

The hard work was worth it. The next morning, there in the trap is a rare catch—a new sort of smell. For the men in the Madagascan forest are perfume hunters. And instead of rifles, they are armed with nothing more sinister than a few glass jars, a couple of pumps and some tubing which they will use to capture new and exciting fragrances to make our lives smell sweeter.

Ever since the *unguentari* plied their trade in ancient Rome, perfumers have had to keep abreast of changing fashions. These days they have several thousand ingredients to choose from when creating new scents, but there is always a demand for new combinations. The bigger the "palette" of smells, the better the perfumer's chance of creating something new and fashionable. Even with everyday products such as shampoo and soap, consumers are becoming increasingly fussy. Cheap, synthetic smells are out. Fresh, natural smells are in. And many of today's fragrances have to survive tougher treatment than ever before, resisting the destructive power of bleach or a high temperature wash cycle.

Chemists can now create new smells from synthetic molecules, but nature has been in the business far longer. Plants produce countless fragrant chemicals. Many are intended to attract pollinators. Others are produced for quite different purposes. The fragrant resins that ooze from wounds in a tree, for example, defend it against infection.

The island of Madagascar is an evolutionary hot spot; 85% of its plants are unique, making it an ideal source for novel fragrances. So last October an expedition, including Robin Clery, a chemist, and Claude Dir, a perfume company director, explored two contrasting landscapes in northern Madagascar. Their first stop was a remnant of rainforest in the national park of Montaigne d'Ambre. The second was the tiny uninhabited island of Nosy Hara off the northwest coast.

With some simple technology, borrowed from the pollution monitoring industry, and a fair amount of ingenuity, the perfume hunters bagged 20 promising new aromas in the Madagascan rainforest. Each day the team set out from their "hotel"—a wooden hut lit by kerosene lamps, and trailed up and down paths and animal tracks, exploring the thick vegetation up to 10 meters on either side of the trail. Some smells came from obvious places, often big showy flowers within easy reach. Others were harder to pin down. "Often it was the very small flowers that were much more interesting," says Clery.

In fact, some of the most promising fragrances were given off by resins that oozed from the

R

bark of trees. Resins are the source of many traditional perfumes such as frankincense and myrrh. The most exciting resin that the team found came from a *Calophyllum* tree, a relative of the Asian beauty leaf, which produces a strongly scented medicinal oil. The sap smelt rich and aromatic, but it also smelt of something the fragrance industry has had to learn to live without—*castoretum*, a substance extracted from the musk glands of beavers and once a key ingredient in many perfumes. "We don't use animal products any longer," says Dir, "so to find a tree with an animal smell is extremely precious."

After the luxuriance of the rainforest, the little-known island of Nosy Hara was a stark, dry place—geologically and biologically very different from the mainland. "Apart from two beaches, the rest of the island is impenetrable, except by hacking through the bush," says Clery. One of the biggest prizes here was a sweet-smelling sap weeping from the gnarled branches of some ancient shrubby trees in the parched interior. So far no one has been able to identify the plant.

The group also set out from the island to capture the smell of coral reefs. Odors that conjure up sunkissed seas are highly sought after by the perfume industry. "From the ocean, the only thing we have is seaweed, and that has a dark and heavy aroma. We hope to find something unique among the corals," says Dir.

The challenge for the hunters was to extract a smell from water rather than air. This was an opportunity to try Clery's new "aquaspace" apparatus—a set of filters that work underwater. On Nosy Hara, jars were fixed over knobs of coral about 2 meters down and water pumped out over the absorbent filters. So what does coral smell like? "It's a bit like lobster and crab," says Clery.

The team's task now is to recreate the best of their captured smells. First they must identify the molecules that make up each fragrance. Some ingredients may be quite common chemicals. But some may be completely novel, or they may be too complex or expensive to make in the lab. The challenge then is to conjure up the fragrances with more readily available materials. "We can avoid the need to import plants from the rainforest by creating the smell with a different set of chemicals from those in the original material," says Clery. "If we get it right, you can sniff the sample and it will transport you straight back to the moment you smelt it in the rainforest."

Summary

The perfume trade has a long history, dating back to (14)_____. Today, perfumers can choose from a wider range of chemicals, and many of these are synthetic. However, fresh, natural fragrances are more (15)_____ and perfumers continue to hunt for new smells from nature. Plants are a major source of perfumes, producing smells for many reasons, such as to encourage useful insects and to prevent (16)_____. Last October, perfume hunters traveled to Madagascar, a promising site for new smells because of the (17)_____ of its trees and flowers. In a rainforest, the group collected an extremely valuable smell which resembled a chemical called *castoretum*. This new smell was considered very useful because today perfumers have stopped employing (18)_____. At a small island, the fragrances of (19)_____ were collected by the same team using equipment that works underwater. On returning to the laboratory, the group will attempt to reproduce the new smells using chemicals that are (20)_____.

-The End-

 **GEPT**® 全民英語能力分級檢定測驗
GENERAL ENGLISH PROFICIENCY TEST

ADVANCED READING COMPREHENSION TEST

SECTION 2: SKIMMING & SCANNING

In this section, there are **20** questions altogether. You will have **20** minutes to complete this section. Please read the passages **quickly** and **selectively** to get the answers. Please write your answers on your answer sheet.

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Part I

In this part, there are 3 passages with a total of 6 multiple-choice questions. For each passage, please first read the question(s) and then read the passage quickly and selectively to find the answer(s). Please write your answers on your answer sheet.

Question 21

First read the following question.

21. What is the main purpose of this passage?
- A. To announce a forthcoming activity
 - B. To demonstrate computer software
 - C. To explain an office regulation
 - D. To introduce new technology

Now skim the following text to find the answer to the above question.

Even with computerized information storage systems, modern offices continue to generate a lot of used paper. In Japan, for example, paper accounts for around 40 percent of office waste. Until now the most that environmentally-conscious companies have been able to do about the one-way paper flow is to ask their staff to write fewer memos and to use both sides of each sheet of paper before consigning it to the recycling bin. It has not been possible for office workers to reuse the paper itself because most inks contain a dye known as carbon black, which is very difficult to remove, or "decolor," from paper.

Recently, though, Toshiba has developed a new kind of ink, one which does not contain carbon black but does contain a decoloring agent mixed with the dye. When subjected to temperatures above 356 degrees Fahrenheit, the chemical bonding of the ingredients in the ink breaks down, and the decoloring agent erases the ink from the page. By using the new ink, offices could easily do their own paper recycling.

Question 22

First read the following question.

22. According to the following passage, what experience have the winners of the 15th Future Magazine Innovation Awards had in common?
- A. They have suffered unexpected setbacks.
 - B. They have saved the lives of a lot of people.
 - C. They have been the leaders of university research teams.
 - D. They have achieved breakthroughs in surprising circumstances.

Now skim the following passage to find the answer to the above question.

The 15th Future Magazine Innovation Awards

Even the most brilliant scientists tend to be caught off guard when inspiration strikes. The nine winners of our 15th Future Magazine Innovation Awards all report that the best ideas come to mind when—and where—you'd least expect them. One of our winners thought up a concept that may revolutionize telecommunications as he was retrieving his car from a university parking lot. Another hatched a plan to save millions of people from being blown up by land mines as he and a colleague ate lunch at an outdoor restaurant. Still another was rendered speechless when a way to make plastic from corn came to him out of the blue as he walked from his desk to his lab bench.

As we hurtle headfirst into the new millennium, it can't hurt to remember that the world can change because one human mind suddenly and unexpectedly cast up a gem of an idea. One person's imagining benefits us all.

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Questions 23-24

First read the following questions.

23. What is the main subject of this passage?
- A. The style of a renowned glass artist
 - B. The revival of glass architecture
 - C. The uses of glass in theater design
 - D. The glass buildings constructed in the 1950s
24. What is the purpose of the *third* paragraph?
- A. To explain the reasons for a phenomenon
 - B. To compare two different viewpoints
 - C. To point out some potential problems
 - D. To describe a production process

Now skim the following passage to find the answers to the above questions.

In the 1920s, the renowned Swiss architect Le Corbusier observed that the history of architecture is the history of the window. In the new generation of glass buildings now appearing in cities around the globe, "the window has broken out of the frame," says architect James Polshek, lead designer of the Rose Center for Earth and Space at the American Museum of Natural History in Manhattan.

From Berlin to Tokyo, New York to London, a rash of striking new structures is giving glass construction new life. Not since the early 1950s, when sleek, green-tinted glass buildings like New York City's Lever House rose amid the stone canyons of countless major cities, has glass elicited so much attention. There are so many glass buildings currently on the drawing boards or under construction, in fact, that it is hard to keep track of them all. From the 357-foot-long barrel-vaulted, transparent roof of New York-based architect Rafael Vinoly's Kimmel Center for the Performing Arts in Philadelphia to the soaring glass dome of London architect Norman Foster's restoration of the historic German Reichstag, glass is assuming innovative, dramatic and surprising forms.

This new trend is due primarily to the development of new construction methods and glass production techniques. Ingenious systems now allow expanses of glass to be suspended in front of a series of nearly invisible metal trusses and braces. In addition, advancements in glass production since the 1973 energy crisis have resulted in revolutionary changes in its performance. Glass is now being manufactured with special coatings that adjust the thermal intake for all four directions of the compass and even allow for the increased intensity of the sun at certain latitudes. The new glass is not only spectacular to look at and through, it is also safer, stronger and more energy efficient.

Questions 25-26**First read the following questions.**

25. Who is most probably the writer of the passage?
- A. The spokesperson for a human rights organization
 - B. A former employee of the Prison Bureau
 - C. The chief of the Prison Bureau
 - D. A prisoner in an overcrowded prison
26. The passage mentions a recent change in funding for prisons. What is the writer's attitude toward this change?
- A. It seems promising.
 - B. It will cause more problems.
 - C. It is a disappointing decision.
 - D. It will have both positive and negative effects.

Now skim the following passage to find the answers to the above questions.**OPINION****Locking up criminals is an easy option**

For the past five and a half years, I have been calling for increased investment in better treatment of and conditions for prisoners, aimed at protecting the public by preventing reoffending, and so I am delighted that the government is planning to give additional money to the Prison Bureau. The dirty and overcrowded state of our prisons, and the current rate of reoffending, are both by-products of the lack of consistent and well-planned investment, not just in prisons but in society as a whole, improvements to both of which now appear possible.

I took over at a time when the morale in the Prison Bureau was at rock bottom. Reports attacking the Bureau over two escapes by prisoners had been followed by the resignation of the former chief. The prison population was rising rapidly, by more than 30 percent, while, at the same time, a 13.5 percent reduction was being imposed on its budget.

The politicians' cry that "prison works," echoed by some members of the public, encouraged this increase in the prison population. This is a cry that is true to the extent that people in prison cannot commit crimes outside. But it ignores the fact that all except a very few of those in prison are going to come out. These people will be more likely to reoffend if nothing is done, in prison, to tackle their offending behavior. Therefore, I sincerely expect that, with the new government funding, more resources can be allocated to the provision of full, purposeful and active days for all types of prisoners, designed to challenge offending behavior and enable them to live useful and law-abiding lives on release.

R

Part II

In the following article, each paragraph has a heading which expresses the main idea of that paragraph. Six of the headings have not been filled in. For questions 27-32, choose one of the headings from the list (A-K) for each paragraph that lacks a heading. Note that you will not use all the headings in the list. One of the missing headings has been filled in for you as an example (E for paragraph 1). Mark the appropriate letters for questions 27-32 on your answer sheet.

Questions 27-32

Headings for "The First Greenlanders"

A. A New Culture	G. Invaders from the West
B. Communities Are Established	H. Life on the Land
C. Crops Flourish	I. Difficult Times
D. Natives Resist Icelanders	J. A Pioneer Attracts Followers
<input checked="" type="radio"/> E. Early Stories May Be True	K. Ties with North America Strengthen
F. Greater Dependence on the Sea	

The First Greenlanders

E

About a millennium ago, legends tell us, a Viking named Leif Eriksson sailed to the shores of North America, arriving hundreds of years ahead of Christopher Columbus. Even though archaeologists have yet to uncover any physical evidence of Eriksson's visit, the presumption that a Viking band traveled that far has gained credibility in recent years. Excavations in Greenland indicate that Vikings flourished there for hundreds of years, trading with the European continent and probably Native American tribes, before disappearing.

27. _____

A central figure in this story was Eriksson's father, Erik the Red, who grew up in Iceland. In 980 A.D., Erik the Red headed farther west when he was banished from Iceland--for murder. He set sail for land that was visible west of Iceland. Three years later, he returned to Iceland and convinced hundreds of others to join him in settling this new country. Some 25 boats set out for what Erik the Red had dubbed Greenland. Only 14 ships survived the seas, but about 450 new colonists set foot ashore.

28. _____

The land they saw before them was bare, uninhabited, and inhospitable, but Erik the Red's advertisements were not entirely false. A thin green carpet of arctic heath promised support for grazing farm animals. Farms sprang up quickly and, later, churches. One colony, simply called the Eastern Settlement, sat in the toe of Greenland; the Western Settlement lay close to what is now Nuuk, Greenland's capital.

Settlement a Challenge

Settling Greenland posed a formidable challenge. There were no trees large enough to produce timber for shelter or fuel. The only wood was small brush and driftwood. The Vikings settled inland,

on fjords resembling those of their homeland. There they built homes of driftwood, stone, and sod. For adequate insulation, the walls of some buildings were made six to 10 feet thick.

29. _____

Shelter, food, and clothing were, of course, essential to survival. The summer was too short to farm grain crops, so settlers probably went without beer or bread. Although they farmed domesticated animals imported from Europe--goats, sheep, cattle--the settlers ate them sparingly, relying instead on secondary products, such as milk and cheese. In the early days, the Greenlanders' lives differed little from those of their compatriots in Scandinavia. They netted fish and hunted seal and caribou. They wove clothing from wool and linen, sometimes adding the fur of the arctic hare.

Trade with Scandinavia

For about two centuries, Greenland's Vikings had the country to themselves. Yet life was by no means easy, and they relied on a fragile trade with Scandinavia to survive. In exchange for iron, timber, and grain from Europe, they traded pelts of bear and arctic fox as well as narwhale tusks and rope made of walrus hide. Whalebone, too, was traded to Europeans for use in stiffening clothes. According to one account, the Greenlanders even traded live polar bears.

30. _____

At some point during the fourteenth century, Greenland's climate grew colder. With the climate change, glaciers began creeping over the land, bringing with them a runoff of sand, silt, and gravel. That runoff slowly robbed the settlers of valuable pastureland. To make matters worse, the Black Death hit Iceland, killing some 30 percent. Although there is still no evidence the sickness reached Greenland, archaeologists believe it left its mark by curtailing the flourishing trade.

31. _____

The Greenlanders adapted. Recent evidence shows that their diet shifted from land-based foods to marine products. Like their kin in Norway, the Vikings in Greenland had always exploited marine life but, by the close of the fourteenth century, the proportion of their food taken from the sea had risen to 80 percent.

32. _____

Between 1100 and 1200 A.D., as the colder weather arrived, so did the Thules. These Native Americans, migrants from the area surrounding the Bering Strait began trickling eastward from Ellesmere Island, just northwest of Greenland. It's likely that an uneasy trade between the Vikings and Thules sprang up and that, as living conditions grew harsher for the Vikings, the better-adapted Thules thrived.

Greenland Settlements Abandoned

The Western Settlement was abandoned by 1350 A.D. and the Eastern Settlement by 1500 A.D. When asked what became of the Vikings, Danish archaeologist Jette Arneborg says she thinks they struggled mightily to adapt to the increasingly difficult conditions. But as the weather worsened and life became even harsher, some may have returned to Iceland. And it's easy to imagine that, as trade dwindled, the settlements may have become so depopulated the colonists simply were unable to replace themselves.

R

Part III

In this part, there are 3 passages with 12 questions. Please first read the questions and then read the passages **quickly** and **selectively** to find the answers. For each question, mark A, B, or C on your answer sheet.

Questions 33-40

First read the following questions.

(A=Middlebury; B=Bowdoin; C=Colgate)

- _____ 33. Which school is located close to a large city?
- _____ 34. Which school has the largest percentage of minority students?
- _____ 35. Which school has announced plans to hire more teachers?
- _____ 36. Which school recently built a new cultural center?
- _____ 37. Which school did writer Hawthorne graduate from?
- _____ 38. Which school offers students summer research opportunities?
- _____ 39. Which school requires students to take a writing course?
- _____ 40. Which school claims that its strongest programs are in the sciences?

Now scan the following passages to find the answers to the above questions.

Middlebury College

Middlebury College, located in Middlebury, Vermont, is one of New England's leading small, residential liberal arts colleges. It offers students a broad curriculum embracing the arts, humanities, literature, foreign languages, social sciences, and natural sciences. In addition, the College's 350-acre campus has been said to be "among the prettiest in the world."

Middlebury believes that the purpose of the liberal arts curriculum is to give every student a detailed knowledge of at least one subject, and to correlate this with a broad understanding of the liberal arts. To achieve this objective, students are required to work intensively in one or more departments, while also completing electives in fields outside of their specialization. All students must complete a major, a first-year seminar, a college writing course, and two units of physical education.

Middlebury's undergraduate program is greatly enriched by its other programs. Every summer, the main campus is devoted completely to the study of eight foreign languages and cultures. At the same time, at the nearby Bread Loaf campus, the Bread Loaf School of English is in session.

Currently, there are 2,265 students enrolled at Middlebury, of whom 12% are members of minority groups, and 95% are from out of state. By the year 2005, the College plans to increase the size of its student body to around 2,350. Middlebury's full-time faculty of 218 is also expected to increase to nearly 250 by that time, enabling the College to further deepen and strengthen its academic programs.

And to better serve this enlarged community, Middlebury is in the process of constructing major new facilities. In addition to a new hockey rink and a new science center, planned capital projects include an expansion and renovation of Starr Library, new dining facilities, expanded student activities space, new student residence halls, and a new humanities center.

Bowdoin College

Bowdoin College's beautiful 110-acre campus is located in Brunswick, Maine. Brunswick, one of New England's most attractive college towns, is just 42 kilometers from Maine's largest city of Portland, and a two-hour drive from Boston.

The alma mater of literary giants Nathaniel Hawthorne and Henry Wadsworth Longfellow, Bowdoin has undergone significant changes in recent years. The College now boasts two new, state-of-the-art science facilities and new residential halls. It has gradually phased out its fraternities and sororities, and instituted a new College House system designed to promote interaction among diverse groups of students.

Bowdoin currently enrolls 1,608 students, of whom 13% are members of minority groups, and 82% come from out of state. The school has a full-time faculty of 113, for a student/faculty ratio of 10:1.

Bowdoin's general distribution requirements ensure that all graduates gain a strong foundation in humanities and the arts, natural sciences and math, social sciences, and non-Eurocentric studies. At the same time, Bowdoin is unusual among liberal arts colleges because its strongest programs are in the sciences. Self-designed and double majors have become increasingly popular among Bowdoin undergraduates, and about 80 percent of juniors and seniors conduct independent study programs with faculty members. Students can also elect unusual research opportunities, such as participation in Arctic archaeological research in Labrador or ecological research in the Bay of Fundy, Canada.

During the nonacademic portion of the year, Bowdoin opens its doors to people from all walks of life. Bowdoin College Summer Programs consist of educational seminars, professional conferences, sports clinics, specialized workshops, and occasional social events, and they attract several thousand people to the College each summer.

Colgate University

Colgate University is located in the village of Hamilton, at the northern end of the Chenango Valley, in upstate New York. Its 515 acres of campus begin at the village edge on the valley floor and rise to a forested hill.

Colgate currently enrolls 2,866 students, of whom 68% come from outside of New York State, and 14% are members of minority groups. Its full-time faculty of 230 gives Colgate a student/faculty ratio of 11:1.

Colgate is currently in the process of expanding and renovating its campus. Case Library was recently renovated, new housing has been built, and a social sciences academic building, cultural center, and fitness center have been added. Residence hall renovation continues, and a new academic facility for the arts is under construction.

Colgate offers 50 undergraduate concentrations (majors), in four academic divisions: Humanities, Natural Sciences and Mathematics, Social Sciences, and University Studies. Competency must be demonstrated in a foreign or classical language, and in English composition. First-year students enroll in a first-year seminar during the fall term.

In addition, Colgate offers a small graduate program leading to the Master of Arts (M.A.) in several academic fields, and the Master of Arts in Teaching (M.A.T.) degree.

During the summer, Colgate encourages its students to take part in one of the many research projects being carried out on campus. Each year, more than 100 Colgate undergraduates receive summer research assistantships, enabling them to work full-time on research or scholarly projects in close collaboration with faculty members. Typical research appointments are for eight- to ten-week periods. During this time, partially subsidized on-campus housing is available, and special academic and recreational events enhance this scholarly community at Colgate.

-The End-

附錄三：高級聽力與閱讀能力測驗參考答案

一、聽力測驗

第一部份：短篇對話與談話

1.	B	6.	A	11.	D
2.	C	7.	C	12.	C
3.	B	8.	B	13.	A
4.	D	9.	A	14.	B
5.	D	10.	C	15.	D

第二部份：長篇對話 (斜體字部份為關鍵詞)

Questions 16-20	
16.	(at) <i>university</i>
17.	<i>after</i>
18.	<i>psychological thriller(s)</i>
19.	(a mixture of) <i>fear and curiosity</i> (about ourselves)
20.	<i>C</i>
Questions 21-27	
21.	<i>migration</i> 或 <i>migrants</i>
22.	<i>migrant workers</i>
23.	<i>internal displacement</i> 或 people forced to <i>move</i> to somewhere else <i>within their own countries</i>
24.	(are forced to) <i>abandon</i> their <i>land</i>
25.	the <i>environment</i> has been <i>destroyed</i>
26.	<i>rural areas</i>
27.	<i>urban areas</i>

第三部份：長篇談話 (斜體字部份為關鍵詞)

Questions 28-34	
28.	<i>mind</i> 或 <i>spirit</i>
29.	(bringing patients in) <i>contact with nature</i>
30.	(arranging patient) <i>rooms with views of nature</i>
31.	(hanging) <i>paintings of nature</i> (on hospital walls)
32.	(choosing/designing) <i>curtains with</i> (colorful) <i>nature scenes</i>
33.	(letting patients listen to CDs with) <i>sounds of nature</i> /birds and rivers
34.	(bringing) <i>animals</i> (into the healing process)或 <i>new attitudes</i>
Questions 37-45	
35.	<i>increasing</i>
36.	(more and more) <i>violent</i>
37.	<i>security is poor</i> 或 <i>lack of police</i>
38.	(there are) <i>many islands</i> where <i>pirates</i> can <i>hide</i>
39.	<i>insurance cost and wages</i>
40.	to <i>offer information and advice</i> (to shipping companies)

二、閱讀能力測驗

第一部份：精讀(斜體字部份為關鍵詞)

Questions 1-5	
1.	to <i>shrink tonsils</i>
2.	They usually need <i>more than a week to recover.</i>
3.	They may expect/experience <i>intense pain</i> (in the throat) and <i>severe bleeding.</i>
4.	<i>Positive results may not last.</i> 或 It's <i>unknown what the long-term results are.</i>
5.	It may be <i>difficult to perform on children.</i>
Questions 6-9	
6.	It has <i>assembled a commission</i> (of twelve professors) to study human effects on the environment.
7.	It is of <i>human origin.</i> 或 It is <i>proceeding at a raging speed.</i>
8.	<i>tropical rainforest</i> and <i>coral reefs</i>
9.	<i>C</i>
Questions 10-13	
10.	his <i>dissatisfaction</i> with the <i>colonial image of Africa</i> in <i>earlier novels</i> about Africa
11.	They both <i>fail</i> because of <i>inner weakness.</i>
12.	<i>D</i>
13.	He writes in an English that is permeated with the <i>structures and rhythms of the Ibo language.</i>
Questions 14-20	
14.	<i>ancient Rome</i>
15.	<i>popular</i>
16.	<i>infection</i>
17.	<i>unique</i> nature
18.	<i>animal products</i> 或 <i>animals</i> 或 <i>beavers</i>
19.	<i>coral(s)</i> 或 <i>coral reef(s)</i>
20.	<i>readily available</i> 或 <i>produced in a lab</i>

第二部份：略讀

Questions 21-26		Questions 27-32		Questions 33-40			
21.	D	27.	J	33.	B	37.	B
22.	D	28.	B	34.	C	38.	C
23.	B	29.	H	35.	A	39.	A
24.	A	30.	I	36.	C	40.	B
25.	C	31.	F				
26.	A	32.	G				

全民英語能力分級檢定測驗

高級寫作測驗

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一、預試試題研發過程

依據全民英檢委員會之規劃（英語能力分級檢定測驗研究第一、二階段研究報告, 1997）高級寫作測驗主要是為評量「國內大學英語主修系所畢業生」或「曾赴英語系國家大學或研究所進修並取得學位者」所設計的一般英語能力寫作測驗。通過此測驗者，應具有撰寫英文摘要、報告、論文及報導等的能力；對於廣泛、不涉及特殊專業知識的主題，能以英語文清楚表達及深入探討。

1. 小規模預試

依此藍圖，全民英檢小組於八十九年底提出高級寫作測驗的原型（prototype）建議。歷經數次會議討論後，英檢委員於次年四月決議就摘要、論文、書信及報告寫作四項題型進行測試。同年五月，研發小組完成四項題型及量表設計，並於六月委員通過試卷、量表審核後，開始兩階段的小規模預試（trial test），以檢視

- 四項題型命題要點（specifications）是否恰當？
- 是否能有效引出(elicit) 對象考生的寫作能力？
- 測驗時間是否充足？
- 評分量表是否可行？
- 測驗行政上有無困難？

預試後，研發小組依據所取得的考生作文、訪談結果及施測人員的觀察紀錄，對高級寫作題型、規格、難度、量表及施測方式做必要之調整。修正後之高級寫作題型、量表於九十年九月之研究委員會確認。

核定後的高級寫作測驗共有兩題(tasks)，測驗時間為 105 分鐘。第一部份(Task 1)，考生須閱讀兩篇相關主題的英文文章（verbal input），然後依據題目指示寫一篇 250 字的文章。文章內容須包括兩篇文章重點摘要及個人看法。每篇英文文章長度約在 400 字左右，難度設在 GEPT 英檢中高級，作答時間為 60 分鐘。第二部(Task 2)，考生須解讀(interpret)兩個相關主題的圖表（non-verbal input），然後依據題目指示寫一篇 250 字的文章。文章中必須描述兩個圖表所傳達的重點訊息、臆測原因及提出個人建議，作答時間為 45 分鐘。(請參見表一)

高級寫作測驗題型					表一
Task	Input	Output	Length	Time	
Task 1	Verbal input: 2 texts	summary + expressing opinions	250 words	60 min.	
Task 2	Non-verbal input: 2 charts, graphs, tables, or pictures	summary + discussing possible causes + making recommendations	250 words	45 min.	

不同於英檢其他級數，高級寫作將採 1~5 級分項式的評分量表。此改變主要是考量對象考生屬金字塔上端考生，測驗的人數較少，能力值集中，原整體式量表設計似無法有效區分考生的寫作能力。此外，在兩次小型預試發現，考生在各分項寫作能力的發展上趨於異質化(idiosyncratic)。例如，同一名考生在組織、句構、修辭、摘要等能力的表現上，有明顯不同，原量表等級等量的能力敘述似無法具體呈現(profile)此現象。修訂後之高級寫作評分重點有四項—內容(Relevance and Adequacy)、組織(Coherence and Organization)、遣詞用字(Lexical Use)及文法結構(Grammatical Use)—旨在評量考生使用英語文的廣度(range)、正確性(accuracy)及適切性(appropriacy)。考生必須在每部份測驗(Task 1、Task 2)，四項評分皆達「3」始能通過寫作測驗。(詳參附錄二)

2.大規模預試

高級寫作測驗第二階段大規模預試於九十年十月舉行。234 名參與高級聽力、閱讀預試的考生中，有 102 名同時報名參加高級寫作預試。其中，A 組 34 人，為英檢高級主要對象考生—大學英文系四年級學生—分別來自台北縣市六所公私立大學；B 組 39 人，為英檢高級可能對象考生—全民英檢中高級通過考生；C 組 29 人，為全民英檢中高級未通過考生。(請參見表二)施測後，並對受試考生進行問卷調查。

高級寫作測驗第二階段大規模預試抽樣考生背景 表二

組別	背景	人數
A 組	大學英語系四	34
B 組	通過中高級者	39
C 組	未通過中高級者	29
總計		102

第二階段大規模預試旨在檢視：

- 標準化施測程序是否合理？
- 修訂後的原型是否如預期解決第一階段所發現的問題？
- 修訂後量表能否有效區分對象考生的寫作能力？
- 各級分量表敘述有無可再修正之處？
- 評分標準是否一致？
- 計分與報分方式是否可行？
- 適合通過率為何？

二、評分過程及計分方式

此次預試共取得有效作文樣本 102 份(含 Task 1、Task 2)。參與評分人員培訓者有中、外籍專業人士 17 位。為求評分標準之齊一與穩定，英檢小組除在小規模預試階段時，請評分人員先行熟悉評分標準及試評外，並從大規模預試的 102 份試卷中，挑選出 24 份樣卷，請三位中外籍英檢研究委員確認其成績。然後，製作範例文章、評分程序及

要點說明，供閱卷人員參考並再次試評。因樣本份數關係最後僅邀請其中六位參與正式評分。

正式閱卷時，每份答卷由二位評分者評閱，所給分數必須為整數級分。此外，Task 1、Task 2 兩部份必須分開給分—亦即評分者必須評完所有 Task 1 試卷後，再評 Task 2，以避免造成月暈效應(halo effect¹)，增加進一步分析之困難。各部份(task)計分公式如下：

- (1) 寫作成績不作轉換或加總，而以 Task 1、Task 2 八個分項級分呈現。
如表三最後成績列，Task 1 為「3, 3, 2, 2.5」，Task 2 為「3, 2.5, 2.5, 2」。
- (2) 兩閱總級分差距 < 4 且 Pass/Fail 結果一致時，取兩閱平均值。
如表三第一、二閱列，Task 1 的兩閱總分相差小於 4 且皆被評為 Fail，故其最後成績為「3, 3, 2, 2.5」。
- (3) 兩閱級分差距 > 4 或 Pass/Fail 結果不一致時，交由第三位評分員再評，成績取第三閱
如表三第一、二閱列，Task 2 的兩閱總分相差大於 4 且 Pass/Fail 結果不一致，故請第三位評分人員再閱，其最後成績為「3, 2.5, 2.5, 2」。

高級寫作預試計分方式 表三

	Task 1				Task 2			
	內容	組織	遣詞用字	文法結構	內容	組織	遣詞用字	文法結構
第一閱	3	3	2	3	4	3	3	3
第二閱	3	3	2	2	2	2	2	2
第三閱	—	—	—	—	3	2.5	2.5	2
最後成績	3	3	2	2.5	3	2.5	2.5	2

三、各項統計分析

1. 全體成績統計

102位受試考生寫作平均成績為2.26，標準差0.539，標準誤 (SEM) 為0.54。A組(大學英語系四年級學生)平均成績為2.52，標準差為0.585；B組(通過全民英檢中高級考生)平均成績為2.34，標準差0.350；C組(未通過全民英檢中高級考生)平均成績為1.84，標準差0.456。A、B兩組與C組之間的成績皆達顯著差異($p < 0.01$)，顯示本試卷確可有效區分考生英語寫作能力 (請參見表四)。

¹ Halo effect: a tendency for judges to assign similar scores across scales causing them to be more strongly correlated with each other. (Yorozuya and Oller, 1980)

全體寫作成績統計分析

表四

組別	考生類別	人數	平均值	標準差	最高分	最低分
A組	大學英語系四	34	2.52	0.585	3.69	1.75
B組	通過中高級者	39	2.34	0.350	3.44	1.81
C組	未通過中高級者	29	1.84	0.456	2.38	1.19
總計		102	2.26	0.539	3.69	1.19
標準誤		0.54				

A-B組 $p=0.07$ A-C組 $p<0.01$ B-C組 $p<0.01$

2. 通過情形

如依原設定通過標準“3”，則102位考生中，有7人平均達3(含)以上，通過者（即兩部份分項分數皆達3以上者）有6人。如將通過標準分調整為“2.75”，則通過者(即各部份平均大於或等於2.75，且分項數皆達2.5以上者)有13人。（請參見表五、圖一）

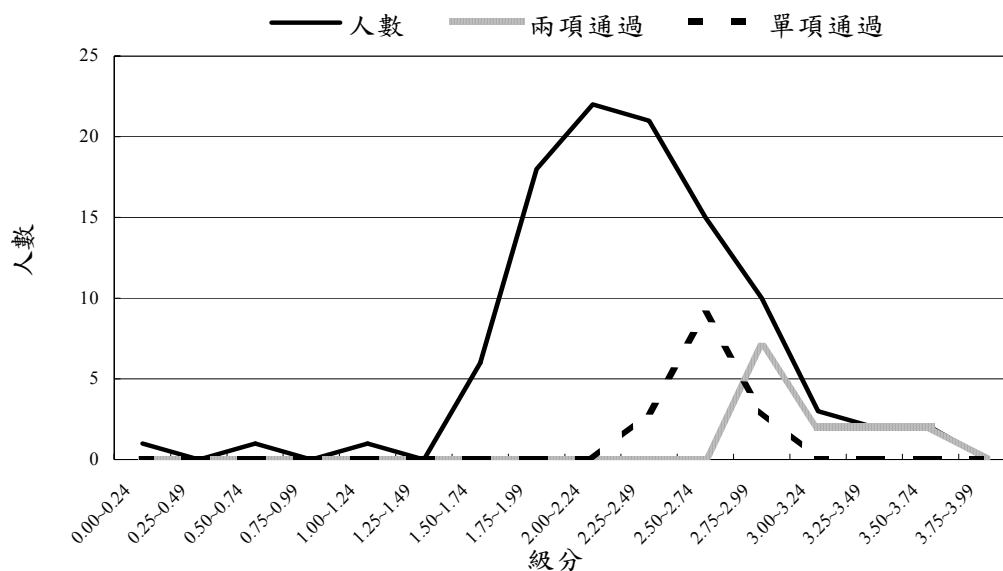
寫作成績成績分布情形

表五

總平均 級分範圍	人數	百分比	累計 人數	累計 百分比	累計通過 人數	累計通過 百分比
4.00 ~ 5.00	0	0%	0	0%	0	0%
3.75 ~ 3.99	0	0%	0	0%	0	0%
3.50 ~ 3.74	2	2%	2	2%	2	2%
3.25 ~ 3.49	2	3%	4	4%	4	4%
3.00 ~ 3.24	3	3%	7	7%	6	6%
2.75 ~ 2.99	10	10%	17	17%	13	13%
2.50 ~ 2.74	15	15%	32	31%	13	13%
2.25 ~ 2.49	21	21%	53	52%	13	13%
2.00 ~ 2.24	22	22%	75	74%	13	13%
1.75 ~ 1.99	18	18%	93	91%	13	13%
1.50 ~ 1.74	6	6%	99	97%	13	13%
1.25 ~ 1.49	0	0%	99	97%	13	13%
1.00 ~ 1.24	1	1%	100	98%	13	13%
0.75 ~ 0.99	0	0%	100	98%	13	13%
0.50 ~ 0.74	1	1%	101	99%	13	13%
0.25 ~ 0.49	0	0%	101	99%	13	13%
0.00 ~ 0.24	1	1%	102	100%	13	13%

高級寫作測驗通過情形

圖一



102位抽樣考生中，18位達初試通過標準—即聽力、閱讀兩項測驗均達80分以上。以此作為母體計算，則達到通過標準3級分有6人，通過率為33%(請參見表六)。此與現行英檢中級、中高級的複試通過率相當。

通過聽、讀初試人數	通過寫作測驗人數	通過率
18	6	33%

如以考生類別區分，則以A組(主要對象考生)通過人數最多，有10名；B組，有3名；C組則無人通過此測驗(請參見表七)。此結果與研發小組原先預期符合。

考生類別	人數	通過人數
A組 大學英語系四	34	10
B組 通過中高級者	39	3
C組 未通過中高級者	29	0

3. 各組成績統計分析

B組 39 名英檢中高級通過考生中，中高級寫作成績為五級分者，有 10 名，其在此次預試平均分數範圍落在 1.9~3.4；四級分者，有 33 名，平均分數範圍落在 1.5~2.7。C 組 29 名英檢中高級未通過考生中，中高級寫作成績為三級分者，有 19 名，平均分數範圍落在 1.2~2.4；二級分(含)以下者，有 5 名，平均分數範圍落在 1.5~2.0（請參見表八）。

中高級寫作分數範圍	參加人數	通過人數	平均分數範圍
90~100 (五級分)	10	3	1.9~3.4
80~ 89 (四級分)	33*	0	1.5~2.7
60~ 79 (三級分)	19	0	1.2~2.4
40~ 59 (二級分)	4	0	1.5~2.0
40以下 (一級分)	1	0	1.5

* 作答不完全考生一名，不列入統計

除五級分者有 3 位通過高級寫作測驗外，其餘級數無人通過。顯示高級寫作測驗在難度與鑑別度確實相當理想，可有效區分高級及中高級考生的群落，符合研發小組原先建構原則。

4. 題型統計分析

102 名考生在寫作測驗兩部份的表現相當。Task 1 平均值為 2.28，標準差 0.63；Task 2 平均值為 2.24，標準差 0.50； p 值為 0.646，顯示 Task 1、Task 2 兩部份在難度上無顯著差異。兩部份相關係數為 0.80，表示兩部份題型所檢測的寫作能力部份相同，但非完全相同的能力。（請參見表九）

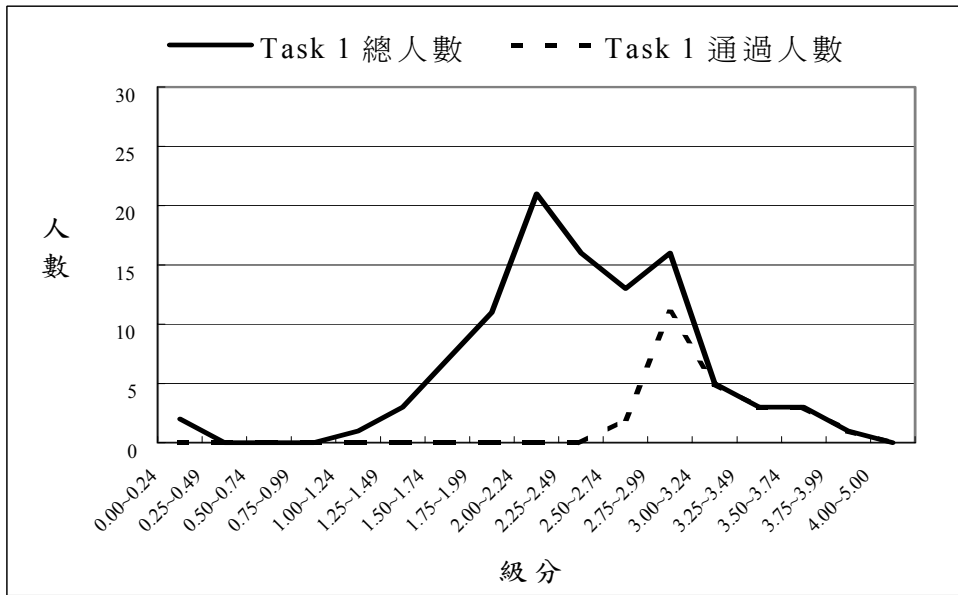
	Task 1	Task 2	整卷
平均數	2.28	2.24	2.26
標準差	0.63	0.50	0.54
通過人數	24 (24%)	17 (17%)	13 (13%)
相關係數	0.80		

$p=0.646$

從圖二、圖三 Task 1 與 Task 2 成績分布情形可看出，Task 1 曲線較為平坦，顯示考生在摘要文章及意見表達的能力上表現差異較大，通過人數多集中在 2.75~2.99 級分。Task 2 曲線則較 Task 1 陡峭，顯示考生在圖表描述、原因分析及建議說明的能力較集中。

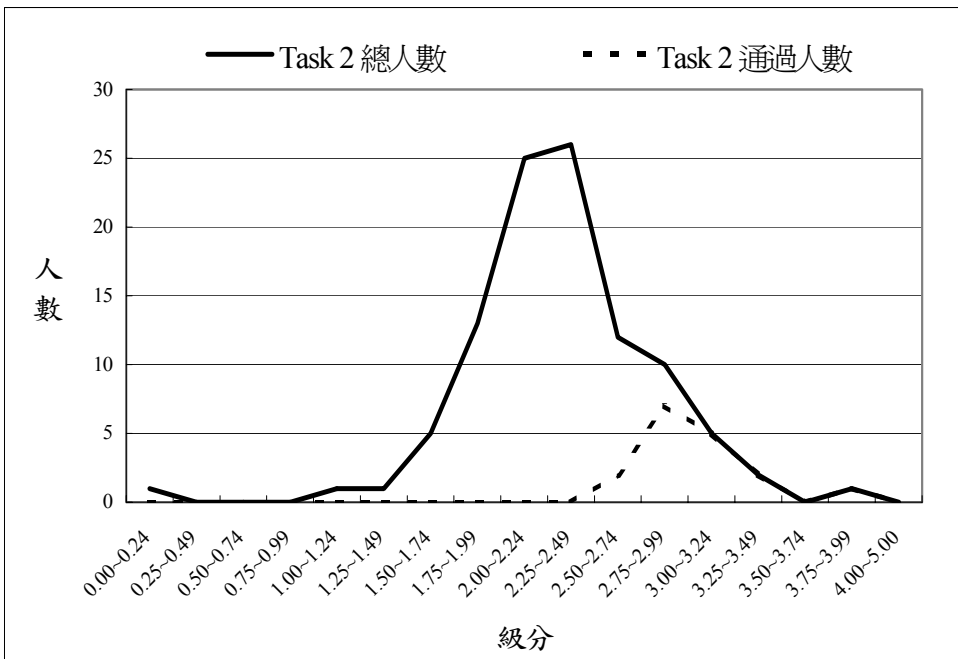
Task 1 成績分布

圖二



Task 2 成績分布

圖三



5. 評分項目統計分析

根據 Many-Facet Rasch Measurement 之分析（請參見表十），考生在 Task 1、Task 2 四個分項上的表現—內容（Relevance & Adequacy）、組織（Coherence & Organization）、遣詞用字（Lexical Use）及文法結構（Grammatical Use）—平均值在 2.5~1.9 之間，Separation 值為 5.79，significance 為 .00，而各個分項的 Infit Mean Square 為 0.8~1.1，皆落在參數 1.2²以內，顯示高級寫作量表的級分設計及分項能力說明適當，可有效區分考生不同的寫作能力。從表十中亦可發現，整體上，考生在內容與組織的表現（2.5、2.4）優於遣詞用字與文法結構（2.3~1.9），與研發小組之預期相符。

Task 1、Task 2 分項分數統計

表十

Obsvd Score	Obsvd Count	Obsvd Average	Fair-M Average	Measure	Model S.E.	Infit MnSq	ZStd	Outfit MnSq	ZStd	N	ITEMS
590	233	2.5	2.52	.11	.12	1.1	1	1.1	1	5	Task 2 RA
591	235	2.5	2.50	.18	.12	1.1	0	1.1	0	2	Task 1 CO
573	235	2.4	2.42	.45	.12	0.9	0	0.9	0	1	Task 1 RA
548	233	2.4	2.33	.74	.12	1.1	0	1.1	0	6	Task 2 CO
530	235	2.3	2.22	1.08	.12	0.8	-1	0.8	-1	3	Task 1 LU
503	235	2.1	2.10	1.48	.12	1.0	0	1.0	0	4	Task 1 GU
488	233	2.1	2.06	1.63	.12	0.9	0	0.9	0	7	Task 2 LU
444	233	1.9	1.87	2.29	.12	1.1	0	1.1	0	8	Task 2 GU
533.4	234.0	2.3	2.25	.99	.12	1.0	-0.0	1.0	-0.0	Mean (Count: 8)	
49.1	1.0	0.2	0.22	.72	.00	0.1	1.0	0.1	1.0	S.D.	
RMSE (Model)		.12	Adj S.D.	.71	Separation	5.79	Reliability	.97			
Fixed (all same)		chi-square: 273.8		d.f.:	7	significance:	.00				
Random (normal)		chi-square: 7.0		d.f.:	6	significance:	.32				

6. 評分者間信度

根據 Rasch 分析（請參見表十一），六位評分人員的給分之 Separation 為 0.47，Significance 為 0.09，顯示六位評分老師在量表應用上相當一致，無顯著差異。評分者間信度（inter-rater reliability）為 0.82³。另，六位評分人員之 Infit Mean Square 分布在 0.6~1.2 之間，皆落在參數 1.4⁴以內，顯示個別評分人員的內部一致性（Intra-rater reliability）亦相當高。

² 該參數的計算公式為 $\text{Mean} + 2 \text{ S.D.} = 1.0 + (0.1 \times 2) = 1.2$

³ 表十一為 FACETS 統計分析報表，其中 Reliability 一項係指 Separation Reliability (SR)。SR 意義與 KR20 類似。SR 與 IRR (inter-rater reliability) 間的換算公式如下：

$$\text{IRR} = 1 - \text{SR} = 1 - 0.18 = 0.82$$

⁴ 該參數的計算公式為 $\text{Mean} + 2 \text{ S.D.} = 1.0 + (0.2 \times 2) = 1.4$

RATERS Measurement Report

表十一

Obsvd Score	Obsvd Count	Obsvd Average	Fair-M Avrage	Measure	Model S.E.	Infit MnSq	ZStd	Outfit MnSq	ZStd	Nu	RATERS
1263	560	2.3	2.30	-.18	.08	0.9	0	0.9	0	10	001
451	200	2.3	2.28	-.11	.13	1.1	0	1.1	0	17	003
905	392	2.3	2.27	-.06	.09	1.2	2	1.2	2	11	005
464	200	2.3	2.25	.01	.13	0.6	-4	0.7	-4	16	002
908	400	2.3	2.20	.15	.09	1.0	0	1.0	0	1	004
276	120	2.3	2.19	.19	.17	1.0	0	1.0	0	8	006
711.2	312.0	2.3	2.25	.00	.12	1.0	-0.2	1.0	-0.2	Mean (Count: 6)	
341.3	151.4	0.0	0.04	.13	.03	0.2	2.1	0.2	2.0	S.D.	
RMSE (Model)		.12	Adj S.D.	.06	Separation	.47	Reliability	.18			
Fixed (all same)		chi-square: 9.5		d.f.: 5		significance: .09					
Random (normal)		chi-square: 5.5		d.f.: 4		significance: .24					

7. 問卷統計分析結果

此次預試共收集到有效問卷 97 份，其綜合摘要如下。問卷詳細內容與統計數字請參閱附錄三。

作答說明方面

八成以上的受訪者認為試卷的作答說明清楚，其中 Task 2 更高達 95%。一成左右的考生對於 Task 1 說明中要求必須先看完兩篇文章，才能開始作答，表示困惑，顯示部分考生對此非傳統類型的題型不熟悉。

作答時間方面

85%的受訪者認為作答時間適中或稍長。其餘 16%則認為時間稍短。因此次問卷對象包含了中高級未通過考生 29 名，佔總人數 28%左右，故一成五的受訪者表示時間不夠，應屬合理結果。

題目難度方面

97%以上的考生皆認為 Task 1 的文章及 Task 2 的圖表難度適中或容易讀解。此結果顯示閱讀能力並非造成考生寫作表現優劣的變數之一。七成左右的受訪者認為本測驗可測出其寫作能力，其中，Task 1(74%)比例較 Task 2(69%)稍高。此與成績分析結果相符—考生在圖表描述上的能力稍弱。

其他改進意見方面

八成以上的受訪者對此次寫作測驗表示滿意，其中 Task 2 更高達 95%。Task 1 方面，考生主要針對試題字體及擬稿空間有意見，多數希望試題本能由 B5 放大至 A4 版面。

四、結論與建議

第二階段高級寫作測驗預試結果相當良好，在幾項重大檢視項目中，如題型、量表設計，計分方式，通過標準，施測程序等，皆達成研發小組原設定目標。除小部份內容須做調整外，高級寫作測驗研發階段工作可告完成，對外推出。以下僅就須調整部份及日後研發方向提出以下建議：

1. 分項量表 Lexical Use 與 Grammatical Use 「五級分」部份能力敘述修改

此次預試考生中，無五級分者。此現象可能原因為【1】施測時間在十月，A 組（主要對象考生）甫進入英文系四年級（entrance-level），而非英文系畢業（exit-level）；【2】A 組考生係志願報名，金字塔端學生可能未出現在本次樣本中；【3】分項量表中，有關 Lexical Use 及 Grammatical Use 五級分的部份能力敘述可能引導評分人員在給分上較為保守。故建議將原敘述中，Descriptor 2

- Vocabulary is **always** used appropriately.
- Structures are **always** used accurately and appropriately.

修改為

- Vocabulary is ~~always~~ used appropriately. **Errors are rare.**
- Structures are ~~always~~ used accurately and appropriately. **Errors are rare.**

此項修正除較符合實際語言運用情形外，亦可由劍橋大學同等級寫作能力檢定測驗 CPE Test 效度研究報告印證本項修改之需要性。

2. 建立各級樣例文章

從兩階段預試中，研發小組已收集到各級樣例文章（附錄四）。研究小組將於日後測驗中，陸續收集各類特例文章及不同級分組合的文章，以建立高級寫作的評分標準，作為日後評分人員培訓、測試及閱卷手冊製作、特例處理的依據。

3. 評分人員培訓

培訓方面，建議比照此次預試的作法，亦即

- 提供高級寫作能力說明、試題、量表說明、評分注意事項、樣例文章等資料，要求評分人員先行熟悉評分內容
- 舉行評分說明，解說評分原則與釋疑
- 試評

4. 試題冊版面修改

問卷調查時，有近一成五的考生反映擬稿空間不夠。故試題冊版面宜由 B5 放大至 A4，以增加 Task 1 兩篇閱讀文章底部及頁邊空白部份，供考生擬稿之用。

5. 題型說明與推廣

從(4) 題型、(5) 評分項目及(7)問卷結果三項統計分析報告中顯示，對象考生對於高級寫作Task 1—閱讀與寫作—整合型(integrative)的測驗方式較不熟悉，可能間接影響考生表現。至於Task 2，雖然考生接受程度相當高（95%以上），但其表現及通過情形卻不如Task 1。因此，日後應加強題型的說明，並提供考生及教育單位足夠的資訊，以降低考生之焦慮。

五、附錄

附錄一 全民英檢高級寫作測驗 預試試卷

GEPT Advanced Writing Test

General Instructions: In this test, you will have an opportunity to demonstrate how well you can extract main ideas from both verbal and non-verbal input, organize these ideas effectively in writing tasks and make clear your own viewpoint on these main ideas. There are two tasks in this test. Each task has a different time limit. You must complete both tasks or your test will not be marked. Detailed instructions will be given to you at the beginning of each task.

Read these instructions carefully and plan ahead so that you can complete all the requirements within the time limit. Insufficient development of any part of either task will result in a lower score for that task. Your performance will be scored according to the following criteria: relevance and adequacy, coherence and organization, lexical use, and grammatical use.

The entire writing test takes 105 minutes.

Task 1

You are going to take part in the GEPT Composition Contest and the winning prize is an NT\$5,000 book voucher. The title of the composition is **The Advantages and Disadvantages of Advertising**. Information about this topic is provided in the two articles on the following pages.

- First, read each text to establish the main points the writer is making. You can use the space provided on your test paper to make notes.
- Then, **in your own words** as far as possible, write a composition that summarizes the **main ideas of both texts** concerning the pros and cons of advertising. If you use more than three consecutive words from the articles, use quotation marks (" "). **Plagiarism will result in failure.**
- In the final part of the composition, you should make clear your own viewpoint on these main ideas and come to a conclusion.

Your composition must be about **250 words**. You have **60 minutes** to complete Task 1.

The Advantages and Disadvantages of Advertising

The Disadvantages of Advertising

Anyone who lives in America is aware of advertising. Reading newspapers and magazines, we see full-page ads urging us to buy clothes, autos, cigarettes, and kitchen appliances. Television and radio programs include commercials; we all have heard the phrases "brought to you by" and "sponsored by" hundreds of times. If we drive, we see road signs or billboards proclaiming the qualities of products or the location of restaurants or motels. If we commute on a transit system, we cannot help but notice the prominent signs displayed on the buses and subways. And in our mail, along with the bills and the letters, come shiny flyers and circulars promoting products and announcing sales.

Advertisements in some form intrude into nearly every waking minute of our lives. We simply cannot get away from their pounding, incessant messages. Because ads permeate radio and television, we find ourselves singing their silly jingles and repeating their "cute" lines. Sellers admonish us to buy through a profusion of techniques: hard sell, soft sell, music, comedy, and appeals to all our emotions and fears.

Some ads are even potentially harmful. Perplexing or misleading sales pitches may lure unwary buyers into financial trouble. It is always best to remember: "caveat emptor" - let the buyer beware. Many commercials go far beyond the mere transmitting of information when they attempt to transform our values and attitudes. Cigarettes ads, for example, often imply that smoking is a manly or sexy habit. It is neither.

Because of these problems, many people have become extremely critical of commercials, especially those directed at children. As adults, we are often skeptical of what we read or hear in advertisements. Children, because they are not as mature or experienced as we are, cannot judge how reasonable or accurate ads are. If the man on TV says chocolate-covered, sugar-coated wheat toasts are healthful and nutritious, children may very well believe it. Many parents feel sellers take unfair advantage of children's inability to evaluate what they see or hear.

Unfortunately, despite their problems, commercials and ads are an established part of modern life. Providers of goods and services will always try to persuade us to purchase what they are selling. As consumers, we must learn not to believe everything we hear or read, so that we will not be fooled into buying things we don't need.

(Adapted from the article by Dennis Keen)

NOTES

The Advantages of Advertising

Advertising plays an extremely important role in our society. Perhaps most obviously, it keeps us informed about the latest products and services, thus enabling us to buy intelligently. Advertising also has a positive impact on our economy, by providing funding for the media and stimulating competition among goods and service providers. In addition, advertising can be used to promote public welfare, thus exerting a positive social impact on society.

We as consumers benefit greatly from advertising. By reading bank ads, for example, we might decide to transfer our money from our current bank to one offering better rates or more convenient hours. When traveling, we can save hundreds of dollars on transcontinental airfares by comparing the ads in the travel section of the newspaper.

Advertising can also be used to increase awareness in society about particular issues, and in so doing, it becomes a form of education. Anti-drug advertising such as "Just say NO", and drunk driving campaigns are just two examples of how society uses the advertising industry as a means to promote public welfare.

In addition to the social benefits, advertising also brings huge economic benefits to society. Without advertising, the media -- including newspaper, television, radio, etc. -- would be much less vigorous. Advertising provides revenue for commercial mediums which would otherwise need to be funded by the actual consumer of these mediums. For example, a newspaper would cost up to three times as much money (since advertising provides two-thirds of the revenue of the print media), or all television, bar government funded networks, would be pay-TV (since nearly all revenue for television is currently provided by advertising). The price a consumer may have to pay to receive very cheap, or even free, news and entertainment may include sitting through a 30-second commercial break while watching a television program, or flicking a couple of extra pages in a magazine, to get through the advertisements to the articles.

Although advertising might appear to raise the prices of goods and services, a closer look will show that it actually helps to keep prices low. Advertising stimulates economic activity, with vigorous competition between institutions and higher buying rates of products. This, in turn, leads to lower product costs for the consumer.

(Adapted from article found at: <http://www.essayworld.com/members/essays/30/4020.shtml>)

NOTES

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

Task 2

A local English newspaper has just printed some worrying statistics on the traffic accidents that occurred in the downtown area in June. The data are shown in Figures 1 and 2 below. As a citizen, you would like to help improve the situation.

Write to the Opinion section of this local English newspaper:

- Firstly, summarize what you think are the **main findings** from the reported data and discuss the possible causes.
- Secondly, make suggestions about what can be done to reduce the number of accidents in the downtown area.

Your report must be about **250 words**. You have **45 minutes** to complete Task 2.

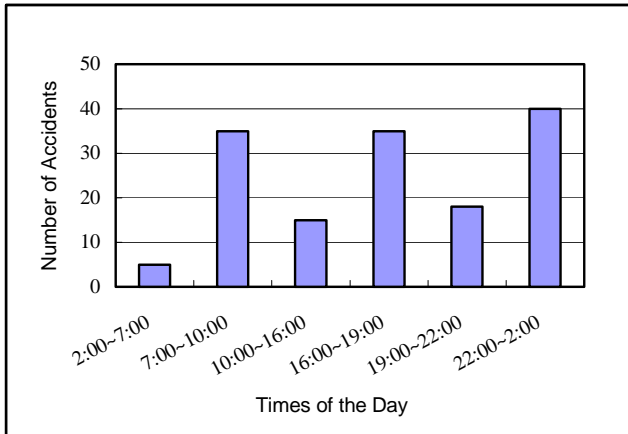


Figure 1. Number of accidents in the downtown area in June

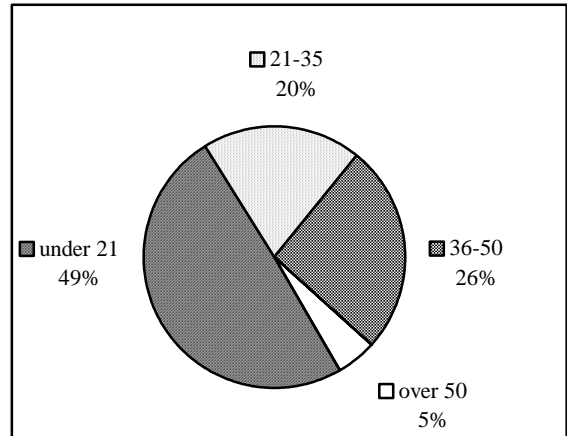


Figure 2. Percentage of accidents involving drivers in different age groups

附錄二 全民英檢高級寫作測驗評分量表

Score Focus	1	2	3 (Pass)	4	5
Relevance and Adequacy	<ul style="list-style-type: none"> ♦ text lacks relevance ♦ parts of the task not addressed <ul style="list-style-type: none"> ♦ nearly all main ideas from the input are missing ♦ personal opinions are missing, not clearly stated or inappropriate to the task [pros & cons and conclusion, task 1; speculation on causes, and recommendations, task 2] 		<ul style="list-style-type: none"> ♦ almost entirely relevant ♦ all parts of the task are addressed <ul style="list-style-type: none"> ♦ may miss one or two main ideas from the input ♦ personal opinions are appropriate to the task and clearly stated [pros & cons and conclusion, task 1; speculation on causes, and recommendations, task 2] 		<ul style="list-style-type: none"> ♦ entirely relevant ♦ all parts of the task are addressed <ul style="list-style-type: none"> ♦ all main ideas from the input are covered ♦ personal opinions are appropriate to the task and effectively stated [pros & cons and conclusion, task 1; speculation on causes, and recommendations, task 2]
Coherence and Organization	<ul style="list-style-type: none"> ♦ text lacks logical organization which may lead to confusion ♦ inappropriate paragraphing ♦ limited/inappropriate use of linking devices 		<ul style="list-style-type: none"> ♦ text is logically organized in general ♦ appropriate paragraphing ♦ appropriate use of linking devices 		<ul style="list-style-type: none"> ♦ text is logically organized throughout ♦ appropriate paragraphing ♦ wide and appropriate use of linking devices
Lexical Use • range • appropriacy	<ul style="list-style-type: none"> ♦ range of vocabulary is inadequate to complete the tasks ♦ vocabulary is frequently used inappropriately ♦ inappropriate/mixed register, showing that the examinee is unable to distinguish between registers ♦ overt plagiarism [task 1]* 		<ul style="list-style-type: none"> ♦ adequate range of vocabulary is used to complete the tasks ♦ there may be some inappropriate use of vocabulary ♦ appropriate register with only occasional slips ♦ no plagiarism [task 1] 		<ul style="list-style-type: none"> ♦ wide range of vocabulary is used to effectively complete the tasks. ♦ vocabulary is used appropriately. Errors are rare. ♦ consistently appropriate register ♦ no plagiarism [task 1]
Grammatical Use ♦ range ♦ accuracy	<ul style="list-style-type: none"> ♦ too limited a range of structures for task completion ♦ sentences/structures are frequently used inaccurately and/or inappropriately 		<ul style="list-style-type: none"> ♦ an adequate range of structures for task completion ♦ there may be some inaccurate structures 		<ul style="list-style-type: none"> ♦ effective use of a wide range of structures to complete the tasks ♦ structures are used accurately and appropriately. Errors are rare.

* plagiarism: more than three consecutive words are copied from the input without appropriate quotation

Non-ratable compositions

A composition is considered "non-ratable" when

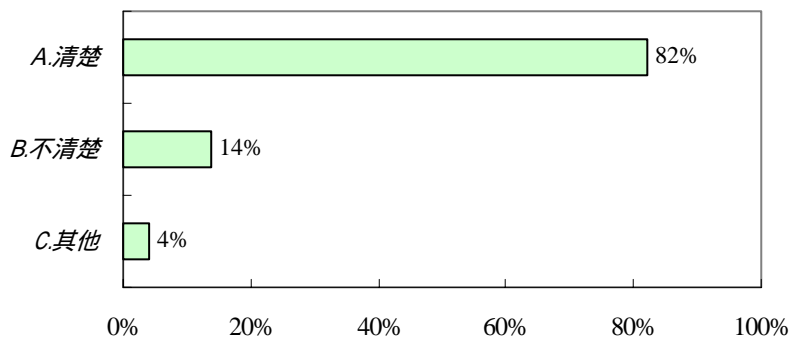
- ♦ the length is shorter than 80 words, or
- ♦ the content is totally irrelevant, or
- ♦ the content is apparently a copy or memorization from other known materials, or
- ♦ the handwriting is completely unintelligible.

Non-ratable compositions will receive a final score of "0" and marks for the subcategories will not be reported.

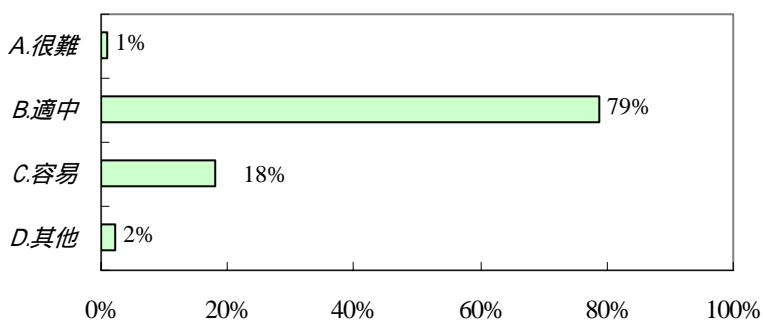
附錄三 全民英檢高級寫作測驗預試 受試者意見調查結果

Task 1

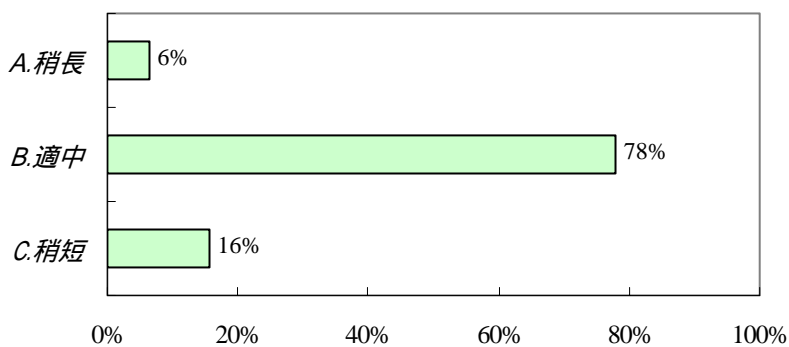
26. 我認為 Task 1 的題目說明



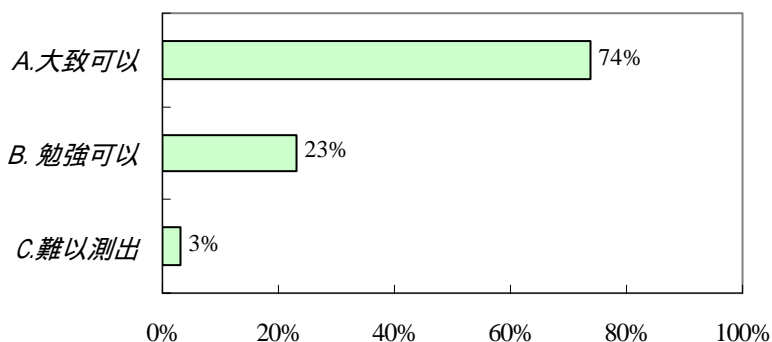
27. 我認為 Task 1 的兩篇文章



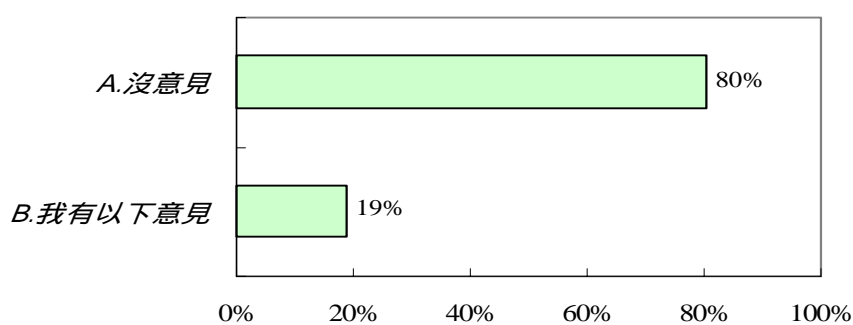
28. 我認為 Task 1 的作答時間



29. 我認為 Task 1 可否測出我的英語寫作能力

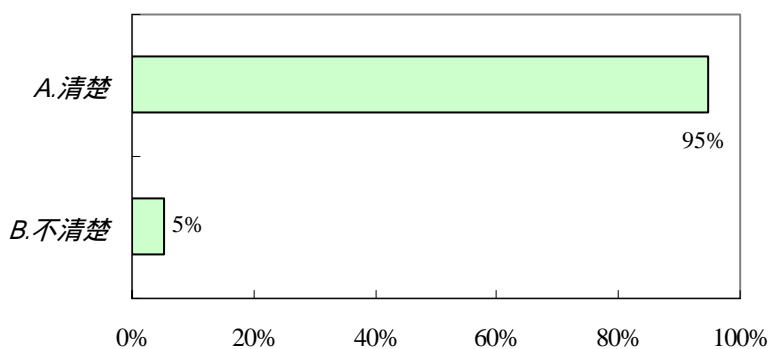


30. 我對 Task 1 的主題、文章長度、排版方式、擬稿空間等改進意見

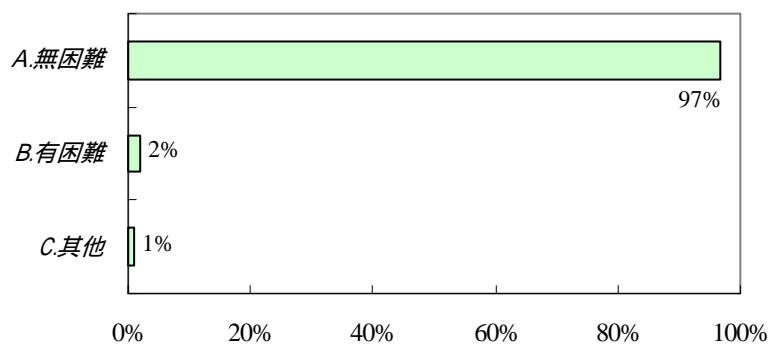


Task 2

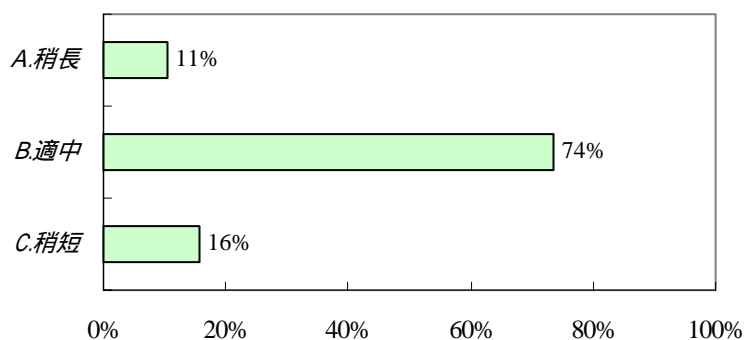
31. 我認為 Task 2 的題目說明



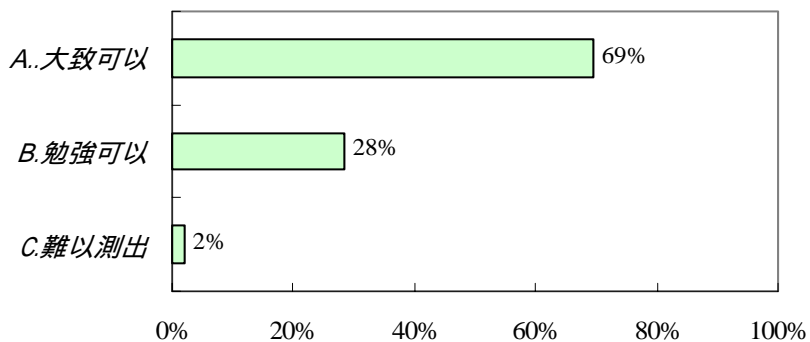
32. 我認為 Task 2 的圖表在讀解上



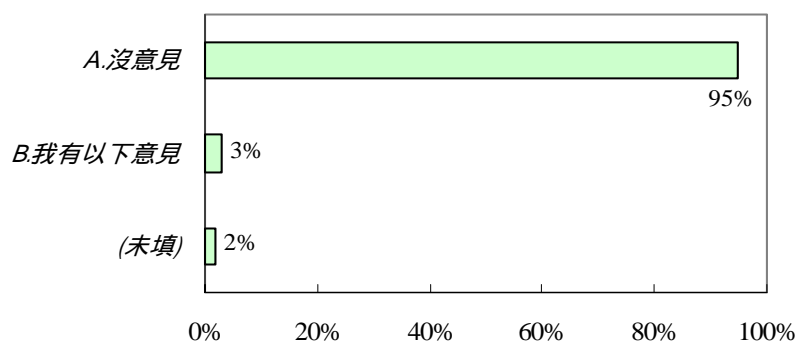
33. 我認為 Task 2 的作答時間



34. 我認為 Task 2 可否測出自己的英語寫作能力



35. 我對 Task 2 的主題、圖表、排版方式、擬稿空間等改進意見



附錄四 全民英檢高級寫作測驗寫作範例

Task 1：範例文章一

Whenever we read newspapers and magazines, we can see different kinds of ads including clothes, autos, cigarettes, and so on. Some unwary buyers may be lured into financial trouble because of some potentially harmful ads. Moreover, the same ad has different influence on adults and children. Adults can tell what is reasonable and accurate ads from the ads, but children cannot do it.

However, advertising can also be beneficial to us. It has several advantages for us and our society. First of all, it can bring huge economic benefits to society. Second, taking anti-drug advertising for example, it can be a form of education. Last but not least, advertising has a positive impact on our economy.

To sum up, whatever advantages or disadvantages of advertising are, we should “ learn not to believe everything we hear or read, so that we will not be fooled into buying things we don't need.”

READER'S COMMENT

	<u>R&A</u>	<u>O&C</u>	<u>LU</u>	<u>GU</u>
Non-ratable composition	-	-	-	-

The composition is far from fulfilling the 250-word length requirement. In addition, almost half of its content is copied from the input without quotation (e.g. ...*read newspapers and magazines...*, ...*unwary buyers ... into financial trouble*, ... *can bring huge economic benefits to society*, ... *has a positive impact on our economy*, etc.) This makes the rest of the composition too short for the reader to properly evaluate the writer's knowledge of grammar and vocabulary.

Task 1 : 範例文章二

Advertising has a great power in our daily life. It is obviously that wthear the effect of ads is useful or not, it really into our couture. People who live in mordern life are always forget that advertising is base on money. That is also the biggest disadvantages of ads. For the purpose of making money, advertisements usually tell a lie. When people belivev it, they will get into trouble.

On the other hand, the advertising's media everywhere in our life, so if the ads can bring benefits to us, it has the education funtion. People can know many knowledge from the media. So government usually use ads to tell the new law or others. We can easily get these infomations form Advertising.

In my opinion, I think that ads is very important. Try to image that if there are no ads in our daily life, we can't know many new production's information, and can't get the benefits from ads. However, life today is not easy, we must learn to choose the information from advertising. Everyone should have these kinds of abilty. Than We can live well with advertising.

READER'S COMMENT

	<u>R&A</u>	<u>O&C</u>	<u>LU</u>	<u>GU</u>
Non-Pass 1	1	1	1	1

The writer attempts but fails to summarize the main points from the input, nor does he/she succeed in expressing his/her personal opinions clearly. The organization is poor, often leading to confusion. The lexical range is limited, and there are serious errors in basic sentence structure.

Task 1 : 範例文章三

In the free-trade of modern time, advertising is a must in every walks of life. And yet, it could become a nightmare if we buy whatever we see in ads just because it's said to be cheep, healthy, and fashion.

Advertising could be convenient and " a form of education," when it is served as a government's tool, telling people the right way to deal with drugs and drinkings, for example. On the other hand, unawared harmful or sexual commercials are held wide-open, teaching and guiding our children and generations to come the wrong way!

Therefore, we should keep our eyes open, while using the benefit and bargain of advertising try not to forget that " don't believe everything we hear or read," or we might " buy things we don't really need."

In my opinion, I think advertisements and commercials are great challenge of salesmen's intelligence. Once in a while, they have to produce new products to attract buyers attention. And they have to come up with neat words and fascinating ideas and phrases to persuade us into buying their stuff. " I'm not as interested in what's the present inside as in the wrapping paper. " It's something to mention about. But needless to say, I hated when I open the mailbox and see it cramed with junk mails and only junk mails. It's a waste of environmental resource, and we don't keep ads in mass-commi such as the Web, TVs, and radios; and publish less newspaper and magazines? In addtion, the authority also should make sure that the flood of ads wouldn't effect our children on the bad part.

READER'S COMMENT

	<u>R&A</u>	<u>O&C</u>	<u>LU</u>	<u>GU</u>
Non-Pass 2	2	2	2	2

Both the summary and the personal opinion parts of the task are sufficiently addressed; however, some points are unclearly stated, especially in the part for personal opinions. Also, the last opinion is poorly developed and the composition ends abruptly. Overall, the paragraphing is appropriate, but the development of the ideas is awkward or unclear sometimes. The range of vocabulary and structures is not quite sufficient to complete the task and there are quite a few errors in their usage. Several instances of inappropriate register also appear in the composition. (e.g. *And yet....buying their stuff, So why don't ...*)

Task 1 : 範例文章四

Nowadays, advertisements and commercials are an important part of our lives. We see them everywhere, on television, in newspapers or magazines, on public transportations and even on the streets. Advertising has great influence on us, and there are both advantages and disadvantages.

Advertising is simply trying to persuade consumers into buying something. So in order to sell their products, some advertisements may be dishonest and consumers often will be fooled. Ads may also have bad influence on children, since children are most likely to believe anything. Being a smart consumer, we should think twice before buying a product. After all, money is hard to earn.

On the other hand, advertising also has some advantages. We can get the latest informations of new products or services, so we could spend money on what we really need. Consumers can also compare different ads on a product to choose the best brand, and it may save a lot of money.

We often see lots of commercials on TV. Personally, I like to watch TV commercials very much. I think commercials are full of great and interesting ideas. Some ideas may be funny and humorous, and some commercials might even have jingles or slangs that are easy to remember. All of this just to attract more consumers. I think a lot of their ideas are very cute, so commercials might as well be an art.

We have to admit, advertising plays an important role in our daily lives. Although there are disadvantages and even may have bad influences, but as long as we think smart and don't take everything in, there will be more advantages than we think.

READER'S COMMENT

	<u>R&A</u>	<u>O&C</u>	<u>LU</u>	<u>GU</u>
Pass 3	3	3	3	3

Both the summary and the opinion parts of the task are sufficiently and clearly addressed. The composition is, in general, logically organized although there is an unexpected personal comment on a disadvantage in the middle of the summary. The paragraphing and use of linking devices is mostly appropriate. The range of vocabulary and structures is adequate, with only some minor errors in their usage and several instances of run-on sentences.

Task 1 : 範例文章五

Advertising is crucial to our everyday life. It provides valuable information about the latest products, thus saving consumers time and money to get what they want. It also contributes a main part of the media revenue, enabling program producers to broadcast good and relatively inexpensive service to their audience. Needless to say, some advertising that targets at public good bring an enormously positive impact on the society.

However, some people view advertising as nothing but evil. They see advertising with its silly marketing phrases as an annoying intruder to our daily tranquility. In their eyes, advertising lies and exaggerates about products, exploiting numerous consumers, especially gullible and innocent children. Some advertisements, like those about cigarettes, even promote ideas that are harmful to public health.

In my own opinion, advertising has far more advantages than disadvantages. And we simply cannot live without it. Like a bridge, it helps manufacturers to get their product information across to the consumers. Without this channel, consumers will find out the best bargain in a later time and simply pass by the great opportunity because of inaccessibility to information. Therefore, advertising is an indispensable facilitator of our life.

As for the disadvantages of advertising mentioned by its opponents, I believe all of them can be corrected and even can be turned into a positive force. For example, in face of unreliable or exaggerative advertising, it is a great opportunity to educate our children not to believe what they see or hear easily. The world is full of lies. If the younger ones can learn to see through the pretended benevolence of many things through advertising then those false advertisements are great teachers in a way.

In terms of the annoying nature of advertising, I simply disagree. Those advertising cannot deny their function in spicing our daily conversation and providing us many laughs in our over stressful life.

READER'S COMMENT

	<u>R&A</u>	<u>O&C</u>	<u>LU</u>	<u>GU</u>
Pass 4	5	5	4	4

The writer addresses all parts of the task. He/she covers all of the main ideas from both of the input essays, and clearly states his/her personal opinions on the subject. In addition, the paper is well-organized and easy to follow, with appropriate paragraphing, and wide use of linking devices. He/she also uses a wide range of structures and vocabulary to complete the task; and the usage is generally accurate and appropriate.

Task 2 : 範例文章一

From the data, we can find that traffic accidents take place mostly during rush hours and midnight. We must focus on the midnight in particular. Speeding and drunk driving usually happen in the period of time. And that's

READER'S COMMENT

	<u>R&A</u>	<u>O&C</u>	<u>LU</u>	<u>GU</u>
Non-ratable composition	-	-	-	-

The composition is incomplete. It does not meet the minimum length requirement of 80 words. The reader is unable to evaluate the writer's language ability.

Task 2 : 範例文章二

In the figure 1, we can know most accidents happened during 22:00~2:00; on the other hand, this figures also shows that it is safer time during 2:00~7:00. Moreover, we can know that ages of accident involving drivers are most under 21.

In my opinion, time during 22:00~2:00 is our sleep time. Therefore, we should be very careful during this time if we are driving. If we are asleep, we shouldn't keep driving. Moreover, some drivers thinks there are fewer cars on the road during 22:00~2:00, so they won't obey traffic rules and drive very fast. I think it is the main reason that resuted in accident. Then, most yongers under 21 age do not get the driver license or do not know traffic rules very clearly, so accident happened easily to them. If they put more emphasis on their lives, they would drive carefully.

READER'S COMMENT

	<u>R&A</u>	<u>O&C</u>	<u>LU</u>	<u>GU</u>
Non-Pass 1	1	1	1	1

The length of the composition is far below the 250-word requirement. The summary of the information provided in the charts and the speculation of the causes are inadequate, and there is hardly any suggestion for reducing the number of car accidents. The organization is awkward and unclear. The writer does not have commend of sufficient vocabulary or structures to complete the task.

Task 2 : 範例文章三

From the first figure, I find that during 22 o'clock to 2 o'clock of the day, the number of the traffic accidents is the highest. And from the second one, I find that the age group of under 21 causes the most traffic accidents. As the first figure is concerned, I make three possibilities that may cause the car accidents. First, during 7 o'clock to 10 o'clock of the day, some people may be late for work. So they drive more fastly than usual. Then it causes the car accident happen. Second, during 16 o'clock to 19 o'clock, people may be impatient to get into the traffic jams so they don't notice the traffic rules and the car accident happens. Third, during 22 o'clock to 2 o'clock, people maybe feel so tired and can not concentrate to drive. Because of this reason, the car accidents happen. As far as the second figure is concerned, people who are under21 cause more car accidents. I feel that people who are under 21 like to drive high speed and often and neglect the traffic rules.

In my opinion, I think during the working hours, we can inform people of taking buses or MRT to decrease the number of cars. For the figure 2, I think the government should increase the age limitation to twenty-one-year old. Maybe in these ways, the number of the car accidents can be decreased.

READER'S COMMENT

	<u>R&A</u>	<u>O&C</u>	<u>LU</u>	<u>GU</u>
Non-Pass 2	2	2	2	2

The writer manages to address to all parts of the task but fails to discuss them in sufficient details. The composition is divided into two disproportionate but acceptable paragraphs, and the first one is not logically constructed. The range of vocabulary and structures is somewhat limited, and there are serious errors in their usage (e.g. ...*drive more fastly*..., ...*it causes car accident happen*.)

Task 2 : 範例文章四

We can easily see two apparent findings from figure one and two. First, we find three time periods when most accidents happen. Two of them are the rush hours during the day, when people are going to work or school, and when people are getting home. The other time is pretty late at night. In figure two, we find that nearly half of the drivers are under twenty-one. In the words, half of the traffic accidents are caused by these young drivers.

For each findings, we can find some possible causes. First, most accidents during the rush hours may be a result of the heavy traffic. Everyone is busy and in a hurry. And the drivers may become impatient in the traffic. But why do some many accident occur in the late night when the traffic is not as heavy? Perhaps, some drivers may become careless just because of the good traffic. Or, darkness may be another reason. Still, the most likely reason is drunk driving. Secondly, there are some reasons accounting for young drivers' accidents. Maybe, they are usually more impatient. Or, they have less experiences so that they are not used to the traffic so well. Or, some young drivers are too confident in their driving skills which are not as skillful as they think. These are some possible causes for this traffic accidents.

Maybe we can learn some lessons from the data and these passible causes. First, we should try to reduce the number of cars in the downtown aren during rush hours. To encourage more people to take mass transportation, the mass transportation system and the service should be improved. Severe punishments should be strictly enforced. Thirdly, the standards of giving drivers licenses should be more strict. We have to make sure every drivers on the roads are well-trained. If we can do all these mentioned, a large number of accidents can be increased.

READER'S COMMENT

	<u>R&A</u>	<u>O&C</u>	<u>LU</u>	<u>GU</u>
Pass 3	3	3	3	3

All parts of the task are sufficiently and clearly addressed. In general, the paper is logically organized, with appropriate paragraphing and use of linking devices. The range of vocabulary and structures is adequate, and their usage is mostly correct. However, there are still some errors (e.g. *But why do some many accident occur....*)

Task 2 : 範例文章五

These days two figures concerning the traffic accidents that occurred in the city center in June were released. The first figure is about the number of accidents in different times of the day. We find that the most dangerous traffic hours were between 10 PM and 2AM, with 40 cases reported, almost 1.3 causes a day on average. Obviously, traffic accidents take place most frequently when tired people are done with their partying late at night.

The second figure shows the relation between traffic accident occurrence rate and age groups. Interestingly, almost half (49%) of the traffic accidents were caused by the youth group under 21 years of age. Most drivers of this age are inexperienced and maybe some of them drive behind the wheel without a license. On the contrary, those over 50 years of age are more cautious and experienced, thus resulting in the least traffic accidents (5%).

From the statistics, we could infer that the high occurrence of traffic accidents late at night in Figure 1 was probably caused by the riskiest drivers – age group under 21 – in Figure 2. Night hours are the time when the young are most active. Maybe after a bottle or two in a pub, they simply are too high to follow the traffic rules strickly.

Therefore, our police should make more rounds of patrol near pubs or clubs where most youngsters congregate at night. They should make sure that nobody out of the pub will be drunken – driving home. The drunk partiers should always go home by their friends' cars or taxis. The presence of the police will remind these drivers to go home in a safer way.

Meanwhile, the police should also promote the idea of driving with caution and with a license. Many of the riskiest drivers (under age 21) probably don't have a driver's license. Our police staff should enforce strictly to get those unqualified drivers out of the driver's seat. By so doing, our city will be a safer one.

READER'S COMMENT

	<u>R&A</u>	<u>O&C</u>	<u>LU</u>	<u>GU</u>
Pass 4	4	4	4	4

The writer addresses all parts of the task, effectively summarizing the main findings from Figure 1 and Figure 2. He/she also discusses some possible reasons behind the findings, and suggests some ways to reduce the number of accidents. The paper is well-organized, with appropriate paragraphing. The use of vocabulary and structures is more than adequate and mostly appropriate. However, there are still some minor errors (e.g. “*These days two figures...were released.*” and “*drunken-driving home*”) which do not affect comprehension.

全民英語能力分級檢定測驗

高級口說測驗

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一、預試試題研發過程

依據「全民英檢」研究委員會訂定之高級口說能力測驗目標「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」，並於 90 年 6~10 月間經過三階段預試（共 56 名考生）題型修正，最後決定高級口說測驗分三部分：「暖身面談」（Warm-up Interview）、「訊息交換」（Information Exchange）及「意見發表」（Presentation）。下文係針對第三階段預試之進行提出分析報告。

1. 試題設計

各部分題型、進行方式、測驗重點及時間長度詳見表一。

表一 Test Format

Task Type	Interaction Pattern	Test Focus	Length in Task
Part 1 Warm-up Interview	•Interlocutor interviews candidates	•Giving personal information and quick opinions	About 5 minutes
Part 2 Information Exchange	•Interlocutor delegates an information exchange task to the candidates to discuss	•Exchanging information and opinions	About 7 minutes
Part 3 Presentation	•Interlocutor delegates a topic to each candidate	•Expressing and elaborating opinions in extended turns	About 10 minutes

1) 測驗方式

測驗全長約 22 分鐘，每場測驗有兩至三名考生參加。測驗全程錄音/影，試場內有一位主考（Interlocutor）及一位評分人員（Assessor）。Interlocutor 負責向考生提問（Interlocutor 之 Test Rubrics 請見附錄一）並依據整體式評分量表給分。Assessor 則負責依據分項式評分量表給分。

2) 題型

- 第一部分為考生與主考之間的交談，以問答的方式進行，約五分鐘，主要評量考生自我介紹及回答問題之口語能力。
- 第二部分包括考生訊息交換、討論及回答主考提問等，約七分鐘，主要評量考生口語互動與討論之能力。
- 第三部分為考生依據主考所提問題思考兩分鐘後發表，另一考生則針對該生之意見發表作口頭摘要，歷時約十分鐘。此部分主要評量考生針對主題作較深入之表述及在短時間內作口頭摘要的能力。

3) 命題原則

「全民英檢」研發小組根據測驗目標之能力說明為原則，編製試題，因此題目以能引發考生表達意見為主，本測驗所要求的語言功能（language functions），係參考 O'Sullivan, Weir & Saville (2001) 之研究歸納而成。請見表二。

表二 Intended Functions

Informational Functions
Providing personal information: Present Past Future
Expressing opinions
Elaborating
Justifying opinions
Comparing
Speculating/Hypothesizing
Staging/Organization
Describing Sequence of events/information Scene
Summarizing
Suggesting
Expressing preferences
Interactional Functions
Agreeing
Disagreeing
Modifying
Asking for opinions
Persuading
Asking for information
Conversational repair
Negotiating meaning Checking meaning Understanding Common ground Ask clarification Correct utterance Respond to request for clarification
Managing Interaction
Initiating
Changing
Reciprocating
Deciding

O'Sullivan, Weir & Saville (2001)

4) 評分標準及評分方式

A. 評分標準

分項式評分與整體式評分的優缺點於文獻上多有論述(Hughes, 1989; Bachman & Palmer, 1996)。本口說能力測驗採整體式及分項式評分並行制，兩項量表計分由低至高分為 1~5 五個級分(1, 2, 3, 4, 5), 3 級分為通過標準。採並行制可達到兩種評分方式相互驗證的目的 (Hughes, 1989: 110), 同時提高評分者信度。整體式評分量表請見附錄二。分項式評分量表標準包含發音(Pronunciation)、適切性(Relevance & Adequacy)、語彙使用(Lexical Use)、語法(Grammatical Use)、流利度(Fluency)、與連貫性 (Coherence)。六項標準

之定義如下：

- 發音 (Pronunciation)：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
- 語彙使用 (Lexical Use)：指考生所使用詞彙的適當性及廣度
- 語法 (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

分項式評分量表請見附錄三。

B. 評分方式

為使評分標準穩定一致，Interlocutor 及 Assessor 在正式評分前均需先接受標準化訓練 (standardization)，以熟悉評分標準及各級分之說明。

Interlocutor 使用整體式評分量表，Assessor 則使用分項式評分量表，原則上，考生必須達到整體式評分量表之 3 級分及分項式評分量表中每項評分標準之 3 級分，才能通過高級口說測驗。若兩項評分有差距，Interlocutor 與 Assessor 必須加以討論以求達到共識，若無法達成共識，則由第三位評分人員根據錄影 (音) 帶評分，並以其評分結果為最後成績。

二、預試過程

本次預試之目的主要在於確定以下重點：

- 測驗說明是否清楚 (the clarity of rubrics)
- 各部分施測時間是否足夠 (the sufficiency of time allocated)
- 兩項量表是否實用 (the usefulness of rating scales)

1. 考生

十月份預試考生共計十四名，男性七名，女性七名，包含社會人士、「全民英檢」中高級初試或複試通過考生及英語主修大四在校生，均為高級測驗之目標考生 (target candidates)。本次預試樣本數不大，主要是因為限於本級口說測驗採面談方式施測，需安排成對考生及成對之主考進行，另測驗結束後，須就考生之表現及主考進行質與量的分析，較耗費人力、時間。

2. 問卷

每位考生在口說測驗結束後，均需填寫一份問卷，除個人基本資料外，問卷內容包含有關測驗方式、主考、測驗各部分的時間分配、考生的表現、測驗難易度及測驗的表面效度 (face validity) 等問題。

3. 評分過程與評分校準

1) 第一階段

Interlocutor 及 Assessor 於試後分別給分，若有通過與否之差異 (例如 Interlocutor

評為 3 級分, Assessor 評為 2 級分), 則請兩位評分人員討論, 若無法達成共識, 則留待評分校準會議討論決定。

2) 第二階段

召開評分校準會議, 與會成員依據錄影帶分別給予考生整體式 (holistic) 及分項式 (analytical) 成績, 並針對第一階段有爭議之考生分數詳加討論, 達成共識後, 確定成績。同時選定代表各級分之標準帶, 以便日後做為評分人員訓練用。

三、預試結果

1. 成績分佈

十四名預試考生中, 共計六名通過, 八名未通過。依整體式評分成績計算, 考生之平均分數為 2.71。通過人數與組別分佈詳見表三。

表三 通過人數與組別分佈

組別	通過與否	考生人數	高級口說	
			通過	未通過
社會人士		3	3	0
中高級 考生	複試未通過	2	0	2
	複試通過	4	1	3
英語主修學生		5	2	3
考生人數		14	6	8

由表三可知中高級考生群組中, 未通過複試之兩名考生均未通過本次高級口說預試, 而四名通過複試之考生, 僅有一名考生通過本次預試。因此可以推論高級口說測驗確實可以有效鑑別考生較高層次的英語程度。

另外, 十四名預試考生中, 十名參加高級聽力/閱讀 (初試) 預試。其中有三名考生通過高級聽力/閱讀預試。三名考生中, 有兩名通過高級口說測驗。未通過高級聽力/閱讀預試之七位考生, 均未通過口說預試, 因此可以推論高級初試測驗確實具有篩選功能。

又以 Many-Facet Rasch Measurement 統計考生成績, 發現本次口說測驗可有效地區隔考生能力 (如表四 candidate 欄所示, 考生依能力高低由上至下排列), 在 RATERS 欄下可見 H (Holistic) 與 A (Analytical) 兩位評分人員評分的嚴苛程度差不多。在 criteria 欄下則可看出六項評分標準之間差異不大。但是考生在發音 (Pron.) 部分得分較高, 其次為流利度 (Flu.) 與適切性 (Re. & Ad.), 再其次為連貫性 (Co.), 語法 (Grammar) 與語彙 (Lexis) 得分最低。這個現象與研發小組的預期相符。

表四

Measr	+candidate	-RATERS	-criteria	S.1
	(high)	(severe)	(hard)	
13	H	A		(5)
12				
11				
10				
9				
8				
7	F			---
6				4
5				
4				
3	B		Grammar	---
	C		Lexis	
	M		Co. Flu. Re. & Ad.	
2			Pron.	
1		H		3
0		A		
-1	L			
-2	D	R		---
-3	G			
-4	E	S		
-5				2
-6				
-7				
-8				
-9	T			---
-10				(1)

Measr	+candidate	-RATERS	-criteria	S.1
	(low)	(lenient)	(easy)	

Co.= Coherence, Flu.= Fluency, Re. & Ad.= Relevance & Adequacy, Pron.= Pronunciation

2. 評分者信度

經過兩階段針對兩位評分人員所做的評分校準過程，計算兩位評分人員間的信度 (inter-rater reliability)，得到之 ALPHA 值為 0.94，顯示評分人員評分一致性相當高。

3. 考生反應

考生問卷調查結果 (考生問卷請見附錄四)，簡述如下：

- 大型測驗經驗：十四名預試考生中，有三名曾考過托福測驗 (TOEFL)，四位曾考過多益測驗 (TOEIC)。考過托福的考生中，有一名考生未通過本次口說測驗，而考過多益的考生中，亦有一名考生未通過本次口說測驗。詳見表五。

表五 考生托福與多益成績

考生代碼	托福成績	多益成績	高級口說預試	
			通過	未通過
A		980	✓	
B		915	✓	
C	617	905	✓	
D	595			✓
E		690		✓
F	260 (CBT)*		✓	

*TOEFL CBT 250~260 約為 TOEFL 紙筆成績之 600~617

- 測驗方式：十四名預試考生均反映對於面對面談話的測驗方式「感覺親切」、「自然」、「有趣」、「專業」。對於錄音、影機設備，則均未感覺影響其表現。對於試場內桌椅、燈光等的安排則大多表示滿意。
- 主考：除了兩名考生認為主考之說話速度略慢之外，其餘考生均認為適中。所有考生均表示主考態度友善、說明清楚。
- 測驗各部分的時間分配：十名考生表示，測驗各部分所需準備時間或作答時間均足夠。三名考生認為，第三部分的準備時間可以增加三十秒至一分鐘。一名考生則認為第一、二部分的作答時間及第三部分的準備時間都應增加。
- 測驗難易度：大多數考生認為第三部分最難，因為對題目「不熟悉」，或因為必須「摘要別人的意見」，或因為「緊張」，另有三位考生表示第一部分最難，因為無法預料主考會問些什麼問題。至於最簡單的部分，多數考生認為是第一部分，因為「生活上常用」、「自己能掌握」、「比較輕鬆」、「可事前準備」，或是第二部分，因為「有發揮的空間」、「只要互問數字」，但亦有考生表示第三部分較簡單，因為「在英聽課練習過口頭摘要或意見發表的活動」。
- 測驗的表面效度 (face validity)：全部考生認為本測驗可以測出考生實際的口語能力。

四、結論與建議

本次預試之目的均已大致達成，經由預試發現需要修改之處，分為題型與量表兩類，建議案於英檢研究委員會議第二十七次會議提出後，照案通過，並將於 2002 年正式試辦時採用。

1. 題型

1) 第一部分

考生一分鐘自我介紹的部分，由不限主題或範圍改為 guided self-introduction，主題或範圍由主考當場告知，以避免考生於考試前強記應付。例如主考可請 A 考生“Please tell us about your hobbies.”，再請 B 考生“Would you please tell us about your job?”，而非只要求考生“Would you please introduce yourself?”。

2) 第二部分

- 刪除考生於第二部分 Discussion 後考生 final decision 部分，因為預試結果發

現，考生均僅重覆 Discussion 中所述，顯得很不自然。

- 將 Discussion 後主考向考生個別提問之部分，修改為主考同時向兩位提問 (open-ended questions)，然後請考生相互討論，如此可增加考生較長時間發言的機會。

考生在 Part II/A 說話機會多 (more turn-takings) 但說的內容較少 (shorter turns)，在 Part II/B 則說的內容多 (longer turns) 雖然說話機會少 (fewer turn-takings) 因此以上修訂可使本題型更趨平衡，而屬於高級程度之語言能力更能有所展現。

表七 Original Version and Revised Version of Part II

Part	Version	Original Version	Revised Version
Part II	A	<ul style="list-style-type: none"> ▪ Information exchange ▪ Discussion about the advantages and disadvantages 	<ul style="list-style-type: none"> ▪ Information exchange ▪ Discussion about the advantages and disadvantages
	B	<ul style="list-style-type: none"> ▪ Follow-up Questions from the Interlocutor: <ul style="list-style-type: none"> ◆ B's final decision ◆ A's final decision ◆ Interlocutor asks A one topic-related question ◆ Interlocutor asks B one topic-related question 	<ul style="list-style-type: none"> ▪ Follow-up Questions from the Interlocutor: <ul style="list-style-type: none"> ◆ Interlocutor asks both A & B two to three topic-related & open-ended questions for discussion

- 除了原設計提供 Information Gap 為 Input 外，亦可利用圖片 (non-verbal input) 作為引導考生討論之依據，以增加本題型之多元性及豐富性。

3) 第三部分

本部分之題目應盡量在抽象/具體的程度上取得一致，避免同場考生因題目之抽象/具體程度不同而影響表現之情況發生。例如本次預試第三部分之題目分別為 “Is it ethical to use animals in laboratory tests?” 及 “Should more nuclear power plants be built in Taiwan? ”。經由預試發現，被指定回答前一題之考生表現大多不如回答後一題之考生表現來得好。探究原因，極可能因為前者論及是否 ethical 的價值判斷，較後者來得抽象之故。另外，考生對題目所探討的主題是否熟悉，也可能影響其表現。

2. 評分量表

根據預試時之觀察及預試結果發現，即使是表現最好的考生，在語彙或語法使用上仍會有錯誤，而在流利度方面仍難免出現停頓的現象，並且英國 Cambridge 之 CPE 測驗效度研究 (validity research) 亦有相同的發現，因此建議 5 級分說明修訂如下：

1) 整體式評分量表

- 將 "The candidate speaks with ease." 改為 "The candidate speaks fluently with minimal hesitations."

2) 分項式評分量表

- Lexical Use—將 "Lexis is always used appropriately." 改為 "Lexis is used appropriately. Errors are rare."
- Grammatical Use—增加 "Errors are rare."
- Part II 題型經修改後，則 Coherence 適用整個測驗，而非僅限 Part I 與 Part III。

附錄

一、口說測驗試題說明

	Advanced Two-candidate Format	Part I	(approx. 5 minutes)
Interlocutor	<p>(the interlocutor and the candidates are all standing up) Good morning (afternoon/evening). How are you both doing this morning (afternoon/evening)?</p> <p>My name is _____ and this is my colleague, _____. (point to the assessor and pause for 3 seconds) He/She is going to be listening to us. Your names are ...? (point to both candidates) 【Candidate A】 and 【Candidate B】. (shake hands with each candidate and gesture the candidates to sit down, then the interlocutor and the assessor sit down as well)</p> <p>First of all we'd like to know something about you, so I'm going to ask each of you to introduce yourself for one minute. I will stop you when your time is up. Now, 【Candidate A】 (point to Candidate A), please tell us about your hobbies.</p>		
Candidate A	⊕ (After 1 minute)		
Interlocutor	Thank you. 【Candidate B】 (point to Candidate B), would you please tell us about your job?		
Candidate B	⊕ (After 1 minute)		
Interlocutor	<p>Thank you! Now, I'm going to ask each of you a few questions about yourselves.</p> <p>【Candidate B】 , (Select an appropriate topic area and ask the first question in that topic)</p>		
Candidate B	⊕ (After 20~30 seconds)		
Interlocutor	Thank you. 【Candidate A】 , (Ask Candidate A the same question)		
Candidate A	⊕ (After 20~30 seconds)		
Interlocutor	Thank you. Now, 【Candidate A】 , (Ask the next question on the list)		
Candidate A	⊕ (After 20~30 seconds)		
Interlocutor	Thank you. 【Candidate B】 , (Ask Candidate B the same question)		
Candidate B	⊕ (After 20~30 seconds)		
Interlocutor	Thank you. Now, 【Candidate B】 , (Ask the following question on the list)		
Candidate B	⊕ (After 20~30 seconds)		
Interlocutor	Thank you. 【Candidate A】 , (Ask Candidate A the same question)		
Candidate B	⊕ (After 20~30 seconds)		

Interlocutor

Thank you.

<End of Part I>

	Advanced Two-candidate Format	Part II	(approx. 7 minutes)
Interlocutor	<p>Now, you two are going to work together to complete a task. (Pass out the visual prompt cards to the candidates. Candidates have different prompt cards on the same types of cell phones.) Please do not show your card to your partner.</p> <p>Here's the situation. Each of you is going to buy a cell phone for yourself. 【Candidate A】, you have information on the three cell phones and 【Candidate B】, you have different information on the same three cell phones. You will first need to exchange information to fill the chart. You may write on your card. You will have two minutes to exchange information. I will stop you when your time is up. Now, please begin and 【Candidate A】, please speak first.</p>		
<Visual Prompt>	(See test question paper.)		
Candidates A & B	⊕ (After 2 minutes)		
Interlocutor	<p>Thank you. Now, during the next two minutes, you and your partner are going to discuss both the advantages and disadvantages of each phone. Remember, this is a discussion. Focus your talk on the advantages and disadvantages of each cell phone. I will stop you when your time is up. Now, please begin your discussion and 【Candidate B】, please speak first.</p>		
Candidates A & B	⊕ (After 2 minutes)		
Interlocutor	<p>Thank you. Now, 【Candidate A & B】, I would like you two to talk about the following question. (Select one question from the test paper & read it to the candidates.) You have one and a half minutes to discuss. I will stop you when your time is up.</p>		
Candidate A	⊕ (After 1 minute)		
Interlocutor	<p>Thank you. Now, 【Candidate A & B】, (Select another question from the test paper & read it to the candidates). You have one and a half minutes to discuss. I will stop you when your time is up.</p>		
Candidate B	⊕ (After 1 minute)		
Interlocutor	<p>Thank you.</p> <p><End of Part II></p>		

	Advanced Two-candidate Format	Part III	(approx. 9.5 minutes)
Interlocutor	<p>In a few seconds, I will give each of you a card with a question on it. Each of you will have two minutes to think about what you are going to say. Then, you will have two minutes to present your talk to your partner. Listen carefully while your partner is speaking and take notes, if necessary, because you will be asked to summarize what your partner has just said.</p> <p>(Pass out the prompt card to Candidate A first.) 【Candidate A】, this is your question. (Then give a copy to Candidate B.) 【Candidate B】, this is 【Candidate A's】 question.</p>		
<Visual Prompt>	(See test paper)		
Interlocutor	Now, 【Candidate A】, please use the next two minutes to prepare your talk.		
<Preparation>	⊕ (After 2 minutes)		
Interlocutor	<p>Now, 【Candidate A】, please talk for two minutes. Remember I will stop you when your time is up. 【Candidate B】, please listen very carefully to what 【Candidate A】 says.</p>		
Candidate A	⊕ (After 2 minutes)		
Interlocutor	<p>Now, 【Candidate B】, you have forty-five seconds to summarize the main points from 【Candidate A's】 presentation.</p>		
Candidate B	⊕ (After 45 seconds)		
Interlocutor	<p>Thank you.</p> <p>(Pass out the prompt card to Candidate B first.) 【Candidate B】, this is your question. (Then give a copy to Candidate A.) 【Candidate A】, this is 【Candidate B's】 question.</p>		
<Visual Prompt>	(See test paper)		
Interlocutor	Now, 【Candidate B】, please use the next two minutes to prepare your talk.		
<Preparation>	⊕ (After 2 minutes)		
Interlocutor	<p>Now, 【Candidate B】, please talk for two minutes. I will stop you when your time is up. 【Candidate A】, please listen carefully to what 【Candidate B】 says.</p>		
Candidate B	⊕ (After 2 minutes)		
Interlocutor	<p>Now, 【Candidate A】, you have forty-five seconds to summarize the main points from 【Candidate B's】 presentation.</p>		
Candidate A	⊕ (After 45 seconds)		

Interlocutor

Thank you.

<End of Part III>

This is the end of the test. Goodbye.

<End of the Test>

二、整體式評分量表

1	2	3	4	5
<ul style="list-style-type: none"> ◆Utterances are frequently unintelligible and incomprehensible. ◆Contributions are frequently irrelevant, and inadequate. ◆The range, accuracy and appropriateness of language used is inadequate. ◆The candidate doesn't speak with ease. ◆The candidate doesn't speak coherently in extended turns. 		<ul style="list-style-type: none"> ◆Utterances are intelligible and comprehensible. ◆Contributions are relevant, and just about adequate. ◆The range, accuracy and appropriateness of language used is adequate. ◆The candidate generally speaks with ease. ◆The candidate speaks coherently in extended turns. 		<ul style="list-style-type: none"> ◆The candidate has no problems with either sounds or utterances. ◆Contributions are both relevant and more than adequate. ◆The range, accuracy and appropriateness of language used is more than adequate. ◆The candidate speaks fluently with minimal hesitations. ◆Speech is very well-organized in extended turns.

三、分項式評分量表

Criteria \ Score	1	2	3	4	5
Pronunciation •stress •rhythm •intonation •individual sounds	♦Inaccuracies in individual sounds sometimes prevent communication. ♦Inappropriate use of stress, rhythm, and intonation sometimes prevents communication.		♦Comprehensible utterances with easily recognizable sounds, appropriate stress, rhythm, and intonation. ♦Inaccuracies and inappropriacies may sometimes occur, but these never prevent communication.		♦The candidate is able to produce entirely accurate utterances and sounds with appropriate stress, and natural rhythm, and intonation.
Relevance and Adequacy	♦Discourse lacks relevance to the task and contribution is inadequate.		♦Discourse is almost entirely relevant to the task and contribution is just about adequate to complete the task.		♦The discourse is relevant to the task and the contribution is more than adequate to complete the task.
Lexical Use •range •appropriacy	♦The range of vocabulary is inadequate to complete the tasks. ♦Vocabulary is frequently used inappropriately.		♦The range of vocabulary is adequate to complete the tasks. ♦There may be some inappropriate use of vocabulary.		♦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 •range •accuracy	♦Too limited a range of structures for task completion. ♦Utterances are frequently used inaccurately.		♦An adequate range of structures to complete the tasks. ♦There may be some inaccurate structures.		♦The candidate is able to use a wide range of structures to complete each task accurately, appropriately and effectively. Errors are rare.
Fluency	♦Unnecessary hesitation interferes with communication and puts stress on the listener.		♦Keeps communication flowing; however, hesitations which do not affect communication may sometimes occur.		♦The candidate is able to keep communication flowing smoothly with minimal hesitation.
Coherence	♦Contribution lacks logical organization.		♦Contribution is logically organized in general.		♦Contribution is logically organized throughout the task.

四、問卷

全民英語能力分級檢定測驗高級預試 口說能力測驗考生意見調查問卷

謝謝您參與今天的口說測驗，您辛苦了。以下請您填寫壹至參項問題，之後請與本中心人員配合回答所提出之問題。本問卷結果僅供本中心研究參考用，絕不影響您的測驗成績，請您依真實狀況回答，謝謝您的配合。

壹、基本資料

1. 組別：_____
2. 考號：_____
3. 性別：男 女
4. 出生年月日：民國_____年_____月_____日
5. 母語：國語 閩南語 客家語 英語 其他(請註明)_____
6. 是否曾於英語系國家居住過？
是 哪個國家？_____ 住多久？_____年_____月
否

貳、職業/教育狀況

7. 職業：學生 就讀學校_____ 就讀年級_____ 就讀科系_____
非學生 職稱 _____ 服務單位 _____ 服務年_____
8. 最高學歷：博士 碩士 學士 專科(二專/五專) 高中/職 國/初中 小學
其他(請註明)_____
9. 取得最高學歷之學校：_____ (請註明國家)
主修科系_____

參、英語學習/英語測驗經驗

10. 您何時開始正式學習英語？_____ 學習了幾年？_____
11. 您是否曾考過大型英語測驗(例如托福、多益、IELTS等)？
是 哪個測驗？_____ 成績/分數_____
否
12. 您是否參加過英語面試？
是 哪種/哪個面試？_____ 成績/分數_____
否

開始回答以下問題之時間 _____年 _____月 _____日 _____時 _____分

肆、參加本面試測驗感想

13. 測驗方式

- a. 您對面對面談話的測驗方式感覺為何？
- b. 您對錄音、錄影設備的感覺為何？是否因此影響您的表現？怎麼樣的影響？
- c. 您對試場的安排（例如桌椅、燈光等）的感覺為何？如何安排可以讓您感覺較為輕鬆、自在？

14. 主考

- a. 主考的說話速度（快慢）如何？是否因此影響您的表現？怎麼樣的影響？
- b. 主考的態度（友善與否）如何？是否因此影響您的表現？怎麼樣的影響？
- c. 主考的說明（清楚與否）如何？是否因此影響您的表現？怎麼樣的影響？

15. 測驗各部分的時間分配

- a. 第一部分（about self-introduction）的作答時間是否充裕？需要更多或更少？
- b. 第二部分（about cell phone）的作答時間是否充裕？需要更多或更少？
- c. 第三部分（about presentation）的準備時間是否充裕？需要更多或更少？
- d. 第三部分的作答時間是否充裕？需要更多或更少？

16. 測驗表現

- a. 測驗中的哪個部分您覺得您表現得最好？為什麼？
- b. 測驗中的哪個部分您覺得您表現得最不好？為什麼？
- c. 您預估是否可以通過本測驗？為什麼（不）？

17. 測驗難易度

- a. 測驗中的哪個部分您覺得最難？為什麼？
- b. 測驗中的哪個部分您覺得最簡單？為什麼？

18. 測驗的表面效度（face validity）

- 您覺得本測驗是否可以測出您實際的英語口說能力？為什麼（不）？

問卷調查到此結束，再次謝謝您的合作。

結束回答以上問題之時間 _____年 _____月 _____日 _____時 _____分

五、口說測驗通過樣本作答謄錄稿

Examiner : X ; Candidate A ; Candidate B ; ... 代表停頓

Part I

X: Good morning.

B: Good morning.

X: My name is X, and this is my colleague, D. He is just going to listen to us. And your names are...?

A: I'm A. Nice to meet you.

X: Nice to meet you. And you?

B: I'm B. Nice to meet you.

X: Please.

B: Thank you.

X: First of all, we'd like to know something about you. So I'm going to ask each of you to introduce yourself for one minute. I will stop you when your time is up. Now A, would you please introduce yourself first?

A: OK. Uh, hi, I'm A. Uh, I'm 24 years old. Um...I just graduated from UVC last year. I did a double-major program from a bachelor's degree...I specialized in family studies and psychology. Um my family...well there are five people in my family...my parents, me, I have a younger brother and a younger sister. Uh we moved to Vancouver, Canada about ten years ago, and last winter I came back to work in Taipei. Um...my job is related to English teaching...and my hobbies include...watching movies, listening to music, bowling, traveling, and just hanging out with my friends.

X: Um-hm. OK, thank you, A. Now B, could you please introduce yourself?

B: OK. Uh my name is B, and I've been living in Tainan for 18 years and after that I come here to study in the department of English in National Taiwan Normal University, and I'm currently studying in the Graduate Institute of Translation and Interpretation. Uh there are five people in my family including me...and also my mother, my father, my younger brother, and my great-grandmo...great grandmother...yeah. Uh my brother is now studying also in Shi Da, and specializing in...informa...information technology education. Um uh...my hobbies are...uh watching TV, reading novels, and um...playing table tennis. Uh I hope uh after I graduate from the uh...Graduate Institute, I can be a professional translator or interpreter in the future.

X: OK, thank you, B.

B: Thank you.

X: Now, I'm going to ask each of you a few questions about yourselves. B....

B: Um-hm.

X: When you were a child, what kinds of books did you like to read?

B: Um...I liked to read books on fairy tales, or on some...I also liked to read some sci-fis...uh science...science fiction. And um...but mostly I...I would like to read some...um...interesting novels like um...um...yeah, including what I just mentioned uh science fictions and uh fairy tales or uh...things about ghost stories.

X: OK, thank you. How about you, A? When you were a child, what kinds of books did you like to read?

A: Well uh...I liked to read...Chinese folk tales or Japanese folk tales...fairy tales...and to be honest...some comic books. Um...that's...but I...I never have any interest in reading ghost stories, that kind of thing.

X: *Indistinct*. And A, have you ever read a book more than once?

A: Oh, yes.

X: Why?

A: Um...well...I think...because...I really enjoy the story...um that's the main reason for reading a book more than once...or maybe sometimes I just have a bad memory, so reading the book a second time is kind of...like reading it for the first time for me...sometimes.

X: OK, thank you. How about you, B? Have you ever read a book more than once?

B: Yeah, sure.

X: Why?

B: Because uh...most of them are...comic books, and I read them more than once because uh...I think that doesn't take a lot of mental functioning. I mean you don't have to uh...think...a lot on its contents,

so...you just relax and reading it.

X: OK, that's fine. And B, are you planning to read any particular author's books in the near future?

B: I think I will, 'cause uh, it's a need of my...uh...of what I learn now, 'cause I'm....

X: And whose books are they?

B: Uh, I think I would um...read some...poetic works...yeah...by some particular poets.

X: OK, thank you. How about you, A? Are you planning to read any particular author's books in the near future?

A: Actually, I'm just planning to read uh...Helen Fielding's? Actually, I don't quite remember her last name, but it's the author who wrote *Bridget Jones' Diary*. I've heard that it's a very interesting novel, and I have just recently watched the movie, so.... And maybe um...J.K. Rowling's future Harry Potter...um books.

Part II

X: OK, thank you. Now, you two are going to work together to complete a task. A.... Please do not show your card to your partner. Here's the situation. Each of you is going to buy a cell phone for yourself. A, you have information on three cell phones. And B, you have different information on the same three cell phones. You will first need to exchange information to fill the chart. You may write on the card. You will have two minutes to exchange information. I will stop you when your time is up. Now please begin, and A, please speak first.

A: Uh, OK. Uh, I have some information on each of the cell phones.

B: Um-hm.

A: Uh, cell phone A costs...four thousand, three hundred NT dollars.

B: Um-hm.

A: And cell phone B costs eight thousand, eight hundred...eight hundred and eighty dollars.

B: Um-hm.

A: Uh, the battery duration for cell phone C is one hundred and thirty hours.

B: Um-hm.

A: Cell phone C doesn't have...Internet...um access...and it doesn't have voice-dialing function.

B: Um-hm.

A: It's not brand-new, and therefore it is...second-handed.

B: OK.

A: Yeah, and...something else...for cell phone B, it has Internet access, um...and...whereas for cell phone A, it doesn't have built-in games....

B: Um-hm.

A: But it is brand-new.

B: Um-hm. ... OK. ... And um, there's something about...the...the rest of the information. On cell phone C, the price is two thousand, seven hundred dollars, and its battery duration is one hundred and thirty hours. It is uh...I'm sorry uh...about cell phone A, the battery duration is one hundred and fifty hours, and cell phone B is...is the same.

A: OK.

B: And uh...concerning Internet access, cell phone A doesn't have it.

A: OK.

B: Um-hm. Uh...and cell phone B doesn't have any built-in games, but cell phone C does. And voice-dialing, uh cell phone B...has this function but cell phone A doesn't. And cell phone B is a brand new...cell phone.

A: OK.

X: OK? Thank you. Now during the next two minutes, you and your partner are going to discuss both the advantages and disadvantages of each phone. Remember, this is a discussion. Focus your talk on the advantages and disadvantages of each cell phone. I will stop you when your time is up.

B: Um-hm.

X: Now please begin the discussion, and B, please speak first.

B: OK. Hmm...A, I think um...I should buy a cell phone. Can you make an analysis of the advantages and disadvantages of the three ones for me?

A: Uh, OK. I think actually, cell phone B is very expensive.

B: Um-hm.

A: Uh eight...almost nine thousand dollars.

B: Yeah.

A: Uh...but that's probably because it's brand-new....

B: Um-hm.

A: Um, if you insist on buying a brand-new product, then...it has voice-dialing function and it has...can...uh it has Internet um...access, too.

B: Um-hm.

A: So well...it depends on your budget, but...mmm....

B: But I...I think I can afford only...cell phone A and cell phone C 'cause I have only like five thousand dollars, so...so now I'm concerning...so now I'm considering um...the functions of the two, so...yeah...which one do you think is better?

A: Well, I...well the advantage for cell phone C is that it's the cheapest...

B: Um-hm.

A: ...among the three....

B: Yeah.

A: And personally, I don't mind using a second-hand um...product.

B: Um-hm.

A: Um...and...I...don't think...having Internet access is that important to me.

B: Um-hm.

A: Yeah.

X: And what do you think, B?

B: Um...well, I think for me, um...yeah. I wouldn't mind using a second-handed cell phone, but I think uh...um...a brand-new phone would be...like...make me feel assured, like...its....

A: Safer....

B: Gonna be...yeah...gonna be...lasting longer, and...I'm not so um...interested in games in a cell phone, so....

A: So cell phone A seems to be the best choice.

B: Yeah.

X: Um-hm. Thank you. Now, B, in thirty seconds, please tell us which cell phone you wish to buy, and why.

B: OK. Uh...according to my budget and my uh...interest, I think I would buy cell phone A 'cause it's...not so...expensive and it has...basic functions. It has um...long battery duration, and most important, it is brand-new. So I think I will choose cell phone A.

X: Thank you. Now, A, in thirty seconds, please tell us which cell phone you will buy, and why.

A: OK. I think I'll choose cell phone A as well um...since its...it's price range is closer to my budget, and...also I'm not that interested in the Internet access or built-in games...uh in a cell phone. Um...like B said, a brand-new product will probably...have um...comes with a guarantee...with the...the cell phone itself....

X: OK, thank you. Now, A, please tell us, are cell phones dangerous to use while driving, and why?

A: While driving.... Uh...yes, I believe it is dangerous to use cell phones uh...while you're driving. The most obvious reason being it's...you...a person might be easily distracted by...uh the cell phone – the ringing of the cell phone or the fact that she has to talk...um on the cell phone while driving. So...I wouldn't recommend it. In fact, I think there should be laws set up...um against this kind of action.

X: Um-hm.

A: And...um...actually, what am I supposed...are there...a second part of the question? ... No. OK, that's it.

X: OK, thank you. Now, B?

B: Um-hm.

X: Please tell us, why have cell phones become so popular among young people? You have one minute to answer. I will stop you.

B: OK. I think in the past um...people are...don't...feel very...it's not very convenient for people to...well...get in touch with each other 'cause there's no...there's nothing like a cell phone...which is very, very um...mobile, and people can use it to...get in touch with people anywhere, so I think that's the major reason why it becomes so popular, especially among young people, 'cause young people need to, like, contact others very often, when they are *indistinct*, or they are, like, to go party, to go...to go out playing, or something. And um...and also, cell phones are not a kind of product which is very, very expensive...for the...young people. So I think that's why.

Part III

X: Thank you, B. Now...thank you. ... In a few seconds, I will give each of you a card with a question on it. Each of you will have two minutes to think about what you are going to say. Then you will have two minutes to present your talk to your partner. Listen carefully while your partner is speaking and take notes if necessary, because you will be asked to summarize what your partner has just said. Now, A...this is your question.

A: OK. Thank you.

X: B, this is A's question.

B: OK.

X: OK? Now, A, please use the next two minutes to prepare your talk.

(After two minutes.)

X: Now, A, please talk for two minutes. Remember, I will stop you when your time is up.

A: OK.

X: B, please listen very carefully to what A says.

B: OK.

A: OK, um...we all know that nowadays um...a lot of scientists, they are working very hard on finding cures for um...many different types of serious illnesses. And one way to reach their...one way to...come up with some findings that um...that are useful is to use laboratory...uh animals in laboratory tests. Um...I...personally, I think it is ethical to use animals in laboratory tests. Uh, but the most important thing...the most important point being that these...laboratory experiments should be well-designed, and well-regulated. And these um...animals that um...these laboratory animals uh be kept and raised and maintained in a humane way...and even if they have to...sacrifice their lives for us human...um...it should be done in...like, like I said, in a humane way...not just...ruthlessly...you know. And um...I...have some background in um...science...scientific fields, and we used to um...raise and perform laboratory tests on laboratory...on these animals...like rats, or monkeys. Um...but we...with well-designed experiment, it is really helpful, and um...in our reports...um...of course we will...give full credit to these animals. And um...also the people who designed um...who designed these experiments. Um....

X: OK. Thank you, A.

A: Oh, OK. Thank you.

X: Now, B, you have 45 seconds to summarize the main points of A's presentation.

B: OK. Um, basically, A is for um, the proposal of um...using animals in laboratory tests. But um she...presents some um...prerequisites. The first one is um...the environment of the laboratory should be well-designed and well-regulated. And the other is, the animals used should be kept and maintained, or dealt with in a humane way. And she also used some of her personal experiences to back up the proposal.

X: Um-hm. And...?

B: And I think, so...so uh...basically, yeah...the uh...she think it...it is ethical to use animals in laboratory tests.

X: Thank you, B.

B: Thank you.

X: OK. Now.... OK, so...B, this is your question. ... A, this is B's question.

A: OK.

X: OK? Now, B, please use the next two minutes to prepare your talk. Thank you.

B: OK.

(After two minutes.)

X: Now, B, please talk for two minutes. I will stop you when your time is up. And A, please listen carefully to what B says.

A: OK.

B: Basically, I think Taiwan should build...should build more nuclear power plants. But under the major premise...that is...um...the government should do some precautionary measures...to prevent um...possible danger or harm to the...citizens in Taiwan. And...why? Why should Taiwan build more nuclear power plants? I think the...the most important reason is that...we are in great need of power...of electrical power. Um...for one thing, uh the factories, the industries is keeping growing, so I think uh...the factories need much power...nuclear...uh much...electrical power. And also, the people, the citizens...the citizens in Taiwan...are um...needing...needing uh electrical

power...*indistinct* more...uh they.... According to some statistics, um...the amount of electrical power used every...each year is increasing. So based on the main...based on the recent...I think Taiwan should build more nuclear power plants to provide electrical...electricity to the citizens in Taiwan. And also, one thing we should not ignore is that um there's...still not...there's still no um...substitute energy form...yeah...provided now. So...uh...in supply of um...the need for the people in Taiwan...uh I think...I think it is um...necessary...yeah.

X: OK. Thank you, B. Now, A, you have 45 seconds to summarize the main points from B's presentation.

A: OK. B believes that Taiwan uh...needs to build more nuclear power plants. Um...but um...the most important thing being the government...should um...the government should uh...should have some precautions measures to minimize the potential dangers...of building...more nuclear power plants. And...the reason we need more nuclear power plants, like B has said, is that in fact, in reality, we need more um...electrical power. The...electricity consumption is increasing in Taiwan...and also, currently, there aren't any suitable alternatives for power supply.

X: Thank you, A. OK, thank you. This is the end of the test. Thank you.

A: Thank you.

EXAMINER'S COMMENT For CANDIDATE A

Pass 5

The candidate has entirely accurate pronunciation in both individual sounds and longer utterances. She responds relevantly to all questions, and is able to elaborate on all the main points she makes. She demonstrates flexible and appropriate use of vocabulary and uses a wide range of syntactic structures very accurately. She is able to communicate fluently without any unnatural hesitation. Her contributions to all tasks is well organized.

EXAMINER'S COMMENT For CANDIDATE B

Pass 4

The candidate produces easily comprehensible and accurate utterances. He responds to all questions relevantly, and is able to elaborate on most of his main points. He is able to use appropriate vocabulary to express himself and a good range of syntactic structures; however, occasional errors which do not affect communication still occur. Generally, the candidate is able to communicate fluently with only occasional, unnatural hesitations. In addition, the candidate's contributions to all tasks are generally well organized.

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