

## 國立科技大學英語分級教學成效分析與相關畢業門檻探討

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### 摘 要

本研究旨在探討國立科技大學大一英文分級教學成效與相關畢業門檻的訂定。以四技二專入學統一測驗成績作為大一英文分級教學之分班依據，在比對參與研究學生的前測「統測」成績，與後測「全球英語能力檢定測驗」之聽、讀能力測驗成績之後，分析結果顯示，以「統測」成績進行能力分級教學是可行的；學生的聽、讀能力與讀、寫能力皆有顯著關聯性。但是，研究發現，A、B、C級學生的英語聽、讀能力並未因為分級教學而有顯著進步。分級教學並非解決英語教學的靈丹妙藥，作者建議，為了有效提升國內的英語教學成效，雙峰現象應從源頭的國小、國中解決。至於畢業門檻，需每年評估所有大一學生的入學能力，針對不同能力訂定不同的畢業門檻，方能針對該屆畢業生訂出合理的畢業能力指標。

**關鍵詞：**分級教學、畢業門檻、統測、全球英檢

## **Effects of Ability Grouping and Development of English Graduation Benchmarks in a National Technological University in Taiwan**

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### **Abstract**

This study aims to investigate the effects of the ability grouping practice in a national technology university in Taiwan and to examine student entry levels in terms of English language proficiency. After comparing test scores on the TVE (pre-test) and the GET (post-test), the findings reveal that the TVE English scores are reliable to be used as a basis in ability grouping practice. It is found that in addition to listening and reading skills, students' reading and writing skills are also significantly related. However, there is no evidence showing significant improvement in reading and listening skills for all three levels of students due to the ability grouping practice. As to the development of graduation benchmarks for technological colleges and universities, freshman students' entry levels should first be carefully examined in order to develop reasonable and reachable graduation benchmarks.

**Keywords:** ability grouping, graduation threshold, TVE Joint College Entrance Examination, Global English Test