國立政治大學英國語文學系碩士在職專班碩士論文

指導教授：尤雪瑛博士

Advisor: Dr. Hsueh-ying Yu

四技二專統一入學測驗英文科對話題之研究

A Study on the Dialogue Section of the Technological and Vocational Educational

Examination

研究生：湯琦均 撰

Name: Ci-Jyun Tang

中華民國一百零五年六月

June, 2016

A Study on the Dialogue Section of the Technological and Vocational Educational

Examination

A Master Thesis

Presented to

Department of English,

National Chengchi University

In Partial Fulfillment

of the Requirements for the Degree of

Master of Arts

by

Ci-Jyun Tang

June, 2016

Acknowledgements

I would like first show my deepest gratitude and appreciation to my thesis advisor, Dr. Hsueh-ying Yu of the Department of English of the National Chengchi University. The door to Professor Yu's office was always open for me whenever I ran into problems during my research or writing. She consistently steered me to the right way of being an independent writer and researcher. Her encouragement and patience made me possible to complete this thesis.

My sincere thanks also extend to my thesis committee members, Dr. Hsi-nan Yeh and Dr. Yi-ping Huang. With their insightful comments and suggestions on the manuscript, I have the possibility to make this thesis more complete and improved.

I would like to show my appreciation to all my classmates of ETMA, for they created such a united and collaborative atmosphere that helped me go through the ups and downs during the entire ETMA times. My special thanks goes to Vita Hsu, the coder of this thesis, the best partner of group assignments and the sweetest listener of all my jib-jab.

I am indebted to my life partner Ming-yu Yen. He and my parents were so supportive and kept me accompanied throughout the whole research process. Life is short but love is strong, may the best be with all my beloved.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

國立政治大學英國語文學系碩士在職專班

碩士論文提要

論文名稱：四技二專統一入學測驗英文科對話題之研究

指導教授：尤雪瑛博士

研究生：湯琦均

論文提要內容：

　　在臺灣的技職教育體系中，職業學校群科課程綱要是教材編撰及課程設計的參考基準；而四技二專統一入學測驗是高職學生升學的重要依據。其中，統測共同科目英文考科中的對話題，採用了間接測驗來評量學生的口語能力。本研究旨在討論統測英文科對話題與高職英文課綱之吻合程度，及統測對話題的內容效度。為了達成此研究目的，本研究分析統測英文考科對話題型以及高職英文課程綱要，同時參考與測驗口說能力之相關教學研究及論文，發展出課綱檢核表及口說能力檢核表做為研究工具。

　　研究結果顯示，統測對話題與高職課綱中口說能力相關指標大致符合，但主題分佈不甚平均，主要強調日常生活情境下的溝通能力。就內容效度而言，其檢驗之能力多為基礎口語技巧，並且偏重測驗考生如何傳遞訊息及維持互動，並沒有包含處理互動的技巧。根據本研究之發現，筆者針對未來研究方向及測驗實務提出了建議。

關鍵字：對話題、口說能力、間接測驗、四技二專統一入學測驗、職業學校群科課程綱要

Abstract

In the vocational education system in Taiwan, the Vocational High School Curriculum Guideline (VHSCG) is the basis of teaching materials and curriculum design, and the Technological and Vocational Educational Examination (TVEE) is an important reference for students to enter college. In the English test of the TVEE, an indirect speaking test was applied in the dialogue section. This research aims to investigate: (1) the correspondence between goals of speaking ability in the VHSCG and the dialogue section of the TVEE; and (2) the construct validity of the dialogue section. To achieve the purpose, this research analyzed the current curriculum guideline and the English tests of the TVEE, and studied the previous literature about assessing speaking ability to develop two checklists as instruments to analyze the targeted test items.

Results indicated that the dialogue section of the TVEE generally corresponded with the speaking ability index in the VHSCG, but the topic distribution was imbalanced. The test items primarily focused on the communicative ability in daily-life contexts and was lacked of items that examine descriptive ability. For the construct validity, the dialogue section of the TVEE mostly examined fundamental speaking skills. Informational and interactional skills were strongly emphasized, while the skills in managing interaction were completely absent. Based on the findings of this research, the researcher yielded suggestions for future research and implications for the test developers.

Key words: dialogue section, indirect speaking test, Technological and Vocational Educational Examination, Vocational High School Curriculum Guideline.

CHAPTER ONE

INTRODUCTION

Background and Motivation

Vocational high schools primarily prepare their students for future job market and they are expected to enter into workplace after graduation. However, according to the Educational Statistical Digest (MOE, 2014), 81.1% of vocational high graduates still apply for universities. One of the major ways to apply for a university is to take the Technological and Vocational Educational Examination (TVEE, hereafter) developed by the Testing Center of Technological and Vocational Education based on the curriculum guideline. It is a large-scale high-stakes exam that emphasizes exact accuracy and requires a large amount of preparation time for both test designers and test takers. The validity of the TVEE is therefore receiving attention from both teachers and students of vocational high schools.

In order to understand this college entrance exam, it is essential to focus attention on the nature and the purpose of the TVEE. As for the purpose of the TVEE, it is a summative achievement test, which aims to evaluate whether students have learned what they were expected to acquire after three-year vocational high EFL education. For the nature of the TVEE, it is a norm-referenced test, which according to the definition, does not provide a general description of test takers' ability but relate one candidate's performance to that of other candidates. With the norm established every year, technological universities are able to select candidates of certain performance levels for admission.

The correspondence of the official guideline and the summative assessment is one of the most critical factors when it comes to EFL teaching, for these two factors determine the material development and selection as well as teaching pedagogy and methodology. The latest national guideline, Vocational High School Curriculum Guideline (VHSCG, hereafter, see Appendix A[1]), was announced in 2010. It is the basic foundation of the vocational high school educational system and the framework of all textbooks and classroom materials. Whether the test items in the TVEE meet goals and objectives listed in the VHSCG is concerned by both educators and learners. The closely-interrelated connection of the TVEE and the VHSCG is one thing that can hardly be overestimated by all the vocational high school language teachers.

The TVEE has gone through several changes to meet the purpose of examining test takers' language ability. Before 2015, the test types of the TVEE include vocabulary test, dialogue test, cloze test and reading comprehension. By that time, reading ability is the primary focus of the EFL teaching in vocational high school as all test types are multiple choices. In order to alter this phenomenon and facilitate the EFL teaching in vocational high schools, a non-multiple-choice writing section was implemented in 2015, which was aimed to encourage language teachers and learners to put more emphasis on cultivating writing ability.

The dialogue section in the TVEE (see Appendix B) is an indirect test that examines candidates' speaking ability through reading, which highlights its significant difference from other direct multiple choice sections. In the dialogue section, a conversation between two interlocutors is presented with one sentence intentionally left

---

[1] The Vocational High School Curriculum Guideline is composed of six parts for the three-year vocational high school curriculum. The first part describes the fundamental goals and objectives, and then the following parts offer more explanations. Appendix A includes only the first and the sixth semester to highlight the initiative and the final statement of the national guideline.

blank. By reading the conversation, test takers are required to select the most appropriate option to fill the blank in order to make the whole dialogue logical and reasonable. The setting of the dialogue could be of any occasion, such as at school, with family, at the store or small talks, while the four options could be of any communicative function: a reply, a request, a refusal or a protest. Although it is understandable to apply an indirect test in terms of practicality, the construct validity about whether this indirect dialogue section could truly reflect the candidates' speaking ability remains uncertain.

The indirect productive skill testing method is no longer encouraged now, but the Testing Center of Technological and Vocational Education still applies it as a test section, thus the researcher feels the urgent necessity to check the validity of the dialogue section to see whether it provides an appropriate and relevant indication of test takers' speaking ability. Messick (1989a; 1989b, p. 41) pointed out that the conceptualization of validity requires an integrated evaluative judgment of empirical evidence and theoretical rationale. To be more specific, construct validity is an all-embracing concept that relates to the decisions and inferences made on the basis of relevant and appropriate representative of test scores (Kane, 2002). So far, no study has been done to analyze the validity of the indirect dialogue test. Therefore, the present study is going to investigate the validity of the dialogue section of the TVEE.

Purpose of the Study

The present study intends to investigate the dialogue section of the TVEE to bridge the gap in the previous literature. To make a comprehensive examination on whether the dialogue section truly reflect the objectives stated in the VHSCG, the present study aims to compare the objectives of speaking ability in the VHSCG with the dialogue section of the TVEE. Secondly, to find out whether the dialogue section fit the principles

3

of testing spoken language, the researcher checks the construct validity of the dialogue

section. To serve the purpose, two research questions are stated below:

1. How does the dialogue section of the TVEE match the goals and objectives stated
   in the VHSCG?

2. Is the dialogue section of the test useful in terms of construct validity?

The Significance of the Study

The importance of the dialogue section has long been overlooked because test

users, both teachers and students, often view the dialogue section as a minor and easier

part of the TVEE, therefore the significance of the present study can be illustrated in three

aspects. First of all, the study contributes a more comprehensive analysis about the

content and the validity of the test. Second, by examining the validity and pointing out the

strength and weakness in terms of validity, the study can offer suggestions for the

examination institute for the development of the test if there is a problem of validity

identified. Lastly, for pedagogical implications, it can give language teachers a goal and

let them know what are the constructs involved in the test, which will offer the main idea

about how to teach speaking ability in vocational high schools.

CHAPTER TWO

LITERATURE REVIEW

This chapter includes four sections to review previous research relating to the topic. Firstly, as assessment and evaluation is a part of curriculum, studies on the role of assessment in curriculum and its interaction with curriculum are discussed. Second, to get an overview about what kinds of abilities involved in speaking, research concerning the constructs of oral ability is presented. The testing of oral ability is the third part. In this part, the researcher will examine the principles and the practice of assessing speaking. Lastly, both studies on the language education in vocational high schools in Taiwan and studies on the TVEE are reviewed to have a better understanding of the nature of the exam, in particular the test of spoken language in the TVEE.

The Role of Assessment in Curriculum

Curriculum design is viewed as a series of well-constructed procedure that offer a framework in order to serve the purpose of helping teachers to create sufficient activities and learning conditions to promote language learning. Nicholls and Nicholls (2013) ascribed curriculum design as a four-stage cycle, including (1) setting objectives, (2) devising methods and choosing materials, (3) conducting assessment and (4) giving feedback to the objectives. Brown (1995), simplifying the widely accepted systems approach, used a figure to describe an interrelated systematic design of language curriculum. As shown in Figure 2.1, six broad types of activities are identified to characterize the process of designing language curriculum: needs analysis, objectives setting, testing, material development, teaching and program evaluation. Each activity works together to achieve the defined goal of the curriculum, and each interacts with one another for input and output. According to Tyler (2010), curriculum design should be a

continuous cyclical process, which needs to be planned and modified constantly based on

feedbacks from assessments. To put it differently, a curriculum requires constant

feedback and modification until the desired goal is accomplished (Dick, Carey & Carey,

2000: 2).
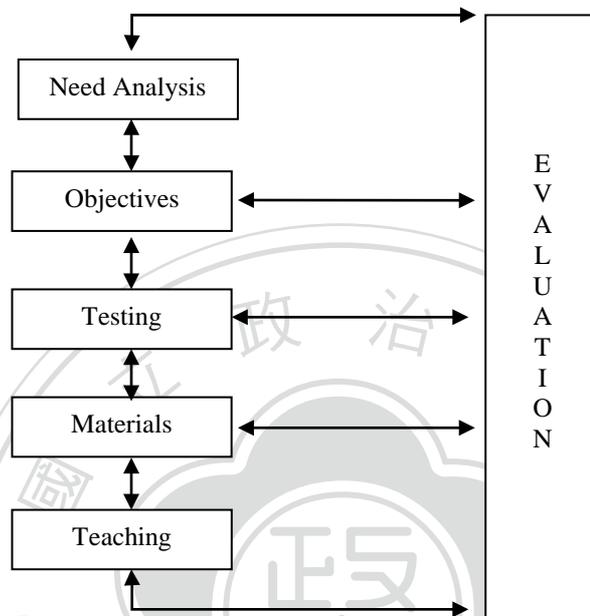
Figure 2.1 Systematic Design of Language Curriculum (Brown, 1995)

The language teachers or the curriculum designers usually start from analyzing the

need of the curriculum, and the result of analysis can contribute to the setting of

objectives. Once objectives are determined, the designer may start to consider the testing,

materials and teaching altogether. These activities do not process in a linear sequence and

can be reverted in any particular stages. For example, if the curriculum designer found

that the test result of testing is not as satisfactory as expected; the designer may trace back

to re-evaluate whether the objectives are fairly reasonable or whether the teaching

materials or the teaching methods match the objectives.

The relationship between curriculum and assessment, according to many

scholars (Brown, 1995; Brown, 2005: 252; Dick, Carey & Carey, 2000: 2), is dynamic

and interactive, and they also suggest that tests should never be divorced from the

6

language learning processes and that assessment should be treated as an important operation in a systematic language curriculum. In fact, more and more scholars put emphasis on assessment. Prodromou (1995) noted that assessment and evaluation is not only a part of curriculum design but a significant contribution in checking learners' proficiency, progress and achievement. Citing from Bachman (1990), Brown and Abeywickrama (2010) stated that testing is an explicit technique that focuses on a specific domain to assess the performance of learners and to measure individual ability. It is a series of structured procedures that require each learner's participation so as to achieve its goal. Hughes (2003) further pointed out, an accurate measurement of test takers' target skill is essential to a language classroom, as it provides formative and summative information about learners' progress and achievement, which in turn gives the instructor beneficial feedback in how and what to teach.

The Constructs of Speaking Ability

The following sections are divided into two parts. In the first part, the form of spoken language operation is introduced. Secondly, the researcher will explain knowledge required in speaking and then consider spoken language from a pedagogical view to bring the section together with EFL teaching.

Types of Spoken Language

Many researchers agree that spoken language is different from written language in skills, structures and conventions (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). Burn and Joyce (1997) describes speaking as "an interactive process of constructing meaning that involves producing, receiving and processing information." Hughes (2011: 6) states that speaking is not a discrete skill, and cannot be separated from other skills easily. Several scholars also point out that listening and speaking skills are

7

two inseparable and tightly interrelated components in spoken language (Brown, 2001: 267; Douglas, 1997: 25-26).

Based on the Cambridge CCSE Test of Oral Interaction, Hughes (2003) specifies the content of spoken language with six types of operation. The content specifications are similar to those for the test of writing, including expressing, directing, describing, eliciting, narrating, and reporting. Table 2.1 presents the detailed specification of the six types of operation.

Table 2.1 The Types of Operations and the Content Specification of Spoken Language (Hughes, 2003)

Types of Operations	Content Specification
Expressing	likes, dislikes, preferences, agreement, disagreement, requirements, opinions, comment, attitude, confirmation, complaints, reasons, justifications, comparisons
Directing	instructing, persuading, advising, prioritizing
Describing	actions, events, objects, people, processes
Eliciting	information, directions, clarification, help
Narrating	sequence of events
Reporting	description, comment, decision and choices

The six types of operations generally explain the nature of the spoken language. As shown in the above table, the operation of expressing is the largest group in spoken language. It is made up of speaking skills that manifest thoughts and attitudes, such as showing likeness, complaining, and comparing. The operations of directing, narrating, describing and reporting are basically monologues that do not require actual interaction between the speakers; the operation of eliciting, however, involves more than one interlocutor and thus tends to be more interactive than the others.

Brown (2001) describes oral language communication in terms of the numbers of interlocutors, preparation time, functions, and familiarity. Figure 2.2 displays the

8

outline of this classification.
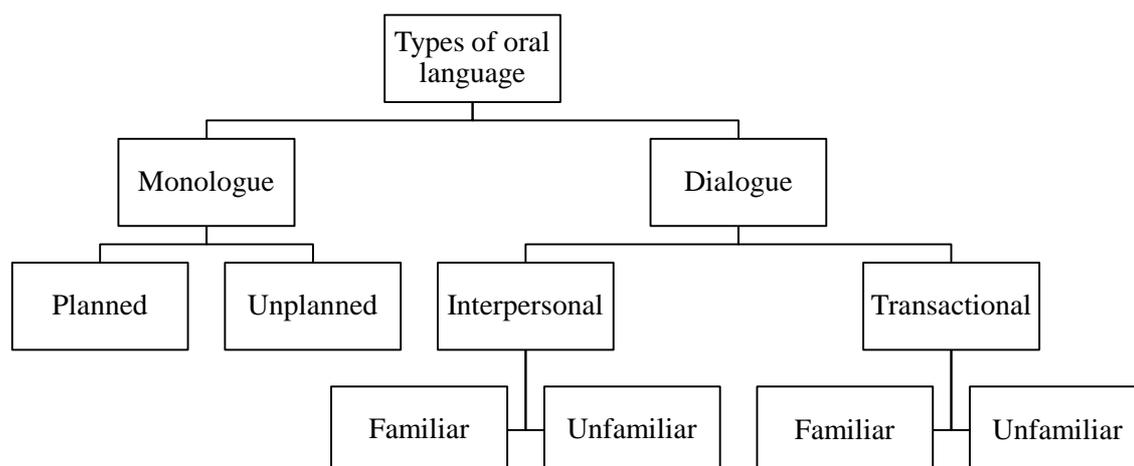
Figure 2.2 Types of Oral Language (Brown, 2001)

According to the numbers of interlocutors, the types of oral language can be divided into two main categories: monologue and dialogue. Monologue can be of any length of time, and the sole speaker may have to deal with long stretches of speech uninterruptedly. A dialogue involves more than one speaker and is usually unprepared. Unlike planned monologue, a real-life dialogue is full of fillers, pauses, and ellipsis, and it demands more verbal and nonverbal cues among the speakers. Based on the time of preparation, a monologue is either planned, such as lectures and news broadcasts, or unplanned, such as impromptu speeches or longer stories in a conversation. In terms of functions of the language, interpersonal dialogue develops social relationship, while transactional dialogue conveys factual information. Also, the degree of familiarity between the interlocutors determines the styles of dialogues. Familiar interlocutors with the similar background knowledge allow the speakers to use more jargons and skip some details, while interlocutors who are unfamiliar with one another need to give clearer explanation.

The abovementioned two studies of Hughes (2003) and Brown (2001) describe the nature of oral communication in different dimensions: the former specifies the operations based on functions of speaking ability, while the later analyzes the types of oral language according to its context feature. It enables the present study to establish a

9

framework of speaking constructs for analysis by incorporating the function and the context feature of oral communication.

Knowledge Involved in Spoken Language

Since speaking ability is viewed as a skill, it assumes certain knowledge applied to the skill. In order to realize what speakers know to conduct successful oral communication, the following paragraphs presents how previous studies summarize knowledge involved in spoken language.

Canale and Swain (1980) propose four areas of knowledge in communicative approach: grammatical competence, sociolinguistical competence, discourse competence and strategical competence. The four competences are not applied to the speaking skill only, but the four areas of knowledge provide a reference to define knowledge related to oral communication. Bachman and Palmer (1996) further explains grammatical competence as all knowledge of sounds, shapes and literal meanings of a sentence; sociolinguistic competence as knowledge concerning the appropriateness of the production and the interpretation in terms of social context; discourse competence as knowledge to produce coherent and unified texts without discrepancy; strategic competence as the ability to use verbal and non-verbal assistance to make up for the insufficiency of the previous three competence. The four competence offers a general framework of knowledge concerning with speaking ability.

Thornbury (2005) categorizes knowledge relevant to speaking in two aspects: (1) linguistic knowledge and (2) extralinguistic knowledge. Linguistic knowledge is relevant to language features, and it embraces knowledge in-between the words, such as phonology, vocabulary and grammar knowledge as well as knowledge in-between the lines, like pragmatic, discourse and genre knowledge. On the other hand, extralinguistic knowledge is independent from language, and it includes elements such as mutual

background knowledge toward the involved topics and shared values in culture and context.

In Bygate's classification of speaking ability (2009), a top-down hierarchy is proposed to bring the micro-behavioral and macro-pragmatic knowledge of oral proficiency together. The hierarchy includes three levels: micro, mezzo and macro levels. Phonological and lexico-grammatical features are fundamental elements in the micro level, which are correspondent with Thornbury's linguistic knowledge. The second intermediate mezzo level is where meaning transformation is accomplished through the interaction of phonemes, lexis and grammar. Finally, successful communication is achieved in the macro level where both linguistic and extralinguistic components such as socio-cultural contexts, discourse knowledge and pragmatic features are considered together.

To consider spoken language in a pedagogical view, Brown (2010: 186) listed 11 microskills and 5 macroskills of oral communication and suggested that both the forms and the functions of language should be emphasized in teaching speaking. Microskills contain the ability in phonological and lexical levels, the prosodic knowledge to produce stress and intonation, the grammatical ability to parse utterance into relationships, and the ability to use cohesive devices in discourse. On the other hand, macroskills can be related to the ability to accomplish communicative functions, such as turn-taking conventions, speaking strategies and the use of non-verbal cues. Table 2.2 below shows the micro- and macroskills of oral production.

Table 2.2 Microskills and Macroskills of Oral Production (Brown, 2010: 186)

Microskills

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduce forms of words and phrases.
5. Use an adequate number of lexical units to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause group, breathe groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macroskills

12. Appropriately accomplish communicative function according to situations, participants, and goals.
13. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, and conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communication such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Hughes (2003) related oral skills to testing, and categorized the oral skills into three groups: informational skills, interactional skills and skills in managing interactions. He also provided can-do lists for each skill, specifying the skills candidates should be able to do. It is a straightforward framework to analyze the construct validity of an oral test, and the present research will apply this model to the item analysis.

In summary, speaking ability is an interdependent and interactive set of grammatical, lexical, discourse, pragmatic and socio-cultural knowledge (See Figure 2.3). Pedagogical attention in an EFL high school context should focus on lexical and grammatical level to construct learners' fundamental linguistic knowledge, while at the same time, teachers should keep in mind that linguistic knowledge itself does not live alone without the social context, and thus cultural and pragmatic knowledge should also be included in the teaching of oral ability. Finally, teaching linguistic knowledge in a discourse context could benefit students in creating sufficient schemata on cultural background of the target language.
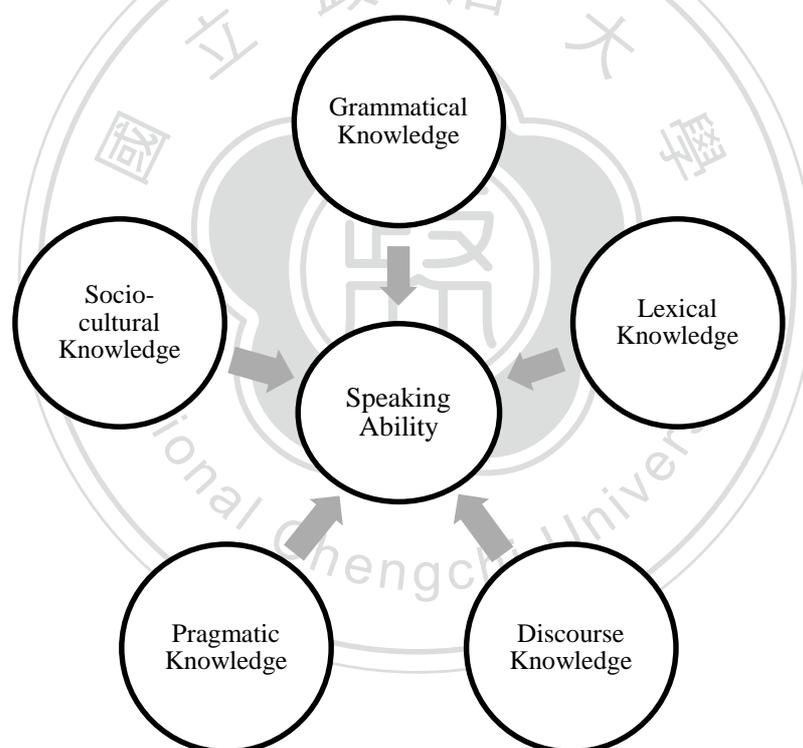
Figure 2.3 The Constructs of Oral Ability in a Teaching Context[2]

The Testing of Oral Ability

The following sections contain three major parts. We will first review the basic item types of speaking assessment. In the second section, the researcher will review the

---

[2] Lexis and grammar are both language forms, and many previous studies regard them as the same concept that should be considered altogether. However, the researcher thinks both language forms are important knowledge to learners in vocational high schools. Therefore, the two kinds of knowledge are separated in this figure.

principles of oral test construction. Lastly, how oral ability is tested in standardized tests will be discussed.

<p align="center">*Basic Types of Speaking Assessment*</p>

Brown and Abeywickrama (2010) proposed five types of speaking assessment based on the expected responses from the test takers and the degree of interactivity: imitative, intensive, responsive, interactive and extensive. This classification covered a wide range of speaking assessment, and thus the present study presented the following paragraphs to define and demonstrate examples of each type.

The first type of speaking assessment is imitative. The performance of an imitative test is to simply parrot back what was heard. Test takers are asked to repeat the minimal pairs or phrases they hear. Even though it is an unauthentic and exclusively phonetic level of oral production, the prosodic components may be encompassed in this kind of test. The test taker's performance is graded by the pronunciation and intonation. Take Versant for instance: being a computer-scored commercial test, it requires 15 minutes to complete the entire tasks through phone call. Listen-and-repeat plays a major role in the test, and its construct validity for phonological ability as well as discourse and overall oral ability was supported (Brown, 2010).

The second type of oral assessment, intensive speaking test, requires the production of short length of oral language restricted to a narrow scope of grammar, phrases, lexis or prosodic features. Reading aloud is a simple intensive task to elicit oral production, pronunciation skills in particular. It's easy to administer and quick to mark, so it is widely used in testing the oral production of students in fundamental level. However, scholars (Brown, 2010:189-191; Heaton, 1998: 89; Hughes, 2003: 121; Thornbury, 2005: 70; Underhill, 1990: 76) questioned the authenticity of this kind of tasks and pointed out that its washback effect may be harmful as few actual situations

require the skill of reading aloud. Heaton (1998) proposed another intensive spoken assessment, conversational exchange. It is a flexible task as it can be either very strictly controlled or relatively open-ended, for example, the evaluator may elicit a particular sentence pattern by asking test takers to transform a sentence into another pattern. On the other hand, picture cues are usually selected as prompts for description tasks. Several researchers (Heaton, 1998; Luoma, 2004; Underhill, 1990) suggested that well-chosen pictures not only allow meaningful oral production and engage candidates in a task so as to lower the testing anxiety, but also accelerate the grading speed as more controlled output can be generated. Brown and Sahni (1994), Heaton (1998: 92-96), Luoma (2004:140) introduced several picture-cued oral assessment, such as maps, information gap, picture narration and discussion, etc.

The third type of speaking tests is the responsive task. Responsive speaking tasks include both interaction and test comprehension, but there are somewhat limited levels of spoken prompts or simple adjacency pairs. Questions at the responsive level tend to be referential questions, which give test takers more opportunities to produce meaningful language in response (Brown, 2010: 201). Open-ended conversational exchange involves candidates hearing a conventional greeting and responding in any appropriate way. Paraphrasing may also be used in responsive tasks. It requires the candidate to repeat what has been heard or read in a limited time frame.

The interactive speaking test is of the fourth oral test type. It extends the assessment scope to a longer context where multiple participants and turn-taking process may involve in. Brown and Abeywickrama (2010) further divided interactive tasks into two types: transactional, which serves the purpose of exchanging information; and interpersonal, which can be more complicated pragmatically as it put emphasis on the purpose of maintaining relationships. An interactive speaking test promotes a beneficial

15

washback effect as it evaluates the spoken language directly and engages test takers in an authentic context to prepare such tests. The most typical interactive test is interview. A standard process of an interview speaking assessment involves four stages: warm-up, level check, probe and wind-down (Brown & Abeywickrama, 2010: 207-208). Another common-used interactive test type is role play. In this kind of speaking tasks, two or more candidates are involved as each participant being assigned with a particular role, and the candidates have to interact with one another to complete the mission (Thornbury, 2005).

The final test type of oral ability tests is extensive. The style of extensive oral production is often formal and prepared and it requires longer stretches of discourse. Also, the interaction between the examinee and the examiner is minimized. Prepared speeches, presentation and storytelling are different forms of extensive speaking assessment. Other than those, interpretation is also a kind of extensive oral test. However, it requires so much higher language proficiency and a large amount of training to interpret fluently and accurately that the test might totally invalid if used to judge on a non-specialist (Brown & Abeywickrama, 2010: 221).

Principles of Testing Oral Ability

Based on the previous research, three testing principles of speaking ability are frequently referred to in many studies: interactivity, authenticity, and directness. Research about these three principles of spoken tests will be reviewed and examined to see how it is defined and why it is important to oral communication contexts in the following sections.

Interactivity

Several studies have examined the effects of interaction in oral production, and they found out the interactivity is of one important principle in terms of creating an authentic conversational context. Berry (1994) investigated the performance of oral

16

second language with extraverts and introverts, indicating the degree of extraversion affected the scores of introverts significantly. Shea (1994) compared interactions between Japanese students studying in an American university with four interlocutors and reported that the Japanese students appeared to perform more proficiently in spoken conversation when they had equal access to the floor and shared congruence with interlocutors. Tarone and Liu (1995) demonstrated that a more relaxing relationship promoted faster and more complete interlanguage development of an ESL child learner. Young (2000) discussed the differences between communicative competence and interactional competence. He suggested that the examiners must pay attention to the configuration of interactional resources during the assessment in order to build a principled way to generalize the performance assessment to other contexts.

The degrees of interactivity vary in tests of spoken language. Indirect and semi-direct tests are less favorable for test takers than as it lacks interaction and may create a psychological barrier (Qian, 2009). One-on-one interview provides human interaction; however, the atypical power relationship between the examiner and the candidate is extremely imbalance and thus affects performance (Plough & Bogart, 2008). Interviews that involve two interlocutors provide chances of interaction, but the familiarity and the degree of extroversion have influence on the performance of speakers (Berry, 1994; Shea, 1994). Hughes (2011) suggested that a group oral discussion task has the potential to eliminate the imbalance power relationship and facilitate the participants to show their linguistic ability as well as interactive skills. The variety of interactivity made the elicitation of authentic speaking ability extremely difficult (Hughes, 2011: 88). However, the interactional competence is of one crucial factor in assessing spoken production (Young, 2000). It is suggested that even formal, monologic speaking tests should be

performed in situations where there is at least the possibility of interaction (Thornbury, 2005).

Authenticity

Authenticity has been a critical notion in language teaching and testing since the emergence of communicative language teaching (CLT) in the late 1970s. According to Underhill (1990: 8), an authentic task is the one that similar to things we actually do in daily life. Although the degree of authenticity in speaking tasks is an element that the test designers must bear in mind, still many researchers questioned the necessity of being authentic. Brown (2004) stated that being authentic does not necessarily mean communicative. For example, dictating down a telephone number or an email address is an authentic task but not a communicative one. Lewkowicz (2000) conducted a study on the importance of authenticity for test takers. The result showed that authenticity is not necessarily included in the attributes of a test that are likely to affect their performance.

Even though a completely authentic examination task may not be possible, authenticity is still highly valued in communicative approach as it can help the test developers reduce and minimize the discrepancy between the test content and real-life situation. Joughin (1998) views authenticity as one of the six dimensions of oral assessment as it is directly relevant to content validity. Lynch (1982:11) also describes that authenticity carries a positive charge, and many other researchers consider authenticity an important quality of language testing (Morrow, 1991; Wood, 1993; Bachman & Palmer, 1996; Douglas, 1997; Cumming & Maxwell, 1999). In a speaking assessment, authenticity provides test takers a reference to their life experience. For learners, an authentic speaking task provides conversational contexts in which they apply the knowledge of language into the use of language in communicative tasks.

Directness

Directness is another critical principle that has been widely recognized as a favorable factor to facilitate positive consequence in assessment (Resnick & Resnick, 1991; Wiggins, 1993). In terms of direct oral proficiency testing, Clark (1975) concluded that direct testing of oral ability aims at creating face-to-face human interactions for test takers to engage in real-life communication, and it requires test takers to perform speaking skills in the test. For its dynamic nature, direct testing is necessary to measure productive skills like speaking and writing, while indirect speaking tests do not reflect real-life communications. Therefore indirect test is not preferable to measure the speaking ability through indirect tests (Hughes, 2003: 17). However, direct test is time-consuming and costs much. To the practicability and efficiency concerns, test developers tend to apply indirect test instead. For example, the Testing Center of Technological and Vocational Education takes advantage of the attainableness and effectiveness of indirect measurement when it comes to a large-scale speaking assessment.

Although most of the researchers recognized the value of direct testing for the reason that an ideal direct assessment allows the respondent to perform target skills in real contexts, Messick (1994) indicated that such ideal forms of directness rarely exist in an assessment. Guilford (1954) argued that there's no direct test; in other words, all measurements are indirect because measurements always involve a process of judgment, inference and comparison no matter how implicit they may be. Messick (1996) also explained that the construct-irrelevant variance jeopardizes directness and therefore poses a threat to the validity of a test. It is noted that the major concern of directness in an assessment is to minimize the contaminations of excessive construct-irrelevant factors. For the dilemma of choosing a direct or indirect oral ability assessment, Brown (2004) suggested to put focus on the primary features of oral proficiency testings, that is, to

determine test takers' ability of receiving and transmitting information in oral communication. Overall, directness is the most critical factor to the construct validity of speaking ability test.

Practice of Speaking Tests

To demonstrate how speaking tests pull the knowledge, the abilities, and the testing principles together to conduct oral ability test, this section will introduce three standardized tests: Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), and the General English Proficiency Test (GEPT). The focus in this section is to review how the three examinations conduct its speaking assessment and how they correspond to the types of tests discussed in the previous section.

The Speaking Section of TOEFL

The nature and the purpose of TOEFL are to help the universities in North America select students from all over the world. The 20-minute speaking section of TOEFL includes two Independent Speaking Tasks and four Integrated Speaking Tasks. According the examination handbooks, the topics of the TOFEL iBT speaking section draw on personal experience, campus-based situation, and academic-type content materials (ETS, 2007: 207).

The six questions of the speaking section of TOEFL focus on the different scope of conversational skills. The first independent speaking task requires test takers to respond to a familiar topic through expressing their own ideas and opinions. In the second question, two possible situations will be presented, and the responder should state which one is preferable and justify the reasons by providing details. On the other hand, the four integrated speaking questions explore the test takers' ability of synthesizing two forms of language skills together. The setting of question three is campus-based, while the fourth

one is based on certain professional field of knowledge. In both questions, the test takers are asked to state what they hear and summarize the material provided. Questions five and six provide a longer stretches of listening input and ask the participants to describe the problem, state the more desirable solution and give explanation.

As a semi-direct speaking test, the TOEFL iBT speaking section requires the candidate to create interactive and extensive oral production. The scoring rubrics of TOEFL iBT speaking section include delivery, language use and topic development. Delivery is about the communicative competence in linguistic level, including intelligible pronunciation, correct patterns of intonation as well as fluency. Language use focuses on the degree of creating a coherent conversation that is precise in both grammatical and discourse level. Topic development examines speakers' extralinguistic knowledge to see if the idea elaborates in a logical and reasonable fashion.

IELTS Speaking Module

The purpose of IELTS is to measure a person's overall communicative ability in higher education, workplace and daily life. To serve different purposes of language use, IELTS has two sets of formats that require different language proficiency levels: academic module and general training module. Unlike the computer-based semi-direct TOEFL iBT Speaking Section, the IELTS Speaking Module applies one-on-one direct interview.

The process of the interview is made up of three parts: introduction and interview; individual long turn and two-way discussion. In the first part, the test takers answer general questions about themselves and a range of familiar topic areas. In the second section, the candidate is given a task card with prompts. The candidate has one minute to prepare and take note before speaking for 1-2 minutes. The examiner will ask one or two follow-up questions according to the candidates' response. Lastly, the

interviewer and the test taker will discuss a more abstract topic, which is thematically connected to the previous prompt in the second phase.

According to the official website of IELTS, the scoring of the interview includes four equally-weighted criteria: fluency and coherence; lexical resource; grammatical range; accuracy and pronunciation. In a highly interactive face-to-face IELTS interview, the basic output level will be at least responsive, but the advanced language users will have to demonstrate their extensive oral production and synthesize their interactional and interpersonal speaking skills in order to get higher score.

GEPT Speaking Section

GEPT was developed and operated by a Taiwan-based government-funded institution, the Language Training and Testing Center (LTTC) fifteen years ago. Ranged from elementary to superior level, GEPT corresponds with English education framework in Taiwan and attempts to promote a balanced English learning process, thus the test covers four language skills and each skill is tested individually. The general level descriptions of GEPT intermediate and high-intermediate match the expected language ability of middle school students, so the researcher focuses on the test types of GEPT speaking section at intermediate and high-intermediate levels.

GEPT speaking tests at intermediate and high-intermediate level are semi-direct tests that take 15 to 20 minutes. Similar to the TOEFL speaking test, the GEPT test takers do not speak to a real examiner but listen from a machine and then speak into a microphone. All the processes are audio-taped and scored by trained raters. There are three parts of the speaking tests in intermediate: short essay read-aloud, questions answering, and a picture description. As for high-intermediate speaking tests, they delete the read-aloud section, keep the rest two sections, and add the discussion section.

22

LTTC constructed a holistic scoring band ranging from 0 to 5. The grading point includes relevance, comprehensiveness, lexical and grammar use, pronunciation, intonation and fluency. The target candidates of GEPT intermediate and high-intermediate level are secondary education language learners; the focus of the test is to check their language ability of utilizing English at everyday-life basis. The test types applied in the GEPT speaking tests are generally imitative, intensive and responsive tasks. Only the last discussion section of high-intermediate level requires speakers to express their own thoughts in an extensive monologue.

Research on English Learning in the VHSCG and the TVEE

The final section of this chapter is divided into two major parts. First, studies are presented in order to provide a general idea of how previous research viewed the EFL learning in vocational high school. Lastly, the studies about the TVEE are reviewed.

The EFL Learning in Vocational High School

Vocational high school students in Taiwan suffer from the lower English proficiency, and this phenomenon continues as the vocational high graduates entered into the technological college (Liu, 2009). Several studies on the learning motivation and strategies of vocational high students showed that vocational high students had moderate learning motivation and that they applied local reading strategy more than global one (Chen, 2007; Han, 2009; Hu, 2011; Hung, 2012; Liao, 2009; Tsai, 2006; Wu, C., 2003; Wu, H. 2003; Wu, 2013).

The predicament of EFL teaching in vocational high school does not seem to be built in a day. Huang (1990) indicated that vocational high English education has long been a deserted orphan, and the dilemma has remained the same for more than twenty years (You, 2014: 105). Several scholars (Chou, 2005; Chang, 2006; Hung & Lo, 1995; Lin, 1995; You, 2014) pinpoints that the major problem is insufficient instructional hours,

which is two hours per week as regulated by the national English curriculum guideline. As MOE promoted the 12-year Compulsory Education Bill, educators debated on whether vocational high school should adapt English for Specific Purpose (ESP) or English for General Purpose (EGP) curriculum. To answer this question, Lo (2011) conducted a case study to examine the effectiveness of ESP program on vocational high students majoring in tourism. She concluded that both overall English proficiency and learning motivation has increased significantly after the ESP instruction. Some scholar, on the other hand, argued that EGP should be adapted in order to facilitate vocational high students' general English proficiency (You, 2014).

The Technological and Vocational Educational Examination

Not only did the educational policy of vocational high EFL teaching but the pedagogic skills and the testing development have been staggering in the past decades. Liu (2002) and Leu (2004) pointed that the most common teaching approach in vocational high school has been the grammar translation method, mostly involving Chinese translation of the text and grammar explanation and exercises. Shih and Lin (1996) further indicated that this was the negative washback effect of the TVEE because it focused on grammar knowledge and reading proficiency rather than listening and speaking. Liao (2002) explored the viewpoint of vocational high school teachers and students on the change of TVEE, and she found that, even though both the VHSCG and the TVEE had gone through several major renovations and redevelopment, the English teaching and testing in vocational high school had not altered to communicative language teaching (CLT), which is an approach promoted in the VHSCG. Liu (2009) investigated the development of the TVEE and its interaction with the VHSCG and found that most of the test types were indirect and discrete. She particularly pointed out that reading was the

24

only targeted skill in the TVEE, while other three skills, writing, listening and speaking were neglected.

In fact, reading ability is not the only skill the TVEE attempt to measure. The test of speaking ability has long been incorporated in the TVEE since the dialogue section first appeared in 1992 (Liu, 2009). However, unlike other oral proficiency tests in standardized tests, which usually apply direct or semi-direct approach to assess the oral proficiency of the candidate, the Testing Center of Technological and Vocational Education developed an indirect dialogue section in the TVEE. The dialogue section is single-item multiple choices on conversations between two people. The setting of the conversation differs, including daily life occasions, chitchat of friends, interaction between family members, telephone talk and service encounter to name a few. Candidates have to decide the most appropriate answer according to the contextual clues provided in the stem. Although it is called dialogue, this indirect test actually does not require test takers to produce oral output. Instead, test takers have to read stems and options carefully and decide which the best answer is.

CHAPTER THREE

METHODOLOGY

This chapter describes the materials, the instruments for the study and the process of analyzing and evaluating the materials. The present study primarily aims to answer the research questions about the connection between the TVEE and the goals and objectives of the curriculum guideline, and the construct validity of the dialogue section in the English test of the TVEE. In order to answer the two research questions, the study analyzed two kinds of materials: one was the Vocational High School Curriculum Guideline, and the other was the Technological and Vocational Educational Examination. Other than the materials, the study also involved two specially designed checklists as instruments, the first checklist was established based on the outline of the curriculum guideline and the second checklist included speaking constructs used to examine the validity of the dialogue section of the test.

Materials

The materials used in this study consisted of (1) the Vocational High School Curriculum Guideline (VHSCG), and (2) the English tests of Technological and Vocational Educational Examination (TVEE). The following section explains the structure of the VHSCG and the TVEE in detail respectively.

The Vocational High School Curriculum Guideline

Background Information

The latest version of VHSCG was updated in 2010, and it is available to public on the website of Course Department Groups under the administration of Technological and Vocational Department, Ministry of Education (MOE). MOE divides the departments of vocational high education into fifteen groups according to their professional fields, and

each vocational group has its own curriculum guideline. The VHSCG of English is categorized in the Language Field of General Subjects.

General Introduction to the English Guideline

English is a required subject throughout the entire six semesters in vocational high schools. Two credits are the minimum requirement for each semester, which means students have at least two course sessions, approximately two hours, in a week. The title of the course is called English I to VI.

Course Objectives

Four main course objectives are set for the first semester (English I), which are also the basic requirements of the entire six courses through the vocational high school education: (1) to train students to use the lexis and the syntax for daily life communication; (2) to foster students to have the ability to learn English effectively; (3) to guide students to acquire and understand the cultural differences between the Eastern and the Western; and (4) to guide students to think independently.

The curriculum guideline keeps the four basic requirements and adds more objectives to enrich the content and expand the dimensions of the courses each year. To be more specific, in the second semester (English II), the curriculum guideline modifies the description of the course objectives by adding the cultivation of the sound learning attitude and the emphasis on knowing the technological knowledge. Four new targets are implemented to enrich the basic objectives in the second year (English III and IV): to develop the interest on learning English, to build up the capacity for humanity education, international affairs and life education. Several new dimensions are added to enrich the teaching content of English V and VI. In the last year of vocational education, students need to know how to apply English into their future jobs, strengthen their self-study ability as a basis of life-long learning, and construct their own value systems.

From the course objectives, we can see that the objectives throughout the three years are interrelated with one another, and both the complexity and the dimension increase and expand along with the development of the English courses. On the other hand, it is evident that the focus of EFL in vocational high school aims to cultivate the communicative ability for daily life, prepare learners for the future job market, and establish the ability of thinking independently by implementing knowledge from different aspects.

Teaching Guideline

The VHSCG states four principles that should be taken care of throughout the three-year curriculum. First, it is stated that the length and the topic of the reading material should be comprehensive with particular focus on students' interest, the texts' usefulness and informativeness. Secondly, the teaching pedagogy and approaches applied in the language classroom should stress the communicative function of English. Authentic tasks are, thus, preferable since they allow students to have the opportunity to apply the language in real-life use. Third, the evaluation of the course should combine formative and summative assessment, and make a proper use of portfolio assessment. It also stresses that the use of language is the focus of evaluation, while the knowledge of language is the minor purpose. Both the fluency and accuracy of language use are important when it comes to evaluation. Fourth, the curriculum guideline encourages the instructors to apply teaching aids and multimedia computer-assisted softwares. It also requires teachers to list the extracurriculum material references relating to the topic for students to learn more extensively on their own after school.

Teaching Material

 Topics.

 The suggested topics of the material are one of the most important components of the curriculum guideline. Although most of the topics are included throughout the three academic years, the last two topics are implemented only in the last two semesters. Ten topics are given for English I to English IV: interpersonal relationships, leisure activities and entertainment, daily life, modern technology, culture and customs, literatures and arts, language, industrial, commercial and agricultural knowledge, environmental education, and employment. In English V and VI, two more topics are added: (1) travel, transportation and traffic; (2) global view. Put together, there are twelve unit topics in the material outline. The VHSCG itself does not explain the reason why the last two topics are not introduced until the third academic year, it might be that these two topics are more advanced and complicated for vocational high school students. Since these two topics are less invested, the amount of their coverage in the TVEE is expected to be lower than other topics.

 Linguistic knowledge.

 The VHSCG also explains the stages of developing three kinds of linguistics knowledge in the footnote. The linguistics knowledge includes phonology, vocabulary and syntax. The knowledge is repeated in the six semesters while the complexity increases as learners move on along the program, which helps them deepen their understanding toward these ideas. Below is the description about how linguistic knowledge is addressed in three years.

 For phonological knowledge, teachers should review phonetic symbols, phonics and pronunciation and improve learners' accuracy of prosodic feature, such as stress, intonation and rhythm in the first year. In the second and the third year, teachers should

review the prosodic feature in word, chuck, and sentential levels, while facilitates students' use of phonological knowledge, such as pause, speed, reduction and linking.

As for vocabulary, the vocabulary used in the material should be chosen from the 4000 frequently-used words in English I and II, and new vocabulary in a textbook should not be more than 300 words. In English III and IV, the vocabulary size increases to the 4500 frequently-used words. The number of new words in a textbook should be limited within 350 words. In the last two semesters, English V and VI, the word bank expands as big as the 5000 frequently-used words; also, the word bank expands to 400 words per textbook.

As for syntax and grammar, teachers are not suggested to introduce rarely-used sentence patterns. All of the English courses require teachers to provide students with sufficient practice to enhance their understanding of structure at sentential level. To compare and synthesize the linguistic knowledge addressed in the VHSCG, the researcher summarizes the content of the three-year curriculum in vocational high school in Table 3.1.

Table 3.1 The Content of the Three-year Curriculum of the Vocational High School

Years / Contents	The first year	The second year	The third year
Course title	English I, II	English III, IV	English V, VI
Word bank	4000 frequently-used words	4500 frequently-used words	5000 frequently-used words
New vocabulary for each semester	No more than 300 new words	No more than 350 new words	No more than 400 new words
Prosody	1. Review phonetic symbols, phonics and pronunciation. 2. Improve the accuracy of stress, intonation, rhythm and read-aloud skill.	1. Review stress, intonation, rhythm and read-aloud skills. 2. Improve the phonological concept of pause, speed, linking and reduction.	
Topic	Interpersonal relationships; leisure activities and entertainment; daily life; modern technology; culture and traditions; literature and arts; language; industrial, commercial and agricultural knowledge; environmental education; employment education.		All topics listed in the column on the left; travel, transportation and traffic; global view.
Communicative function	1. To cultivate the ability to communicate and express ideas. 2. To train students to have the language ability to conduct general daily life communication.		
Syntax and grammar	1. Avoid difficult rarely-used sentence pattern. 2. Use charts and graphs for content-based instructions and situational learning. 3. Provide chances to practice.		

Benchmark.

Benchmark listed in the curriculum guideline describe the expected progress of the four skills for the six English courses. Since the present study aims to find out whether the dialogue section in the TVEE correspond to the constructs of speaking, the researcher focuses on the benchmark of speaking ability. [3]

The benchmark specifically state six abilities for speaking skills for the entire three years. First, students should be able to use the classroom English. Second, students are expected to be capable of asking questions and providing answers to questions on reading texts in textbooks. Third, students need to be able to participate the conversational practice in the classroom. Fourth, students should be able to conduct simple daily life communication. In addition to that, the fifth descriptor states that students should be able to read aloud the texts, short essays and stories accurately. Lastly, learners should be able to describe things in daily lives. The above speaking abilities can be generally divided into two kinds: the first kind refers to the language use in the classroom that is more controlled and often guided by instructors in a classroom setting, for example, the participation of the speaking practice and the read-aloud activity. The second part contains unrestrictive tasks that can be conducted in various settings, such as daily life conversation and the description of events.

Based on the content of the guideline, the researcher designed a checklist that incorporated all the major points of the guideline. It will be presented on the instrument section on page 36. The checklist is used to see to what extend and how the VHSCG corresponds to the dialogue section of the TVEE.

---

[3] Although conversational ability involves both listening and speaking ability, the dialogue section of the TVEE does not examine test takers' listening skills. That is the reason why the present study does not include the benchmark and the constructs of listening ability during the analysis.

The Technological and Vocational Educational Examination

For the analysis of the TVEE, the researcher collected the test items from the website of the Testing Center of Technological and Vocational Education. Since the VHSCG was renewed in 2010, the original texts of the TVEE from 2010 to 2015 were analyzed. The following will present a general introduction to the test.

The English test of the TVEE consisted of four test types, 50 single-answered multiple choices in total, from 2010 to 2014. In 2015, a writing section was incorporated into the test. The following paragraphs introduce each test type briefly in order to build a holistic view of how the examination was constructed.

From 2010 to 2014, the vocabulary section of the TVEE was composed of two kinds of tests in 15 multiple choices, 7 blank-fillings and 8 synonym-selections. In 2015, the vocabulary section reduces to 10 questions, with 6 blank-fillings and 4 synonym-selections. The words used in this section are mostly from the frequent-used 4000 words. It examined test takers' ability to recognize the options and identify the contextually appropriate option.

The second section of the TVEE is the dialogue, which is the targeted section of the present study. It is an indirect speaking test that examines conversational ability in a written form. Many idiomatic and colloquial expressions are applied in this section. It contained 10 questions from 2010 to 2015. As introduced in the last section of literature review, in the dialogue section, a conversation about certain topics between two speakers is presented with one of the turns removed. The candidate has to choose the best answer from the four options to make the dialogue complete.

The third section is the cloze section, which contained 15 questions with three short articles from 2010 to 2014. One article was deleted in 2015, making it 10 questions in total. The cloze section provides a meaningful context to examine learners' vocabulary

size, their knowledge of cohesive ties and grammatical rules. Each article has approximately four to six blanks, and test takers have to choose one correct answer from four options to fill up the blank.

The last section of multiple choices is the reading comprehension. It has ten comprehension check questions along with two to three articles. The questions include local and global questions, testing the details or overall understanding of the article. The topics of selected articles varies, and they are related to authentic life experience or extracurricula knowledge of vocational high school students.

In 2015, the writing section is added to test the writing ability. It contains two parts. At the first part, two sentences are presented with two blanks in each one. Students are asked to fill the blank according to the Chinese translation of the sentence. For the second part of the writing section, students have to rearrange scrambled sentences into correct order. Punctuation is taken into account to the scoring.

To have a general picture of the changes of test types of TVEE, the test types from 2010 to 2015 are displayed in Table 3.2.

Table 3.2 The Test Types of TVEE from 2010 to 2015

Year	Multiple Choices				Non-multiple Choices	
	Vocabulary	Dialogue	Cloze	Reading Comprehension	Filling-the-blank	Sentence Rearrange
2010	15	10	15	10	0	0
2011	15	10	15	10	0	0
2012	15	10	15	10	0	0
2013	15	10	15	10	0	0
2014	15	10	15	10	0	0
2015	10	10	10	10	4	1

Instruments

In order to answer the research questions, the researcher specially designed two checklists to examine the content coverage and the construct validity of the dialogue

section. In the following section, first, the researcher discusses the process of developing the curriculum checklist. Then, explanations and details on how to build the speaking constructs checklist are provided.

Curriculum Checklist

The Curriculum Checklist contains two parts with the purpose of examining the correspondence between the guideline and the test. The checklist includes two parts: (1) benchmark for speaking skills and (2) the topics of materials. The first part of the curriculum checklist consists of two columns. The first column lists the abovementioned six speaking abilities given in the benchmark. The first four descriptions are the language abilities that are presented in the classroom, while the last two is the task description of daily life communication. The second column is designated for recording the numbers of the matched test items. Since benchmark for speaking in the VHSCG are task-oriented descriptions, it is proper to apply them to check the degree of correspondence to see whether the test items in the TVEE match the content in the VHSCG.

The second part of the Curriculum Checklist includes two columns. The first column lists the 12 topics suggested by the VHSCG. The second column is used to record numbers of matched test items. The checklist shows the domain coverage of the TVEE after coding the targeted test items from 2010 to 2015. By using this checklist based on the VHSCG, we can see how the content of the dialogue section matches the goals and objectives of the curriculum guideline. The details of the checklist are provided in Table 3.3.1 and Table 3.3.2.

Table 3.3.1 The First Part of the Curriculum Checklist

	Descriptors for Speaking	Numbers of Matched Items
Teacher-guided task description	Being able to use classroom English	
	Being able to ask and reply questions based on the reading texts	
	Being able to participate in classroom speaking practice	
	Being able to read aloud texts, short essays and stories[4]	
Daily life-based task description	Being able to conduct simple daily life conversation (e.g. greetings, small talks, shopping and telephone talk, etc.)	
	Being able to describe things in everyday lives	

Table 3.3.2 The Second Part of the Curriculum Checklist

Unit Topics	Frequencies	Numbers of Matched Items
Interpersonal relationships		
Leisure activities and entertainment		
Daily life		
Modern technology		
Culture and customs		
Literatures and arts		
Language		
Industrial, commercial and agricultural knowledge		
Environmental education		
Employment		
Travel, transportation and traffic		
Global view		

---

[4] Although reading aloud was categorized as the teacher-guided task description, it is actually a skill used in both classroom and daily life.

Speaking Constructs Checklist

On the other hand, a checklist for the constructs of speaking ability was specially designed to evaluate the construct validity of the test items. For construct-oriented descriptions, the skills of speaking ability listed by Hughes (2003) are a straightforward detailed elaboration. It defines what abilities learners need to perform certain speaking tasks. Therefore the second checklist (Table 3.4) was developed on the basis of Hughes' three speaking skills: informational skills, interactional skills and skills in managing interaction.[5] Each major skill has several sub-skills, and the present study categorized those sub-skills into certain levels according to their complexity.

The informational skills describe the ability to convey the factual information to the interlocutors. The present study divided its sub-skills into three levels according to the complexity of their communicative functions. Twelve language functions were listed in the first level. The speaking skills in this level primarily focus on expressing the speakers themselves, such as providing information, expressing need and describing events. The second informational level consisted of seven language functions that react to or are based on other speakers' speech, for example, the skills of analyzing, paraphrasing, making comparisons and drawing conclusions. Lastly, eight behaviors that perform speech acts to achieve communicative purposes in interaction were listed in the third level, for instance, apologizing, justifying opinions and complaining, and so on.

Interactional skills focus more on the communicative effect. They can be further categorized into three levels. The first level was composed of five initiative skills and strategies which can be used to start an interaction. The second levels include responsive skills used to express thoughts and opinions toward the involved topic. Nine language

---

[5] The categorization of the three major skills and their sub-skills may vary and the distinction may not always be clear-cut. The present study consults with an expert to decide on this model and the complexity level for the analysis.

functions were included in this level, such as the behaviors of expression, modification and elicitation. The third level of interactional skills contained four items, and it emphasized the ability to respond to the other speakers, such as persuasion and question assertion.

The third column is skills in managing interaction, which are the idiomatic expressions that compose conversation. It consists of seven language functions, and the examples for this category are the turn-taking skill, the language to initiate or end a conversation.

Speaking Constructs Checklist is composed of three columns. The first column is the three major skills; the second column listed the language functions and behaviors with different degrees of complexity specified; the third column is the numbers of matched test items. See Table 3.4 for the details of sub-skills for each complexity level.
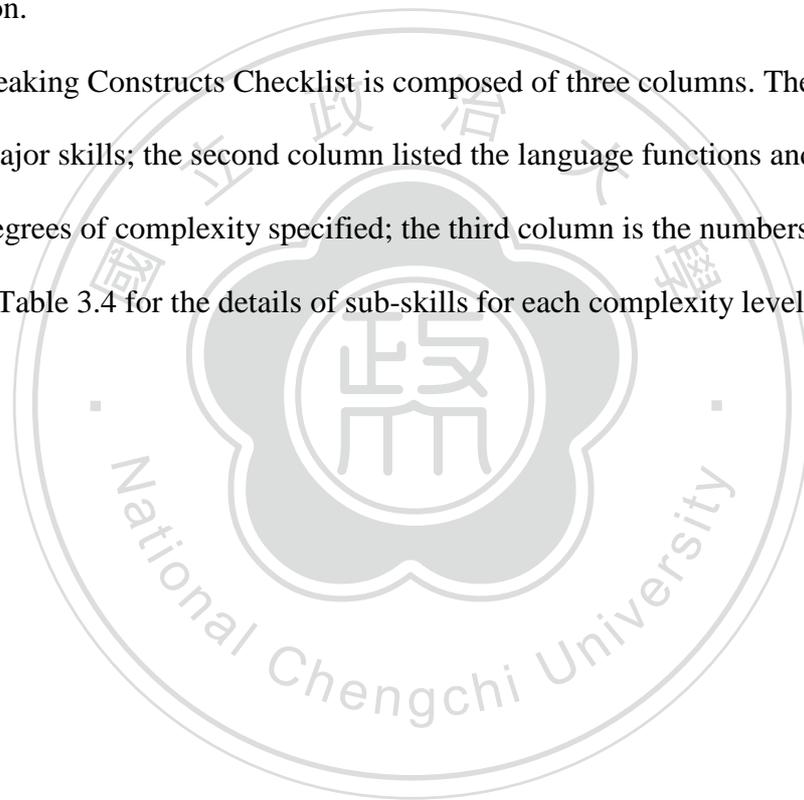
Table 3.4 Speaking Constructs Checklist

Speaking Constructs Checklist			
Skills	Complexity Level	Language Functions and Behavior	Numbers of Matched Items
Informational skills	Level 1	Describe sequence of events	
		Express need	
		Express opinions	
		Express preferences	
		Express requirements	
		Elaborate an idea	
		Give instructions	
		Present an argument	
		Provide personal information	
		Provide non-personal information	
		Provide required information	
		Seek permission	
		Total in Level One	
	Level 2	Analyze	
		Draw conclusions	
		Give explanations	
		Make comparisons	
		Make comments	
		Paraphrase	
		Summarize	
		Total in Level Two	
	Level 3	Apologize	
		Complain	
		Elicit help	
		Indicate attitude	
		Make excuses	
		Make suggestions	
		Justify opinions	
		Speculate	
		Total in Level Three	

Interactional skills	Level 1	Elicit information	
		Elicit opinions	
		Elicit clarification	
		Establish common ground	
		Express purpose	
		Total in Level One	
	Level 2	Correct themselves or others	
		Express agreement	
		Express disagreement	
		Indicate uncertainty	
		Indicate understanding or failure to understand	
		Justify or support statements or opinions of other speakers	
		Modify statements or comments	
		Repair breakdowns in interaction	
		Recognize other speakers' purpose	
		Total in Level Two	
	Level 3	Attempt to persuade others	
		Check that they understand or have been understood correctly	
		Questions assertions made by other speakers	
		Respond to requests for clarification	
		Total in Level Three	
Skills in managing interactions		Change the topic of an interaction	
		Come to a decision	
		End an interaction	
		Give turns to other speakers	
		Initiate interactions	
		Share the responsibility for the development of an interaction	
		Take one's turn in an interaction	
		Total	

Data Analysis Framework

This section clarifies the operation of data analysis by using the materials and applying the instruments. The purpose of this section aims to explain the analysis process, coding system, possible problems and solutions to the problems.

The analysis process of the present study comprises the following steps, as illustrated in Figure 3.1.
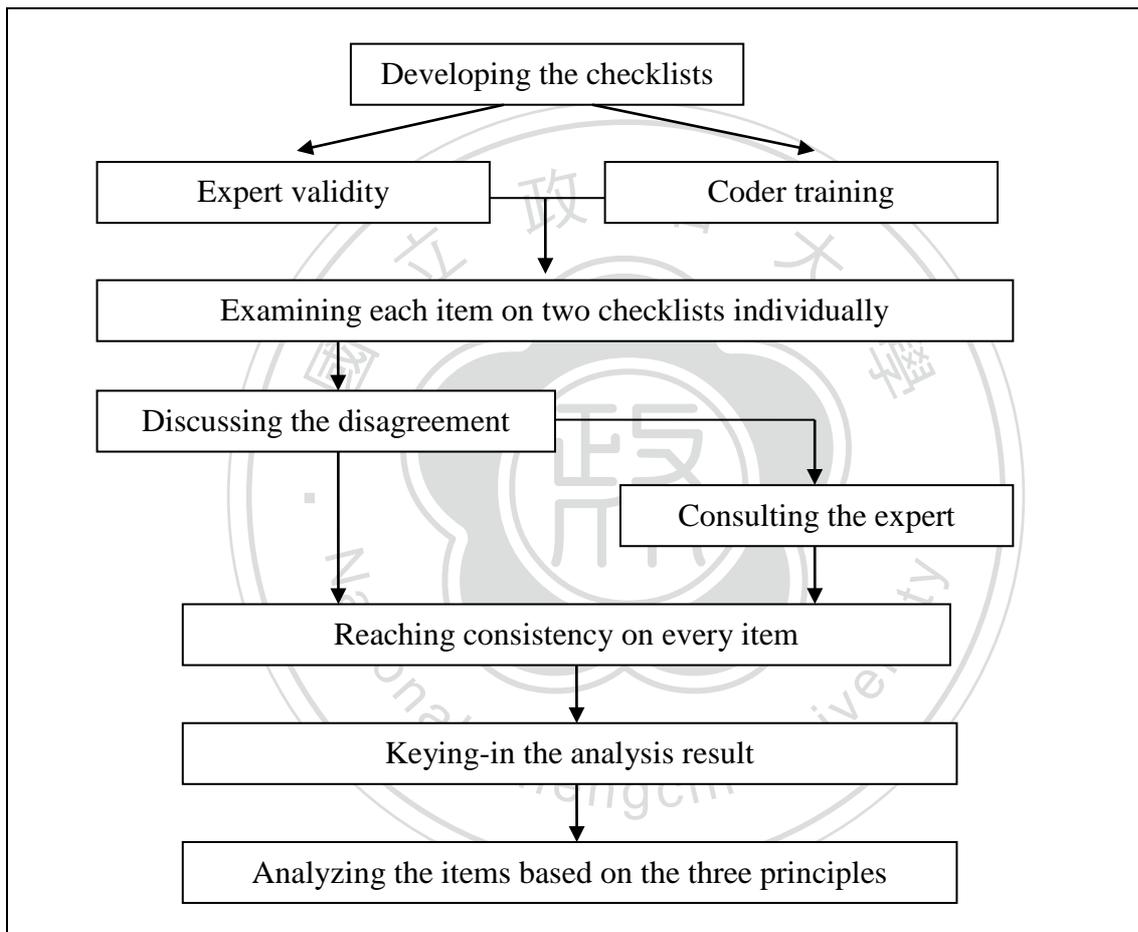
Figure 3.1 Analysis Process of the Study

First of all, to answer the two research questions, the researcher developed the abovementioned two checklists. Second, the two checklists were reviewed by a professor who specializes in the theory of assessment and evaluation at a university in northern Taiwan to ensure the appropriateness of the instruments employed. At the same phase, the present study employed two coders to examine these target items, one is the researcher herself, the other is a language teacher with ten-year experience of teaching English in

42

both junior high and senior high school and sufficient academic background of testing and evaluation.

Before coding, the coders went through a training program. The training program included three parts. First of all, the researcher explained the purpose of the present study. Secondly, the details of the two checklists were discussed to ensure both coders fully understand the meaning of each specification as well as complexity levels. In the last step of the training program, the two coders practiced analyzing several sample test items together for consensus between the two coders.

After the training, the coders used the two checklists to examine the dialogue sections item by item individually. The outcome of this stage was subject to inter-rater reliability test. The two coders had to discuss the discrepancy on the items in the next procedure until total agreement is accomplished. If no agreement was reached, the researcher would consult experts for professional judgment. The final data were put together for result analysis. The potential problems for analysis lied in the two checklists which were made for the coders to identify and classify the topics and the target skills involved in each dialogue question. As dialogues may involve more than one topic or multiple sub-abilities, it may cast problems in the coding work. If it happens, the solution is to group the dialogues under the categories of the most salient topic or skill.

The last procedure of analysis is to see if the test follows the three principles on designing speaking ability tests. The researcher analyzed the test items of the dialogue section in terms of interactivity, authenticity and directness to see whether these items meet the expectation of a speaking assessment.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this chapter, the results of the analysis are presented and discussed in response to the two research questions. The first section shows the inter-rater reliability of the coding results. The second section discusses the results of the Curriculum Checklist and the correspondence between the Vocational High School Curriculum Guideline and the English tests of the Technological and Vocational Educational Examination in order to answer the first research question. The third section aims to present the result of the Speaking Constructs Checklist. The final section discusses the application of the three principles. The purpose of the last two sections is to answer the second research question on the construct validity of the English tests of the TVEE.

Inter-rater Reliability

According to McHugh (2012), inter-rater reliability indicates the extent to which raters assign similar score to the same variable, and the importance of inter-rater reliability lies in the fact that it represents the extent to which the variable measured correctly. The present study invited two coders to analyze the targeted test items, and thus Cohen's Kappa coefficient was employed to measure the inter-rater agreement.

The magnitude of Cohen's Kappa coefficient of the present study is .68. According to Viera and Garrett (2005), the Kappa value of .61 to .80 constitutes substantial agreement. This suggests the coding consistency between the two coders of the present study is moderately substantial. However, as explained in data analysis framework, the two coders discussed discrepant items together after individual analysis in order to reach a concordance on every single item.

Results of the Curriculum Checklist

The outcome and the result of the Curriculum Checklist are discussed in this section. The checklist consists of two parts: the first part shows the correspondence between the task-oriented benchmark and the tasks in the dialogue section of the TVEE. The second part shows the distributions of the topics given in the curriculum guideline and the topics used in the dialogue section of the TVEE.

The First Part of the Curriculum Checklist

The first part of the Curriculum Checklist finds the dialogue section of the TVEE put strong emphasis on daily life conversation rather than the dialogue taking place in the classroom setting. The distribution of the numbers of matched items between the English test of the TVEE and benchmark for speaking ability in the VHSCG is extremely imbalanced. The result of the first part of the Curriculum Checklist is presented in Table 4.1.

Table 4.1 The Result of the First Part of the Curriculum Checklist

Types & Benchmark for Speaking	Item Numbers	Numbers
Teacher-guided task description	Being able to use classroom English	4
	Being able to ask and reply questions based on the reading texts	0
	Being able to participate in classroom speaking practice	0
	Being able to read aloud texts, short essays and stories	0
Daily life-based task description	Being able to conduct simple daily life conversation (e.g. greetings, small talks, shopping and telephone talk, etc.)	56
	Being able to describe things in everyday lives	0

From this table we can see the dialogue section of the English test of the TVEE primarily focused on the language use in the daily life. 56 out of 60 test items aim to examine whether candidates are capable of conducting simple daily life conversation, and only 4 out of 60 was categorized into the teacher-guided task description of "being able to use

classroom English." As benchmark for speaking ability in the curriculum guideline were divided into two sorts of tasks, the previous four are guided tasks, while the latter two target the daily life tasks operated in daily life, including everyday conversational tasks and the ability to describe daily stuffs. In sum, the dialogue section put emphasis on the daily-life conversation rather on the teacher-guided classroom conversation.

Among the four tasks absent from the test, three of them can be measured through the paper-pencil examination, and only the task of reading-aloud cannot be tested without performing the task directly. For instance, the ability to ask and reply the question of reading materials can be tested by asking for time, location or explanation. The participation in the in-class speaking practice can be tested by constructing a conversation between teacher and student, and see if the test taker is able to select one best answer to the question. Lastly, the ability of describing things in daily life can be examined by designing a conversation at the lost and found counter to explore whether test takers are able to describe a certain object.

The Second Part of the Curriculum Checklist

The purpose of the second part of the Curriculum Checklist is to examine whether the topics of the test items match those listed in the VHSCG. Table 4.2 shows the result of the second part of the checklist.

Table 4.2 The Result of the Second Part of the Curriculum Checklist[6]

Frequencies Topics	Numbers and Percentages
Interpersonal relationships	3 (5%)
Leisure activities and entertainment	12 (20%)
Daily life	**30 (50%)**
Modern technology	2 (3%)
Culture and customs	0 (0%)
Literatures and arts	0 (0%)
Language	0 (0%)
Industrial, commercial and agricultural knowledge	3 (5%)
Environmental education	3 (5%)
Employment	2 (3%)
Travel, transportation and traffic	5 (8%)
Global view	0 (0%)
Total	**60 (100%)**

The most frequently-involved topic in the dialogue section of the TVEE is daily life. In total, 30 items (50%) were classified in this category. The second most popular topic is leisure activities and entertainment. This topic took up 20%, that is, 12 items. Then the numbers dropped drastically for the third topic down to less than 10%. It is quite obvious that the TVEE has not adopted topics widely enough for the content.

To investigate more thoroughly in this most frequently-used topic in the dialogue section, the present study applies the content description of the topic of daily life in the VHSCG to discuss the distribution of these test items categorized in the topic of daily life. There are eight content descriptions demonstrated in the VHSCG in the topic of daily life as indicated in Table 4.3.

---

[6] All the topics were included in the six semesters, except the last two topics: (1) travel, transportation and traffic; and (2) global view which were listed only in the third academic year.

Table 4.3 The Numbers of the Test Items in the Content Description of Daily Life

The Numbers of Matched Items / Descriptions of Daily Life Topic	Year						
	2010	2011	2012	2013	2014	2015	Total Numbers and Percentages
Eating	2	0	0	2	3	2	9 (30%)
Clothing	0	0	0	0	0	1	1 (3%)
Housing	0	0	1	0	1	0	2 (7%)
Shopping	1	1	0	1	0	0	3 (10%)
Daily contact	3	1	2	2	1	1	10 (33%)
Household chores	1	0	0	1	1	0	3 (10%)
Emergency precaution	0	0	0	0	0	0	0 (0%)
Legal education	0	1	0	1	0	0	2 (7%)
Total	**7**	**3**	**3**	**7**	**6**	**4**	**30 (100%)**

Ten test items were related to the topic of daily contact, which has the highest coverage

(33%) among the test items of the daily life topic. The communicative purpose of this

kind of topic is to solve certain problems happening in speakers' daily life. One example

of daily contact is presented below:

> Mary: Hello. Steve?
> David: I'm sorry, but Steve is out right now. _____
> Mary: Mary, his friend from work.
> David: May I take a message?
> (A) Who is calling?
> (B) Thanks for calling.
> (C) Why don't you call his office?
> (D) He will be back in ten minutes.

(TVEE, 2010)

In this telephone conversation, the caller and the receiver have to deal with the common

situation in the telephone talk: the person the caller wants to talk to is not available.

Therefore, to give the correct answer, the test takers have to identify the only possible

choice to this type of conversation for the receiver is to ask the caller's identity so that the

best response is the caller reporting her own name and her relationship with the particular person as it presented.

Besides the topic of daily contact, eating was ranked the second highest category (30%). Among the 9 test items, the one in 2013 is a typical conversation related to the topic of eating:

Jane: Thank you for stopping by. Can I get you anything?
Lisa: _____
Jane: Coming right up.
(A) You have nothing I want from you.
(B) A cup of coffee would be nice.
(C) No, I don't drink in the daytime.
(D) I don't know what I have in mind.

(TVEE, 2013)

In the conversation, the first speaker showed appreciation for the visiting and offered something to drink by asking a question. If candidates realize the conventional meaning of this question is an offer, they would choose answer B.

Among the eight sub-topics of the daily life category, three were less found, including clothing (3%), housing (7%) and legal education (7%). Although emergency precaution was listed as a suggested topic in the curriculum guideline, the dialogue section of the TVEE did not incorporate any conversation concerning this concept.

Referring back to Table 4.2 about the overall description of major topic distribution, the reader can find that the second mostly invested topic is 'leisure activities and entertainment.' There were 12 test items (20%) belonging to this topic. The example of this topic is presented below:

Jack: What are you going to do for this weekend?
Tom: I'm going to the park for a party.
Jack: A party in the park? _____
Tom: There will be a musical concert featuring Mozart. I love his music.
(A) Is the park going to be big?
(B) It's a piece of cake, isn't it?
(C) What do you mean?
(D) How far is the park from here?

(TVEE, 2012)

This conversation was about the weekend plan and the explanation about a concert held in a park. The interlocutor asked for further clarification by repeating the noun phrase with a question mark, and the other speaker answered his request for clarification. With these two contextual clues, the test takers were able to choose the best response, which is answer C.

Although the topic about 'travel, transportation and traffic' was listed as the topic to be covered in the last two semesters in the VHSCG, five test items (8%) were categorized under this topic, which out-numbered another topics that are emphasized throughout the three-year curriculum, such as interpersonal relationships (5%); industrial, commercial and agricultural knowledge (5%); environmental education (5%); employment (3%); and modern technology (3%). And here is the sample question of the topic of travel, transportation and traffic:

Nina: Hi, Kim. How was your trip?
Kim: Great. It was fun to meet different people in different cities.
Nina: _____
Kim: Taipei is my favorite.
(A) Where did you visit?
(B) How many cities have you been to?
(C) Which city do you like most?
(D) How much did you spend?

(TVEE, 2014)

With one speaker asking about the other's feeling about the trip and his/her favorite city during the trip, the test takers have to recognize that answer C is the appropriate interrogative question based on the response given in the stem.

Due to the fact that the coverage of particular topics is rather high, there are some topics that were completely neglected in the dialogue section. Table 4.2 reveals the four missing topics: (1) culture and customs; (2) literatures and arts; (3) language; (4) global view. These topics were completely not covered throughout the 60 target items since the curriculum guideline has been renewed in 2010. These topics were connected to the

learners' humanity training, and such phenomenon could possibly lead to a negative washback effect in terms of the material selection in vocational high schools.

To sum up, the topics applied in the dialogue section of the TVEE generally corresponded to the topics listed in the VHSCG, and they were mostly close to the life experience of vocational high school students. But with an imbalanced emphasis on the topics of daily life, topics concerning humanity education and global view were missing. The VHSCG developed a wide spectrum of topics that learners are expected to immerse in, but the dialogue section of the TVEE targeted on only few dimensions. The content comprehensibility of the dialogue section is therefore restricted.

Results of the Speaking Constructs Checklist

This section presents the result of the Speaking Constructs Checklist. Firstly, Table 4.4 shows the distribution and the percentage of the numbers of the matched items within three major skills.

Table 4.4 The Item Distribution of Three Major Speaking Constructs

Skills \ Results	Numbers and Percentages
Informational skills	30 (50%)
Interactional skills	30 (50%)
Skills in managing interactions	0 (0%)
Total	**60 (100%)**

From the above table, we can see the informational and interactional skills have an equal percentage of 50, while none of the test items was found applying the sub-ability of skills in managing interactions among the target items. As the Speaking Constructs Checklist is divided into three major skills: informational; interactional; and skills in managing interactions, this section discusses the outcome of each major skill respectively.

52

The Result of Informational Skills

        Fifty percent items tested informational skills, which express factual meaning and thus play the most crucial role in the test of speaking ability in the TVEE. Thirty test items are distributed in 27 sub-skills listed under this major skill. In terms of the skill complexity, 15 items are categorized in level one, 9 in level two, and 6 in level three. The analysis result is presented in Table 4.5.

Table 4.5 The Informational Skills of the Speaking Constructs Checklist

Informational Skills		
Complexity Level	Language Functions and Behavior	Numbers and Percentages
Level 1	Describe sequence of events	0 (0%)
	Express need	3 (10%)
	Express opinions	2 (6%)
	Express preferences	2 (6%)
	Express requirements	0 (0%)
	Elaborate an idea	0 (0%)
	Give instructions	1 (3%)
	Present an argument	0 (0%)
	Provide personal information	1 (3%)
	Provide non-personal information	1 (3%)
	Provide required information	5 (16%)
	Seek permission	0 (0%)
	Total in Level One	**15 (50%)**
Level 2	Analyze	0 (0%)
	Draw conclusions	0 (0%)
	Give explanations	5 (16%)
	Make comparisons	0 (0%)
	Make comments	4 (13%)
	Paraphrase	0 (0%)
	Summarize	0 (0%)
	Total in Level Two	**9 (30%)**
Level 3	Apologize	1 (3%)
	Complain	0 (0%)
	Elicit help	1 (3%)
	Indicate attitude	1 (3%)
	Make excuses	1 (3%)
	Make suggestions	2 (6%)
	Justify opinions	0 (0%)
	Speculate	0 (0%)
	Total in Level Three	**6 (20%)**
	Total Number	**30 (100%)**

Table 4.5 presents the oral abilities at three levels according to task complexity. In

general, the items were not distributed equally among the three levels. Most items, that is,

fifteen items (50%), belong to level one; nine items (30%) to level two; and only six

items (20%) to level three. From the above table, it is apparent that the dialogue section

of the TVEE only focused on certain language functions and behavior. The result of

analysis showed the preference of particular kinds of language skills. For example, in the

first level, providing required information was the most frequently-tested construct. The

test items categorized in this skill were basic question-and-answer conversations, such as:

> Nick: Art Café is really nice.
> David: Yes, it is. It's new.
> Nick: When did it open?
> David: _____
> (A) Two weeks ago.
> (B) Three times a week.
> (C) Every weekend.
> (D) Next week.

<div align="right">(TVEE, 2014)</div>

The purpose of this item was to examine whether the candidate is able to provide

suitable answer. Candidates must recognize the meaning of the question is to ask for a

specific time in the past (answer A), and then delete the irrelevant responses about the

frequency (answers B and C) and time in the future (answer D) to provide the

information the other speaker required.

The equally-emphasized speaking skill lied in the second complexity level, giving

explanation. Coded 5 times, it was the most frequently-examined speaking construct

(16%) in level two. Similar to the skill of giving required information in the first level,

the behavior of giving explanation was usually followed after an interrogative structure.

Thus this kind of language behavior required the test takers to understand the purpose of

the interrogative question so as to complete a comprehensive dialogue. For example:

> Terry: What kind of a seat do you request when you fly?
> Susie: I prefer an aisle seat.
> Terry: Why?
> Susie: _____
> (A) So I can stretch my legs.
> (B) Sitting in the back of the plane is exciting.

(C) It doesn't usually take much time.
(D) I like to sleep, and I need something to lean against.

Readers have to identify the topic is about the seat choice on a flight according to the first and second turns of conversation so that they would understand the question in the third turn is a request for explanation. To give an acceptable explanation, readers have to read all the available answers to cross out the unrelated explanations to the benefit of an aisle seat, which has nothing to do with the location on the plane (answer B), time consumption (answer C) or the need of something to lean against (answer D). However, it requires sufficient background knowledge about the aisle seat, which allows passengers to have more space than a window seat.

Only six test items (20%) were characterized in the third level of complexity. Among the tasks at this level, making suggestion was the most-targeted skill. This skill was coded twice, and both test items appeared in the dialogue section in 2010. The example of the test items is presented below:

Jim: Are we going to have a vacation this summer?
Molly: Where do you like to go?
Jim: _____
Molly: Sounds great!
(A) I have no idea. What do you think?
(B) It seems that weather will be good.
(C) Let's go somewhere near the beach.
(D) It depends on how much money we have.

By reading the first turn, learners can understand the topic in this dialogue is about the leisure activity. Then, test takers have to recognize the female speaker's agreeing attitude by the second interrogative statement. All the four answers are logical and coherent to the second turn, but only the suggestive statement in answer C is relevant to the response in the last turn.

With a strong preference on three to four language behaviors, the TVEE leaves more than 40% of the informational speaking skills unused in the dialogue section. Twelve out of 27 language subskills were not examined in the TVEE since 2010. Table 4.6 displays these completely neglected language functions in informational skills.

Table 4.6 The Informational Skills not Tested in the TVEE

Complexity Level	Language Functions and Behavior not Tested
Level 1	Describe sequence of events
	Express requirements
	Elaborate an idea
	Present an argument
	Seek permission
Level 2	Analyze
	Draw conclusions
	Paraphrase
	Summarize
Level 3	Complain
	Justify opinions
	Speculate

These unused language functions are actually important elements in daily life conversation even for vocational high school language learners. Some of the functions were the basic communicative skills of expressing speakers' reasoning process, such as analyzing and justifying opinion. Some skills were helpful when one has to speak for one's own rights, e.g. expressing requirements and complaining. And still others could be used to enrich the content of conversation, e.g. elaborating ideas, paraphrasing and summarizing. However, they have not been tested in the TVEE since the renewal of the VHSCG in 2010.

The Result of Interactional Skills

The other thirty test items were categorized in the interactional skills, and the analysis result in this section showed a rather huge gap in the complexity level. Twenty-

three test items (76%) were considered to be in the basic level of interactional skill, five

items (17%) in the second level, and only two items (7%) were put in level three. Table

4.7 displays the analysis result of the interactional skills.

Table 4.7 The Interactional Skills of Speaking Constructs Checklist

Interactional Skills		
Complexity Level	Language Functions and Behavior	Numbers of Matched Items
Level 1	Elicit information	16 (53%)
	Elicit opinions	4 (13%)
	Elicit clarification	2 (7%)
	Establish common ground	0 (0%)
	Express purpose	1 (3%)
	Total in Level One	**23(76%)**
Level 2	Correct themselves or others	0 (0%)
	Express agreement	2 (7%)
	Express disagreement	1 (3%)
	Indicate uncertainty	0 (0%)
	Indicate understanding or failure to understand	1 (3%)
	Justify or support statements or opinions of other speakers	0 (0%)
	Modify statements or comments	1 (3%)
	Repair breakdowns in interaction	0 (0%)
	Recognize other speakers' purpose	0 (0%)
	Total in Level Two	**5 (17%)**
Level 3	Attempt to persuade others	1 (3%)
	Check that they understand or have been understood correctly	1 (3%)
	Questions assertions made by other speakers	0 (0%)
	Respond to requests for clarification	0 (0%)
	Total in Level Three	**2 (7%)**
	Total Number	**30 (100%)**

As shown in Table 4.7, there are total 30 items for interactional skills. Among them, 23

items (76%) are at level one, 5 items (17%) at level two and only 2 items (7%) at level

three. The table also shows the dialogue section of the TVEE put strong emphasis on a

skill at level one, that is, the skill of getting information in a conversation. Among the

interactional skills in level one, 16 test items (53%) were identified as the function of

eliciting information. A typical sample of examining the function of eliciting information

is given below:

> Salesperson: What can I do for you, ma'am?
> Melinda: I need to purchase a blouse.
> Salesperson: _____
> Melinda: Medium.
> (A) Not that I would help you.
> (B) Certainly.
> (C) What is your size?
> (D) What color do you prefer?

> (TVEE, 2015)

This test item provides a topic setting in the first two turns, service encounter.

Readers have to judge which the most appropriate answer is according to the

contextual clues provided in the last turn, which is about the size of the blouse, thus

the test taker could remove the irrelevant responses (answers A, B and D) and single

out answer C as the correct answer.

Other than eliciting information, the second highest percentage in interactional

skills falls in the category of eliciting opinion, which has 4 items (13%). Test items in this

category are identical with other items concerning with elicitation. The difference is that

the expected response of this category is opinions of the other speaker, for instance:

> Interviewer: Do you think yourself a talent, winning all these games?
> Jeremy Lin: No. It's just incredible. I don't think anyone, including myself,
> saw this coming.
> Interviewer: _____
> Jeremy Lin: Basketball's so fun when you play on a team where people pitch
> in and work through tough times.
> (A) How do you like the game?
> (B) Would you like to talk about baseball?
> (C) How much money do you make?
> (D) When will you retire?

> (TVEE, 2012)

The setting of this conversation is an interview of a basketball player. The first two turns

is a complete question-and-answer session that is independent from the later two turns.

The item is for the test taker to choose the proper question that can elicit the opinion from the interviewee given in the last turn. Test takers have to identify that the basketball game is the topic of the dialogue and select a question from the options based on the answer.

There were five items (17%) coded in the second level of interactional skills. Eliciting clarification and expressing agreement were both coded twice, and three other functions were coded once: expressing disagreement, indicating understanding, and modifying previous statement.

As most of matched test items (93%) are in level one and two, the third level only has a small amount of test items. Two test items (7%) examine the third level of interactive skills. One targeted on the skill of persuading others, and other on checking other's understanding. Even though these skills might seem advanced and difficult for vocational high school students to perform, the test items for skills in level three were actually not complicated as one may expect:

Manager: _____
Kelly: Pretty much, sir, but I am wondering if there is a dress code.
Manager: Yes, the company wants all the employees to look their best and
          represent the company well.
(A) Is everything clear so far?
(B) The dress looks great on you.
(C) Do you have any questions?
(D) Welcome to the Sales Department.

<div align="right">(TVEE, 2010)</div>

This conversation was taken from middle of a longer section of a workplace conversation. It requires test takers to identify the intention of the first speaker through the following reaction of the second speaker. Candidates can infer that the first speaker intended to check understanding of the listener right after the instruction the first speaker just gave. Although both answers A and C can be used to check understanding, answer C is actually a yes-no question which is improper according to the following response. Answer A therefore is the most appropriate

answer. From this test item, we can concluded that the skill of checking understanding does not necessarily involve complicated linguistic components that go beyond the language ability of vocational high school students. It may require speakers to pay more attention to the subtle interactive reactions during the actual conversation which may not be observed in the indirect speaking test.

Other than the interactive language functions tested in the dialogue section of the TVEE, there are constructs not incorporated into the test. Table 4.8 lists the interactional skills not found in the test items.

Table 4.8 The Interactional Skills not Tested in the TVEE

Complexity Level	Language Functions and Behavior not Involved
Level 1	Establish common ground
Level 2	Correct themselves or others
	Indicate uncertainty
	Justify or support statements or opinions of other speakers
	Repair breakdowns in interaction
	Recognize other speakers' purpose
Level 3	Questions assertions made by other speakers
	Respond to requests for clarification

Within the 18 constructs of interactional skills, eight constructs (44%) are not applied in the dialogue section of the TVEE. After studying the constructs, the researcher notices that these excluded language functions are more challenging than those included because they are required in some more complicated tasks. For example, the speaker needs to correct themselves when failing to express themselves correctly; they may need to establish common ground before the negotiation; they may be required to express uncertainty or even to justify opinions toward some sensitive issues, etc. Lack of abilities to use these expressions to defend for oneself may inevitably lead to the communication breakdown in particular occasions.

The Result of Skills in Managing Interactions

The third major language skill in the checklist is the skills in managing interaction. The eight language functions and behavior represented certain types of conversational pattern to mark the shift of an interaction. The present study found that none of the test items in the dialogue section belonged to this genre of skills. Table 4.9 presents the result of the analysis.

Table 4.9 The Skills in Managing Interactions of Speaking Constructs Checklist

Skills in managing interactions		
Complexity Level	Language Functions and Behavior	Numbers and Percentages
N/A	Change the topic of an interaction	0 (0%)
	Come to a decision	0 (0%)
	End an interaction	0 (0%)
	Give turns to other speakers	0 (0%)
	Initiate interactions	0 (0%)
	Share the responsibility for the development of an interaction	0 (0%)
	Take one's turn in an interaction	0 (0%)
	Change the topic of an interaction	0 (0%)
	Total Number	**0 (0%)**

The language behaviors listed in this category require some established idiomatic expressions for the interlocutors to collaborate with one another under certain collective social conventions. The lack of presence of this category manifests the negligence on the socio-linguistic components that guide the speakers to speak adequately and to interact politely on different occasions. While some may argue that socio-linguistic element should be taught implicitly during the in-class instructions in vocational high schools, its absence in the large-scale high-stake examination actually directly lead to the consequence of ignorance in the instruction.

Overall, the results of the second checklist indicate that the most invested speaking skill in the dialogue section of the TVEE from 2010 to 2015 was the interactive

skill of eliciting information. It is examined in sixteen items (26%) among the sixty items coded. The focus on the skill of eliciting information fosters learners' ability to conduct daily conversation through getting necessary information. It enhances speakers' interactive skills in situations where they are in need of exchanging information. Nonetheless, the real-life communication is much richer, more diversified, and more unpredictable. Once we overemphasize on a single aspect, it may render the problem that learners fail to prepare themselves for different communicative tasks they meant to engage in.

The Application of the Three Principles

This section discusses how the three principles reviewed in chapter two are applied in the dialogue section of the TVEE. The three important principles, interactivity, authenticity, and directness, are often referred by researchers. Analyzing the use of the three principles on the test items empowers the present study to generate a more comprehensive evaluation on the nature of the dialogue section.

Interactivity

The conversational contexts in the section apply two speakers to interact with each other. It thus creates an authentic interactional context for test takers in each test item. Although the conversations in the test items are normally restricted within three or four turns, they incorporate the interactive nature of oral communication in these turn-taking processes. Many scholars (Qian, 2009; Thornbury, 2005; Young, 2000) promote the possibility of interaction in every kind of speaking tests, including semi-direct and indirect tests. The indirect spoken language test in the TVEE, on the other hand, manages to offer readers a certain degree of interaction through the design of the test items.

Authenticity

The settings and the topics applied in the test items of the dialogue section demonstrate a range of situations on a daily life basis, of which language learners are exposed to encounters in real-life communication. The variety of topics and settings provide solid authentic footings for learners to refer their knowledge of spoken language in answering the test items. Also, the test items attempt to implement several elements from then-current news to enrich the authenticity of this test section. For example, the topic of recycled cooking oil was used in 2015 when the issue of food security has become a major concern in Taiwan; the wedding of two celebrities was used as a topic in the same year; and the well-known NBA player Jeremy Lin was included as an interlocutor in a test item in 2012. As indicated in the chapter two,

Directness

The test items of the dialogue section were well-constructed in terms of interactivity and authenticity. However, the indirect testing method it applied poses an immediate threat when it comes to directness. In the testing framework of Communicative Language Learning, the perception of language and the use of language are regarded as two different dimensions of linguistic competence. To be more specific, the perception of language means the possession of linguistic knowledge, while the use of that is the ability to utilize language in communication contexts. The format of the indirect spoken language testing, however, can only examine the candidates' knowledge about the language, but fails to assess learners' ability to perform actual communicative tasks in real-life communication. Since it does not require learners to perform actual speaking skills, it may cast a negative washback effect on vocational high school language program. Oral training has barely received due attention from vocational high school English educators, but if the Testing Center of Technological and Vocational

Education could manage to conduct direct test, it may urge the vocational education

system to put more emphasis on performing direct and authentic speaking skills.

CHAPTER FIVE

CONCLUSION

Based on the results and discussion of the present study, this chapter presents a conclusion to wrap up the entire study. First of all, a summary of the major findings is presented to answer the two research questions. Secondly, implications to language teachers in vocational high schools and suggestions to the testing administration of the TVEE are given. Lastly, the limitations of the present study are discussed.

Summary of the Major Findings

The results of the present study can be summarized in connection with the two research questions proposed in the study. The first research question is about the agreement between the dialogue section of the TVEE and the goals highlighted in the VHSCG. The analysis results show that although not evenly distributed, the test items generally correspond to the goals of speaking ability in the VHSCG. The present study finds that the major focus of the dialogue section is to foster the communicative ability on the conversation in daily life settings, however, the conversations in the classroom setting are rarely found; and the dialogue section lacks of items examining learners' descriptive speaking ability on sequence of events. When it comes to the correspondence of the topics, all the test items can be categorized within the topics suggested in the VHSCG, however, most of the items target at the topic of daily life, leaving many of the VHSCG topics not incorporated into the test.

The second research question goes further to the construct validity of the dialogue section to investigate whether the indirect speaking test is able to delve into the nature of speaking ability. After analyzing each test item, four findings are obtained from the analysis of Speaking Constructs Checklist. First of all, the dialogue section of the TVEE

only focuses on informational and interactional skills and does not test the interaction managing skills. Secondly, among the sixty test items, there are 60% of test items located in the most basic complexity level in informational and interactional skills (25% and 35% respectively). Third, the most highlighted skill in the dialogue section of the TVEE is the basic interactional skill of eliciting information, which consists of 26% of items. Lastly, within the 61 speaking constructs listed in the informational and interactional skills, twenty language functions (32%) are missing from dialogue section of the TVEE from 2010 to 2015. In terms of the testing principles, the application of interactivity and authenticity were found in the test items of the dialogue section, but not the directness since it is a pen and paper test. This can post a threat to the construct validity of the test items.

Implications

Based on the findings of the present study, the researcher proposed implications for the testing administration in the vocational high school education system in Taiwan. First of all, various speaking skills should be included. Second, the test should cover a greater variety of topics. Third, it should be a goal for the TVEE to develop direct speaking tests.

Including More Speaking Skills

According to the results presented in the previous chapter, the speaking skills involved in the TVEE seem to be repetitive and are those fundamental ones. From the results, it is obvious that test items of the indirect spoken language tests in the TVEE do not represent the overall speaking ability as well as the requirements listed in the curriculum guideline. Therefore, the present study proposes that the Testing Center of Technological and Vocational Education should implement various communicative

speaking skills in the dialogue section to examine test takers' ability of using various language functions in different speaking contexts.

To involve speaking skills of higher complexity, one of the possible solutions is to extend current short dialogue and use longer conversational texts. As many current test items only record parts of conversation, mostly the opening section of a conversation, the targeted speaking behavior are thus restricted to the basic level and more complicated conversational abilities are left out. There are benefits to develop longer texts in the dialogue section. First, through the processing of longer conversations, sophisticated language behaviors can be elicited. Secondly, developing test items with more turns allows test administrators to examine multiple speaking skills in a single conversational context. Third, the transition and the progress of an authentic communicative context scaffolds language learners into a real-time context, which pushes learners to produce longer conversation with interlocutors they encounter in real life.

Expanding the Variety of Topics

The present study recommends that the dialogue section involve more topics listed in the curriculum guideline other than the topic of daily life like culture and customs, modern technology and arts. Some may argue various topics have already been included in other item types in the TVEE, therefore it may not be necessary to encompass every topic in the dialogue section. However, to the researcher's best knowledge, no empirical study has been done to explore the topic distribution on the English tests of the TVEE. The involvement of diversified topics in the dialogue section may encourage teachers and learners to pay more attention to a wider scope when it comes to the material selection during instructions on oral communication. Also, different topics offer plentiful conversational contexts for learners to refer to when language learners are actually involved in certain communicative tasks.

Practices on oral communicative ability have long been ignored in language program in vocational high schools as the TVEE does not require candidates to perform actual speaking skills (Liao, 2002; Liu, 2009). According to the previous research discussed in the chapter two, indirect tests are no longer encouraged in oral ability examinations for the following reasons: (1) an indirect speaking test does not involve the fundamental phonological elements of oral communication, and (2) it does not require candidates to perform actual speaking skills, which may pose a threat to the validity of the examination. If the TVEE manage to examine speaking skills with direct tests or semi-direct tests, it would without doubt have a positive washback effect on language education in vocational high schools.

Limitations and Suggestions

Although the present study has come up with findings of the quality of the TVEE, the study has some limitations. The first limitation lies in the lack of the feedbacks from the test takers. The primary purpose of the present research aims at the investigation on the constructs of oral communication, the contents of the curriculum guideline, and the test items of the examination. When designing the study, the researcher did not take test takers' feedback into consideration. The present study thus is not comprehensive enough in presenting the impact of the TVEE. Future studies may elicit the feedback and perception from both language teachers and students as test users through questionnaire or interview to provide more information to the Testing Center of Technological and Vocational Education.

The second limitation concerns the interpretation of the correlation between students' actual speaking performance and their performance on the dialogue section of the TVEE. As the dialogue section of the TVEE is an indirect speaking test, test takers

may rely on their linguistic knowledge to choose the correct answer without the need of performing the targeted speaking skills. The present study did not collect test takers actual oral performances and compare them with the scores they gained in the TVEE. Without this comparison, the study cannot find out the correlation between learners' performances in authentic communicative contexts and those of dialogue sections. Therefore, it is recommended that the future research collect the above two data and make a comprehensive study on the correlation between the two factors to understand the overall validity of the dialogue section of the TVEE.

References

Bachman, L. (1990). Constructing measures and measuring constructs. In B. Harley, J. Cummins, M. Swain and P. Allen (eds.), *The development of second language proficiency.* Cambridge: Cambridge University Press.

Bachman, L. & Palmer, A. (1996). Language testing in practice. Oxford: University Press.

Berry, V. (1994).The assessment of spoken language under varying interactional conditions. In. Bird, Norman (ed.), *Language and learning.* Hong Kong: Hong Kong Education Department Institution of Language in Education.

Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.

Brown, H. D., & Sahni, S. (1994). *Vistas: An interactive course in English, student test package.* Englewood Cliffs, NJ: Prentice Hall Regents.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy.* White Plains, NY: Longman.

Brown, H. D. (2004). *Language assessment: Principles and classroom practices. White Plains.* NY: Pearson Education.

Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program design.* Boston: Heinle & Heinle.

Brown, J. D. (2005). *Testing in language programs: A comprehensive guide to English language assessment*. NY: McGraw-Hill College.

Burns, A., & Joyce, H. (1997). *Focus on speaking.* Sydney: National Center for English Language Teaching and Research.

Bygate, M. (2009). Teaching and testing speaking. In Long, M. H. & Doughty, C. J. (Eds.), *The handbook of language teaching* (pp. 412--440). Chichester, U.K: Wiley-Blackwell.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, *1*(1), 1-47.

Carter, R.A., & McCarthy, M.J. (1995). Grammar and the spoken language. *Applied Linguistics*, 16, 141–158.

Chang, V. W. (2006). English language education in Taiwan: A comprehensive survey. *Education Resources and Research.* 69, 129-144.

Chen, M. L. (2007). *Vocational high school students' English learning motivation and their English learning behaviors*. Unpublished master's thesis, Tunghai University, Taichung, Taiwan.

Chou. S. K. (2005). 技職校院英語教學之困境與突破 [A dilemma and breakthrough of English teaching in vocational education]. *Journal of Education Research,* 138, 86-94.

Clark, J. L. D. (1975). Theoretical and technical considerations in oral proficiency testing. In Jones, R. L. & Spolsky, B. (Eds.), *Testing language proficiency*, 10-24. Arlingtong, VA: Center for Applied Linguistics.

Cohen, A. D. (1996). Developing the ability to perform speech acts. *Studies in Second Language Acquisition,* 18, 253-267.

Cumming, J., & Maxwell, G. (1999). Contextualising authentic assessment. *Assessment in Education,* 6, 177–94.

Dick, W., Carey, J.O., & L. Carey. (2000). *The systematic design of instruction.* Upper Saddle River, NJ: Pearson Educational.

Douglas, D. (1997). Language for specific purposes testing. In Clapham, C. & Carson, D., (Eds.), *Encyclopedia of language in education. Volume 7: Language testing and assessment*. Dordrecht: Kluwer Academic, 111–20.

ETS. (2007). The official guide to the new TOEFL iBT. NY: McGraw-Hill.

Guilford, J. P. (1954). *Psychometric method.* NY: McGraw Hill.

Han, W. H. (2009). *A study of vocational high school students' English learning motivation, learning style, learning strategy and English learning achievement.* Unpublished master's thesis, National Chung Cheng University, Chiayi, Taiwan.

Heaton, J. B. (1998). *Writing English language test.* London: Longman.

Hu, H. E. (2011). *An investigation of Taiwanese vocational high school students' use of metacognitive reading strategies.* Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

Huang, T. L. (1990) 高級職業學校英文教學研究 [A study on the English language teaching in vocational high schools]. New orientations in English language teaching. 285-204.

Hughes, A. (2003). *Testing for language teachers*. Cambridge: Cambridge University Press.

Hughes, R. (2011). *Teaching and researching speaking.* Harlow: Longman.

Hung, C. H. & Lo, P. C. (1995).高職英文教師對英語文教育之觀點研究 [Research on the perspectives of English teachers of TEFL in the technological and vocational education system in Taiwan] *Proceedings of conference on English teaching in technological and vocational colleges.* 121-145.

Joughin, G. (1998). Dimensions of oral assessment. *Assessment & Evaluation in Higher Education*, 23, 367-378.

Kane, M. T. (2002). Current concerns in validity theory. *Journal of Educational Measurement*, 38(4), 319-342.

Leu, M. M. (2004) The Use and Evaluation of Teaching Materials for Vocational High Schools in Taiwan. Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

Lewkowicz, J. A. (2000). Authenticity in language testing: some outstanding questions. *Language Testing*, 17 (1), 43–64

Liao, M. C. (2002). *EEFTC English Tests: Renovations and viewpoints of vocational high school students and English teachers.* Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

Liao, W. Y. (2009). *A study of the motivation, attitudes, self-efficacy, and achievements in English learning of vocational high school students in metropolitan Taipei.* Unpublished master's thesis, National Dong Hwa University, Hualien, Taiwan.

Lin, M. S. (1996). 中華民國高中高職英文教學現況比較研究 [A comparative study on the current status quo of the English language teaching in high schools and vocational high schools in the Republic of China] Proceedings of the twelfth conference on English teaching and learning in the Republic of China. 59-79. Taipei: Crane Publishing Co.

Liu, C. N. (2009). *Evaluating the reading comprehension questions of the SAET and the DRET.* Unpublished master's thesis, Taipei Municipal University of Education, Taipei, Taiwan.

Liu, F. C. (2009*). A study on the development of the English tests of the Technological and Vocational Education Joint College Entrance Examination (TVEE) and its interaction with the Guidelines of the Vocational High School English Program (VHSEP).* Unpublished master's thesis, National Chengchi University, Taipei, Taiwan.

Liu, Y. M. (2002). 檔案評量在高職英文戲劇教學運用之個案研究 [A case study on the use of portfolio assessment in the drama teaching of the vocational high school English teaching]. *Journal of Research in Education Science*. 47(2), 159-174.

Lo, G. Y. H. (2011). ESP versus EGP: A case study of an ESP program for vocational high school students of Tourism. *Taiwan International ESP Journal, Vol. 3: 2, 71-100*

Luoma, S. (2004). *Assessing speaking*. Cambridge: Cambridge University Press.

Lynch, A. J. (1982). 'Authenticity' in language teaching: some implications for the design of listening materials. *British Journal of Language Teaching,* 20, 9–16.

McHugh, M. L. (2012). Interrater reliability: the kappa statistic. *Biochemia Medica*, 22(3), 276-282.

Messick, S. (1989a). Meaning and values in test validation: the science and ethics of assessment. *Educational Researcher*, 5-11.

Messick, S. (1989b). Validity. In R. L. Linn (Ed.). *Educational measurement.* New York: American Council on Education, Macmillan, 13- 103.

Messick, S. (1994). The interplay of evidence and consequences in the validation of performance assessments. *Educational Researcher*, *23*(2), 13-23.

Messick, S. (1996). Validity and washback in language testing. *ETS Research Report Series*, *1996*(1), i-18.

MOE. (2014). 高中職應屆畢業生升學就業概況 [An overview of the career of high school and vocational high school graduates], 教育統計簡訊 [*Educational Statistical Digest*], 10, 1-2

Nicholls, A & Nicholls, S. (1972). *Developing a curriculum: a practical guide*. London: Allen and Unwin.

Plough, I. C., & Bogart, P. S. (2008). Perceptions of examiner behavior modulate power relations in oral performance testing. *Language Assessment Quarterly*, *5*(3), 195-217.

Prodromou, L. (1995). The backwash effect: from testing to teaching. *ELT Journal*, 49(1), 13-25.

Qian, D. D. (2009). Comparing direct and semi-direct modes for speaking assessment: Affective effects on test takers. *Language Assessment Quarterly*, *6*(2), 113-125.

Resnick, L. B., & Resnick, D. P. (1991). Assessing the thinking curriculum: New tools for educational reform. In B. R. Gifford & M. C. O'Connor (Eds.), *Changing*

assessments: Alternative views of aptitude, achievement and instruction, 37-75. Boston: Kluwer.

Shea, D. P. (1994). Perspective and production: Structuring conversational participation across cultural borders. *Pragmatics*, *4*(3), 357-389.

Shih, Y. H., & Lin, M. S. (1996). 我國高職課程與教材評估 [Assessment of vocational high school English curriculum and material]. *Proceedings of the fifth International Conference on English Language Teaching and Learning*, 73-88, Taipei: Crane Publishing Co.

Tarone, E., & Liu, G. (1995). Situational context, variation, and second language acquisition theory. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics: Studies in honour of H G. Widdowson,* 107-124. Oxford: Oxford University Press.

Thornbury, S. (2005). *How to teach speaking*. Harlow, England: Longman

Tsai, W. C. (2006). *A study of students' motivation and strategies in learning automotive industrial English in the automobile department of vocational high school*. Unpublished master's thesis, National Changhua University of Education, Changhua, Taiwan.

Tyler, R. W. (2010). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

Underhill, N. (1990) *Testing Spoken Language: A Handbook of Oral Testing Techniques.* Cambridge: Cambridge University Press.

Viera, A. J. & Garrett, J. M. (2005). Understanding interobserver agreement: the kappa statistic. *Family Medicine*, 37(5), 360-363.

Wiggins, G. (1993). Assessment: Authenticity, context, and validity. *Phi Delta Kappan*, *75*(3), 200-208.

Wood, R. (1993). *Assessment and testing*. Cambridge: Cambridge University Press.

Wu, C. C. (2003). *A study of EFL learning strategies used by vocational high school students in Taiwan.* Unpublished master's thesis, National Yunlin University of Science and Technology, Yunlin, Taiwan.

Wu, H. W. (2003). *Reading narrative and expository texts: An investigation into the reading strategies used by vocational high school students in Taiwan.* Unpublished master's thesis, Providence University, Taichung, Taiwan.

Wu, J. Y. (2013). *The relationship between English learning motivations and learning anxiety of EFL vocational school students: The case study in southern Taiwan.* Unpublished master's thesis, National Yunlin University of Science and Technology, Yunlin, Taiwan.

You, Y. L., & Chen, P. (2014). The Vocational high school English education in Taiwan. *Secondary Education.* 65, 3, 88-107.

Young, R. F. (2000). *Interactional competence: Challenges for validity*. Paper presented at a joint symposium 'Interdisciplinary Interfaces with Language Testing' held at the annual meeting of the American Association for Applied Linguistics and the Language Testing Research Colloquium, 11 March 2000, Vancouver, British Columbia, Canada.

Appendix A

Vocational High School Curriculum Guideline

英文Ⅰ－Ⅵ (English Ⅰ-Ⅵ)

英文Ⅰ(English Ⅰ)

表 1-26 英文Ⅰ科目大要

學分數：2
建議開課學期：第一學年第一學期
本科目目標在協助學生能將所學的英語文字詞及語法，實際應用於聽、說、讀、寫之溝通中；養成學生具備英語文有效的學習方法及正確的學習態度，提升人文與科技的知能，並培養獨立思考及價值判斷之能力。主要內容包含：人際關係、各類休閒娛樂運動、自然生態、環保理念、食、衣、住、行、生活起居、購物、接洽事務、災害防救、現代科技、書信、表格、行業類別相關知識、中外文化、風土民俗、禮儀、世界各地民情、短文賞析、幽默短文、溫馨小品、短劇、音樂、美術、舞蹈、溝通技巧、挫折克服、情緒管理、生命教育及人權教育等。評量方式要多樣化，教學方法要能引起學生興趣，並營造學生學習英語的環境，透過各種活動設計，以期達到溝通式之課程目標。

英文Ⅰ教學綱要

一、科目名稱：英文Ⅰ(English Ⅰ)
二、科目屬性：一般科目
三、學分數：2
四、先修科目：無
五、課程目標： 　　(一)訓練學生運用所學的字詞及語法於日常生活聽、說、讀、寫之溝通中。 　　(二)養成學生具備英語文有效的學習方法。 　　(三)引導學生認識及瞭解中西文化差異。 　　(四)培養學生獨立思考之能力。
六、教材大綱：

單元主題	內容綱要	分配節數	備註
1.人際關係	如：人際關係、挫折克服與情緒管理、生命教育、性別教育、人權教育及溝通技巧等。	視課文長度而定	1.教材內容 　1.1 課數：依學分數不同而定。2學分者每冊課數以 6~8課為原則。 　1.2 課文長度：編輯者可依文體選材彈性處理，字數不另設下限與上限。
2.休閒、娛樂與運動	如：嗜好、興趣與休閒活動以及各類運動等。	視課文長度而定	

			2.溝通功能
3.日常生活	如:食、衣、住、行、生活起居、購物、接洽事務、災害防救及法治教育等。	視課文長度而定	2.1 培養溝通表達之能力及互動關係。 2.2 訓練學生具有一般人際溝通的語言能力(如:問候、感謝、道歉等)。
4.現代科技	如:資訊、醫學及現代科技產品等。	視課文長度而定	3.語言成分 3.1 語音:複習並提升字母拼讀法、音標及重音、語調、節奏、朗誦等技能之精確度。
5.文化與風俗民情	如:中外文化、風土民俗、禮儀、世界各地民情等。	視課文長度而定	3.2 字彙:教材內生字,儘可能選自常用率最高的 4000 字,依生字使用頻率高低循序漸進。各冊單課的生字數量多寡可以有彈性,但原則上第一冊的生字總量不宜超過 300 字。
6.文學與藝術	如:短文賞析、幽默短文、溫馨小品、散文、短劇、音樂、美術、舞蹈等。	視課文長度而定	
7.語言	如:廣告、標示、書信、表格、肢體語言及語言禮儀等。	視課文長度而定	3.3 語法:避免介紹冷僻、艱深的文法與句型,儘量使用圖表或安排有趣之情境,提供學生充分練習之機會,以加強學生對英文基本句法與常見重要句型之瞭解,進而明白重要的段落結構方式及能應用簡單的修辭法。
8.工、商、農業等知識	如:行業類別、工農業產品、銀行、貨幣、信用卡、及消費者保護等。	視課文長度而定	
9.環境教育	如:自然生態(包括海洋生態)及環保理念等。	視課文長度而定	
10.就業	如:職場介紹、生涯規劃及職場安全等。	視課文長度而定	

七、實施要點:
　(一)教材編選
　　　教材的編選應注重課程之整體性與活動之多元性,並掌握漸進、累積及反覆的原則,且兼顧字彙、句型之連貫性及循環性。課文以一般知識性、趣味性、實用性和啟發性的文章為主,選材宜多樣化。上表建議之主題內容僅供參考,教材編寫者亦可另選適合學生興趣及程度之其他主題文章作為課文教材。
　(二)教學方法
　　　教學過程除訓練學生聽、說、讀、寫的語言能力及技巧外,也須營造真實的溝通

情境，讓學生實際應用語言。
(三)教學評量
　　教學評量應兼顧形成性評量、總結性評量，並善用檔案評量；評量目標以語言運用為主，語言知識為輔；並兼顧語言使用的流利度及精確度。
(四)教學資源
　　除上課教材外，應善用與課文有關之教材、教具、視聽教學媒體或電腦輔助教學軟體及多媒體語言教室；並列出延續學習活動之參考書目，供學生參考自修。
(五)教學相關配合事項
　　無。
(六)能力指標
　　1.聽
　　　1.1 能聽懂簡單的教室用語。
　　　1.2 能回答教師針對課文內容所提出的問題。
　　　1.3 能大致聽懂日常的英語對話。
　　2.說
　　　2.1 能使用主要的教室用語。
　　　2.2 能就課文內容進行簡單的問答。
　　　2.3 能參與課堂上的口語練習。
　　　2.4 能以英語進行簡易的日常生活口語溝通(如問候、寒暄、購物及電話用語等)。
　　　2.5 能正確地朗讀課文、短文、故事等。
　　　2.6 能以英語簡單描述日常事物。
　　3.讀
　　　3.1 能夠辨識英文字母之連續書寫體。
　　　3.2 能看懂常用的英文便條、標示及說明書。
　　　3.3 能看懂簡易短文故事並瞭解其大意。
　　　3.4 能看懂簡易的書信。
　　　3.5 能藉助字典或其他工具書，自行閱讀與課文難度相當之課外教材。
　　4.寫
　　　4.1 能正確地使用大小寫及標點符號。
　　　4.2 能正確地合併及改寫句子。
　　　4.3 能運用所學的詞彙或句型造出簡單的句子。
　　　4.4 能針對課文問題寫出合適的答案。

英文VI (English VI)

表 1-35 英文VI科目大要

學分數：2
建議開課學期：第三學年第二學期
本科目目標在協助學生能將所學的英語文字詞及語法，應用於實際之技職情境中，並對中西文化差異有所認識與瞭解；培養英語文有效的學習方法及正確的學習態度，以加強自學能力，作為終身學習之基礎。涵育英語文的學習興趣，提升人文素養與科技的知能，培養獨立思考與價值判斷之能力，並深植尊重生命及永續發展的觀念。主要內容包含：人際關係、嗜好、興趣、各類休閒活動、生活起居、購物、接洽事務、現代生化、醫學發展、自然生態、環保理念、現代科技、傳播資訊、行業類別相關知識、中外文化、風土民俗、禮儀、世界各地民情、世界各地簡介、旅遊、短文賞析、散文、短劇、音樂、美術、舞蹈、文學作品簡介、溝通技巧、名人簡介、挫折克服、情緒管理、生命教育及人權教育等。評量方式要多樣化，教學方法宜營造學生學習英語環境，提高使用英語的機會，並設計具多元化之溝通式教學活動，以期達到溝通式之課程目標。

表 1-36 英文VI教學綱要

一、科目名稱：英文VI(English VI)
二、科目屬性：一般科目
三、學分數：2
四、先修科目：英文Ⅰ－Ⅴ
五、課程目標： (一)訓練學生運用所學的字詞及語法於日常生活聽、說、讀、寫之溝通中。 (二)養成學生之英文能力，以利其應用於職場情境中。 (三)培養學生具備英語文有效的學習方法及正確的學習態度，並涵育學生對學習英語文的興趣。 (四)提升學生人文素養，並加強其自學能力，以作為終身學習之基礎。 (五)促進學生對科技新知、中西文化差異、國際事務之認識與瞭解，並深植尊重生命及永續發展的觀念。 (六)培養學生獨立思考及價值判斷之能力。

六、教材大綱：			
單元主題	內容綱要	分配節數	備註
1.國際觀與環境	如：全球工商業及經濟等。	視課文長度而定	1.教材內容 　1.1 課數：依學分數不同而定。2 學分者每冊課數以 6~8 課為原則。 　1.2 課文長度：編輯者可依文體選材彈性處理，字數不另設下限與上限。
2.休閒、娛樂與運動	如：嗜好、興趣與休閒活動以及各類運動等。	視課文長度而定	
3.日常生活	如：日常生活起居、購物、接洽事務、災害防救及法治教育等。	視課文長度而定	
4.現代科技	如：資訊、醫學及現代科技產品等。	視課文長度而定	
5.旅遊、運輸與交通	如：旅遊、各種交通工具等。	視課文長度而定	

單元主題	內容綱要	分配節數	備註
6.文化與風俗民情	如：中外文化、風土民俗、禮儀、世界各地民情等。	視課文長度而定	2.溝通功能 　2.1 培養溝通表達之能力及互動關係。 　2.2 訓練學生具有一般人際溝通的語言能力(如：問候、感謝、道歉等)。 3.語言成分 　3.1 語音：複習學生對字詞、詞組或句子等方面之拼字、辨音、發音、重音、語調與節奏的概念，並加強學生對停頓、速度、連音及朗讀的學習。 　3.2 字彙：教材內生字，儘可能選自常用率最高的 5000 字，依生字使用頻率高低循序漸進。各冊單課的生字數量多寡可以有彈性，但原則上第六冊的生字總量不宜超過 400 字。 　3.3 語法：避免介紹冷僻艱深的文法與句型之介紹，儘量使用圖表或安排有趣之情境，提供學生充份練習之機會，以加強學生對英文基本句法與常見重要句型之瞭解，進而明白重要的段落結構方式及能應用簡單的修辭法。
7.文學與藝術	如：短文賞析、幽默短文、溫馨小品、散文、短劇、音樂、美術、舞蹈等。	視課文長度而定	
8.語言	如：廣告、標示、書信、表格、肢體語言及語言禮儀等。	視課文長度而定	
9.工、商、農業等知識	如：行業類別、工農業產品、銀行、貨幣、信用卡、職場安全及消費者保護等。	視課文長度而定	
10.環境教育	如：自然生態(包括海洋生態)及環保理念等。	視課文長度而定	
11.人際關係	如：人際關係、挫折克服與情緒管理、生命教育、性別教育、人權教育及溝通技巧等。	視課文長度而定	
12.就業	如：求職書信及就業等相關知識等。	視課文長度而定	

七、實施要點：
　　(一)教材編選
　　　　參考「表 1-26 英文Ⅰ教學綱要」
　　(二)教學方法
　　　　參考「表 1-26 英文Ⅰ教學綱要」
　　(三)教學評量
　　　　參考「表 1-26 英文Ⅰ教學綱要」
　　(四)教學資源
　　　　參考「表 1-26 英文Ⅰ教學綱要」
　　(五)教學相關配合事項
　　　　參考「表 1-26 英文Ⅰ教學綱要」
　　(六)能力指標
　　　　1.聽
　　　　1.1 能聽懂教室用語。
　　　　1.2 能大致聽懂教師用英語所講述的課文內容概要，以及能回答教師針對課文
　　　　　　內容所提出的問題。
　　　　1.3 能大致聽懂日常的英語對話。
　　　　1.4 能大致聽懂簡易的英文新聞報導內容。
　　　　2.說
　　　　2.1 能使用主要的教室用語。
　　　　2.2 能就課文內容進行簡單的問答。
　　　　2.3 能參與課堂上的口語練習。
　　　　2.4 能以英語進行簡易的日常生活口語溝通(如問候、寒暄、購物及電話用語
　　　　　　等)。
　　　　2.5 能正確地朗讀課文、短文、故事等。
　　　　2.6 能以英語簡單描述日常事物。
　　　　3.讀
　　　　3.1 能夠辨識英文字母之連續書寫體。
　　　　3.2 能看懂常用的英文便條、標示及說明書。
　　　　3.3 能看懂短文故事並瞭解其大意。
　　　　3.4 能看懂一般的書信。
　　　　3.5 能藉助字典或其他工具書，自行閱讀與課文難度相當之課外教材。
　　　　4.寫
　　　　4.1 能正確地使用大小寫及標點符號。
　　　　4.2 能正確地合併及改寫句子。
　　　　4.3 能運用適當的詞彙或句型造出正確的句子。
　　　　4.4 能針對課文問題寫出合適的答案。
　　　　4.5 能填寫表格。
　　　　4.6 能書寫簡單的便條、書信及卡片等。

對話題：第16至25題，請依對話內容，選出一個最適合的答案，使其成為有意
　義的對話。

(C) 16. Cashier: Your total is NT $ 699.
Customer: _____
Cashier: Yes, Ma'am. Then that's NT $ 599.
Customer: Do you take credit card?
Cashier: Sure.
(A) I don't have cash.
(B) Do you need a bag?
(C) I have these coupons.
(D) May I use the shopping cart?

(A)17. Bill: Jean, I'm sorry. I can't come over today. I have a sore throat.
Jean: Oh, no! Your voice sounds funny. When did you get sick?
Bill: _____
Jean: I'm sorry to hear that.
(A) Just this morning.
(B) I guess I have a fever.
(C) I'll go to the doctor later.
(D) I don't think it's funny.

(B)18. Boy: Mom, can we ride on the roller coaster?
Mother: Of course, we can.
Boy: Can we go on the Ferris wheel, too?
Mother: _____
Boy: What? Mom, that's for babies!
(A) You can go alone if you really want to.
(B) Sure. But let's try the merry-go-round first.
(C) I am afraid that we don't have time for that.
(D) Sorry. It is under construction.

(A)19. Manager: _____
Kelly: Pretty much, sir, but I am wondering if there is a dress code.
Manager: Yes, the company wants all the employees to look their best and
represent the company well.
(A) Is everything clear so far?
(B) The dress looks great on you.
(C) Do you have any questions?
(D)Welcome to the Sales Department.

(C)20. Roger: I am off to the post office.
Rich: Can you mail this airmail for me?
Roger: Sure. _____
Rich: Yes, you can simply throw it into the mailbox.
(A) You can fax it to me.
(B) Why don't you mail it yourself?
(C) Have you stamped it?

(D) I'm also going to the bank.

(A)21. Mother: You look tired. Why don't you go to bed earlier today?

Jimmy: I can't. I have an English test tomorrow.

Mother: _____

Jimmy: I haven't finished reviewing yet. I don't want to take any chances.

(A) Don't worry. You'll be fine.

(B) You should study earlier.

(C) How about a cup of coffee?

(D) Is that the only test tomorrow?

(D)22. Teacher: Peter, I think we need to talk.

Peter: Yes, Ma'am.

Teacher: _____

Peter: I forgot to bring it to school.

(A) What's wrong with you?

(B) Are you feeling alright?

(C) You didn't come to class yesterday.

(D) You didn't turn in your assignment today.

(C) 23. Jim: Are we going to have a vacation this summer?

Molly: Where do you like to go?

Jim: _____

Molly: Sounds great!

(A) I have no idea. What do you think?

(B) It seems that weather will be good.

(C) Let's go somewhere near the beach.

(D) It depends on how much money we have.

(B) 24. Helen: Do you want me to bring you something for lunch?

Nancy: _____

Helen: No problem, whatever you ask for.

(A) No bother. I am not hungry at all.

(B) A hamburger, small coffee, and an apple pie.

(C) Where are you going to eat?

(D) Are you going alone or with friends?

(B) 25. Milly: I have a reservation for two at 6:30.

Host: _____

Milly: It's Milly Chang.

Host: Thank you. Please follow me.

(A) Where are you from?

(B) May I have your name?

(C) Can you wait for a minute?

(D) May I take your order?

對話題：第16至25題，請依對話內容，選出一個最適合的答案，使其成為有意義的對話。

(C) 16. Paul: Hi, I wonder if you could help me. I have a fever and a sore throat. Can you give me something for it?
Pharmacist: _____
Paul: Thank you.
(A) Did you want to try our delicious doughnuts?
(B) Smoking or nonsmoking?
(C) OK. You can take these medicines twice a day.
(D) That's very kind of you.

(D) 17. Jenny: So, how was your first date with Mark?
Tina: Terrible! Can you believe he asked me how much I weighed?
Jenny: _____
(A) He doesn't know your age?
(B) Exercise could help him keep in shape.
(C) Why don't you wear that pink dress?
(D) Hmm. That's a little personal.

(C) 18. Daniel: Are you ready to play tennis?
Andy: _____ And you're not going to win today!
Daniel: Don't say things you're not sure about. You might have to eat your words.
(A) What's the matter with you?
(B) No, I'm still thinking.
(C) You bet!
(D) Sorry, but I've got other plans.

(A) 19. Rita: Hello. What time do you close today?
Tony: We close at 10:00 p.m. every day. And we open at 9:00 in the morning.
Rita: Oh, OK. _____
Tony: Yeah, same hours as on the weekdays.
(A) And are you open on the weekends?
(B) I'll come down tonight. Thanks.
(C) Your sale is still on, isn't it?
(D) How long does it take?

(B) 20. Jessica: Could you call me a taxi, please?
Bell Captain: Yes, ma'am. _____
Jessica: The airport.
Bell Captain: Sure, take a seat in the lobby. I'll let you know when it's here.
(A) What model do you like?
(B) Where are you going?
(C) Let me get your car.
(D) When are you going to leave?

(B) 21. Lucy: You'll never guess what happened downtown.
        Brian: What?
        Lucy: While I was driving home, a man ran out in front of me… with a gun!
        Brian: He had a gun? It's really scary.
        Lucy: _____
        (A) I'm a real fan of scary movies.
        (B) You're telling me.
        (C) Good for you.
        (D) That's why he is worried.

(C) 22. Albert: Has the 5:30 showing of the movie started yet?
        Clerk: _____
        Albert: Then I'll come back for the eight o'clock showing. I hate to miss the
              beginning of a film.
        (A) I don't think so.
        (B) No, not yet.
        (C) Yes, sir, about ten minutes ago.
        (D) You can hardly wait?

(A) 23. Terry: What kind of a seat do you request when you fly?
        Susie: I prefer an aisle seat.
        Terry: Why?
        Susie: _____
        (A) So I can stretch my legs.
        (B) Sitting in the back of the plane is exciting.
        (C) It doesn't usually take much time.
        (D) I like to sleep, and I need something to lean against.

(A) 24. Amy: Are there any interesting jobs in the paper today?
        Peter: Well, here's one for salesperson.
        Amy: _____
        Peter: You have to make an appointment for an interview.
        (A) What are the qualifications?
        (B) What's the salary?
        (C) Is it expensive?
        (D) How can I apply for the job?

(A) 25. Mary: Hello. Steve?
        David: I'm sorry, but Steve is out right now. _____
        Mary: Mary, his friend from work.
        David: May I take a message?
        (A) Who is calling?
        (B) Thanks for calling.
        (C) Why don't you call his office?
        (D) He will be back in ten minutes.

對話題:第16至25題,請依對話內容,選出一個最適合的答案,使其成為有意義的對話。

(D) 16. James: Do you know anything about "Lohas"?
Amy: Well, it stands for people who enjoy "lifestyles of health and sustainability".
James: _____
Amy: People from this group prefer to live an environmentally friendly and healthy life.
(A) Where are they going?
(B) When do they go to work?
(C) How about those who are not rich?
(D) What do they do?

(C) 17. Student A: Shall I lock the chemistry lab now before I go home?
Student B: _____ I'll check it myself later.
Student A: Then, you have a nice weekend!
(A) What a pity!
(B) It's fantastic.
(C) Don't bother.
(D) No, I won't.

(C) 18. Jack: What are you going to do for this weekend?
Tom: I am going to the park for a party.
Jack: A party in the park? _____
Tom: There will be a musical concert featuring Mozart. I love his music.
(A) Is the park going to be big?
(B) It's a piece of cake, isn't it?
(C) What do you mean?
(D) How far is the park from here?

(B) 19. Jack: Finally, my job is done.
Tom: What do you think of it?
Jack: At the first sight, I believe it is terrific. But …
Tom: _____
(A) But the boss is about to take it as a jewel.
(B) But the boss thinks it still has a lot to be desired.
(C) But the boss likes it very much.
(D) But the boss will have no regrets about it.

(B) 20. Jack: What do you think is the best way to start making friends?
Tom: I believe that a proper joke can break the ice.
Jack: Telling a joke? _____ And I'll try it later.
(A) Don't be silly!
(B) It makes sense.
(C) I won't count on it.
(D) I can't stand it any longer.

(A) 21. Jack: I am looking for a new apartment.
        Tom: My building has some vacancies. _____
        Jack: Yes. Let me know more details.
        (A) Will you be interested in them?
        (B) Could you show me around?
        (C) Where do you go for laundry?
        (D) Are you saying it is rent-free?

(A) 22. Interviewer: Do you think yourself a talent, winning all these games?
        Jeremy Lin: No. It's just incredible. I don't think anyone, including myself,
        saw this coming.
        Interviewer: _____
        Jeremy Lin: Basketball's so fun when you play on a team where people pitch
        in and work through tough times.
        (A) How do you like the game?
        (B) Would you like to talk about baseball?
        (C) How much money do you make?
        (D) When will you retire?

(A)23. Tim: The next slide shows sales over the past six months.
        Kevin: _____
        Tim: Yes, we did.
        Kevin: Any idea what caused this drop in sales?
        (A) Gee! We hit quite a slump.
        (B) Anything I can do to help.
        (C) Let's take a break first.
        (D) That was a good thing.

(A) 24. (On the phone…)
        Secretary: Mr. Hubbard's office. How may I help you?
        Client: Yes, I'd like to speak to Mr. James, please?
        Secretary: _____
        Client: This is Mrs. Stone from Sandhill.
        (A) Who is calling, please?
        (B) May I ask what this call is about?
        (C) How do you find us?
        (D) Where are you going?

(B) 25. Customs Officer: May I see your passport and landing card?
        Thomas: _____
        Customs Officer: Do you have anything to declare?
        Thomas: Oh, nothing special.
        (A) I don't need my passport.
        (B) Sure. Here you are.
        (C) They're not real.
        (D) Be focused.

對話題：第16至25題，請依對話內容，選出一個最適合的答案，使其成為有意義的對話。

(A) 16. Teacher: I called your mom today, and she said you weren't home until 10 p.m. So, where were you?
Hank: Um… I'm sorry. _____
Teacher: As long as you're telling me the truth, it's OK.
(A) I went to a concert.
(B) Don't make fun of me.
(C) My mom thought I was late.
(D) You didn't call my mom.

(C) 17. Travel Agent: Now, our agency has come up with a travel package—Buy Two Get One Free.
Passenger: _____
Travel Agent: Yes, would you like to purchase this travel package?
(A) It sounds like a comic!
(B) It depends on the weight.
(C) It sounds great!
(D) It depends on you.

(C) 18. Reporter: Hello, what's your name?
Protester: My name is Emma.
Reporter: _____
Protester: Yes. I am here to speak for the animals.
(A) Are you afraid of animals?
(B) How many people are here?
(C) Are you here to protest against animal testing?
(D) What do you say about the animal shelters?

(A) 19. Mary: John, can you do me a favor?
John: Sure. What can I do for you?
Mary: I'm going to my son's music performance tomorrow morning. _____
John: OK. I guess I can.
(A) Could you take my shift?
(B) Why not ask someone else?
(C) In case I am occupied.
(D) It sounds like a good excuse.

(B) 20. Policeman: Sir, please move your vehicle immediately.
Jack: Did I do anything wrong?
Policeman: You parked in the space reserved for the disabled.
Jack: _____
Policeman: Thank you for your cooperation.
(A) But, there is no one parking here.
(B) I'm sorry. I will move it right away.
(C) Really? I thought you understand my situation.
(D) I think you need to calm down.

(B) 21. Jane: Thank you for stopping by. Can I get you anything?

Lisa: _____

Jane: Coming right up.

(A) You have nothing I want from you.

(B) A cup of coffee would be nice.

(C) No, I don't drink in the daytime.

(D) I don't know what I have in mind.

(B) 22. Coffee Shop Clerk: What can I get for you?

Customer: Mocha, please.

Coffee Shop Clerk: _____

Customer: Half milk and no sugar. Thank you.

(A) For here or to go?

(B) How would you like it?

(C) Cash or charge?

(D) How would you like to pay for it?

(A) 23. Lucy: You forgot to clean your room as you promised, Tom.

Tom: Oh, no! It totally slipped my mind. Will you do it for me before Mom gets back?

Lucy: _____

(A) In your dreams!

(B) Out of sight, out of mind!

(C) You are welcome.

(D) You are a boy of my dream.

(B) 24. Zoo Keeper: You look like you are having a good time with the kangaroos.

Child: Yeah, I do! I notice that they are sensitive when someone is getting close to them.

Zoo Keeper: Good observation! _____

Child: Thank you.

(A) You need to feed them more.

(B) You're really good with animals.

(C) You take such good care of them.

(D) You're going to learn how to take care of them.

(B) 25. Olivia: What's the biggest source of pollution? The answer might surprise you.

Fenny: Plastic bags?

Olivia: No, throwaway diapers. Fenny: But how come they became a source of pollution?

Olivia: _____

(A) About fifty years ago.

(B) They don't break down easily.

(C) Cotton diapers are good for the environment.

(D) People are using fewer throwaway diapers.

對話題：第16至25題，請依對話內容選出一個最適合的答案，使其成為有意義的對話。

(A) 16. Tim: Let's go see the Rubber Duck in Keelung City Harbor.
Kelly: _____
Tim: Why not?
Kelly: I have to work on my project. It's due tomorrow.
(A) I'd love to, but I can't.
(B) I went to Keelung last week.
(C) Sure, when are we going?
(D) Great! I like Rubber Duck very much.

(D) 17. Leo: Are you going to the countdown party this year?
Dennis: Sure, the annual fireworks show is great. I don't want to miss it.
Leo: _____
Dennis: Well, taking the bus is the best way.
(A) You can't miss it.
(B) The party is in front of the city hall.
(C) Do you like fireworks?
(D) How would you go there?

(B) 18. Mom: Linda, take out the garbage. The garbage truck is coming.
Linda: It's Peter's turn today.
Mom: _____
Linda: Then he should take out the garbage tomorrow.
(A) Peter doesn't like trucks.
(B) He's not home yet.
(C) The truck comes every other day.
(D) OK, it's a great turning point.

(A) 19. Kimoko: Have you ever tried stinky tofu?
Ted: Of course.
Kimoko: _____
Ted: Yesterday.
(A) When did you last try it?
(B) How did you try it?
(C) Where did you last try it?
(D) What did you try?

(C) 20. Victor: Hi, I'm a new student here and I need a place to stay.
Receptionist: Do you prefer a room in an apartment or in a house?
Victor: _____
Receptionist: Let me show you the room.
(A) The rent is cheap.
(B) Thanks for your offer.
(C) I'd like a room in a house.
(D) Yes, many rooms are on sale.

(C) 21. Pin: I need to find a part-time job.
　　　　Manager: _____
　　　　Pin: I can type very well.
　　　　(A) What can I do for you?
　　　　(B) Why do you need a job?
　　　　(C) What are you good at?
　　　　(D) How much do you ask for?

(B) 22. Rich: It's really cold today.
　　　　Helen: I'm having hot coffee. Do you want some?
　　　　Rich: _____
　　　　(A) Yes, I like hot chocolate a lot.
　　　　(B) No, I prefer tea with milk.
　　　　(C) No, hot coffee is better.
　　　　(D) Yes, I'll stay inside.

(A) 23. Nick: Art Café is really nice.
　　　　David: Yes, it is. It's new.
　　　　Nick: When did it open?
　　　　David: _____
　　　　(A) Two weeks ago.
　　　　(B) Three times a week.
　　　　(C) Every weekend.
　　　　(D) Next week.

(A) 24. Louis: I need to go to the drugstore for some vitamins.
　　　　Mandy: _____
　　　　Louis: That's not true. Vitamins can provide most of the nutrients we need.
　　　　(A) I need some, too.
　　　　(B) They're good for you.
　　　　(C) I cannot agree with you more.
　　　　(D) Those pills don't really help.

(C) 25. Nina: Hi, Kim. How was your trip?
　　　　Kim: Great. It was fun to meet different people in different cities.
　　　　Nina: _____
　　　　Kim: Taipei is my favorite.
　　　　(A) Where did you visit?
　　　　(B) How many cities have you been to?
　　　　(C) Which city do you like most?
　　　　(D) How much did you spend?

對話題:第11至20題,請依對話內容選出一個最適合的答案,使其成為有意義的對話。

(C) 11. Salesperson: What can I do for you, ma'am?
　　　　　Melinda: I need to purchase a blouse.
　　　　　Salesperson: _____
　　　　　Melinda: Medium.
　　　　　(A) Not that I would help you.
　　　　　(B) Certainly.
　　　　　(C) What is your size?
　　　　　(D) What color do you prefer?

(B) 12. Jeremy: Did you watch the NBA games last night?
　　　　　Sophie: No, I am not a basketball fan.
　　　　　Jeremy: Then, _____
　　　　　Sophie: I am a fan of the baseball games.
　　　　　(A) who is your favorite player?
　　　　　(B) what sports do you like best?
　　　　　(C) what fans do you prefer?
　　　　　(D) are you into Linsanity?

(C) 13. Rita: Because of the recycled cooking oil problem, Mom cooks dinner for us now.
　　　　　Gary: Yes. _____
　　　　　Rita: Indeed, we are lucky to eat homemade meals.
　　　　　(A) You have a good appetite.
　　　　　(B) Most people have become vegetarians.
　　　　　(C) Most people prefer cooking at home now.
　　　　　(D) I'm going out for a big dinner.

(C) 14. Adam: I was so worried about today's exam that I stayed up all night studying.
　　　　　Grace: The last question really confused me, but I think I did a good job. _____
　　　　　Adam: I guess I can get at least 90 on the exam.
　　　　　(A) Did you sleep well last night?
　　　　　(B) Do you have a good job?
　　　　　(C) How about you?
　　　　　(D) What worries you most?

(A) 15. Kevin: I am learning Japanese.
　　　　　Lynn: That sounds great. _____
　　　　　Kevin: I plan to go to the 2020 Summer Olympics in Tokyo.
　　　　　(A) Why are you learning Japanese?
　　　　　(B) Did they offer you a new job in Japan?
　　　　　(C) Is the Japanese Language Test coming soon?
　　　　　(D) Do you enjoy Japanese cosplay?

(B) 16. Operator: Hello. This is *Fashion Magazine*. How may I help you?
Nick: Good morning. It's Nick, the designer of the XYZ Company.
_____
Operator: Just a moment. I'll put you through.
(A) Could you call back?
(B) May I speak to the manager?
(C) Can you hold for a minute?
(D) Could I leave a message?

(D) 17. Charlotte: How was Hannah and Jay's wedding reception?
Damien: It was just beautiful! _____
Charlotte: I wish I could, but I had to take care of my dad in the hospital.
(A) The traffic was bad though.
(B) I couldn't receive it.
(C) Everyone was waiting for the newlyweds.
(D) Too bad you couldn't come.

(A) 18. Ruby: Richard, I haven't seen you for a month. You look slimmer.
Richard: Thanks! You look good too.
Ruby: How did you lose weight?
Richard: _____
Ruby: I want to try that too.
(A) I have been working out in the gym.
(B) Being on a diet makes me hungry.
(C) My knees hurt after jogging.
(D) Exercising is boring.

(B) 19. Kelly: At what time does the guided tour of the museum start?
Tour guide: The last one ended ten minutes ago. _____
Kelly: Thank you! I'll wait for the next tour at the lobby.
(A) The time on my watch is ten to ten.
(B) The next tour will start at ten.
(C) The tour allows only ten people.
(D) The tour lasts for ten minutes.

(D) 20. Ivy: I don't think I will be able to get a ticket to Jody Jiang's (Jiang, Hui)
Farewell Concerts.
Sam: Maybe you can try e-booking.
Ivy: Well, I don't think that will help much. _____
(A) Jody Jiang is always my favorite singer.
(B) Jody Jiang's Facebook is great.
(C) E-booking makes things easier.
(D) But it's still worth trying.