

行政院國家科學委員會專題研究計畫 成果報告

日夜間部大學入學考試英文科閱讀測驗試題的歷史演變：民國 45 年~民國 99 年 研究成果報告(精簡版)

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中文摘要： 本次研究計畫，主要從三方面探討歷年來（自民國 45 年到民國 100 年）大學入學考試文章導向的閱讀測驗試題演變過程：(1) 閱讀主題的演變、(2) 閱讀難易度探討、以及(3) 閱讀技巧的類型以及演變。閱讀主題的演變主要是探討大學入學考試選取文章與高中英文科課程標準演變的關係。其它因素諸如台灣的政經發展、英語教育政策、英文專家學者評論；、大學入學考試中心研發人員的意見；等也併入討論；分析。而文章閱讀難易度則是採用 Flesh(1948)的可讀；性(Readability)公式來；計算。關於閱讀；技巧的試題分析，作者是根據學者相關研究如 Heaton (1990)、Hughes(2003)、以及 Brown(2004)的閱讀；技巧分類；方式來；再度進行；分類。

本次研究發現：（一）早期（自民國 45 年到 60 年代）大學聯考英文科閱讀文章偏重科技與國家社會關懷的主題，確實與高中英文科課程標準有緊密相關性。但是，早期高中英文科課程標準自民國 37 年到民國 72 年前在閱讀部份的內容規定並未有太大的改變，因此自民國 72 年新修訂的英文科課程標準，發現其修改或新增內容反倒是跟隨著大學聯考英文科的步調進行調整。即便如現今的指定考試（或是學力測驗）英文科，其閱讀主題類型也極有可能地影響未來在高中英文科課程標準的內容調整。此外，夜間部大學聯考英文科一般認為向來較不可能扮演英語教學(或是測驗)領導者角色。然而，經由此次的研究結果發現，早期在民國 67 到 70 年代間，夜間部大學聯考英文科反倒是有些生活化或是與環境相關的閱讀主題(諸如旅遊/休閒與環保議題)比大學聯考英文科更早呈現給考生。然而，受限於當時未有一統整測驗中心，夜間部大學聯考英文科僅將部分領先的閱讀主題如曇花一現般地出現在大考。造成後期的研究人員誤認為夜大聯招英文科在閱讀文章測驗部份僅扮演跟隨或是模仿者的角色。此外，在閱讀難易度方面，過去一直認為夜大聯招英文科比日大聯招簡易許多，而推薦甄試英文科的閱讀文章難易度與日大聯招英文科差距有限。然而，經由此次研究，早期(民國 60 至 70 年代間)的夜大聯招英文科，在選文的部份，不見得比日大聯招來的更簡易。這可從統計數據未達顯著性結果證實（自民國 67 年至民國 79 年與日大聯考英文科相比較）。但是，日大與夜大英文科英文閱讀文章，到民國 80 年後，兩者之間才有統計上的顯著差異(也就是說夜大英文科在民國 80 年後明顯比日大聯考英文科更為簡易)。而推薦甄試英文科在民國 87 年前(也就是民國 83 年到民國 86 年間)，與日大聯考英文科的閱讀文章也是未有統計上的差異。一直到民國 87 年後，日大聯考英文科閱讀文章難易度提高，才與推薦甄試英文

科在統計上有顯著差異（推薦甄試英文科選文向來維持中等難度階段）。而近期的指定考試英文科與學力測驗英文科（自民國 91 年到民國 100 年），確實在文章閱讀難易度設定方向不同而有統計上的顯著差異（只考英文科偏中高難度方向發展，而學力測驗英文科維持中等難度）。而閱讀技巧測試部分，過去的日夜間部大學聯考以及推薦甄試均相當著重對明確敘述訊息的評量，但夜間部大學聯招的確在微觀閱讀技巧(micro-reading skills)較為偏重。而現今的指定考試英文科則是加深了閱讀技巧難度，而學力測驗英文科也朝著重明確敘述訊息的閱讀技巧部分融入一點進階的閱讀測驗技巧。

英文摘要：

This research project purports to delve into the issues of reading tests in the English Tests of Joint College Entrance Examination (hereafter ETJCEE) from the year of 1956 to the year of 2011. Three major variables are included for discussion in this paper: (1) the reading topics in relation to the developments of Senior High School English Curriculum Standards, (2) the readability levels, and (3) the assessed reading skills. The results of this research project are outlined as follows. To begin with, the literature-based instruction, political and the socio-economic factors impinge upon the selected ETJCEE/ETJEDCEE reading passages from the 1950s to the 1970s. It is not until the 1980s that the daily life events become the central focus. In the 1990s, the ETJCEE reading topics keep abreast of the environmental protection issues and the updated news. In speaking of the textual readability levels, both ETJCEEs and ETJEDCEEs in the mid-1990s are assumed comprehensible since they are mostly allocated on the standard category on the basis of the Reading Ease Formula by Flesch (1948). It is not until the 1980s that ETJEDCEE reading passages yield statistical significance in comparison with ETJCEE reading extracts. The ETSATs remain standard in the reading extracts when it commenced in the year of 1994. Prior to the year of 1998, ETSATs fail to present significant statistical significance with the ETJCEEs. The opposite result produces from the year of 1998 when the ETJCEE textual readability levels are heading for the less comprehensible direction. This result remains true for the comparison between the ETDRTs and ETSATs from the year of 2002 to the year of 2011. With regards to the reading skills, both ETJCEE/ETJEDCEE reading tests in the mid-1990s ask for the detailed information, placing the less demands on the main idea or the authors' intention. In the 2000s, greater focus of the reading skills is placed on the inference, main ideas, the implicitly stated information, and the authors' attitudes in the newly-implemented ETDRTs and ETSATs.

The Historical Developments of Reading Tests in English Tests of JCEEs in the Past Fifty Years: 1956-2011

Motivation and Purpose of the Study

This present study is aimed at painting the canvas of text-based reading comprehension test sections in the English Tests of JCEE which have long dominated the admission of university education from the year of 1956 to the year of 2011. Here, the English Tests of JCEE acts as an umbrella term, encompassing the following four major types of high-stakes English tests: (1) English Tests of JCEE (ETJCEE) from 1956 to 2001, (2) English Tests of Evening Division Joint College Entrance Exam (ETEDJCEE) from 1967 to 1996, (3) English Tests of Scholastic Aptitude Test (ETSAT) from 1994 to 2011, and (4) English Tests of Departmental Required Test (ETDRT) from 2002 to 2011. Virtually, in Taiwan, quite a number of research studies have been devoted to the reading issues in the English Tests of JCEEs (Chen Hsiu-chuan, 2008; Chou Su-yu, 2009; Fan Yuan-shun, 2008; Hsu Wan-ling, 2005; Huang Tsan-suei, 1997; Lin Kuan-ru, 2010; Liu Chin-ni, 2009; Tung Hsing-cheng, 2008). Huang Tsan-suei (1997: 5), a renown scholar in local English language education, initiated the classification of ETJCEE test items from the year of 1974 to the year of 1993. Undeniably, reading and writing skills merited considerable attention in ETJCEEs which yielded arrays of test formats in concert with then-current EFL teaching or testing approaches (Huang Tzi-lai *et al.*, 1993: 22). Similar results were applicable to the ETDRTs and ETSATs which grabbed a nascent interest in the early 2000s. Additionally, the categorization of assessed reading skills had been discerned on the grounds of varied frameworks. Liu Chin-ni (2009) employed Nuttall's taxonomies, and the writer of this current project created types of reading skills in lieu of the earlier studies by Madsen (1983), Heaton (1990), and Hughes (2003). Furthermore, the grammar-based reading tasks had been explored on the grounds of the broad dichotomies *local and global items* by Chou Su-yu (2009). Even the bubbling hot reading test *Textual Structure*, an alternative cloze test peculiar to ETDRT, was analyzed by means of thematic relationships to clarify types of coherence between textual segments (Lin Kuan-ru, 2010). Despite the laborious efforts by previous researchers, the whole picture of the ETJCEE reading testing trends had never been available, dating back from the year of 1956 to the current testing year. Besides, the cloze test *per se* was treated as the backdrop of grammar competence at the discoursal level. To put it alternatively, the cloze test mingled with various types of organizational competence (i.e. grammar competence in conjugation with textual competence) for measurement in the course of textual processes. Here, the cloze test was not the major concern since the grammar competence was beyond the scope of this study. Additionally, teaching and testing were assumed to be interrelated. Yet, apart from newspaper comments (Chang Chian, 1977; Chang Shu-yin *et al.*, 1993; Chen Yang-lin, 1973, 1974, 1980; Chou Hsiao-ting, 2004; Kuo Shen-yu, 1991; Lee Chen-chin, 1974a, 1974b, 1985, 1987; Lin Yu-tang, 1967, 1968; Liu Li-chiu, 1976; Shih Chang-yao, 1974; Shih Yu-huei, 1980; Tung Hsiao-li, 1984; Yeh Kung-tsao, 1965; You Shen, 1978), a paucity of information was empirically concerned with the ETJCEE washback effects upon the innovation of senior high school English curriculum standards in Taiwan. The SHSECS was assumed to act as a bellwether for the English education, textbook compilation, and assessment. Virtually, this had been partially evidenced by Liu Fei-chin (2009) who verified the congruence between the innovation of curricular management and the developments of English Tests of the Technological and Vocational Education Joint College Entrance Examination (TVEE). However, such a research finding was not necessarily plausible to account the ETJCEE reading extracts in relation to Senior High School English Curriculum Standards

(SHSECS) from the year of 1956 to the year of 2011. Accordingly, this present study is intended to detect possible variables to the transformation of ETJCEE reading test formats: the global testing trends, Senior High School English Curriculum Standards (SHSECS), or the official policies by Ministry of Education in Taiwan? Three major language proficiency hypotheses acted as frameworks for global testing trends: (1) the divisible competence hypotheses, (2) the unitary competence hypotheses, and (3) multi-dimensional competence hypothesis (Yu, 1983). Besides, for years, there had been a dearth of research studies regarding the portrait of English Tests of Joint Evening Division College Entrance Examination (ETJEDCEE) ranging from the year of 1967 to the year of 1996. Despite the evening division college education was eventually defined as the education of extension and promotion rather than the alternative university enrollment scheme in the year of 1997 (CEEC, 1992), a dearth of information had been devoted to the developments of ETJEDCEEs in relation to the concurrent developments of their daily competitors. That was why the writer of this study was stimulated to carry out an in-depth research study to outline the panorama of ETJEDCEEs.

Research Questions

On the basis of the aforementioned statements, three major research questions are formulated in the following:

1. Are the overall developments of reading topics in tandem with the regulated principles in the Senior High School English Curriculum Standards?
2. Are the sampled reading passages beyond ETJCEE test takers' language proficiency on the grounds of the textual readability levels?
3. Which types of reading skills have been assessed in the English Tests of JCEEs in the past fifty years?

Methods, procedures, and progress

Prior to the sketch of the research methods as well as the procedures, the collected data for analysis included: (1) ETJCEEs from 1956 to 2001, (2) ETJEDCEEs from 1967 to 1996, (3) ETSAT from 1994 to 2011, and (4) ETDRT from 2002 to 2011. The former two high-stakes English tests were collected from newspapers or reference books, while the latter two were directly downloaded from the website of College Entrance Examination Center (CEEC). The collected data was primarily utilized for the discussion of the following reading issues: (1) reading topics, (2) readability levels, and (3) reading skills for assessment. The issue of reading topics was explored on the grounds of the Senior High School Curriculum Standards ranging from the year of 1937 to the year of 2006. Additionally, the textual readability was analyzed in lieu of the Flesch Reading Ease Formula (Davies, 1984: 188). Independent-sample T-test was employed for the mutual comparisons of readability levels between English Tests, and One-way ANOVA was utilized for the concurrent comparisons of textual readability levels among ETJCEE, ETJEDCEE, and ETSAT from the year of 1994 to the year of 1996. Further, the assessed reading skills were perceived through a checklist of reading strategies which were summarized from the earlier research studies by Brown (2004), Heaton (1990), and Hughes (2003).

Results and Conclusion

This current study set out to unveil types of reading topics in relation to the developments of Senior High School English Curricular Standards (SHSECS). It was concluded that the SHSECS indeed acted as a bellwether for the textual selection in both ETJCEEs and ETJEDCEEs from the 1950s to the 1960s, leading to great amounts

of reading passages in response to philosophies of life as well as then-current political and economic crisis (MOE, 1948: 95; 1962: 218; 1971: 60). However, by the end of the 1960s, ETJEDCEEs seemingly disentangled themselves from the SHSECS. This was further envisioned in the leisure activities (i.e. London's famous zoo) which received a nascent interest in the year of 1969. In the 1970s, ETJCEE remained in tune with the SHSECS in the textual selection. Yet, the ETJEDCEE headed for the divergent directions, laying the increasing concerns on the daily issues. Additionally, partly because of the attributes of test participants, the ETJEDCEE was intended to care much for the issues related to the workforces. Impacted by ETJEDCEEs or then-current instructional philosophies (i.e. the function-based teaching approach), the revised version of SHSECS in the year of 1983 placed an increasing focus on the daily realities. Meanwhile, ETJCEEs in the 1980s made great strides in types of selected reading topics, including: (1) laid-back ways of living (e.g. trip, food, and beneficence) and (2) the incorporation of the poetry *The Introduction to a Verse*. Furthermore, the increasing focus was laid on the cultural idiosyncrasies in varying domains of the ETJCEE/ETJEDCEE reading extracts, such as: (1) Architecture (e.g. the comparison of a western church and a Taiwanese temple), (2) Correspondence (e.g. the postal and telegraph service in Italy), (3) Clothing/Dress (e.g. the size of a handkerchief in different countries), (4) Gender (e.g. the function of a withdrawing room), and (5) Religion (e.g. the different interpretations of "Amen"). Remarkably, the ETJCEEs and ETJEDCEEs were impacted by the constructivism, and they were aptly regarded as the impetus to drive the innovation of the SHSECS in the 1990s. In the year of 1994, the English Tests of Scholastic Aptitude Tests (ETSAT) was launched to evaluate the general English language proficiency of test takers with a talent in the academic achievements or the artistic performances. Distinct from the other two predecessors, ETSAT generally followed the guidelines of SHSECS in the textual selection. In the year of 1995, the latest version of SHSECS encompassed full spectrums of reading subject matters, including the instructional manuals, letters, environmental protection, news reports, and so forth. This might be partly attributable to the washback effects of these three official high-stakes English entrance examinations from the late 1980s which led to a multiplicity of innovative reading matters (e.g. the entertainment, clothing, sport, transportation) in the newly-revised SHSECS. This remained similar in the updated SHSECS. Impacted by the multi-dimensional approach, the revised SHSECS in the early 2000s covered wider ranges of reading topics. However, in the year of 1996, the ETJEDCEE was suspended. Later, the ETJCEE was supplanted by the ETDRT in the year of 2002 due to the alternative enrollment scheme. Although the ETDRT and ETSAT underwent a sluggish innovation in subject matters, they were assumed to bear relations to the SHSECS.

Apart from the reading topics, the textual readability levels were available on the basis of the Reading Ease Formula by Flesch (1948). In the mid-1950s, without the parallel competitors, the ETJCEEs in the mid-1950s were assumed to be readily comprehensible for test takers given that all of the reading extracts were placed on either the standard or the easy categories in the textual readability levels. In the 1960s, partly because of the increasing attention to the issue *Science and Technology*, the overall textual readability levels were presented in an ascending fashion. Meanwhile, ETJEDCEE made its debut in the year of 1967. In comparison with the daytime counterparts, the sampled reading passages in ETJEDCEEs were not highly advantageous to test takers in lieu of lower mean scores (ETJCEE: 64.41; ETJEDCEE: 62.59) as well as the non-significant statistical results through the computation of Independent-sample T-test (Sig. =.842; $p > .05$). This possibly had bearings on the reading topics in the ETJEDCEE which were mostly concerned with the philosophies of life in the 1960s. In the 1970s, owing to the impact of the structuralism on the EFL instruction and test evaluation in Taiwan, a reading test section was seeded with grammar-based sentential reading test items which replaced the traditional textual reading

comprehension test. Therefore, decreasing amounts of reading passages were available for our analysis. Nevertheless, the ETJCEE reading extracts were still assumed to be challenging for test participants, leaving a pittance at the easy category. This might be partly attributed to *The Test of English as a Foreign Language* (hereafter TOEFL) which embarked on its long journey in the year of 1961 (Spolsky, 1995: 282) and then shaped the overall testing trends in overseas countries. Besides, the issue *Science/Technology* still hampered EFL test takers' reading performances owing to its difficult readability level. Even one life-oriented reading event *Traveling* was still located at the textually incomprehensible category. By contrast, the ETJEDCEEs in the 1970s were in the very opposite direction of their daily rivals, spurring the growth in the total amounts of readily comprehensible reading extracts to more than fifty percent (Easy Category: ETJEDCEE: 54.55%; ETJCEE: 9.09%). This was distinct from the testing trend in the previous decade, in which the sampled reading extracts were all placed on the categories of standard and difficulty. It was inferred that text topics possibly gave rise to such a result since the ETJEDCEE reading topics in the 1970s headed for: (1) Job/Career, (2) Social Interaction/Communication, (3) Safety/Security, and (4) Philosophy of Life. Besides, ETJEDCEE was launched to care for test participants who were loaded with their daytime jobs but strongly desired for the advancement into higher education in the evening. Therefore, it was not uncommon to see a great deal of readily comprehensible reading passages in the ETJEDCEEs. Further, the lexical loads coupled with syntactic variations conspired to produce variations to the textual readability levels. For instance, in the same reading category *Social Interaction And Communication*, the selected ETJCEE reading texts posed challenges to test participants, whereas the ETJEDCEE reading passages led to the opposite result. Despite a good deal of ETJEDCEE reading passages was centered on the easy readability level, such a result failed to reach a statistical significance in comparison with ETJCEE (Sig. = .072, $p > .05$). To put it alternatively, the comparatively comprehensible ETJEDCEE reading passages did not necessarily bring about higher reading test achievement in lieu of the non-significant statistical results through the computation of Independent-sample T-test. In the 1980s, ETJCEE was impacted by the shifting sands of reading testing trends which were intended to mirror the daily realities through selected reading passages, including the following text topics: (1) traveling, (2) study/education, (3) food, (4) beneficence, (5) animals, (6) scenic spots, (7) business activities, (8) sports, and (9) nature. ("No difficult test items in ETJCEE", 1984: 3; Chu & Wang, 1985: 3; Wang, 1988: 3; 1989: 5). As a result, the ETJCEEs in the 1980s downgraded the textual readability levels, in which the easy reading extracts roared to 4-fold growth from nearly 10 percent. Similar results remained in the ETJEDCEE reading passages in which the daily-based reading events were readily comprehensible, such as: (1) shopping, (2) gender, and (3) dress. Additionally, issues concerning the professionalism in the ETJEDCEEs were occasionally "manipulated" to be easy for test takers, such as the issues of (1) science/technology, (2) health, and (3) economic situation. Since ETJCEEs and their evening competitors were empirically evident to be readily comprehensible in the sampled reading passages (mean scores: ETJCEE= 67.30, ETJEDCEE = 62.07), the statistical significance would not be highly expected (Sig. = .118, $p > .05$). In the 1990s, the ETJCEE reading texts were slightly adjusted to be standard for test takers (mean scores: 66.51), while the evening counterparts were mostly allocated on the easy category (mean scores: 73.74). Such a discrepancy eventually led to the statistical significance (Sig. = .028, $p < .05$) through the Independent-sample T-test. Meanwhile, on the consideration of another enrollment scheme, the English Test of Scholastic Aptitude Test (ETSAT) was newly promulgated in the year of 1994. At that time, ETSAT, being held during the winter vacation, was launched for to-be senior high school graduates with the academic or the artistic achievements. It was assumed that selected reading texts would be highly advanced for test takers. However, such an assumption

encountered an opposite result. Numerically, ETSAT reading passages from the year of 1994 to the year of 1996 reached similar textual readability levels with their daily cousin (i.e. ETJCEEs) (ETJCEE: 64.00; ETSAT: 64.33). Relatively, ETJEDCEE reading passages averaged higher (mean scores: 67.83), nearly 3 point surplus compared with the remaining two daily cousins. Such a mean score discrepancy, computed by the One-way ANOVA, failed to reach the statistical significance in textual readability levels between the three groups, $F(2, 43) = .406, p > .05$. Even a post-hoc test using Scheffe comparisons revealed that two out of three comparisons were non-significantly different from each other at the .05 level. In other words, the higher mean readability scores in the ETJEDCEE reading passages did not absolutely guarantee that they were indeed readily comprehensible in comparison with the reading extracts in the remaining two daily partners. Also, despite failing to encompass the overall curricular contents, the ETSATs in the previous three years (i.e. 1994-1996) were not inferior to their daily predecessors (ETJCEEs) with respect to the textual readability levels. In the year of 1997, ETJEDCEE was eventually suspended under the consideration of transforming the evening division university/college education to the education of extension and promotion. From then on, the ETJCEE textual readability levels were compared with their daily cousins (i.e. ETSATs). From the year of 1997 to the year of 2001 (i.e. the last year of ETJCEE administration), the ETJCEE reading extracts at the difficult level regained the prominence, bouncing back from 28.21 percent in the early 1990s to nearly 45 percent. This research finding was in echo with the newspaper comments by an ETJCEE pundit Chou Bai-chen who postulated the deleterious washback effects of readily comprehensible ETJCEE reading passages upon the university education. That was to say, the newly enrolled university freshmen would feel it hampered to process the advanced levels of English reading texts since they had long been immersed in the manipulatively alleviated test-targeted reading passages (Chang Chia-chin, 1998:3; Yang Huei-chin, 1998: 6). Accordingly, the sampled ETJCEE reading extracts were steadily ascending in its readability levels, eventually outweighing the remaining two readability levels. However, such a testing trend failed to filter into the ETSAT reading passages, sticking to the moderately difficult readability criteria for test participants. Consequently, there reached a statistical significance with regards to the textual readability. In the year of 2002, there arose a sea change in the enrollment scheme. The Multiple University/College Enrollment Scheme, proposed by MOE in the year of 1999, primarily offered two major enrollment channels for senior high school students who sought admission to universities/colleges: (1) Admission via Application of Recommendation and (2) Admission via Examination. The former was measured by the SAT, while the latter by DRT. Due to the multiple enrollment scheme, the decades-long ETJCEE was eventually supplanted by a newly promulgated ETDRT, while the ETSAT was open to all to-be senior high school graduates for the test participation due to an alternative admission scheme *Admission via Application of Recommendation Screening*. Comparatively, impacted by the ETJCEE reading testing trend from the year of 1998, more than half of the selected ETDRT reading extracts posed challenges for test takers, while the ETSATs in the early 2000s persisted 'standard-centered' in the sampled reading passages despite the total amounts of the texts at the easy reading category was in a downward trend (ETSAT: $M = 64.25, SD = 9.306$; ETDRT: $M = 55.57, SD = 12.134$). Such a distinct reading testing trend consequently led to the statistical significance ($t = -5.113; p = .000, p < .05$). In short, the academic reading ability was the major variable contributing to the roaring numbers of ETDRT reading extracts at the difficult level.

The final issue was concerned with the assessed reading skills among three high-stakes English entrance examinations. On the grounds of the reading skill checklist summarized from the studies by Hughes (2003), Heaton (1990), and Madsen (1983), the ETJCEEs in the late 1950s purported to assess the explicitly stated

information through the intensive reading skills, laying the main ideas away from the discussion. In particular, the macro-reading skills in the late 1950s were specifically referred to: (1) paraphrasing the information (29.82%), (2) groping for detailed information (28.07%), and (3) judging the fact and opinion (10.53%). Besides, in the late 1950s, a pittance of micro-reading skills sought to measure the knowledge of lexicons and grammar rules in relation to the nearby contexts. Such a reading testing trend remained in the 1960s. That was to say, the ETJCEEs in the 1960s still allocated heavyweights to paraphrasing the explicitly stated information (37.69%), but incorporated a multitude of new reading skills to measure the textual reading comprehension, including: (1) utilizing the contexts to figure out the lexical meanings (12.31%), (2) caring for the skills of summary (4.62%), (3) seeking for the implicitly-stated information (4.62%), and (4) comparing the information (0.77%). Despite occupying the minor percentage, these newly-added reading skills brought about the extensive reading classroom instruction. In comparison with the ETJCEEs, the ETJEDCEEs in the late 1960s assigned heavyweights to a storehouse of micro-reading skills which were structure-based *per se* (82.22%), and quite a few reading skills measured the knowledge of linguistics out of context. This possibly posed hindrance for test participants if they were less proficient in the knowledge of vocabulary and grammar, not to mention the ability to decode topic sentences. In the 1970s, ETJCEEs were deeply affected by the structuralism. As a result, the micro-reading strategies were at an all-time high in the 1970s, booming to 48.85% and leaving only in a razor-thin loss with the macro-reading skills (51.15%). This was akin to the evening rivals where the micro-reading skills at the sentential level (i.e. the interpretation of sentential meanings) filibustered the entrenchment of the macro-reading enemies in the 1970s. Virtually, at that time, both ETJCEE and ETJEDCEE test developers were indulged in their parallel tastes in the structure-focused testing approach, eventually translating a whole text into scrambled passages or discrete sentences of which backdrop was grammar-based *per se*. Despite these two high-stakes English entrance examinations pandered to the structure-based testing approach, a handful of macro-reading skills still received the sparse attention in the heyday of structuralism, particularly: (1) the summary of provided information (3.82%), (2) the numerical calculation (0.88%), and (3) the interpretation of the implicitly-stated information (0.76%). Pedagogically implied, owing to the overwhelming powers wielded by the structuralism in the 1970s, test takers fallaciously believed that knowledge of linguistic elements acted as an enthronement in the reading performances. It turned out that senior high school students set aside the global textual understanding, zooming in on language components during their reading processes. The impact of a sentence-based reading test reached beyond the 1970s when innovative grammar-based reading test items were in a steady development. Consequently, the payoff of the grammar-centered reading test items was to pare down high school students' dedication to the global and extensive reading processes. Upon the consideration of the deleterious washback effects by the grammar-focused reading test items, the single sentence-based reading test declined its prominence and eventually fell into disuse in the year of 1984. Instead, the macro-reading skills captured a revival of interest in the both ETJCEEs and ETJEDCEEs in the 1980s, especially assessing the explicitly-stated information (ETJCEE: 18.71%; ETJEDCEE: 22.22%). In the 1990s, ETJCEEs remained similar testing trends in text-based reading comprehension tests, especially assessing explicitly-stated information. This result held true for ETSATs in the 1990s. Nevertheless, ETJEDCEEs, considering the attributes of test takers, relatively demonstrated preference for the interpretation of single sentences (18.57%) which gave rise to the creeping percentage values at the category of micro-reading skills. In the early 2000s, with the innovative multiple enrollment scheme, the decades-old ETJCEEs and ETSATs were eventually supplanted by ETDRTs and ETSATs. Still, both ETDRTs and ETSATs became unyielding on the dominant

positions in macro-reading skills. Virtually, in comparison with the daily predecessors, two major reading skills became conspicuous in ETDRTs: (1) making the inference (11.27%), and (2) discerning main ideas (14.08%). These two types of macro-reading skills had long been out in the cold while ETJCEEs had been swarmed with the test items groping for the explicitly-stated information, especially: (1) paraphrasing the stated information, (2) judging facts and opinions, and (3) identifying the cause and effect. Yet, in the early 2000s, the increasing demand was stoked upon advanced levels of reading skills in ETDRTs, such as making the inferences, discerning main ideas, summarizing the information, and so on. Comparatively, the macro-reading skills seemed to have plateaued at 70 percent or so in the ETSATs despite the micro-reading skills were in modest step-ups (from 24.14% to 31.4%). Nevertheless, the skills of textual inference failed to gain the popularity in lieu of its minor percentage values (4.35%). In summary, ETSATs in the early 2000s did not undergo sea changes in types of reading skills to be assessed. Yet, ETDRTs increasingly demanded the supply of advanced levels of reading skills for assessment, particularly the ability to inference and discern main ideas.

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國科會補助專題研究計畫項下出席國際學術會議心得

報告

日期：100年 08月01日

計畫編號	NSC 99-2410-H-041 -009 -		
計畫名稱	日夜間部大學入學考試英文科閱讀測驗試題的歷史演變:民國45年~民國99年		
出國人員姓名	董幸正	服務機構及職稱	嘉南藥理科技大學應用外語系/助理教授
會議時間	100年07月27日至 100年07月29日	會議地點	南韓首爾
會議名稱	(中文) 第九屆亞洲英語教學國際研討會 (英文) The 9th Asia TEFL International Conference		
發表論文題目	(中文) 過去五十年來大學入學考試英文科閱讀測驗之歷史演變 (英文) The Historical Developments of the ETJCEE Reading Tests in the Past Fifty Years		

一、參加會議經過

AsiaTEFL 主要討論每年亞洲各國英語語言學以及英語教學現況。而每一年研討會地點則輪流由會員國舉辦。本屆(第九屆)亞洲英語教學國際研討會則由南韓舉辦，會議地點選在首爾 Hotel Seoul KyoYuk MunHwa HoeKwan，進行一連三天的學術會議討論(自7月26日至7月29日)。此次會議主題為 Teaching English in a Changing Asia : Challenges and Directions (英語教學在多變的亞洲:挑戰與方向)。學術研討會以論文摘要發表(採審核機制挑選)以及學者演講為主。本屆研討會邀請的著名演講學者，包含 Bernard Spolsky (Bar-Ilan University, Israel), Brock Brady (President of TESOL, Inc., American Univ., USA)等教授。其它著名的演講學者，也不設限於歐美國家。因此，此次會議可說是集合了眾多對英語教學以及語言學有熱誠的學者，一起分享並討論學術研究結果。

二、與會心得

本次參與研討會後，較有印象之處，包含了：(1)南韓對英語教學規劃朝課程銜接方向，進行教材以及教學目標的調整，(2)南韓對外籍師資並不過度偏好，在有需求性以及考量師生比的情形下，才會聘雇，(3)南韓對本土英語教師師資檢定考試，更加嚴格把關(每年的通過率極低)，(4)各亞洲國家(包含台灣)代表學者分享英語檢定評量考試機制，以及(5)亞洲學者(如印度等國的代表學者)分享英語教學課程演變以及規劃。

三、考察參觀活動(無，研討會有安排南韓首爾市區一日觀光行程，但需付費。)

四、建議

此次參與會議，發現：(1)各國論文發表學者，在方法設計上，都極力介紹最新的觀念給與會者。此次作者參加幾場台灣來的學者論文發表，表現嚴謹並提出新意，(2)主辦國南韓對於研討會的工作人員(多數為英語系研究生)，都進行事先極佳的規劃以及訓練，(3)研討會書籍展覽仍舊以外版書為主，南韓書商應多展示他們編制的英語教學或是測驗書籍，提供亞洲其他國家的學者參考。

五、攜回資料名稱及內容

研討會論文集以及論文發表者的講義

六、其他(無)



Date: Mar. 5, 2011

Official Letter of Acceptance

Dear Tung Hsing-cheng,

On behalf of the 9th. Asia TEFL International Conference Organizing Committee we are pleased to inform you that your proposed abstract for a paper presentation at the conference has been accepted.

In this respect please take note of the following:

1. All presenters must confirm their presentation via email by **March 20, 2011**. Send your confirmation to **Dr. Soo-Ok KWEON (Rest of the world): asiatefl2011@gmail.com** AND please make sure to give them your **proposal number**.
2. All presenters and co-presenters must pre-register and make payments by **April 30, 2011** to attend the conference. The registration form is available on-line at www.asiatefl.org. Please be informed that the organizers reserve the right to reject the participation of individuals who have not met the stipulated payment requirements.
3. You are strongly urged to visit the website for important information including hotel reservation and updates on the Conference.

We look forward to meeting you at the conference.

Yours sincerely,

Dr. Soo-Ok Kweon
Presentation proposal Committee
2011 Asia TEFL Conference

The Historical Developments of the ETJCEE Reading Tests in the Past Fifty Years

Tung Hsing-cheng

Department of Applied Foreign Languages at
Chia Nan University of Pharmacy & Science

This paper purports to delve into the issues of reading tests in the English Tests of Joint College Entrance Examination (hereafter ETJCEE) from the year of 1956 to the year of 2010. Three major variables are included for discussion in this paper: (1) the reading topics, (2) the readability levels, and (3) the assessed reading skills. The reading topics are impacted by the multi-factors such as then current socio-economic developments in Taiwan, the Senior High School Curricular Standards of English Subject, the policies regulated by the Center of College Entrance Examination, and so forth. These multi-variables listed above will be illustrated in the review of the ETJCEE reading topics. In addition, the readability levels are available from the Flesch Readability Formula which further dichotomize the readability values into seven levels: (1) very difficult, (2) difficult, (3) fairly difficult, (4) standard, (5) fairly easy, (6) easy, and (7) very easy. Finally, before expounding the assessed ETJCEE reading skills, the writer has summarized the storehouse of reading skills from the earlier contributions by Brown (2004), Heaton (1990), and Hughes (2003).

The results of this paper are outlined as follows. To begin with, the literature-based instruction, political and the socio-economic factors impinge upon the selected ETJCEE reading passages from the 1950s to the 1970s. It stands the reason that the reading passages are less comprehensible for test takers. It is not until the 1980s that the daily life events become the central focus, and the selected reading extracts are more comprehensible for the testees. In the 1990s, the ETJCEE reading topics keep abreast of the environmental protection issues and the updated news. As a result, the selected reading extracts are occasionally less comprehensible for the test takers. With regards to the reading skills, the ETJCEE reading tests in the mid-1990s ask for the detailed information, placing the less demands on the main idea or the authors' intention. As time goes by, asking for the explicated stated information has become the passé in the 1990s. Instead, greater focus of the reading skills is placed on the inference, main ideas, the implicitly stated information, and the authors' attitudes.

國科會補助計畫衍生研發成果推廣資料表

日期:2011/10/28

國科會補助計畫	計畫名稱: 日夜間部大學入學考試英文科閱讀測驗試題的歷史演變:民國45年~民國99年
	計畫主持人: 董幸正
	計畫編號: 99-2410-H-041-009- 學門領域: 英語能力研究
無研發成果推廣資料	

99 年度專題研究計畫研究成果彙整表

計畫主持人：董幸正		計畫編號：99-2410-H-041-009-					
計畫名稱：日夜間部大學入學考試英文科閱讀測驗試題的歷史演變：民國 45 年~民國 99 年							
成果項目		量化			單位	備註（質化說明：如數個計畫共同成果、成果列為該期刊之封面故事...等）	
		實際已達成數（被接受或已發表）	預期總達成數（含實際已達成數）	本計畫實際貢獻百分比			
國內	論文著作	期刊論文	0	1	100%	篇	本次研究計畫，預計明年(2012 年)再次以期刊論文方式先發表
		研究報告/技術報告	0	0	100%		
		研討會論文	0	0	100%		
		專書	0	1	100%		本次研究計畫，規劃未來兩年內將以專書或是論文方式出版。
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（本國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		
國外	論文著作	期刊論文	0	0	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	1	0	100%		
		專書	0	0	100%	章/本	本次研究已先於今年(2011 年)赴南韓首爾 AsiaTEFL 研討會，於 7 月 29 日完成發表。
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（外國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
博士後研究員		0	0	100%			

		專任助理	0	0	100%		
其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。)		本次研究計畫，預計明年(2012)年，將再度透過期刊論文方式整理發表。而完整內容部分，也預計明年(2012)年，以專書的方式出版。					

	成果項目	量化	名稱或內容性質簡述
科 教 處 計 畫 加 填 項 目	測驗工具(含質性與量性)	0	
	課程/模組	0	
	電腦及網路系統或工具	0	
	教材	0	
	舉辦之活動/競賽	0	
	研討會/工作坊	0	
	電子報、網站	0	
	計畫成果推廣之參與(閱聽)人數	0	

國科會補助專題研究計畫成果報告自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

達成目標

未達成目標（請說明，以 100 字為限）

實驗失敗

因故實驗中斷

其他原因

說明：

2. 研究成果在學術期刊發表或申請專利等情形：

論文： 已發表 未發表之文稿 撰寫中 無

專利： 已獲得 申請中 無

技轉： 已技轉 洽談中 無

其他：（以 100 字為限）

研究結果，曾精簡以研討會論文模式，於南韓首爾舉辦的 2011 亞洲英語教學研討會 (AsiaTEFL Conference) 發表結果。但專書以及期刊論文，也預計將於今年底或是明年初再度完整地公開發表。

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）（以 500 字為限）

此次研究成果，主要從三方面探討：(1) 閱讀主題的演變與課程大綱的關係，(2) 閱讀難易度探討，以及(3) 閱讀技巧的類型以及演變。從學術成就角度觀察，目前在探討大學聯考/指定考試英文科閱讀主題部分，尚未有相關研究論文完整地呈現自民國 45 年以來到今年(民國 100)年有關於大考英文科閱讀主題與高中英文科課程大綱互動之間的關係。經由此次研究，也可得知早期大學聯考英文科偏重科技與國家社會關懷的主題，確實與高中課程標準有緊密相關性。而課程大綱也並非僅評鑑者的角色。自民國 70 年之後，課程大綱的英文閱讀主題類型，反倒是跟隨著大學聯考英文科的步調進行調整。即便如現今的指定考試英文科，其閱讀主題類型也極有可能地影響未來在課程大綱英文科的調整。此外，夜間部大學聯考英文科一般認為向來較不可能扮演英語教學(或是測驗)領導者角色。然而，經由此次的研究結果，早期在民國 67 到 70 年代間，夜間部大學聯考反倒是有些閱讀主題(諸如旅遊/休閒與環保議題)領先大學聯考英文科，首次呈現給考生。然而，受限於當時未有一統整測驗中心，夜間部大學聯考英文科僅將部分領先的閱讀主題如曇花一現般地出現在大考。造成後期的研究人員誤認為夜大聯招英文科僅扮演跟隨或是模仿者的角色。此外，在閱讀難易度方面，過去一直認為夜大聯招英文科比日大聯招簡易許多，而推薦甄試英文科的閱讀文章難易度與日大聯招英文科差距有限。然而，經由此次研究，早期(民國 60 至 70 年代間)的夜大聯招英文科，在選文的部分，不見得比日大聯招來的更簡易。這可從統

計數據得知，日大與夜大英文科，到民國 80 年(1991 年)前，在閱讀難易度方面均沒有造成統計上的顯著差異。一直到民國 80 年後，兩者之間才有統計上的顯著差異(也就是說夜大英文科在民國 80 年後明顯比日大聯考英文科更為簡易)。而推薦甄試英文科在民國 87 年前(也就是民國 83 年到民國 86 年間)，與日大聯考英文科的閱讀文章也是未有統計上的差異。一直到民國 87 年後，日大聯考英文科閱讀文章難易度提高，才與推薦甄試英文科在統計上有顯著差異(推薦甄試英文科選文向來維持中等難度階段)。而近期的指定考試英文科與學力測驗英文科，的確因難度設定方向不同而有統計上的顯著差異。而閱讀技巧測試部分，過去的日夜間部大學聯考以及推薦甄試均相當著重對明確敘述訊息的評量，但夜間部大學聯招的確在微觀閱讀技巧(micro-reading skills)較為偏重。而現今的指定考試英文科則是加深了閱讀技巧難度，而學力測驗英文科也朝著重明確敘述訊息的閱讀技巧部分融入一點進階的閱讀測驗技巧。

在技術創新部分，作者也試圖將過去國外相關研究閱讀技巧的學者(如 Brown, Heaton, Hughes, 以及 Madsen 等學者)整理出一閱讀技巧分類表。於後來有興趣研究閱讀技巧的研究人員，可提供一參考。而對社會影響層面來看，此次研究不單僅對高中教師或是學生在英文科大考準備上有一整體的方向，對於英語學習者，也可了解考試之外所涵蓋的教學/學習因素。