ABSTRACT

The AEAT is a nation-wide and large scale educational examination held and monitored by University Examination Center (UEC). The annual reading comprehension test by nature is a high-takes standardized test. The test results have strong impact on individuals, educational institutions and our society and country. Although it is intended to ensure test fairness, but it is far from perfect for testing. This study attempts to investigate the underlying structure of the high-stakes standardized reading tests. It is an ex post factor qualitative research method aiming to understand the relationship between the AEAT reading tests and the teaching of reading comprehension for Senior High School students. The data were collected from 40 reading passages and 157 reading test items in the AEAT reading tests of the past decade. The major findings of the study are as follows: (1) Exposition and narration are the two text types most frequently adopted in the AEAT reading tests. Poems and practical texts (notice, menu, application form, memo, etc.) are not covered. (2) Locating the main ideas or topics are the reading skills most frequently tested each year. (3) Textbooks tend to be designed in accordance with the AEAT reading test content and the test format. (4) Most EFL teachers tend to teach in the classroom to match the reading skills needed for students to pass the university entrance examinations. Consequently, their students fail to accomplish their language use goals. Useful and significant suggestions are made for the modification of the AEAT reading test for the betterment of English reading teaching and learning. Hopefully, EFL teachers will emphasize not merely the analytical skills, but the production skills as well. And high school students after graduation will be able to handle university English courses well as expected.

Keywords : washback reading comprehension reading skill AEAT reading test

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