

大學英語學科能力考試閱讀理解測驗與高中閱讀教學策略之定性研究

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摘要

全國性大規模的學科能力測驗每年是由大學考試中心負責舉行。閱讀理解測驗本質上是一種相當高風險的標準化測驗，此種測驗的結果往往對考生個人、教育機構及國家社會造成強烈的衝擊。學科能力測驗原意是要確保考試的公平性，但它本身並非是一種完善的測驗方式。本研究旨在深入探討此種高風險標準化測驗潛藏結構。它是一種追蹤式定向研究，其目的要理解大學學科能力測驗閱讀測驗與高中生閱讀教學之間的關係。資料收集涵蓋過去十年來大學學科能力測驗四十篇閱讀短文及一百五十七個閱讀考題並加以分析。本研究主要研究發現陳述如下：(一) 說明文與記述文在學科能力閱讀測驗部分是最常出現的，詩歌和實用性的文本(公告、菜單、申請單及備忘錄等)則幾乎未出現。(二) 指出主旨或主題是每年最常考的閱讀技巧。(三) 教科書與大學學科能力測驗在閱讀測驗內容和測驗試題題型趨向一致。(四) 大部分英語老師在課堂上教導學生一些應付大學入學考試的閱讀教巧。因之，他們的學生無法學得英語運用的能力。為使大學學科能力測驗之英文閱讀測驗更臻完善，本論文提出些具體而有益的建議，以提升英文閱讀教學成效。期望英語老師除了強調英語文分析技巧外，也能強調主動應用英語能力，使高中生的英語文能力足以應付日後的大學英語課程。

關鍵詞：回衝效應 閱讀理解 閱讀技巧 學測 閱讀測驗

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