## The Relationships Between the AEAT Reading Comprehension Tests And the Teaching of Reading Comprehension Strategies for

## 魏千棋、黃自來

E-mail: 358959@mail.dyu.edu.tw

## **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

## **Table of Contents**

論文基本資料 摘要 外文摘要 目次 參考文獻 QR Code TABLE OF CONTENTS COVER PAGE ENGLISH SIGNATURE PAGE SIGNATURE PAGE ABSTRACT (English) iv ABSTRACT (Chinese) vi ACKNOWLEDGEMENTS vii TABLE OF CONTENTS viii LIST OF FIGURES x LIST OF TABLES xi CHARPT I. INTRODUCTION 1.1 Background and Motivation 1 1.2 Purpose of the Study 3 1.3 Significance of the Study 4 1.4 Research Questions for the Study 6 1.5 Definition of Terms 7 1.6 Organization of the Study 9 CHARPT II. LITERATURE REVIEW 2.1 Reading Process 11 2.1.1 The Top-Down Model 11 2.1.2 The Bottom-Up Model 12 2.1.3 The Interactive Model 13 2.2 Reading Comprehensions 14 2.3 Reading Skills 14 2.4 Reading Strategies 15 2.5 Washback Effects on Teaching and Learning 21 2.5.1 The Washback on Teachers 23 2.5.2 The Washback on Students 24 CHARPT III. LITERATURE REVIEW 3.1 Develop of the JUEE/CEEC...... 3.3.2 Reliability 28 3.3.3 Discrimination 29 3.3.4 Practicality 30 3.3.5 Washback Effects 30 Chapter IV. RESEARCH METHODOLOGY 4.1 Design of the Study 31 4.2 Research Method 32 4.3 Data collection 33 4.4 Data analysis categories 34 Chapter V. DATA ANALYSIS AND FINDINGS 5.1 Item Analysis 38 5.2 Discussion of Findings...... ......... 71 Chapter VI. CONCLUSIONS 6.1 Relationship between Reading Tests and Reading Strategies 81 6.2 Summary of the 2002-2011 AEAT Reading Comprehension Test Passages and Tests — on Reading Skills...... ............. 94 Appendix B The New Far East English Reading Passages Textbooks 153 LIST OF FIGURES Figure 2.1 Washback Hypothesis in teaching and learning .22 Figure 5.1 The Text Types of Reading Passages from 2002 to 2011 71 Figure 5.2 The Question Types of Reading Passages from 2002 to 2011 74 Figure 5.3 The Text Types of The NFE Senior High School Reading Textbooks .....79

**REFERENCES** 

REFERENCES Adams, S. J. (1982). Scripts and the recognition of unfamiliar vocabulary enhancing second language reading skills. Modern Language Journal, 66, 155-159. Aebersold, J. A., & Field, M. L. (1997). From reader to reading teacher: Issues and strategies for second language classrooms. New York: Cambridge University Press. Alderson, C. J., & Urquhart, A. H. (1984). The effect of students 'academic discipline on their performance on ESP reading tests. Language Testing, 2, 192-204. Alderson, J. C., & Wall, D. (1993). Does washback exist? Applied Linguistics, 14, 115-129. Alderson, J. C. (2000). Assessing reading. UK: Cambridge University Press. Alexander, P. A., Graham, S., & Harris, K. R. (1998). A perspective on strategy research: Progress and prospects. Educational Psychology Review, 10, 129-154. Allison, D. (1999). Testing and evaluation - An Introductory Course. Singapore: University Press (p83, 85). Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading comprehension. In P. L. Carrell, J. Devine, & D. E. Eskey (Eds.), Interactive approaches to second language reading (pp. 37-55). NY: Cambridge University Press. Bachman, L. F. (1990, 1997). Fundamental considerations in language testing. Oxford: Oxford University Press. Bachman, L. F., & Palmer, A. S. (1996). Language testing in practice. Oxford: Oxford University Press. Bailey, K. M. (1996). Working for washback: A review of the washback concept in language testing, Language Testing, 13, 257 – 279. Biber, D. (1989). A typology of English texts. Linguistics, 27, 3-14. Black, P., & William, D. (1998). Assessment and classroom learning. Assessment in Education, 5 (1), 7-74. Blachowicz, C.,& Ogle, D. (2001). Reading comprehension: strategies for independent learners. New York: Guilford Press. Block, E. L. (1986). The comprehension strategies of second language readers. TESOL Quarterly, 20, 463-494. Brown, H. D. (1987). Principles of Language Learning and teaching. New Jersey: Prentice-Hall. Brown, H. D. (2001). Teaching by Principle: An interactive approach to language pedagogy. New York: Addison Wesley Longman, Inc. Brown, J. D. (1996). Testing in language programs. New Jersey: Prentice-Hall.